TEA Texas Education Agency | TEXAS ASSESSMENT

2025 Texas Assessment Conference

Early Childhood Assessment Requirements

2025–2026 School Year

November 4, 2025

Welcome and Introductions

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Organizational Updates

Office of School Programs

Department of Standards and Programs

Division of Early Childhood Education

PK–2 Assessments

Office of School Programs	Office of Analytics, Assessment and Reporting
Department of Standards and Programs	Department of Assessment and Reporting
Division of Curriculum Standards and Student Support	Division of Assessment Development
PK Assessment Melissa Barajas and Sylina Valdez	**Kinder- 2nd grade Assessment** Magali Farooqi

Interactive Poll: Confidence in Early Childhood Assessment Requirements

Using your hands, show us:

On a scale from 1 to 5, how well do you know the early childhood assessment requirements?

1

I am a beginner and have very little knowledge

5

I am a pro and have extensive knowledge

Purpose of Early Childhood Instruments

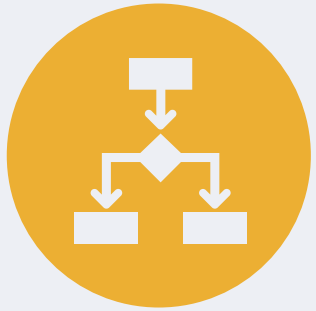
Early childhood instruments in Texas play a vital role in supporting student development and fostering positive educational outcomes.

These instruments serve multiple purposes:

Measure Progress

Inform Instruction

Comply with Statute



Guide Decisions

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Prekindergarten Student Progress Monitoring Requirements for 2025–2026 SY

Student Progress Monitoring Administration Requirements

What is required?

Progress monitoring using a **commissioner-approved instrument**[1] in the **five required domains**[2] for 4-year-old prekindergarten students must be done at the **beginning, middle, and end of the year**[2].

1 - Texas Education Code (TEC) §29.153
2 - 19 Texas Administrative Code (TAC) §102.1003

What are the 5 required domains?

- ❑ **Emergent Literacy Reading**
- ❑ **Emergent Literacy Writing**
- ❑ **Emergent Literacy Language and Communication**
- ❑ **Health and Wellness**
- ❑ **Mathematics**

For support in identifying required measures that correlate with the progress monitoring domains, review the High-Quality PK Progress Monitoring Domains and Correlating Instrument Measures resource.

Commissioner-Approved Prekindergarten Progress Monitoring Instruments for the 2025–2026 SY

CIRCLE Progress Monitoring by CLI
**offered at no cost to LEAs*

COR Advantage by HighScope Educational Research Foundation

CPALLS+STEM by CLI
(administered through TANGO Software)

Frog Street Assessment by Frog Street

GOLD by Teaching Strategies, LLC

LION for Prekindergarten by Liberty Source

What progress monitoring data are LEAs required to submit for 4-year-olds?

School districts and open-enrollment charter schools will **only** be required to submit student progress monitoring data for the **beginning-of-year (BOY) and end-of-year (EOY) administrations** in *all five required domains*.

No middle-of-year data will be submitted.

Progress Monitoring Differences for 3- and 4-year-olds in Prekindergarten Classrooms

3-year-olds (PK3)

- School districts and open-enrollment charters **are not required to administer or collect student progress data for 3-year-old students**.

4-year-olds (PK4)

- Required to administer and collect student progress monitoring data at BOY, middle-of-year (MOY), and EOY in all five required domains

Mixed Classrooms (PK3/4)

- 4-year-old requirements must be met
- Flexibility to implement developmentally appropriate progress monitoring for 3-year-olds.
  - Adjust or exclude 3-year-olds as needed.
  - **The BOY and EOY data should be submitted into the ECDS annually if 3-year-olds are progress monitored.**

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Kindergarten Reading Readiness Assessment Requirements for 2025–2026 SY

Kindergarten Reading Readiness Requirements

Circle Kindergarten Progress Monitoring (KPM) *(formerly known as TX-KEA)* by CLI

mCLASS Texas by Amplify

As defined in TEC §28.006, school systems must administer a BOY reading instrument using one of the two free, Commissioner-approved instruments listed.

