



Why the Size of the Stair Matters in the Race to the Top

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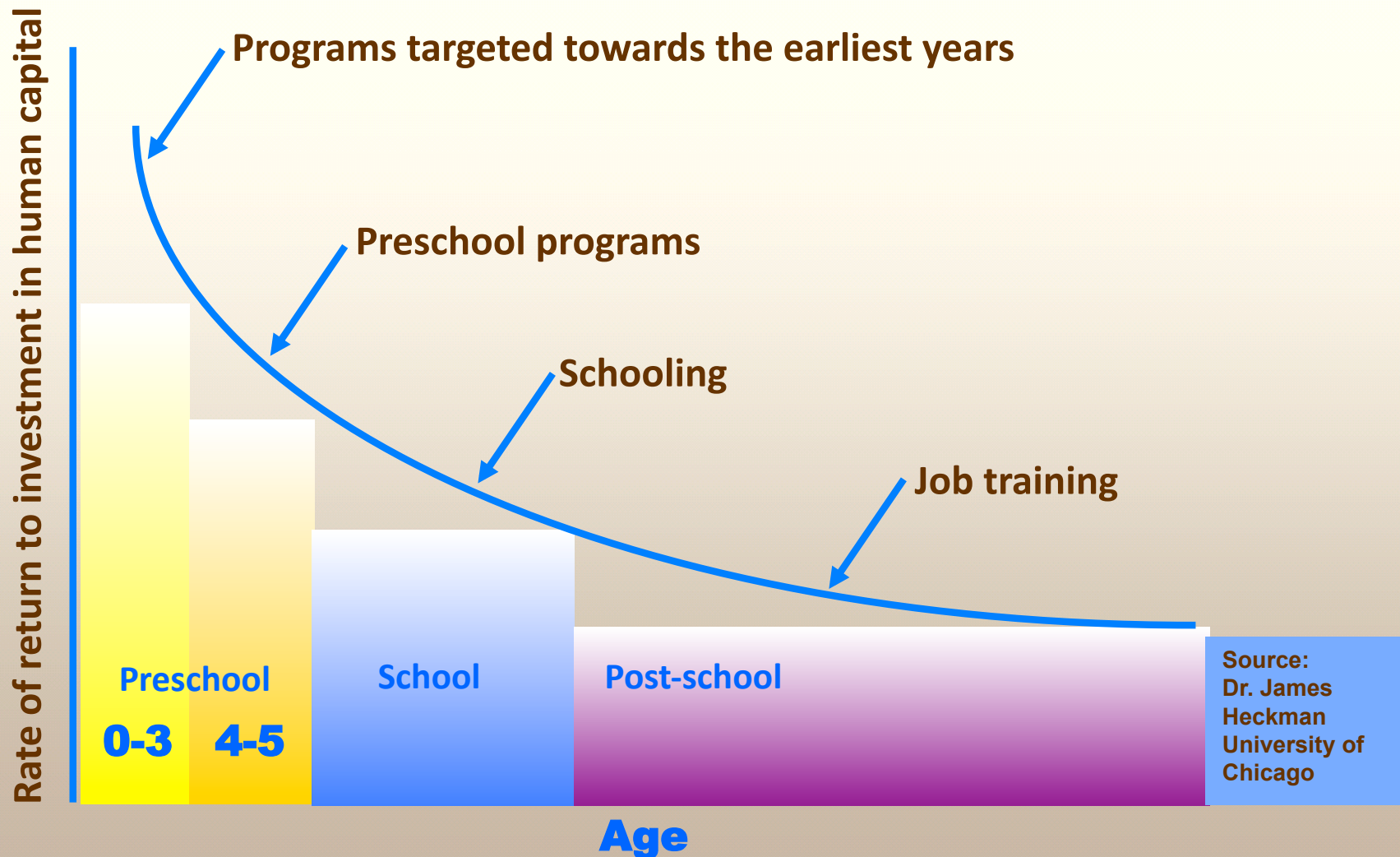
Early Learning Begets Later Learning

