

MDRC Measures

1. Boston Public Schools Fidelity

McCormick, M. P., Weiland, C., Hsueh, J., Maier, M., Hagos, R., Snow, C., ... & Schick, L. (2019). Promoting content-enriched alignment across the early grades: A study of policies & practices in the Boston Public Schools. *Early Childhood Research Quarterly*.

2. Classroom Assessment Scoring System (CLASS)

Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Baltimore, MD, US: Paul H Brookes Publishing.

3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Good, R.H., & Kaminski, R.A. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills (6th ed.)*. Eugene, OR: Institute for Development of Educational Achievement.

4. Early Childhood Longitudinal Study (ECLS-K) [Content Coverage and Out of School Academic Activities subtests]

U.S. Department of Education. (2015). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011): User's manual for the ECLS-K: 2011 kindergarten–first grade data file and electronic codebook, public version (NCES 2015-078)*. Washington, DC: National Center for Education Statistics.

5. Forward and Backward Digit Span

Gathercole, S. E., & Pickering, S. J. (2000). Working memory deficits in children with low achievements in the national curriculum at 7 years of age. *British Journal of Educational Psychology*, 70, 177–194.

6. Gates-MacGinitie Reading Tests – 4th Edition (GMRT)

MacGinitie, W., MacGinitie, R., Maria, K., & Dreyer, L. (2000). *Gates-MacGinitie reading test (4th Ed.)*. Itasca, IL: Riverside Publishing Company.

7. Global Assessment Fidelity

McCormick, M. P., Weiland, C., Hsueh, J., Maier, M., Hagos, R., Snow, C., ... & Schick, L. (2019). Promoting content-enriched alignment across the early grades: A study of policies & practices in the Boston Public Schools. *Early Childhood Research Quarterly*.

8. Hearts and Flowers Task

Davidson, M.C., Amso, D., Anderson, L.C., & Diamond, A. (2006). Development of cognitive control and executive functions from 4 to 13 years: Evidence from manipulations of memory, inhibition, and task switching. *Neuropsychologia*, 44, 2037 – 2078.
doi:10.1016/j.neuropsychologia.2006.02.006



9. Individualizing Student Instruction (ISI)

Connor, C.M., Piasta, S.B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., et al. (2009). Individualizing student instruction precisely: Effects of child by instruction interactions on first graders' literacy development. *Child Development, 80*, 77–100.

10. Optimizing Learning Opportunities for Students (OLOS)

Connor, C.M. (2017). *Optimizing Learning Opportunities for Students*. University of California, Irvine. Irvine, CA.

11. Peabody Picture Vocabulary Test IV (PPVT-IV)

Dunn, L.M., & Dunn, D.M. (2007). *Peabody picture vocabulary test (4th ed.)*. San Antonio: Pearson.

12. Preschool Self-Regulation Assessment (PSRA) [Assessor Report]

Smith-Donald, R., Raver, C.C., Hayes, T., & Richardson, B. (2007). Preliminary construct and concurrent validity of preschool self-regulation assessment (PSRA) for Field-Based Research. *Early Childhood Research Quarterly, 22*, 173-187.

13. Renfrew Bus Story (RBS)

Cowley, J., & Glasgow, C. (1994). *The Renfrew Bus Story*. Centreville, DE: The Centreville School.

14. Research-Based Early Math Assessment (REMA)

Clements, D.H., Sarama, J.H., & Liu, X.H. (2008). Development of a measure of early mathematics achievement using the Rasch model: The research-based early math assessment. *Educational Psych, 28*, 457-482.

15. Social Skills Improvement System (SSIS) [Problem Behaviors and Social Skills subtests]

Gresham, F.M., & Elliott, S.N. (2008). *Social skills improvement system: Rating scales*. Bloomington, MN: Pearson Assessments.

16. Teacher Interview (Curriculum)

McCormick, M. P., Weiland, C., Hsueh, J., Maier, M., Hagos, R., Snow, C., ... & Schick, L. (2019). Promoting content-enriched alignment across the early grades: A study of policies & practices in the Boston Public Schools. *Early Childhood Research Quarterly*.

17. Teacher-Child Rating Scale (T-CRS) [Task Orientation subtest]

Hightower, A.D., et al. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review, 15*(3), 393-409.