Kindergarten Reading Readiness Administration and Notification Requirements

Administration Requirements

Kindergarten reading readiness instruments **must** be administered **no later than the 60th day of the school year***

Parent Notification Requirements

Families **must** be notified of BOY KG results in writing or electronically **no later than the earlier of the 20th school day or the 30th calendar day** after results are available*

**New requirements established in House Bill 2, Article 5, Section 5.09, 89th Texas Legislature*

Required Measures for Kindergarten Reading Readiness by Assessment and Calculations

If using KPM (formerly known as TX-KEA), school systems must administer the following measures:

- Vocabulary
- Spelling
- Letter Names

To be considered “kindergarten ready”, a student must meet the benchmark in **each** measure.

If using mCLASS Texas, school systems must administer the following measures to create a composite score:

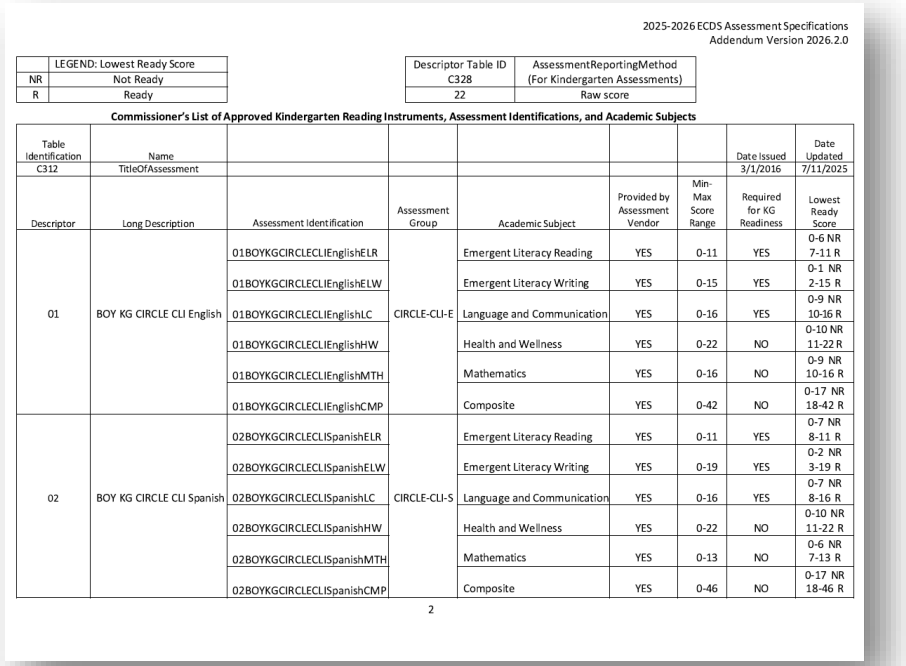
- Letter Naming Fluency
- Phonemic Segmentation Fluency
- Nonsense Word Fluency
- Word Reading Fluency

To be considered “kindergarten ready”, a student must meet a composite score cut-off.

ECDS Assessment Specifications Page

Looking for the cut scores for proficiency for kindergarten readiness?

You can find them on the 2025–26 ECDS Assessment Specifications document available through the TWEDS webpage.



2025-2026 ECDS Assessment Specifications
Addendum Version 2026.2.0

	LEGEND: Lowest Ready Score
NR	Not Ready
R	Ready

Descriptor Table ID	AssessmentReportingMethod (For Kindergarten Assessments)
C328	
22	Raw score

Commissioner's List of Approved Kindergarten Reading Instruments, Assessment Identifications, and Academic Subjects

