

Curriculum and Assessment Review Committee
Working Title, Definition and Criteria for Assessments

Title: Formative Assessment

Definition:

- 1) A systematic ongoing procedure to document, monitor and evaluate children's progress, and plan appropriate learning experiences by:
 - a. Observing, documenting and evaluating all children's development, knowledge, skills, behaviors, strengths, needs and interests in all areas defined in *North Carolina Foundations for Early Learning and Development*;
 - b. Providing opportunity for communication and collaboration with families, teachers, and service providers regarding children's interests, development, and learning;
 - c. Providing data that teachers can use to systematically plan and evaluate learning experiences and teaching practices based on documentation of the learning and development of a diverse group of children.

Criteria:

- 1) **PURPOSE:** Is designed for the purpose of ongoing formative assessment.
- 2) **CONTINUUM OF DEVELOPMENT:** Is designed for use with three- to five-year-old children and can accommodate children along a continuum of typical and atypical or varying development and learning that addresses all children within this age range.
- 3) **CONSISTENCY WITH *FOUNDATIONS*:** Is consistent with *North Carolina Foundations for Early Learning and Development*
- 4) **AREAS OF CHILDREN'S DEVELOPMENT AND LEARNING:** Collects information on all children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development.
- 5) **SOURCES OF INFORMATION:** Collects information on a frequent/ongoing basis from/on children in a variety of ways, which must include, but are not limited to, the following: a) observations of children during daily routines, play, and individual and group activities (including both child-initiated and teacher-initiated experiences); b) documentation of children's activities/experiences and work; and c) parent reports.
- 6) **DOCUMENTATION AND EVALUATION OF PROGRESS:** Has a systematic process for ongoing documentation of different types of evidence, formal evaluation of children's progress at least three times per year, and guidance for interpreting the results to discern a child's strengths and areas for growth.
- 7) **CULTURAL DIVERSITY:** Is free from bias, appropriate for use with children from diverse backgrounds, and includes guidance for appropriate assessment of children who reflect a variety of cultures, languages, and socio-economic status levels.

- 8) **LINGUISTIC DIVERSITY:** Is appropriate for use with children from different linguistic backgrounds, and has strategies to a) gather information from families in their home language, b) assess children in their home language; and c) share results with families in their home language.
- 9) **INCLUSION:** Is appropriate for use with children of a variety of ability levels and includes strategies, accommodations and modifications for assessing children with disabilities, and some guidance for interpreting results when used with children with disabilities.
- 10) **FAMILY INVOLVEMENT:** Promotes a partnership between educators and families by providing a) a process for families to contribute information to the assessment; b) provisions for sharing and interpreting results with families; and c) support for a collaborative planning approach that includes families.
- 11) **DIVERSE SETTINGS:** Is appropriate for use in a variety of settings, including child care centers, public school programs, and/or family child care homes.
- 12) **COLLABORATIVE SERVICES:** Can support a collaborative approach to assessment and planning by accommodating evidence/information collected from teachers and other service providers.
- 13) **USE IN PLANNING:** Includes a developmentally and culturally appropriate process for documenting information on children and produces information teachers can use to plan curricula/learning experiences for individual children and for groups of children based on strengths and areas for growth.
- 14) **TEACHER EVALUATION;** Provides information that teachers can use to reflect on, self-evaluate, and transform their own practice.
- 15) **EVIDENCE BASED:** Has research available to demonstrate the tool can be used reliably and effectively with 3 – 5 year olds with a wide range of abilities and diverse cultural backgrounds.
- 16) **IMPLEMENTATION GUIDES:** The assessment must provide adequate and appropriate explanatory materials for adults to support implementation of the assessment and appropriate interpretation and use of the results from the assessment.
- 17) **TRAINING:** Training/professional development must be readily available so that program staff can learn how to administer the assessment appropriately.