18. Woodcock-Johnson III (WJ III) [Applied Problems and Picture Vocabulary subtests]

Woodcock, R.W., McGrew, K.S. & Mather, N. (2001). *Woodcock–Johnson III (3rd ed.)*. Itasca, IL: Riverside Publishing.





Ohio State University (OSU) Measures

1. Attitude towards teaching as a Career (ELO TBQ)

Rimm-Kaufman S.E., & Sawyer, B. E., (2004). Primary-Grade Teachers' Self-Efficacy Beliefs, Attitude toward Teaching, and Discipline and Teaching Practice Priorities in Relation to the "Responsive Classroom" Approach. *The Elementary School Journal*, 104(4).

McGinty, A.S., Justice, L., & Rimm-Kaufman, S.E.(2008). Sense of school community for preschool teachers serving at-risk children. *Early Education and Development*, 19(2), 361-384. doi: 10.1080/10409280801964036

2. Child Peer Nomination Rating Scale (ELO CPNR)

Asher, S. R., & Dodge, K. A. (1986). Identifying children who are rejected by their peers. *Developmental Psychology*, 22(4), 444–449.

Crick, N. R., Casas, J. F., & Mosher, M. (1997). Relational and overt aggression in preschool. *Developmental psychology*, 33(4), 579.

Velásquez, A. M., Bukowski, W. M., & Saldarriaga, L. M. (2013). Adjusting for group size effects in peer nomination data. *Social Development*, 22(4), 845-863.

3. Classroom Assessment Scoring System (CLASS)

Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). Classroom Assessment Scoring System™: Manual K-3. Baltimore, MD, US: Paul H Brookes Publishing.

4. Classroom Snapshot (C-SNAP)

Modification of the Classroom Observation System

NICHD Early Child Care Research Network. (2002). Child-care structure-> process-> outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science*, 13(3), 199-206.

5. Confusion, Hubbub, and Order Scale (CHAOS) (ELO FBQ)

Matheny, A.P., Washs, T. D., Ludwig, J.L., & Philips, K. (1995). Bringing Order Out of Chaos: Psychometric Characteristics of the Confusion, Hubbub, and Order Scale. *Journal of Applied Developmental Psychology*, 16, 429-444.

6. Early Childhood Longitudinal Study (ECLS-K) [Content Coverage]

U.S. Department of Education. (2015). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011): User's manual for the ECLS-K: 2011 kindergarten–first grade data file and electronic codebook, public version (NCES 2015-078)*. Washington, DC: National Center for Education Statistics.





7. Head-Toes-Knees-Shoulders (HTKS)

Ponitz, C. C., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. *Early Childhood Research Quarterly, 23*, 141–158. doi: 10.1016/j.ecresq.2007.01.004.

Ponitz, C. C., McClelland, M. M., Matthews, J. S., & Morrison, F. J. (2009). A structured observation of behavioral regulation and its contributions to kindergarten outcomes. *Developmental Psychology, 45*, 605-619. doi: 10.1037/a0015365

8. Loneliness Questionnaire (ELO CIQ)

Asher, S.R., Hymel, S., & Renshaw, P.D. (1984). Loneliness in Children. *Child Development, 55*(4), 1456-1464. doi:10.2307/1130015

9. Optimizing Learning Opportunities for Students (OLOS)

Connor, C.M. (2017). *Optimizing Learning Opportunities for Students*. University of California, Irvine. Irvine, CA.

10. Peer Victimization Inventory (ELO CIQ) [Student Experience items]

Kochenderfer, B. J., & Ladd, G. W. (1996). Peer victimization: Cause or consequence of school maladjustment?. *Child development, 67*(4), 1305-1317.

11. Perception of Peer Social Support Scale (PPSS) (ELO-CIQ)

Waters, S. K., Lester, L., Wenden, E., & Cross, D. (2012). A theoretically grounded exploration of the social and emotional outcomes of transition to secondary school. *Australian Journal of Guidance and Counselling, 22*(02), 190-205.

12. Preschool Peer Victimization Measure (ELO CIM) [Teacher Report – Relational Victimization items]

Crick, N. R., Casas, J. F., & Ku, H. (1999). Relational and physical forms of peer victimization in preschool. *Developmental Psychology, 35*, 376–385.

13. Preschool Social Behavior Scale (ELO CIM) [Teacher Form – Relational Aggression items]

Crick, N. R., Casas, J. F., & Mosher, M. (1997). Relational and overt aggression in preschool. *Developmental Psychology, 33*, 579–588.

