North Carolina Approved Early Childhood Formative Assessment Tools 2013

<http://ncchildcare.nc.gov/pdf_forms/NC_Approved_Early_Childhood_Formative_Assessments.pdf>

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| Tools Name | Publisher and website | Information about the formative assessment tool | Alignment with NC Early Learning Standards |
| **The Creative Curriculum Developmental Continuum for Ages 3-5**  The Developmental Continuum for Infants, Toddlers and Twos not approved as an NC Formative Assessment Tool | Teaching Strategies. Inc. 2001  <http://teachingstrategies.com/> | Intended for use with the Creative Curriculum for Early Childhood, this integrated ongoing student assessment toolkit is designed for preschool teachers to help them focus on all aspects of a child's development, thereby giving them a way to ensure that all children in their classes are making progress. The assessment kit uses a strength-based approach and is based on observations taken within the context of classroom activities. The kit provides tools to collect data and analyze children's progress as part of demonstrating program outcomes and management accountability. The goals and objectives cover the Head Start domains and required domain elements and indicators. The toolkit contains: (1) the Creative Curriculum Developmental Continuum, showing the developmental steps children go through for each of 50 curriculum objectives related to social/emotional, physical, cognitive, and language development; (2) a teacher's guide, providing guidance on implementing an assessment system linking directly to planning for a group of children and individual children; (3) a poster for classroom display delineating goals and objectives; (4) a class summary worksheet to allow teachers to track and pinpoint progress for all children in the group on each of the 50 objectives; (5) individual child profile forms used to document each child's progress at three checkpoints during the year (fall, winter, and spring); and (6) child progress and planning reports used to summarize a child's progress, gain input from the family, and plan together for the next steps. (KB)  <http://eric.ed.gov/?id=ED457984>  Includes 50 objectives and foreruunners  <http://haddonfield.k12.nj.us/dev-cont.pdf>  <http://wvde.state.wv.us/osp/CreativeCurriculumContinuum.pdf> | <http://teachingstrategies.com/wp-content/uploads/2014/06/NC-GOLD-Alignment-PS-2014.pdf> |
| **Galileo PreK online**  Infancy through age 5 | Assessment Technology, Inc. 2012  <http://www.ati-online.com/> | * Contains comprehensive and adaptable developmental assessment using psychometric analyses to establish reliability and validity of assessment instruments. * Allows for ongoing observation in the child's natural environment. * Establishes initial developmental profiles that help teachers record and monitor learning throughout the year. * Includes research-based assessment scales to measure cognitive, social, and physical development. * Organizes assessment data from multiple sources, such as teacher observations, parent input, and classroom projects, into one integrated development profile. * Allows for anecdotal note taking to help create consistent, clear records and organizes them in chronological order and by content areas. * Galileo Pre-K Online allows for assessment through observation in the child’s learning environment, one-on-one observation, samples of children’s work, and parent input.   <http://www.ati-online.com/galileoPreschool/PreFeaturesDevAssess.html>  <http://www.ati-online.com/galileoPreschool/indexPreschool.html>  Galileo G3 scales for 3 through 5 years include: • Physical Development and Health • Social and Emotional Development • Approaches to Learning • Language Development • Literacy Knowledge and Skills • Mathematics Knowledge and Skills • Science Knowledge and Skills • Creative Arts Expression • Logic and Reasoning • Social Studies Knowledge & Skills • English Language Development  The Galileo G3 assessment scales for ages birth through 3 years of age include: • Approaches to Learning • Cognitive Development and General Knowledge • Language, Communication, and Reading and Writing • Physical Development and Heath • Social and Emotional Development  <http://www.ati-online.com/galileoPreschool/PreOverviewChildOutcomes.html> | <http://ati-online.com/G3AssessmentScalesAlignment/NCGalileoG3AssessmentScalesAlignment.pdf> |
| **GOLD**  Birth through kindergarten | Teaching Strategies, Inc. 2010-2011  <http://teachingstrategies.com/content/pageDocs/Research-Foundation-GOLD-2010.pdf> | GOLD is an observation-based assessment system for children from birth through kindergarten that blends ongoing, authentic assessment in all areas of development and learning with intentional, focused performance assessment tasks for selected predictors of school readiness in the areas of literacy and numeracy. Designed for use as part of meaningful, everyday experiences in the classroom or program setting, Teaching Strategies GOLD™ is inclusive of children with developmental delays and disabilities, children who are English-language or dual-language learners, and children who are advanced learners.  Objectives are organized into nine areas of development and learning; the first four describe major areas of child growth and development (social–emotional, physical, oral language, and cognitive), and the following five focus on content learning (literacy, mathematics, science and technology, social studies, and the arts). A tenth area, English language acquisition, helps teachers follow a child’s progress in acquiring both receptive and expressive language in English.  