

## Formative Assessment Review

## Assessment Tool

### NAEYC Position Statement Recommendations for Use of Early Childhood Assessment

Early Childhood Programs should make ethical, appropriate, valid and reliable assessment a central part of their program. To assess young children's strengths, progress, and needs, use methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of all families, and connected to specific beneficial purposes: making sound decisions about teaching and learning; identifying significant concerns that may require focused intervention for individual children; and helping programs improve their educational and developmental interventions.

Use this chart to review the assessment you intend to use in your early childhood program. A developmentally appropriate assessment includes all of the components described below. The indicators in **RED** are required; all approved assessments must include these indicators for each component.

Component	Checklist	Comments/Score
Essential Indicators	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Evidence that assessment is research-based for intended use</b></li> <li><input type="checkbox"/> <b>Aligned to Delaware Early Learning Foundations (ELFs) (ELFs are aligned to Common Core, Head Start Child Outcomes and OSEP Child Outcomes)</b></li> <li><input type="checkbox"/> Field tested population includes broad range of abilities, socioeconomic status, race, culture, gender</li> <li><input type="checkbox"/> There is technical support for evaluating fidelity of implementation and user reliability</li> </ul>	<p><b>__/2 Required</b></p> <p><b>__/4 TOTAL</b></p>
Developmentally appropriate	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative assessment tool</b></li> <li><input type="checkbox"/> <b>Age-anchored in design</b></li> <li><input type="checkbox"/> <b>Addresses the five key areas of development: Social-emotional, physical, communication, cognitive, approaches to learning</b></li> <li><input type="checkbox"/> <b>Designed to be used as an authentic assessment process</b></li> <li><input type="checkbox"/> <b>Embedded in familiar daily routines, classroom activities, specialized small group instruction</b></li> <li><input type="checkbox"/> <b>Designed as an ongoing progress for observing, planning, analyzing, reporting and adapting</b></li> <li><input type="checkbox"/> Includes a framework for documenting evidence including but not limited to written records, work samples, checklists, photos, and videos</li> <li><input type="checkbox"/> Allows for incorporation of information about child's functioning across settings with different people</li> </ul>	<p><b>__/6 Required</b></p> <p><b>__/8 TOTAL</b></p>
Culturally and Linguistically Responsive	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Evidence of consideration to cultural differences of children and families</b></li> <li><input type="checkbox"/> <b>Accounts for children's diverse learning styles</b></li> <li><input type="checkbox"/> Uses principles of Universal Design for Learning (UDL)</li> <li><input type="checkbox"/> Flexible, appropriate and useful for all children including children with disabilities</li> <li><input type="checkbox"/> Available in languages appropriate for population</li> </ul>	<p><b>__/2 Required</b></p> <p><b>__/5 TOTAL</b></p>
Supported by professional development	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Includes guidance materials such as manuals, online documents provide clear information (including but not limited to: rubric, definitions, clear examples, criteria)</b></li> <li><input type="checkbox"/> Publisher or designer provides multiple methods of ongoing professional development (i.e. workshops, online webinars, conferences, onsite training, virtual communities of practice)</li> <li><input type="checkbox"/> Provides technical support that is readily available and easy to access</li> </ul>	<p><b>__/1 Required</b></p> <p><b>__/3 TOTAL</b></p>
Provides opportunities to engage families	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Provides opportunities for collaborating with families to set goals, plan everyday learning opportunities, and monitor children's progress</b></li> <li><input type="checkbox"/> Provides opportunities for families to actively contribute and share in the assessment process</li> </ul>	<p><b>__/1 Required</b></p> <p><b>__/2 TOTAL</b></p>

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Linked to specific purpose	<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Guides curriculum and instructional planning</b></li><li><input type="checkbox"/> <b>Informs program changes or modifications including individualizing for specific children</b></li><li><input type="checkbox"/> <b>Measures child outcomes</b></li><li><input type="checkbox"/> <b>Identifies children who are not making process and need additional support</b></li><li><input type="checkbox"/> Identifies family concerns and priorities</li><li><input type="checkbox"/> Reporting child outcomes to families and stakeholders</li><li><input type="checkbox"/> Incorporating data into Delaware longitudinal studies</li></ul>	<p><b>___/4 Required</b></p>          <p><b>___/7 TOTAL</b></p>
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**Additional Indicators for Consideration by Programs**

Appropriate fit for program	<ul style="list-style-type: none"><li><input type="checkbox"/> Affordable</li><li><input type="checkbox"/> Compatible with program curriculum</li><li><input type="checkbox"/> Process includes easy ways to collect and document ongoing observations, determine progress</li><li><input type="checkbox"/> Process includes reports on individual children, classrooms and programs in a mode that is compatible to program (i.e. online, paper)</li><li><input type="checkbox"/> Able to generate reports for various audiences (i.e. families, stakeholders, funders)</li></ul>	
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