14. Problematic Social Behavior Scale (PSBS)

To learn aggression & victimization relationships at the dyadic level for the teachers' perspective
Authors: Laura Justice and Co-PI's on ELO

15. School Liking and Avoidance Questionnaire (SLAQ) (ELO CIQ)

Ladd, G. W. (1990). Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment? *Child Development, 61*(4), 1081-1100. doi:10.1111/j.1467-8624.1990.tb02843.x

Ladd, G.W., & Price, J.M. (1987). Predicting children's social and school adjustment following the transition from preschool to kindergarten. *Child Development, 58*, 1168-1189.



doi:10.2307/1130613

16. School Self-Efficacy (ELO CIQ)

Stipek, D., Feiler, R., Daniels, D., & Milburn, S. (1995). Effects of different instructional approaches on young children's achievement and motivation. *Child development, 66(1)*, 209-223.

17. Sense of School Community (SSC) (ELO TBQ)

Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational Psychologist, 32*, 137–151

McGinty, A.S., Justice, L., & Rimm-Kaufman, S.E. (2008). Sense of school community for preschool teachers serving at-risk children. *Early Education and Development, 19(2)*, 361-384. doi: 10.1080/10409280801964036

Guo, Y. (in press). Preschool teacher's sense of community, instructional quality, and children's language and literacy gains. *Early Education and Development*.

18. Social Dynamics Management Strategies (ELO TBQ)

Gest, S. D., Madill, R. A., Zadzora, K. M., Miller, A. M., & Rodkin, P. C. (June 01, 2014). Teacher Management of Elementary Classroom Social Dynamics: Associations with Changes in Student Adjustment. *Journal of Emotional and Behavioral Disorders, 22(2)*, 107-118.

Gest, S.D., (2013). *Proceedings from Prevention Research Center Seminar*.

19. Student-Teacher Relationship Scale (STRS) (ELO CIM)

Pianta, R.C. (1992). *Student-Teacher Relationship Scale*. University of Virginia, Charlottesville, VA.

20. Teacher Rated Peer Interactions (TRPI)

To learn peer social interaction from the teachers' perspective

Authors: Laura Justice and Co-PI's on ELO

Chen, J., Lin, T. –J., Justice, L., & Sawyer, B. (2017). The social networks of children with and without disabilities in early childhood special education classrooms. *Journal of Autism and Developmental Disorders, 1-16*.

21. Teacher Rating Scale of School Adjustment (TRSSA) (ELO CIM)

Birch, S.H., & Ladd, G.W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 35(1)*, 61–79.

22. Teacher Self-Efficacy Scale (TSES) (ELO TBQ)

Ryan, A. M., Kuusinen C.M., & Bedoya-Skoog A. (2015). Managing peer relations: A dimension of teacher self-efficacy that varies between elementary and middle school teachers and is associated with observed classroom quality. *Contemporary Educational Psychology, 41 (2015)*, 147-156.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17(7)*, 783–805. doi:10.1016/S0742- 051X(01)00036-1.



Klassen, R. M., Bong, M., Usher, E. L., Chong, W. H., Huan, V. S., Wong, I. Y. F., et al. (2009). Exploring the validity of a teachers' self-efficacy scale in five countries. *Contemporary Educational Psychology, 34*(1), 67–76. doi:10.1016/j.cedpsych.2008.08.001.

23. Teacher-Child Rating Scale (T-CRS) (ELO CIM)

Hightower, A.D., et al. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review, 15*(3), 393-409.

24. Teacher-Reported Grouping Strategies (ELO TBQ)

Gest, S. D., & Rodkin, P. C. (January 01, 2011). Teaching practices and elementary classroom peer ecologies. *Journal of Applied Developmental Psychology, 32*(5), 288-296.

25. Woodcock-Johnson III (WJ III) [Applied Problems, Letter-Word Identification, and Picture Vocabulary subtests]

Woodcock, R.W., McGrew, K.S. & Mather, N. (2001). *Woodcock–Johnson III (3rd ed.)*. Itasca, IL: Riverside Publishing.

University of California – Irvine (UCI) Measures

1. Assessment to Instruction (A2i) assessments

Connor, C. M., Bowles, R. P., & May, H. (2016). *Word Match Game*. Florida Center for Reading Research. Tallahassee, FL.

Connor, C. M., McLean, L., & May, H. (2017). *Letters-2-Meaning*. University of California, Irvine. Irvine, CA.

