Child Observation, Screening, Evaluation, and Assessment Resources[1]

Evidence Sources

Early Childhood Assessment: Implementing Effective Practice: A Research-Based Guide to Inform Assessment Planning in the Early Grades **(3-9)**
http://info.nwea.org/rs/nwea/images/EarlyChildhoodf0-3Assessment-ImplementingEffectivePractice.pdf
This paper will help readers understand the 'big ideas' early childhood thought leaders believe should guide assessment decisions for the youngest school-aged students (pre-kindergarten – 3rd Grade), discover what the research shows to be effective in terms of assessment in the early grades, and come away with a clear sense of next steps you can take to apply the research and best practices to your own assessment planning process.

Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age Eight **(0-8)**
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf
What should children be taught in the years from birth through age eight? How would we know if they are developing well and learning what we want them to learn? And how could we decide whether programs for children from infancy through the primary grades are doing a good job? Answers to these questions are the foundation of this joint position statement.

Perspectives on Assessment of DLLs Development & Learning, Prek-Third Grade **(3-9)**
http://www.cal.org/content/download/3373/41810/version/1/file/NRSECEDLL2014-Espinosa.pdf
The chronic academic underachievement of the DLL population across the nation, and their lower school readiness scores in mathematics and literacy at kindergarten entry clearly reveal the need for more effective assessment approaches that are linked to improved instruction for young DLLs. Linda Espinosa's 2016 paper is organized around the following questions: 1) What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs? 2) What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)? 3) What technical considerations are required for testing DLLs? 4) What do teachers need to know about the valid assessment of young DLLs?

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation https://www.decdocs.org/position-statement-promoting-positi
The Division for Early Childhood developed this document be read and used in conjunction with the NAEYC-NAECS/SDE position statement (Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children), which puts forth general recommendations and guidance intended to apply practices for all young children, including those with disabilities. The recommendations in this document are not alternatives, nor do they contradict the NAEYC-NAECS/SDE recommendations. Rather, they extend, more specifically apply, and further explicate the recommendations in the more general position statement. By reading and implementing both sets of recommendations, practitioners and policy makers will have the benefit of complementary perspectives and expertise.

Research Synthesis on Screening and Assessing Social-Emotional Competence **(0-5)**
http://csefel.vanderbilt.edu/documents/rs_screening_assessment.pdf
This synthesis provides information for early care and education providers on using evidence-based practices in screening and assessing the social-emotional competence of infants, toddlers, and young children. The synthesis is organized around common questions related to screening and assessing social-emotional competence. It begins with a discussion of what is meant by social-emotional competence, and then describes general issues and challenges around screening and assessment. The authors provide a list of resources and some examples of social and emotional screening and assessment tools.

State Early Childhood Assessment Policies **(3-6)**
http://ceelo.org/wp-content/uploads/2014/03/CEELO_policy_snapshot_child_assessment_march_2014.pdf
This brief provides information about child assessments that states require of pre-K and Kindergarten providers. The brief is based on secondary analysis of data collected in the State of Preschool Yearbook and presents a snapshot of responses to questions about child assessment. The information is intended to help states learn from other states as they plan to implement new assessments and to implement comprehensive early childhood assessment systems.

Child Observation, Screening, Evaluation, and Assessment Resources

Evidence Sources

Tailored Teaching: The Need for Stronger Evidence About Early Childhood Teachers' Use of Ongoing Assessment to Individualize Instruction **(0-8)**

http://www.mathematica-mpr.com/our-publications-and-findings/publications/brief-tailored-teaching-the-need-for-stronger-evidence-about-early-childhood-teachers-use-of-ongoing

This brief reviews the literature on ongoing assessment in early childhood settings for researchers and practitioners.

What Do We Know About How Early Childhood Teachers Use Ongoing Assessment? **(0-8)**

https://www.mathematica-mpr.com/download-media?MediaItemId={79234B21-184E-4432-AE12-002E0D776CCF}

This brief has findings from a review of the literature on ongoing assessment in early childhood, including what we know, what we still need to learn, and recommended practices for using assessments to support learning and development.

