Classification Criteria for the Early Years Evaluation (EYE)

EYE-Direct Assessment

Age-based norms are used for the EYE-DA to determine whether children are indicated as red (experiencing significant difficulty) vs. yellow (experiencing some difficulty) vs. green (appropriate development). They were based on age-appropriate tasks derived from a number of Canadian and US studies and aligned to results from international assessments. Thus, children who are identified as experiencing difficulty are more likely to encounter difficulties learning to read during the first few years of school unless they receive a significant intervention.

Within each domain we establish two cut-off scores, one distinguishing between red and yellow, the other between yellow and green. The cut-scores were set such that the percentage of children with red scores is about 15%, and the percentage with yellow scores is about 30%. These two levels of vulnerability are consistent with national and international results on other assessments, such as the OECD Programme for International Student Assessment (PISA).

EYE-Teacher Assessment

The EYE-TA focuses on the skills required for children to take full advantage of the learning opportunities provided during primary school. Teachers’ ratings are averaged for each child for each domain, and children with an average score in a domain that is below 1.0 are indicated red, those with scores greater than or equal to 1.0 but below 2.0 are indicated yellow, and children with scores greater than or equal to 2.0 are indicated green. Children with a red score in a domain are typically unable to do, or can only partially do, most tasks in that domain, while children with a yellow score can typically do most tasks, either partially or regularly. Children with a green score are able to consistently do most tasks in a domain.

The EYE-TA is not normed by age. Instead the focus is on identifying the skill domains that children need further assistance with. Because the EYE-TA is not normed by age, the average score for a classroom will improve over the course of a school year, as children mature and benefit from learning opportunities at home and at school.

For school systems that use a “response-to-intervention” (RTI)\(^1\) model to deliver instruction, the EYE categories can be considered as follows:

**Green:** Tier I involves universal strategies for improving student learning with extra support for those experiencing difficulties.

**Yellow:** Tier II involves targeted interventions for those who do not respond to Tier 1 strategies. The interventions typically include further, more detailed assessments, a different strategy for delivering instruction, and possibly a modified curriculum.

**Red:** Tier III aims to address the needs of students that do not respond to Tier 2 interventions. At this level, students would normally receive a more intensive, individualized program.

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