2. Head-Toes-Knees-Shoulders (HTKS)

Ponitz, C. C., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. *Early Childhood Research Quarterly, 23*, 141–158. doi:10.1016/j.ecresq.2007.01.004

3. Optimizing Learning Opportunities for Students (OLOS)

Connor, C.M. (2017). *Optimizing Learning Opportunities for Students*. University of California, Irvine. Irvine, CA.

4. Social Skills Improvement System (SSIS) [Problem Behaviors and Social Skills subtests]

Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system: Rating scales*. Bloomington, MN: Pearson Assessments.





5. Woodcock-Johnson III (WJ III) [Applied Problems subtest]

Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). *Woodcock-Johnson III*. Itasca, IL: Riverside publishing.

6. Woodcock-Muñoz III (WJ III) [Letter-Word Identification, Picture Vocabulary, and Text comprehension subtests]

Muñoz-Sandoval, A.F., Woodcock, R.W., McGrew, K.S., & Mather, N. (2005). *Bateria III Woodcock Munoz: Pruebas de aprovechamiento*. Itasca, IL: Riverside Publishing.

University of North Carolina at Chapel Hill Measures

1. Classroom Assessment Scoring System (CLASS)

Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Baltimore, MD, US: Paul H Brookes Publishing.

2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, DIBELS Oral Reading Fluency, Fluidez en los Sonidos Iniciales, and Fluidez en la Segmentacion de Fonemas subtests]

Baker, D. L., Good, R. H., Knutson, N., & Watson, J. (2008). *Indicadores Dinámicos del Éxito en la Lectura (7th ed.)*. Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.org/idel.html>

Good, R. H., & Kaminski, R. A. (2011). *DIBELS Next assessment manual*. Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.org/dibelsnext.html/>

3. Early Childhood Longitudinal Study (ECLS-K) [Content Coverage]

U.S. Department of Education. (2015). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011): User's manual for the ECLS-K: 2011 kindergarten–first grade data file and electronic codebook, public version (NCES 2015-078)*. Washington, DC: National Center for Education Statistics.

4. Early Language and Literacy Classroom Observation Addendum for ELLs (ELLCO)

Smith, M.W., & Dickinson, D.K. (2002). *Early Language & Literacy Classroom Observation (ELLCO) Toolkit: User's Guide*. Education Development Center, Inc., Newton, MA.

Castro, D. C. (2005). *Early Language and Literacy Classroom Observation Addendum for English Language Learners*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

5. Expressive One-Word Picture Vocabulary Test – 4th Edition (EOWPVT-4)

Brownell, R. (2000). *Expressive One-Word Picture Vocabulary Test*. Novato, CA: Academic Therapy Publications.





Martin, N. (2000). *Expressive One-Word Picture Vocabulary Test Spanish – Bilingual 4th Edition*. Novato, CA: Academic Therapy Publications.

6. Global Observation Questions (adapted version of BPS Fidelity)

7. Language Interaction Snapshot (LISn)

Sprachman, S., Caspe, M., & Atkins-Burnett, S. (2009). *Language Interaction Snapshot (LISn) Field Procedures and Coding Guide*. Princeton, NJ: Mathematica Policy Research.

8. Learning Behavior Scale (LBS)

McDermott, P. A., Green, L. F., Francis, J. M., & Stott, D. H. (1999). *Learning Behaviors Scale*. Philadelphia, PA: Edumetric and Clinical Service.

Schaefer, B. A. & McDermott, P. A. (1999). Learning behavior and intelligence as explanations for children's scholastic achievement. *Journal of School Psychology, 37*, 299–313.

9. NIH Toolbox Cognition Battery (NIHTB-CB) [Dimensional Change Card Sort, Flanker Inhibitory Control and Attention Test, Prueba para Sorteo con Tarjetas Dimensionales, and Prueba de Atención y Control Inhibitorio Flanker]

Gershon, R.C., Wagster, M.V., Hendrie, H.C., Fox, N.A., Cook, K.F., & Nowinski, C.J. (2013). NIH Toolbox for Assessment of Neurological and Behavioral Function. *Neurology, 80* (11 Supplement 3) S2-S6; DOI: 10.1212/WNL.0b013e3182872e5f

10. Optimizing Learning Opportunities for Students (OLOS)

Connor, C.M. (2017). *Optimizing Learning Opportunities for Students*. University of California, Irvine. Irvine, CA.

