2016 Criteria for Formative Assessment Review

1) Purpose:

☐ Designed for the purpose of ongoing formative assessment.

2) Continuum of Development

☐ Designed for use with three- to five-year-old children.
☐ Can accommodate children along a continuum of atypical or varying development and learning that addresses all children within this age range.

3) Consistency with *NC Foundations for Early Learning and Development*

☐ Formative assessment 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 of Evaluation of Progress

☐ Systematic process for ongoing documentation of different types of evidence.
☐ Formal evaluation of children's progress at least three times per year.
☐ Guidance for interpreting the results to discern a child's strengths and areas for growth.

7) Cultural Diversity

☐ Free from bias.
☐ Appropriate for use with children from diverse backgrounds.
☐ Guidance for appropriate assessment of children who reflect a variety of cultures, languages, and socio-economic status levels.

8) Linguistic Diversity

☐ Appropriate for use with children from different linguistic backgrounds.
☐ 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

☐ Appropriate for use with children of a variety of ability levels.
☐ Strategies, accommodations and modifications for assessing children with disabilities.
☐ 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

☐ Appropriate for use in a variety of settings, including child care centers, public school programs, and/or family child care homes.

12) Collaborative Services

☐ Supports a collaborative approach to assessment and planning by including 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.
☐ Produces information teachers can use to plan curricula/learning experiences for individual children and for groups of children based on a child's 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) Evidenced-Based

☐ 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 Guide

☐ The assessment must provide adequate and appropriate explanatory materials for adults to:
  - support implementation of the assessment and appropriate interpretation, and
  - use 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.