Where We Stand on Assessing Young English Language Learners **(0-9)**

http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf (English)
http://www.naeyc.org/files/naeyc/file/positions/ELLSpanishWWS.pdf (Spanish)

The recommendations in this synthesis, along with specific indicators of effective practice, are intended to help policy makers, program administrators, teachers, and others improve screening and assessment practices for young DLLs.

Print Sources

Appropriate and Meaningful Assessment in Family-Centered Programs **(0-3)**

https://cms.azed.gov/home/GetDocumentFile?id=59e6256d3217e1076c0f5680

This article discusses elements that make up continuous assessment, including ways teachers can collect, document, organize, and maintain information; the importance of reflecting on this information in collaboration with colleagues and families; and how to use this information for setting goals and planning for individual children and groups.

Authentic Assessment in Infant-Toddler Care Settings **(0-3)**

http://muskie.usm.maine.edu/Publications/CYF/Authentic-Assessment-Child-Care.pdf

This policy brief describes what authentic assessment is, the role observation plays in authentic assessment, how information from observations is used to develop curriculum, outcomes from authentic assessment, and the need to include authentic assessment training in professional development activities for early childhood practitioners who work with infants and toddlers.

Development for Young Children Ages Birth through Five **(0-5)**

https://pdg.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=17292

This document provides a list of screening assessment instruments that includes a description, age range, the time to administer, the scoring procedure, psychometric properties, requirements for administrators, and a link to the publisher or source of more information.

Early Childhood Assessment: Why, What, and How

https://www.nap.edu/catalog/12446/early-childhood-assessment-why-what-and-how

This downloadable book identifies the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments. Individual chapters address screening, measuring quality in early childhood environments, and assessing all children, which includes those who are dual language learners.

Executive Function Mapping Project Measures Compendium: A Resource for Selecting Measures Related to Executive Function and Other Regulation-Related Skills in Early Childhood

https://www.acf.hhs.gov/sites/default/files/opre/e_mapping_measures_full_document_pjg_508_bluelinksfinal.PDF

This May 2018 resource was designed to assist researchers and early child assessment and evaluation practitioners to identify the range of measures available to assess executive function and other regulation-related skills in young children. Summary tables listing all the measures by age, skills, and tasks are provided.

Gathering and Giving Information with Families **(0-5)** https://depts.washington.edu/isei/iyc/21.4_woods.pdf

A framework and 5 strategies that support a reciprocal process for providing and receiving information while promoting family members' understanding of intervention in their everyday routines and activities are described. These strategies, developed and tested in the field within 5 federally funded research, demonstration, and outreach training projects, offer tools for service providers to gather and give information cognizant of different adult learning preferences.

Child Observation, Screening, Evaluation, and Assessment Resources

Print Sources

How to Navigate Early Childhood Assessment (5-8)
http://info.nwea.org/rs/976-IYI-694/images/How-to-Navigate-Early-Childhood-Assessment-WP.pdf
The goal of this paper is to support leaders in planning and reviewing their assessment implementations in the early grades. This paper will help readers to: 1) understand the 'big ideas' from early childhood thought leaders regarding assessment decisions; 2) discover what the research shows to be effective in terms of assessment in the early grades; and 3) come away with a clear sense of next steps to apply the research and best practices to an assessment planning process.

Identifying Young Dual Language Learners: State Policies, Home Language Surveys, and Language Proficiency Assessments (0-5) https://pdg.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=26981
This brief summarizes answers to the following questions: How are states identifying and assessing young DLLs? What policies and practices are in place? What assessment measures are appropriate and effective? It examines state policies requiring the identification of DLLs in Pre-K and reviews practices in home language surveys and language assessments.

Screening DLLs in Early Head Start and Head Start: A Guide for Program Leaders (0-5)
https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/screening-dual-language-learners-early-head-start-head-start
This guide reviews current understandings of the development and importance of screening in supporting DLLs. It includes tools that can help Head Start and Early Head Start program leaders make informed and intentional decisions about selecting valid screening instruments and implementing high-quality screening practices for young DLLs. This is helpful when valid screening tools are not available in the languages of the children being served. While the emphasis in this publication is Head Start and Early Head Start, the content has broader applicability and relevance.