Table Identification	Name						Date Issued	Date Updated
C312	TitleOfAssessment						3/1/2016	7/11/2025
Descriptor	Long Description	Assessment Identification	Assessment Group	Academic Subject	Provided by Assessment Vendor	Min-Max Score Range	Required for KG Readiness	Lowest Ready Score
01	BOY KG CIRCLE CLI English	01BOYKGCIRCLECLIEnglishELR	CIRCLE-CLI-E	Emergent Literacy Reading	YES	0-11	YES	0-6 NR 7-11 R
		01BOYKGCIRCLECLIEnglishELW		Emergent Literacy Writing	YES	0-15	YES	0-1 NR 2-15 R
		01BOYKGCIRCLECLIEnglishLC		Language and Communication	YES	0-16	YES	0-9 NR 10-16 R
		01BOYKGCIRCLECLIEnglishHW		Health and Wellness	YES	0-22	NO	0-10 NR 11-22 R
		01BOYKGCIRCLECLIEnglishMTH		Mathematics	YES	0-16	NO	0-9 NR 10-16 R
		01BOYKGCIRCLECLIEnglishCMP		Composite	YES	0-42	NO	0-17 NR 18-42 R
02	BOY KG CIRCLE CLI Spanish	02BOYKGCIRCLECLISpanishELR	CIRCLE-CLI-S	Emergent Literacy Reading	YES	0-11	YES	0-7 NR 8-11 R
		02BOYKGCIRCLECLISpanishELW		Emergent Literacy Writing	YES	0-19	YES	0-2 NR 3-19 R
		02BOYKGCIRCLECLISpanishLC		Language and Communication	YES	0-16	YES	0-7 NR 8-16 R
		02BOYKGCIRCLECLISpanishHW		Health and Wellness	YES	0-22	NO	0-10 NR 11-22 R
		02BOYKGCIRCLECLISpanishMTH		Mathematics	YES	0-13	NO	0-6 NR 7-13 R
		02BOYKGCIRCLECLISpanishCMP		Composite	YES	0-46	NO	0-17 NR 18-46 R

2

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Grades 1 and 2 Reading Assessment Requirements for 2025–2026 SY

Grades 1 and 2 Instrument Administration Requirements

For school year 2025–2026, school systems should administer a BOY reading instrument using one of the free, Commissioner-approved instruments listed **OR** *using an alternate reading instrument selected by a district-level committee.*

TPRI Early Reading Assessment

tejas·LEE on CLI engage

TPRI/Tejas Lee by CLI ***(all vendor versions)***

mCLASS® TEXAS

mCLASS Texas by Amplify

Alternate chosen by District-Level Committee

Family Notification of Reading Instrument Results

Families should be notified of the BOY reading instrument results in writing within 60 days of administration.

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Dyslexia Screener Requirements for Kindergarten and Grade 1

Dyslexia Screening Requirements Overview

Dyslexia Screening Requirements

- **Kindergarten**
  - Students must be screened at **EOY** for dyslexia
  - MUST assess the following:
    - ❑ Letter Sound Knowledge **OR** Letter Naming Fluency
    - ❑ Phonological Awareness
- **Grade 1**
  - Students must be screened as close to the middle of the school year as possible, but no later than **January 31st** for dyslexia
  - MUST assess the following:
    - ❑ Word Reading Accuracy **OR** Fluency
    - ❑ Phonological Awareness
- This information is found on pages 16 and 17 of the Dyslexia Handbook.

Available Tools for Screening

Commissioner-approved reading instruments available for K–2 include aligned dyslexia screening elements.

These free tools meet the dyslexia screener requirements outlined in the Dyslexia Handbook; however, they are **not** required to be used by school systems to fulfill dyslexia screener requirements.

School systems should ensure planned dyslexia screening instruments meet the revised criteria.

For additional information relating to dyslexia or dyslexia screening, visit the Dyslexia and Related Disorders webpage.

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Early Childhood Assessment Data Reporting Requirements for 2025–2026 SY

Early Childhood Assessment Reporting Requirements by Grade Level

Prekindergarten	Kindergarten	Grade 1	Grade 2
• **BOY and EOY student proficiency data from commissioner-approved instrument:** Submitted in PK ECDS submission	• **BOY student proficiency data from commissioner-approved instrument:** Submitted in KG ECDS submission • **Dyslexia-Risk Descriptor:** Submitted during Summer PEIMS Submission	• **Dyslexia-Risk Descriptor:** Submitted during Summer PEIMS Submission	No reporting requirements for grade 2 students.