*Early learning begets later learning and
early success breeds later success...*

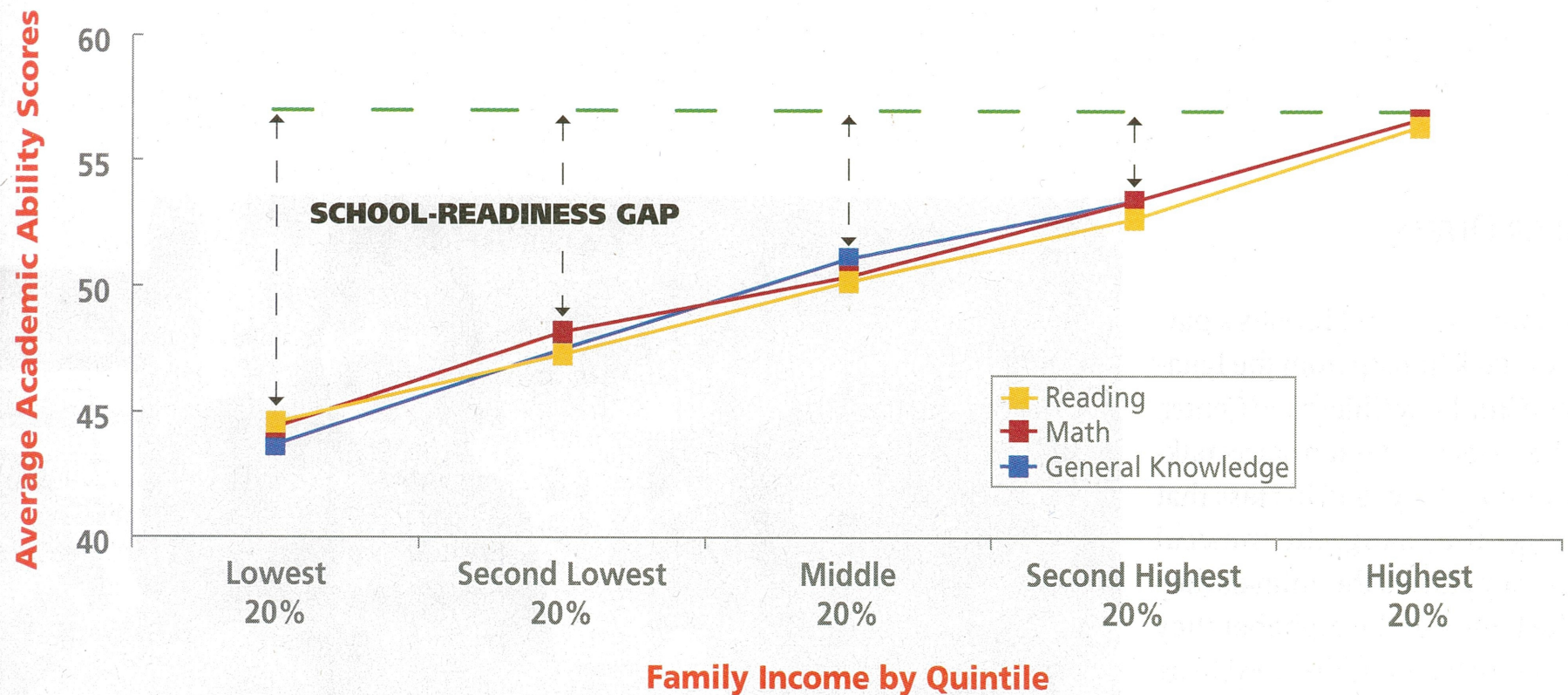
-James J. Heckman, 2000

Investment in Human Capital as a Function of Age

(Rates of Return to an Extra Dollar)



The School-Readiness Gap



SOURCE: ANALYSIS OF DATA FROM THE EARLY CHILDHOOD LONGITUDINAL STUDY, KINDERGARTEN CLASS OF 1998-99 (SEE NCES.ED.GOV/ECLS/KINDERGARTEN.ASP)
BY W. STEVEN BARNETT AND MILAGROS NORES FOR THE NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH.



A New Beginning: The Illinois Kindergarten Individual Development Survey

A report to the
Illinois State Board
of Education from
the Kindergarten
Readiness
Assessment
Stakeholder
Committee

April 2011



State aims to test its youngest students

Not MCAS, but a first for kindergartners

By James Vaznis
GLOBE STAFF

Massachusetts is developing plans to assess students as soon as they enter kindergarten to gauge how prepared they are for school, part of a proposal to overhaul early education after a decade that saw basic literacy skills for elementary-age children across the state barely improve at all.

But unlike the MCAS exams given to students in the upper grades, kindergartners — who are not expected to know how to read or write — would not be filling in bubble sheets or answering essay questions.

Boston Sunday Globe

OCTOBER 2, 2011

***How Do the
Common Core
State Standards
Measure Up?***

Why Standards Are Important for Early Childhood

1. Setting **expectations** and **benchmarks**
2. Creating a classroom **curriculum**
3. Conducting **assessments**
4. Establishing **alignment**

Why the Common Core is a Problem for Early Childhood

1. Top down construction
2. Sky high expectations
3. Absence of non-cognitive domains
4. No link between standards, assessments, and curriculum



Conclusions about Standards and Early Learning

1. Quality early education requires standards.
2. Standards are essential for assessment.
3. Top down standards distort early learning.
4. The level of difficulty and breadth of the domains is tied to the standards' utility.
9. Standards should serve as benchmarks, not thresholds.