Understanding and Choosing Assessments and Developmental Screeners for Young Children Ages 3-5: Profiles of Selected Measures https://www.acf.hhs.gov/sites/default/files/opre/screeners_final.pdf
This document, originally designed for Head Start readers, offers valuable information for anyone who is selecting screening and assessment instruments. It reviews reliability and validity information for specific tools and describes how to evaluate and select tools for specific populations or purposes (for example dual language learners).

What Does It Mean to Use Ongoing Assessment to Individualize Instruction in Early Childhood?
https://www.mathematica.org/our-publications-and-findings/publications/brief-what-does-it-mean-to-use-ongoing-assessment-to-individualize-instruction-in-early-childhood
This brief presents a conceptual framework for curriculum-embedded approaches to ongoing child assessment. The conceptual framework shows how teachers can use ongoing assessment for individualization.

Audiovisual Sources

Authentic Assessment in Early Intervention (0-3)   https://youtu.be/CjE3tSxhDDg
Physical therapist Megan Klish Fibbe describes and illustrates how authentic assessment practices enhance her early intervention work with children and their families, including the use of observation, conversations with families, and video.

Bilingualism and Assessment in Early Childhood Special Education (0-5)
https://militaryfamilies.extension.org/2017/04/26/fdei-ask-the-expert-vlog-bilingualism-and-assessment-in-early-childhood-special-education/
In this vlog, Greg Cheatham (University of Kansas) discusses bilingualism and assessment and offers tips on working with families who have home languages other than English.

Clips for Practicing Observation, Documentation and Assessment Skills (0-5)
http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation
The videos in this collection are perfect for practicing observation, documentation, and assessment skills. Each has a description of the ages and activities of the children. All clips may be watched online or downloaded for free.

Milestones in Action Photo and Video Library (0-5)
https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html (English)
https://www.cdc.gov/ncbddd/spanish/actearly/milestones/milestones-in-action.html (Spanish)
This website offers a free library of photos and videos demonstrating developmental milestones from 2 months to 5 years of age. The library was created to help family members and early childhood professionals to identify developmental milestones in very young children and recognize any areas of concern. The entire collection is also available in Spanish.

Observation Practice Videos (0-5) https://www.desiredresults.us/practice-videos
This collection of videos showing children doing a variety of things is divided by age (infants and toddlers, preschoolers).

Child Observation, Screening, Evaluation, and Assessment Resources

Dual Language Learners: Screening and Assessing Young Children

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Screening_Assessing.pdf

This 30-minute activity features a video and discussion questions that align with DEC Recommended Practices for Assessment.

Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-9)

http://iris.peabody.vanderbilt.edu/module/dll/

This module offers an overview of young children who are dual language learners. It highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessment, and identifies strategies for supporting them in inclusive preschool classrooms.

Dynamic Assessment (0-9) http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm

This website features Dr. Elizabeth Pena discussing an important outcome of dynamic assessment - that we're able to distinguish between language disorder and language difference, particularly with children from non-English backgrounds and for children who don't speak English as a primary language, which would not be possible with standardized tests.

Learning from Assessment (LFA) Toolkit (0-5)

The LFA Toolkit is an online collection of presentations, handouts, guided practice exercises, and resources designed to support program staff in conducting and interpreting child assessments. the materials can be used selectively to design professional development that will meet programs' particular needs.

Learning Module: Communicating the Value of Developmental Screening

https://www.aucd.org/docs/LENDNewsletter/Release%20Article_Communicating%20the%20Value%20of%20Developmental%20Screening%20Learning%20Module.docx.pdf

The purpose of this module is to build capacity of leaders and other professionals to articulate the value of developmental screening with various stakeholders and to identify and explain the role of Title V programs in building and improving developmental screening systems. This tool may also be used as a refresher for staff or other key stakeholders.

