These measures will be given prior to teachers administering the Phonological Awareness Literacy Screening (PALS).

The Early Mathematics Assessment System (EMAS): This tool is a reliable and valid research-based assessment of early mathematical thinking that draws on both modern cognitive science as well as developmental and educational research. The EMAS was designed to measure a broad range of mathematical content, specifically, number sense, operations, shape, space, and pattern. It measures both performance and cognitive processes, including strategies and conceptual understanding. Additionally, the domains assessed by the EMAS are aligned with the National Council of Teachers of Mathematics standards (National Council of Teachers of Mathematics, 2000). The EMAS takes approximately 20 minutes to administer. Teachers use a flipbook and manipulatives to administer the measure and enter students' answers directly online.

EMAS Items and Skills:

Sub-Domain	Skill	Item
Geometry and Spatial Sense	Recognizes and names common shapes, their parts, and properties	Shape Recognition
		Shape Properties
	Understands and uses language related to directionality, order, and position of objects	Directionality, Order and Position
	Understand space as organized into grids or coordinate systems	Understands Grids
Patterning	Duplicates, extends, and creates simple patterns	Patterns
Numeracy	Knows number names and count sequence	Verbal Counting
	Compares and orders numbers	Comparing and Ordering
	Understands the relationship between numbers and quantities	Counting and Cardinality
	Associates a quantity with a written numeral	Numerals
Computation	Recognizes that numbers (or sets of objects) can be combined to make another number through the grouping of objects (addition), or can be separated to make another number through the taking away of objects (subtraction)	Adding and Subtracting

Ginsburg, H. P., Pappas, S., & Lee, Y. (2010). Early Mathematics Assessment System. An unpublished assessment measure created as part of the NIH supported project Computer Guided Comprehensive Mathematics Assessment for Young Children (Project number 1 RO1 HD051538-01).

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Child Behavior Rating Scale (CBRS): A short rating scale completed by the teacher that measures students' approaches to learning, self-regulation, and social-emotional development. The CBRS is an instrument focused on children's behaviors with other children and adults in the classroom, as well as their performance academically. Seven items on the CBRS comprise the Social Skills domain, and ten items comprise the Self-Regulation domain. Items are assessed using a five-point scale (1= never, 5= always). It takes 1-3 minutes per child to complete by the teacher.

Child Behavior Rating Scale: Assessment Details

Domain	Skills	Items
Self-Regulation	The ability to control one's own attention, emotions, and behaviors to cope with the demands of the environment **Examples:** Listening to teachers; following rules and multi-step directions; focusing on tasks and attempting new challenges	Items 1-10
Social Skills	The child's ability to navigate teacher and peer interactions successfully **Examples:** Group cooperation; expressing emotions and needs positively (resolving conflict and avoiding aggression)	Items 11-17

Child Behavior Rating Scale: Rating Scale
Teachers respond to each item by selecting numbers on a 1-5 scale, based on observation of individual students during regular classroom routines and activities.

Rating	Description
1	The child **never** exhibits the behavior described by the item.
2	The child **rarely** exhibits the behavior described by the item.
3	The child **sometimes** exhibits the behavior described by the item.
4	The child **frequently or usually** exhibits the behavior described by the item.
5	The child **always** exhibits the behavior described by the item.

CBRS – July, 2012 Bronson, M. B., Goodson, B. D., Layzer, J. I., & Love, J. M. (1990). Child behavior rating scale. Cambridge, MA: Abt Associates.