Discontinuation of the Early Reading Indicator Descriptor

The ERI descriptor indicated whether a K–2 student was eligible for accelerated reading instruction as indicated by the administered BOY reading instrument.

Effective immediately, the Early Reading Indicator Data Element will no longer be collected through PEIMS. This change is due to the repeal of the statutory requirement that was the basis for the data collection.

What happens to the assessment data submitted via ECDS?

School systems report required PK or K information to the state via ECDS

TEA publishes information received via ECDS on TPEIR for public consumption

Important Dates relating to Outlined Requirements

Date	Recommendation/Requirement
First 60 days of school	BOY instrument (PK and Grades 1/2) recommended administration window
No later than the 60th day of the school year[1]	BOY kindergarten reading instruments must be administered[1]
No later than the earlier of the 20th school day or the 30th calendar day after BOY kindergarten reading instrument results are available[1]	Families must be notified of kindergarten BOY results in writing or electronically[1]
January 29, 2026	**Final day for kindergarten submission in ECDS**
January 31, 2026	Dyslexia screener administered to all grade 1 students by this date
April 2026 – May 2026	PK EOY recommended administration window
By end of school year	Dyslexia screener administered to all kindergarten students
June 18, 2026	**Student dyslexia risk code due in PEIMS for K–1 students**
June 25, 2026	**Final day for prekindergarten submission in ECDS**

[1] New requirements established in House Bill 2, Article 5, Section 5.09, 89th Texas Legislature

Those in bold denote data submission requirement deadlines

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House Bill 2 and Future Changes to Early Childhood Assessments

Changes to Early Childhood Assessments brought by House Bill (HB) 2, Article 5, 89th Legislature

Amended TEC §28.006

HB2 amended §28.006 to exclusively focus on kindergarten reading readiness, narrowing its scope from multiple grade levels.

Established TEC §28.0063

HB2 established §28.0063, which set requirements relating to early literacy and numeracy instruments to support student outcomes.

What are the overarching requirements for TEC §28.0063, Early Literacy and Numeracy Instruments?

Requires the commissioner to adopt a list of reading and mathematics instruments used to assess foundational literacy and numeracy skills in grades K-3

Requires the commissioner to create a process for instrument approval and ensure that instruments align to other assessments part of the Texas Assessment System

Requires the agency to negotiate a price for all adopted instruments

Requires school systems to adopt and administer approved reading and math instruments in K–3 as follows: Kindergarten at MOY and EOY, Grades 1–2 at BOY, MOY, and EOY, and Grade 3 at BOY and MOY

Requires school systems to report results to the commissioner and to their local school board of trustees in a public meeting

Requires school systems to notify families of student results within a set timeframe following set criteria

Additional Information Related to TEC §28.0063, Early Literacy and Numeracy Instruments

As mentioned in the previous slide, HB 2, Article 5 requires the commissioner to adopt lists of reading and mathematics instruments for districts to use BOY, MOY, and EOY in kindergarten-grade 3 to measure foundational literacy and numeracy skills. We are currently finalizing the requirements needed to move forward with a solicitation. More information will be shared soon.

In the meantime, HB 2 permits a school system to comply with the requirements to administer these instruments by administering a reading and mathematics instrument selected by the board of trustees of the school system that meets statutory requirements listed under TEC, §28.0063(b) until the commissioner adopts the list of reading and mathematics instruments.

Additional guidance regarding the future implementation of reading and math instruments as required by HB 2, Article 5 will be communicated at a later date.

Stay updated on all things House Bill 2 from the agency!

On the House Bill 2 webpage you will find…

- Brief overview of HB2
- HB2 FAQs and High-Level Overviews
  - *Early Literacy and Numeracy Instruments FAQ coming soon!*
- HB2 Implementation Timelines
- HB2 Guidance and Correspondences
- Contact information

For questions regarding House Bill 2 and its implementation, please email HB2@tea.texas.gov.

Thank you for attending!

We greatly value your feedback!

Please take a couple of minutes to fill out our brief survey.

Need Additional Support?

Early Childhood Education Support Portal

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