

Mathematics, Self-Regulation, Social Skills, and Mental Health Assessment Pilot: Grades 1-3

September 2025 Update



As required by Virginia's 2022-2024 and 2024-2026 Biennial Budgets, researchers at University of Virginia—including teams from the Virginia Kindergarten Readiness Program (VKRP) and Virginia Literacy Partnerships (VLP)—in partnership with the Virginia Department of Education (VDOE), are conducting a Mathematics, Self-Regulation, Social Skills, and Mental Health Assessment Pilot in Grades 1 through 3 (1-3 Assessment Pilot) to explore the utility of building longitudinal measures in those areas that could extend to Grades 1 through 3. You can learn more about the pilot [here](#), and see the previous update from 2023 [here](#).



Update on Key Pilot Activities to Date

1. Analyzed feedback from teachers, schools, divisions, and state leaders about existing assessments to learn what types of measures are currently used in school divisions and to gain perspectives on gaps in data on students' mathematics, self-regulation, social skills, and mental health well-being.
 - UVA developed, administered, and analyzed a Division Assessment Survey following the 2022-2023 school year.
2. Adapted the current inventory of existing Child Behavior Rating Scale (CBRS) items to better align with Grades 1 through 3.
 - VDOE reviewed and provided feedback on the CBRS, which is used statewide in three- and four-year-old pre-kindergarten and kindergarten classrooms to measure aspects of students' self-regulation, social skills, and mental health well-being. During 2024-2025, slight revisions and additions were made to several items to make the scale age-appropriate for students in Grades 1 through 3.
3. Developed Early Mathematics Assessment System (EMAS) items for Grades 1 through 3 in partnership with VDOE and teachers across VA. New items are aligned with the Standards of Learning (SOL) and Clements and Sarama's^{1,2} Learning Trajectories.
 - During 2024-2025, 237 mathematics items were created by a Mathematics Working Group and reviewed by VDOE. Items were revised based on data collector feedback and data analysis collected during the 2022-2023 and 2023-2024 pilot years.
 - Created EMAS forms for Grades 1 through 3 that include items that assess students' skills in geometry, measurement, patterning, numeracy, computation, and probability and statistics.
4. Prepared to pilot the EMAS and CBRS in Grades 1 through 3.
 - UVA is recruiting a sample of divisions, schools, and teachers to participate in the fall 2025 1-3 Assessment Pilot.
 - UVA developed a feedback survey that pilot teachers will complete after their participation in the pilot to inform future revisions and broader implementation planning.



Immediate Next Steps

- Complete division, school, and teacher recruitment for the fall 2025 1-3 Assessment Pilot.
- Train and support pilot teachers to administer the EMAS and CBRS.
- Collect and analyze survey feedback from pilot teachers on their experience with the assessments.
- Analyze data to understand psychometric properties of the assessments with this sample of students in Grades 1 through 3.
- Compile and report back on information from the teacher survey to share with stakeholders including VDOE.

¹ Sarama, J., & Clements, D. H. (2009). Early Childhood Mathematics Education Research: Learning Trajectories for Young Children. Routledge. <https://doi.org/10.4324/9780203883785>

² Clements, D. H., & Sarama, J. (2021). Learning and Teaching Early Math: The Learning Trajectories Approach. Routledge & CRC Press. <https://www.routledge.com/Learning-and-Teaching-Early-Math-The-Learning-Trajectories-Approach/Clements-Sarama/p/book/9780367521974>

Have questions about the pilot? Please contact us.



(866) 301-8278, ext. 1



vkpr@virginia.edu



SCHOOL of EDUCATION
and HUMAN DEVELOPMENT
Center for Advanced Study
of Teaching and Learning