Ongoing Child Assessment (0-5) https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/ongoing-child-assessment?utm_medium=email&utm_campaign=ECDTL%20Disabilities%20Services%20Newsletter%20Issue%207%20October%202017&utm_content=ECDTL%20Disabilities%20Services%20Newsletter%20Issue%207%20October%202017+CID_3f6f8aeb697125e767f53bf818971345&utm_source=CM%20Eblast&utm_term=Ongoing%20Child%20Assessment

This site features a variety of resources to support ongoing child assessment, including archived webinars on preparing for assessment, collecting and using information, interpreting information, and strengthening your program. Related resources at the site include tips, tools, and resources for teachers and supervisors.

Pathways Awareness Foundation Motor Development Videos (0-6)

https://www.youtube.com/user/PathwaysAwareness/videos

If you're looking for excellent video footage that shows what development looks like for children who are typically developing and those who aren't, these are a great instructional resource. Print information accompanies each video and all are available in English and Spanish.

Practice Clips (0-5) https://www.draccess.org/videolibrary/

These downloadable clips show children doing a variety of things alone and with other children.

Using Checklists (3-5) https://eclkc.ohs.acf.hhs.gov/video/using-checklists

In this archived webinar, learn simple ways teachers can develop and use checklists to collect data on child progress. Additional resources, including tips, tools, and sample checklists are available at this site for teachers and supervisors to use in documenting progress on specific skills like expressive language.

Using Child Assessment Data to Achieve Positive Outcomes (3-5) https://youtu.be/PtR24V8z9_w

Administrators and teachers illustrate how they use authentic child assessment data to 1) inform classroom level instruction, 2) support teachers, and 3) meet the needs of individual children and their families.

Using Video for REALLY Watching (0-3) https://youtu.be/updXJLC8yEo

In this clip, a physical therapist demonstrates how the use of video can help providers better observe infants and toddlers and observe family strengths.

Child Observation, Screening, Evaluation, and Assessment Resources

Asking the Right Questions in the Right Ways (0-8)

https://leader.pubs.asha.org/article.aspx?articleid=2292396

While this classic article purports to be for speech-language pathologists and audiologists, it is a terrific resource for anyone who will be gathering information from family members about their children and home practices. Using the examples of the descriptive and structural questions, paired with the insights about social connections will make anyone a better partner in the information-gathering process.

Assessment Checklists

Four checklists are currently available from the Early Childhood Technical Assistance (ECTA) website to support practitioners and families to learn about and incorporate the DEC recommended assessment practices. The checklists may be used to observe and rate assessment practices, plan for interactions that reflect recommended practices, or reflect on assessment practices with an eye toward improvement. Access all checklists at **https://ectacenter.org/decrp/topic-assessment.asp** *or individual checklists at the links below. The checklists include:*

Informed Clinical Reasoning Checklist

https://ectacenter.org/~pdfs/decrp/ASM-1_Informed_Clinical_Reasoning_2018.pdf

Engaging Families as Partners in their Child's Assessment Checklist

https://ectacenter.org/~pdfs/decrp/ASM-2_Engaging_Families_Partners_2018.pdf

Authentic Child Assessment Practices Checklist

https://ectacenter.org/~pdfs/decrp/ASM-3_Authentic_Child_Assessment_2018.pdf

Building on Child Strengths Practices Checklist

https://ectacenter.org/~pdfs/decrp/ASM-4_Building_on_Child_Strengths_2018.pdf

Assessment Illustration   https://ectacenter.org/decrp/topic-assessment.asp

Two video overviews of assessment are available on the ECTA website. Both were designed specifically to explain the evaluation process to families.

Assessment Practice Guides for Practitioners   https://ectacenter.org/decrp/topic-assessment.asp

Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Five assessment Practice Guides for Practitioners are currently available (i.e., engaging in informed clinical reasoning, engaging families as assessment partners, authentic child assessment, building on child strengths, and identifying child strengths) in web and mobile device formats.

Assessment Practice Guides for Families   https://ectacenter.org/decrp/topic-assessment.asp

Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Five Assessment Practice Guides for Families are now available in web and mobile device formats, and in English and Spanish.

Authentic Assessment in Early Intervention (0-3)   http://universalonlinepartceicurriculum.pbworks.com

This module provides an overview of authentic assessment in early intervention including what it is and why it is important. Individuals who complete this module will have an understanding who participates in authentic assessment, where it may happen, when it can be done, and within what early intervention processes it can occur. The module includes links to a variety of tools and resources.