11. Preschool Learning Behaviors Scale (PLB)

McDermott, P.A., Green, L.F., Francis, J.M., & Stott, D.H. (2000). *Preschool Learning Behaviors Scale*. Philadelphia, PA: Edumetric and Clinical Science.

12. Student -Teacher Relationship Scale (STRS)

Pianta, R. C. (2001). *Student-Teacher Relationship Scale: Professional manual*. Odessa, FL: Psychological Assessment Resources.

13. Teacher-Child Rating Scale (T-CRS)

Hightower, A.D., Work, W. C., Cowen, E. L., Lotyczewski, B. S., Spinell, A. P., & Guare, J. C. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review, 15*(3), 393-409.

14. Woodcock-Johnson III (WJ III) [Applied Problems, Letter-Word Identification, Passage Comprehension, Picture Vocabulary, and Quantitative Concepts subtests]

Woodcock, R.W., McGrew, K.S. & Mather, N. (2001). *Woodcock–Johnson III* (3rd ed.). Itasca, IL: Riverside Publishing.





15. Woodcock-Muñoz III (WJ III) [Vocabulario sobre Dibujos, Identificación de Letras, Problemas Aplicados, Comprensión de textos subtests]

Muñoz-Sandoval, A.F., Woodcock, R.W., McGrew, K.S., & Mather, N. (2005). *Bateria III Woodcock Munoz: Pruebas de aprovechamiento*. Itasca, IL: Riverside Publishing.

University of Nebraska–Lincoln (UNL) Measures

1. Behavior Rating Inventory of Executive Function, Preschool Version (BRIEF-P)

Gioia, G. A., Espy, K. A., & Isquith, P. K. (2003). *Behavior Rating Inventory of Executive Function - Preschool Version*. Odessa, FL: Psychological Assessment Resources.

2. Behavior Rating Inventory of Executive Function, Second Edition (BRIEF2)

Gioia, G.A., Isquith, P.K., Guy, S.C., & Kenworthy, L. (2000). *Behavior Rating Inventory of Executive Function, Second Edition*. Lutz, FL: Psychological Assessment Resources.

3. Child Parent Relationship Scale (CPRS)

Pianta, R.C. (1992). *Child-Parent Relationship Scale*. University of Virginia. Charlottesville, VA.

4. Classroom Assessment Scoring System (CLASS)

Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Baltimore, MD, US: Paul H Brookes Publishing.

5. Classroom Data Usage

Learning Frontiers: PreK to Grade 3 Research Team.¹ (2019). *Classroom Data Usage*. Lincoln, NE: Nebraska Center for Research on Children, Youth, Families and Schools.

¹Learning Frontiers: PreK to Grade 3 Research Team: Lisa L. Knoche, Susan M. Sheridan, Iheoma U. Iruka, Hannah M. Kerby, Rachel E. Schumacher, Natalie A. Koziol.

6. Classroom Environment Scan Checklist (CESC)

Sheridan, S. M. (2011). *Classroom Environment Scan Checklist (CESC)*. Unpublished scale, University of Nebraska–Lincoln.

7. Early Childhood Longitudinal Study (ECLS-K) [Academic Rating Scale (ARS): PreK/Kindergarten, Grades 1, 2, and 3 versions]

Early Childhood Longitudinal Study (ECLS-K): Academic Rating Scale (ARS), PreK/Kindergarten Version (ECLS-K:2011 Fall 2010 Kindergarten Teacher Questionnaire (Child Level).)

Early Childhood Longitudinal Study (ECLS-K): Academic Rating Scale (ARS), Grades 1 and 2 Version (ECLS-K:2011 Spring 2012 Teacher Questionnaire (Child Level for First Grade).)

Early Childhood Longitudinal Study (ECLS-K): Academic Rating Scale (ARS), Grade 3 Version (ECLS-K:1998 Spring 2002 Teacher Questionnaire Part C)





8. EduSNAP Classroom Observation

Ritchie, S., Weiser, B., Mason, E., & Holland, A. (2015). *The EduSnap Professional Learning System*. Durham, NC: Snapshot.

9. Expressive Vocabulary Test – 2nd Edition (EVT)

Williams, K. (2014). *Expressive Vocabulary Test, Second Edition Technical Report*. Pearson Education

10. Family Involvement Questionnaire (FIQ)

Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology, 92*(2), 367-376.