Difference Between Teaching Strategies GOLD and The Developmental Continuum  In response to this growing evidence of the importance of early development and learning, as well as the changing needs of the diverse early childhood programs across the country, Teaching  Strategies decided to develop an entirely new assessment system. Although the current systems  (The Creative Curriculum® Developmental Continuum for Ages 3–5,  The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos, and the related online subscription serviceCreativeCurriculum.net) have proven to be highly successful and well received by  educators, we recognized that new needs had to be met. The new system will   * serve children from birth through kindergarten * focus on the key elements that research indicates are most predictive of school success * align with the expected outcomes identified in state early learning standards * serve the needs of English-language learners   <http://teachingstrategies.com/content/pageDocs/Research-Foundation-GOLD-2010.pdf>  <http://teachingstrategies.com/content/pageDocs/GOLD-CC4-Crosswalk-9-30-10-WEB.pdf>  Quick Fact Sheet about Teaching Strategies Gold  <http://shop.teachingstrategies.com/content/pageDocs/teaching-strategies-gold-assessment-FAQs.pdf> | <http://teachingstrategies.com/content/pageDocs/NC-GOLD-Alignment-PS-2013.pdf> |
| **Preschool Child Observation Record (COR), 2nd edition** | HighScope Press, 2003  <http://highscope.org/> | * Provides a detailed developmental profile for each child covering nine key areas of child development and learning, including English language learning when applicable. * Works seamlessly with the HighScope Curriculum's Key Developmental Indicators (KDIs) and other curriculum components but is also compatible with any developmentally oriented early childhood approach. * Aligns with Common Core State Standards, the Head Start Child Development and Early Learning Framework, and other state and national early learning standards. (This information is about COR Advantage, not the 2nd edition)   <http://coradvantage.org/benefits-and-features/>  HighScope’s Preschool Child Observation Record  (COR), 2nd edition with HighScope’s  Preschool Key Developmental Indicators (KDIs)  <http://www.highscope.org/file/Assessment/StateAlignments/COR%20to%20KDIs_Aug2010.pdf>  COR assessment is based on six child development  **categories** that represent broad domains  of child development. For the Preschool COR,  these categories are *initiative; social relations;*  *creative representation; movement and music;*  *language and literacy;* and *mathematics and*  *science.* The Infant-Toddler COR has a parallel  set of six categories: *sense of self; social relations;*  *creative representation; movement;*  *communication and language;* and *exploration*  *and early logic.* Within each category,  children are assessed on three to eight COR  **items** that describe developmentally important  behaviors. (The Preschool COR has 32 items,  the Infant-Toddler COR has 28). Each item  has five **levels** that indicate a typical developmental  sequence for that behavior, enabling  COR users to assign precise ratings to their  observations of children.  To carry out the assessment, teachers or  caregivers spend a few minutes each day writing  brief notes (called “anecdotes”) that describe  significant episodes of young children’s  behavior.  <http://www.highscope.org/file/Assessment/cor_decision_maker.pdf> | Foundations and COR, 2nd Edition alignment  <http://www.highscope.org/file/Assessment/StateAlignments/North%20Carolina%20to%20COR%20Alignment_Jan10.pdf>  Foundations and COR Advantage alignment  <http://www.coradvantage.org/state_alignments/1.5/North%20Carolina%20IT-PS%20to%20COR%20Advantage_1.5_6-24-14.pdf> |
| **The Investigator Club Prekindergarten Assessment and Intervention System**  Pre-k | Robert Leslie Publishing, 2012 | This comprehensive system includes authentic and performance assessment tools for use in determining a child’s progress and guiding instruction. Includes a pre- and posttest, anecdotal forms, 100 assessment cards with intervention strategies, authentic assessment forms, checklists, parent surveys, and a user’s guide  [**http://www.investigatorclub.com/ProductDescriptions/ProfessionalDevelopmentWorkshops/tabid/219/Default.aspx**](http://www.investigatorclub.com/ProductDescriptions/ProfessionalDevelopmentWorkshops/tabid/219/Default.aspx)  This comprehensive assessment program provides ongoing, systematic strategies for observing, monitoring and documenting children’s activities and behaviors. It is aligned skill by  skill to each of the 274 developmental benchmarks in the curriculum so that assessing is parallel with the research-based instructional practices and lesson choices in each Teacher  Guide. Evidence of this alignment can be seen by matching the skills in the program’s Scope and Sequence (at the back of every Investigation Teacher Guide) with the lists of assessed  skills on the Investigation Checklists (which includes only the skills taught, reviewed, and assessed in that Investigation) and the Assessment Class Record (in the Assessment and Intervention System)  <http://www.investigatorclub.com/Portals/0/correlations/Assessment-Plan-for-ACS-DOE.pdf> | <http://www.investigatorclub.com/Portals/0/correlations/North%20Carolina.pdf> |
| **The Work Sampling System Preschool – 4, 4th edition**  PreK | Pearson, 2001 | * The three main, interrelated elements of The Work Sampling System—Portfolios, Developmental Guidelines and Checklists, and Summary Reports—are customized for each grade level. * Portfolio samples are gathered throughout the year and help demonstrate progress through concrete illustrations of the child’s thinking. * Developmental Guidelines cover seven major curriculum areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. * Summary Reports replace conventional report cards as a way of recording progress, communicating with parents, and meeting reporting requirements. Using information from the Developmental Checklists and Portfolio, you complete a Summary Report three times a year.   <http://www.pearsonclinical.com/psychology/products/100000641/work-sampling-system-the-wss.html#tab-details>  <http://ectacenter.org/~pdfs/eco/work_sampling_crosswalk.pdf> | Could not find NC Foundations Alignment information |

