

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.