Back to Basics: A Brief Summary of Observation Methods and Techniques (0-8)

http://www.raiselearning.com.au/blogs/news/2765692-back-to-basics-a-brief-summary-of-early-childhood-observation-methods-and-techniques

This blog provides an overview of a observational methods (e.g., anecdotal records, cultural maps) and additional resources. Examples illustrate the different kinds of information each approach might yield for the same 4-year-olds.

Birth to 5: Watch Me Thrive! (0-5)   https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive

This site is a coordinated federal effort to encourage healthy child development, universal developmental and behavioral screening for children, and support for the families and providers who care for them. It includes a number of resources for families and professionals in English, Spanish, and other languages.

Observation, Screening, Evaluation, and Assessment Resources

Birth to 5: Watch Me Thrive! A Compendium of Screening Measures for Young Children (0-5)
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/screening-compendium-march2014.pdf
The purpose of this compendium is to identify a set of first line screening tools that meet certain quality parameters set by the aforementioned federal partners. The federal partners identified 11 screening tools that met the following quality criteria: (a) tool accuracy, (b) inclusion of family input, and (c) inclusion of the social and emotional domain of development.

Birth to 5: Watch Me Thrive! An Early Intervention Service and Early Childhood Special Education Provider's Guide to Support Developmental and Behavioral Screening Initiatives (0-5)
https://www.acf.hhs.gov/sites/default/files/ecd/early_intervention_guide_march2014.pdf
This guide includes tips and strategies to raise community awareness about the importance of early screening and how to best support primary referral sources to ensure that young children are screened early with high quality screening tools. Accompanying the guide is a list of standardized developmental and behavioral screening tools and the Birth to 5: Watch Me Thrive! Toolkit, which includes information about healthy development, developmental and behavioral concerns, where to go for help, how to talk to families, and tips on how to best support children.

BIRTH TO 5: WATCH ME THRIVE! An Early Care and Education Provider's Guide for Developmental and Behavioral Screening (0-5) https://www.acf.hhs.gov/sites/default/files/ecd/ece_providers_guide_march2014.pdf
This guide includes information for early childhood leaders and professionals about how to implement universal developmental and behavioral screening that will reach every child. Accompanying the guide is a list of standardized developmental and behavioral screening tools and the Birth to 5: Watch Me Thrive! Toolkit, which includes information about healthy development, developmental and behavioral concerns, where to go for help, how to talk to families, and tips on how to best support children.

Birth to Three Screening and Assessment Resource Guide (0-3)
https://www.unf.edu/uploadedFiles/aa/fie/resource.pdf
In the world of assessment, there are hundreds of instruments to choose from. Knowing how to choose the instrument(s) that will best fit the needs of program staff, families, and children is critically important. For the purposes of this Resource Guide, only those instruments that have been specifically designed for use with infants and toddlers were identified. In addition, the most common and widely used developmental screening and child assessment instruments were included. Seventeen instruments comprise the examples, including 2 screeners, 9 child assessment instruments, and 6 multiple-function instruments.

Division for Early Childhood (DEC) Recommended Practices: Assessment (0-5)
http://ectacenter.org/decrp/topic-assessment.asp
The DEC Recommended Practices on assessment provide practices that teachers, home visitors, coordinators, and other caregivers can use to improve learning outcomes. These practices also promote the development of young children who have or are suspected of developmental delays or disabilities. Whether concerns focus on general development or on a specific area like language or motor skills, the checklists and guides for families and professionals at this site can be very helpful.

DEC Recommended Practices Module: Assessment (0-5) https://rpm.fpg.unc.edu/module-7-assessment
Completion of this module will enable you to: 1) explain what assessment practices are, and describe how they support children's short-term and long-term goals; and 2) describe key assessment principles to make optimal data-driven decisions related to intervention practices. The module introduces and illustrates the practices grouped in the assessment topic area in the DEC Recommended Practices. The DEC Recommended Practices were developed to provide guidance about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.

Dual Language Learners: Screening and Assessing Young Children (0-5)
https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Screening_Assessing.pdf
This 30-minute activity features a video and discussion questions that align with DEC Recommended Practices for Assessment.