Useful Resources when Choosing a Formative Assessment Tool

Understanding and Choosing Assessments and Developmental Screeners for Young Children

Ages 3-5: Profiles of Selected Measures

Final Report

2011

This document has three purposes. First, the compendium aims to help Head Start managers and other early childhood education administrators review information regarding the reliability and validity of commonly used assessment and developmental screening tools in order to help them better select appropriate tools for the populations they serve. Second, the compendium aims more generally to increase awareness about reliability and validity and how to evaluate whether an instrument is reliable and valid for the population and purpose for which it will be used. Finally, the compendium aims to highlight areas in which the early childhood field is lacking information on reliability and validity of early childhood assessments and developmental screeners. While originally developed in response to Head Start’s reauthorization, the compendium is designed to be useful to managers and staff who work in different types of early childhood education programs and who are responsible for selecting and evaluating assessment or screening instruments.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/compendium-profiles.pdf>

* Includes information about Creative Curriculum Development Assessment, Galileo Preschool Assessment Scales, High Scope Child Observation Record

North Carolina Guide for the Early Years, 2nd Edition

Provides useful information on:

* Risks in Assessing Young Children
* Ongoing Assessment vs. Accountability Assessment
* Assessment of Children’s Progress
* in the School Environment
* Learning Standards Lead the Way
* Assessment Techniques
* The Importance of Conversations
* Using Technology to Gather Information
* Making Assessment a Routine

<http://www.ncpublicschools.org/docs/curriculum/primaryk3/guide4early-years.pdf>

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