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Definition

**Evaluate**

Evaluation is a systematic examination of data as compared to a standard. In the early childhood field, the standard is often age-related developmental milestones and/or the principles of developmental practice. Another aspect of evaluation is also examining the assessment tool, the purpose of the assessment, and the validity and reliability of assessment process.

Effective evaluation in early childhood is important because it will give professionals the information needed to make meaningful changes to instructional strategies, identify specific goals for individual children, measure progress, and reflect on children’s performance. Evaluation provides teachers and families with sound evidence to aid in strategically planning for future instruction or interventions that are culturally, developmentally, and individually appropriate.

In an early childhood classroom, evaluation would look like an intentional, purposeful examination of multiple sources of data and information. Evaluation should occur with any form of assessment including, but not limited to, observational notes, work samples, checklists, scales, photographs, and video clips.

Evaluation should definitely be introduced in EDU 119 and be developed in preceding classes. The following courses can offer opportunities to practice evaluation: EDU 144, EDU 145, EDU 146, EDU 221, EDU 234, EDU 259, EDU 280 and EDU 284.

All NC approved formative assessments require that teachers evaluate data.

North Carolina Formative Assessment tools?

In what courses would this capability be developed?

What might it look like?

Why is this component important?

Riley-Ayers S. (2014). *Formative assessment: Guidance for early childhood policymakers: CEELO policy report*. Center for Enhancing Early Learning Opportunities. Retrieved from <http://ceelo.org/wp-content/uploads/2014/04/ceelo_policy_report_formative_assessment.pdf>

NAEYC. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Retrieved from <http://www.naeyc.org/positionstatements/cape>

NAEYC. (2009). *Where we stand: NAEYC and NAECS/SDE: On curriculum, assessment, and program evaluation*. Retrieved from <http://www.naeyc.org/positionstatements/cape>

Resources