

SECTION III — RESEARCH AND SUPPORTING SCIENCE

Section III contains five chapters, each of which provides relevant research and supporting science related to one of the five major Organizing and Design Principles described in **Section I** and exemplified by aspects of the **Portraits** in **Section II**. Each chapter elaborates on key details and information that provide the background and justification for the related Principle and associated Recommendations provided in **Section I**. Finally, relevant resources and tools are offered that can support pursuit of the Recommendations in each Phase.

As noted in Section I, the Principles and associated Recommendations fall into three implementation Phases, as shown below.

Section III Organization

Phase I: Planning for and Designing an Early Literacy Assessment System



Section III-1 — Necessary Conditions and Structures: District characteristics that support coherent implementation of an early literacy assessment system

Principle #1: The ELAS must be designed to ALIGN AND INTEGRATE WITH ALL SCHOOL- AND DISTRICT-LEVEL SYSTEMS; this includes the systems of curriculum, instruction, and professional learning as well as the overall assessment system.

Section III-2 — Assessment System Architecture: Design features needed in the structure and operation of an early literacy assessment system

Principle #2: The ELAS must reflect ASSESSMENT SYSTEM DESIGN FEATURES that make it coherent, comprehensive, and continuous across time and contexts of use.

Phase II: Implementing an Early Literacy Assessment System



Section III-3 — Literacy Development and Learning: Features of an early literacy assessment system that reflect what we know

Principle #3: The ELAS must reflect what we know from theory, research, and practice about LITERACY DEVELOPMENT.

Section III-4 — Purposes, Users, and Technical Adequacy of Assessments: Features of early literacy assessment that reflect what we know

Principle #4: The ELAS must reflect what we know about the PURPOSES, USERS, AND TECHNICAL ADEQUACY OF EARLY LITERACY ASSESSMENT.

Phase III: Supporting and Monitoring an Early Literacy Assessment System



Section III-5 — Professional Learning Programs: Features that support stakeholder groups in implementing and using an ELAS

Principle #5: The ELAS must be supported and monitored by a sustained program of collaborative, inquiry-based PROFESSIONAL LEARNING and FEEDBACK.