Dynamic Assessment http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm **(0-9)**
This website features Dr. Elizabeth Pena discussing an important outcome of dynamic assessment - that we're able to distinguish between language disorder and language difference, particularly with children from non-English backgrounds and for children who don't speak English as a primary language, which would not be possible with standardized tests.

Observation, Screening, Evaluation, and Assessment Resources

Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five (0-5)

https://pdg.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=17013

This user-friendly compendium defines developmental screening and explains how it differs from child assessment. It reviews commonly-used developmental screening tools, providing key information to aid practitioners in selecting the appropriate tool for their population, including reliability and validity, background, cost, time to administer, needed training for assessors, family input, and use with special populations.

Early Reading Assessment: A Guiding Tool for Instruction (3-9)

http://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction

How do you choose the best method for measuring reading progress? This brief article describes which assessments to use for different reading skills so that you can make sure all students are making progress towards becoming readers.

ECTA Assessment Resources

When assessing young children for early intervention or special education services, practitioners need to be sensitive to the cultural and linguistic variations that exist in our society. Appropriate procedures need to be in place to determine which language will be used to conduct assessments and to ensure that appropriate assessment/screening tools are being used. It is critical to obtain a non-biased picture of the child's abilities, in order to determine whether certain patterns of development and behavior are caused by a disability or are simply the result of cultural and linguistic differences. An annotated web collection from ECTA provides resources that address these issues. Separate ECTA collections focus on resources for assessing specific disability populations and resources for addressing culturally/linguistically diverse young children with disabilities.

https://ectacenter.org/topics/earlyid/screeneval.asp (screening, evaluation, & assessment)
https://ectacenter.org/topics/earlyid/idspecpops.asp (specific disability populations)
https://ectacenter.org/topics/earlyid/diverse.asp (culturally/linguistically diverse young children with disabilities)

Family Engagement and Ongoing Child Assessment (0-5)

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-ongoing-child-assessment-eng.pdf

The partnership between parents and program staff is fundamental to children's current and future success and readiness for school. Key to this relationship is sharing information effectively. This resource highlights the value of information. This set of guides describes how to share information effectively with parents in genuine partnerships.

Gathering and Using Language Information Families Share (0-5)

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-info-families-share.pdf

This resource shares evidence-based strategies for thoughtfully gathering information from families, with specific emphasis on families with home languages other than English.

Improving Systems of Learning Through the Use of Child Standards and Assessments (0-5)

https://pdg.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=14524

The purpose of this chapter is to describe key aspects of states' work in early learning and development standards and formative assessment, highlighting lessons learned and considerations for the future. It is not intended to be a comprehensive description of every state's efforts in this area but instead to illustrate various approaches and issues in these areas, based on information from eight states.

Infant and Toddler Development, Screening, and Assessment Module (0-3)

https://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment#downloads

This online module provides child care consultants with information about screening and assessment of infants and toddlers. Content and activities address development, family engagement, observation/screening/ongoing assessment, and red flags.

Newborn Screening (newborn)

http://www.amchp.org/programsandtopics/CHILD-HEALTH/projects/newborn-screening/Pages/default.aspx

This website highlights projects, resources, and partners related to state newborn screening programs.

Screening (0-9) http://ectacenter.org/topics/earlyid/screeneval.asp#screening

Screening, evaluation and assessment are distinct processes with different purposes under the provisions of Part C and Part B of IDEA. Screening includes activities to identify children who may need further evaluation in order to determine the existence of a delay in development or a particular disability. This site includes a number of evidence-based screening options and tools.

SCREENING

Screening DLLs in Early Head Start and Head Start: A Guide for Program Leaders (0-5)
https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/screening-dual-language-learners-early-head-start-head-start
This guide reviews current understandings of the development and importance of screening in supporting DLLs. It includes tools that can help Head Start and Early Head Start program leaders make informed and intentional decisions about selecting valid screening instruments and implementing high-quality screening practices for young DLLs. While the emphasis in this publication is Head Start and Early Head Start, the content has broader applicability and relevance.