11. Family Involvement Questionnaire, Elementary (FIQ-E)

Manz, P. H., Fantuzzo, J. W., & Power, T. J. (2004). Multidimensional assessment of family involvement among urban elementary students. *Journal of School Psychology, 42*, 461-475.

12. Learning Behaviors Scale (LBS)

McDermott, P. A., Green, L. F., Francis, J. M., & Stott, D. H. (1999). *Learning Behaviors Scale*. Philadelphia: Edumetric and Clinical Science.

13. Optimizing Learning Opportunities for Students (OLOS)

Connor, C.M. (2017). *Optimizing Learning Opportunities for Students*. University of California, Irvine. Irvine, CA.

14. Parent-Teacher Relationship Scale (PTRS) [Parent and Teacher Report]

Vickers, H.S., & Minke, K.M. (1995). Exploring parent-teacher relationships: Joining and communication to others. *School Psychology Quarterly, 10*, 133-150.

15. Preschool Learning Behaviors Scale (PLBS)

McDermott, P., Green, L. F., Francis, J. M., & Stott, D. H. (2000). *Preschool Learning Behaviors Scale*. Philadelphia, PA: Edumetric and Clinical Science.

16. Social Skills Improvement System (SSIS) [Problem Behaviors and Social Skills subtests]

Gresham, F.M., & Elliott, S.N. (2008). *Social skills improvement system: Rating scales*. Bloomington, MN: Pearson Assessments.

17. Student-Teacher Relationship Scale (STRS)

Pianta, R.C. (1992). *Student-Teacher Relationship Scale*. University of Virginia, Charlottesville, VA.

18. Woodcock-Johnson III (WJ III) [Applied Problems, Calculation, Letter-Word Identification, Math Fluency, Passage Comprehension, Picture Vocabulary, and





Reading Fluency subtests]

Woodcock, R.W., McGrew, K.S. & Mather, N. (2001). *Woodcock–Johnson III (3rd ed.)*. Itasca, IL: Riverside Publishing.

University of Virginia (UVA) Measures

1. Behavior Coding System (BCS)

Pianta, R. C., Whittaker, J. E., Vitiello, V., Ansari, A., & Ruzek, E. (2018). Classroom Process and Practices in Public Pre-K Programs: Describing and Predicting Educational Opportunities in the Early Learning Sector. *Early Education and Development, 29*(6), 797-813.

2. Classroom Assessment Scoring System (CLASS)

Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Baltimore, MD, US: Paul H Brookes Publishing.

3. Early Childhood Longitudinal Study (ECLS-K) [Content Coverage]

U.S. Department of Education. (2015). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011): User's manual for the ECLS-K: 2011 kindergarten–first grade data file and electronic codebook, public version (NCES 2015-078)*. Washington, DC: National Center for Education Statistics.

4. Five Essentials-Early Ed Survey

Ehrlich, S. B., Pacchiano, D. M., Stein, A. G., & Wagner, M. R. (2018). *Organizing Early Education for Improvement: Testing a New Survey Tool*. Technical Report. University of Chicago Consortium on School Research.

5. Forward and Backward Digit Span

Carlson, S. M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology, 28*, 595-616.
doi:10.1207/s15326942dn2802_3

6. Head-Toes-Knees-Shoulders (HTKS)

McClelland, M. M., & Cameron, C. E. (2012). Self-regulation in early childhood: Improving conceptual clarity and developing ecologically valid measures. *Child Development Perspectives, 6*, 136-142. doi: 10.1111/j.1750-8606.2011.00191.x

7. Optimizing Learning Opportunities for Students (OLOS)

Connor, C.M. (2017). *Optimizing Learning Opportunities for Students*. University of California, Irvine. Irvine, CA.





8. Pencil Tap Test

Carlson, S. M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology*, 28, 595-616.
doi:10.1207/s15326942dn2802_3

9. Teacher-Child Rating Scale (T-CRS)

Hightower, A.D., et al. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review*, 15(3), 393-409.

10. Woodcock-Johnson III (WJ III) [Applied Problems, Quantitative Concepts, Humanities, Letter-Word Identification, Picture Vocabulary, Science, Social Studies]

Woodcock, R.W., McGrew, K.S. & Mather, N. (2001). *Woodcock–Johnson III (3rd ed.)*. Itasca, IL: Riverside Publishing.

