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|  | **Observation, Screening, Evaluation, and Assessment Resources[[1]](#footnote-1)** |
| This collection of free resources is organized in 6 sections: 1) observation; 2) child screening; 3) child evaluation/assessment; 4) pro-gram evaluation; 5) specific tools (e.g., CLASS, ERS, ASQ); and 6) Vermont-specific resources. |
| OBSERVATION |  **PRINT****Observation: The Heart of Individualizing Responsive Care** **(0-3)**[**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ehs-ta-paper-15-observation.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ehs-ta-paper-15-observation.pdf)*This paper offers information on observation as well as strategies to support and strengthen this important component of quality infant and toddler care.***Observing, Planning, Guiding: How an Intentional Teacher Meets Standards through Play (3-6)**[**https://www.naeyc.org/resources/pubs/yc/mar2018/observing-planning-guiding**](https://www.naeyc.org/resources/pubs/yc/mar2018/observing-planning-guiding)*The author shares examples of children can meet and exceed standards through playful learning that combines open-ended experiences, child-directed initiatives, and teacher-guided activities.***Watching Teachers Work: Using Observation Tools to Promote Effective Teaching in the Early Years and Early Grades (0-8) https://files.eric.ed.gov/fulltext/ED540787.pdf***This 2011 publication provides an overview of the importance of observational measures, shares information about a number of tools and offers suggestions for how observation can be integrated in quality programs supporting young children.* **AUDIOVISUAL****Clips for Practicing Observation, Documentation and Assessment Skills (0-5)**[**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_PracticingObservation**](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 descript-tion 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**](https://www.cdc.gov/ncbddd/actearly/milestones/milestones-in-action.html)(English)[**https://www.cdc.gov/ncbddd/spanish/actearly/milestones/milestones-in-action.html**](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**](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).* **Pathways Awareness Foundation Motor Development Videos**  **(0-6)** [**https://www.youtube.com/user/PathwaysAwareness/videos**](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/**](https://www.draccess.org/videolibrary/)***These downloadable clips show children doing a variety of things alone and with other children.*****Using Video for REALLY Watching** **(0-3)** [**https://youtu.be/updXJLC8yEo**](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.* **ONLINE****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**](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.*  |
|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| SCREENING |  **EVIDENCE****Research Synthesis on Screening and Assessing Social-Emotional Competence (0-5)**[**http://csefel.vanderbilt.edu/documents/rs\_screening\_assessment.pdf**](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 then discuss the roles of families, culture, and language in screening and assessing social-emotional competence, and end with a list of resources and some examples of social and emotional screening and assessment tools.* **ONLINE****Birth to Three Screening and Assessment Resource Guide (0-3)**[**https://www.unf.edu/uploadedFiles/aa/fie/resource.pdf**](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 instru-ments comprise the examples, including 2 screeners, 9 child assessment instruments, and 6 multiple-function instruments.***Birth to 5: Watch Me Thrive! (0-5)**  [**https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive**](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.***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**](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.* **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**](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.***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**](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.***Newborn Screening** **(newborn)**[**http://www.amchp.org/programsandtopics/CHILD-HEALTH/projects/newborn-screening/Pages/default.aspx**](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**](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 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**](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.*  |

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|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| EVALUATION/ASSESSMENT |  **EVIDENCE****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/EarlyChildhoodAssessment-ImplementingEffectivePractice.pdf**](http://info.nwea.org/rs/nwea/images/EarlyChildhoodAssessment-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**](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—questions about early childhood curriculum, child assess-ment, and program evaluation —are the foundation of this joint position statement from the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in* *State Departments of Education (NAECS/SDE). A companion statement,* Promoting Positive Outcomes for Children with Disabilities: Recommend-ations for Curriculum, Assessment, and Program Evaluation, *addresses specific considerations for children with disabilities.***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**](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.***OSEP Memo on Response to Intervention (RTI) and Preschool Services (3-5)**[**https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/oseprtipreschoolmemo4-29-16.pdf**](https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/oseprtipreschoolmemo4-29-16.pdf)*OSEP Memorandum 16-07 (April 29, 2016) clarifies that states and local education agencies have an obligation under the Individuals with Disabilities Education Act (IDEA) to ensure that evaluations of all children suspected of having a disability, including evaluations of 3-, 4-, or 5-year-old children enrolled in preschool programs, are not delayed or denied because of implementation of a Response to Intervention (RTI) strategy.* **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**](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** **(0-8)** [**https://www.decdocs.org/position-statement-promoting-positi**](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 to 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.* |

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|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| EVALUATION/ASSESSMENT |  **EVIDENCE****State Early Childhood Assessment Policies (3-6)**[**http://ceelo.org/wp-content/uploads/2014/03/CEELO\_policy\_snapshot\_child\_assessment\_march\_2014.pdf**](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.*[**Tailored Teaching: The Need for Stronger Evidence About Early Childhood Teachers' Use of Ongoing Assessment to Individualize Instruction**](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) **(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**](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}**](https://www.mathematica-mpr.com/download-media?MediaItemId=%7b79234B21-184E-4432-AE12-002E0D776CCF%7d)*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**](http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf)(English)[**http://www.naeyc.org/files/naeyc/file/positions/ELLSpanishWWS.pdf**](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****The Alarming Effect of Racial Mismatch on Teacher Expectations  (adults)**[**https://www.brookings.edu/blog/brown-center-chalkboard/2015/08/18/the-alarming-effect-of-racial-mismatch-on-teacher-expectations/**](https://www.brookings.edu/blog/brown-center-chalkboard/2015/08/18/the-alarming-effect-of-racial-mismatch-on-teacher-expectations/)*This online publication documents mounting evidence for examples of non-black teachers who have significantly lower educational expectations for black students than black teachers do* *when evaluating the same students. The author goes on to discuss the “soft bigotry” of low expectations and chronicles* *well-documented correlations between teachers’ expectations and student outcomes.***Appropriate and Meaningful Assessment in Family-Centered Programs (0-3)**[**https://cms.azed.gov/home/GetDocumentFile?id=59e6256d3217e1076c0f5680**](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.* **Assessing Classroom Quality in Settings Serving Young Dual Language Learners (3-5)**[**http://www.buildinitiative.org/Portals/0/Uploads/Documents/AssessingClassroomQualityinSettingsServingYoungDualLanguageLearners.pdf**](http://www.buildinitiative.org/Portals/0/Uploads/Documents/AssessingClassroomQualityinSettingsServingYoungDualLanguageLearners.pdf)*This review examined various measures of classroom or childcare setting quality with predominantly Spanish speaking child populations and concluded that the currently used ECE classroom quality assessments operate similarly for DLLs and children who are monolingual English speakers.* **Authentic Assessment in Infant-Toddler Care Settings (0-3)**[**http://muskie.usm.maine.edu/Publications/CYF/Authentic-Assessment-Child-Care.pdf**](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.* |

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|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| EVALUATION/ASSESSMENT |  **PRINT****Developmental Screening and Assessment Instruments with an Emphasis on Social and Emotional Development for Young Children Ages Birth through Five (0-5)**[**https://pdg.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=17292**](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.* **Executive Function Mapping Project Measures Compendium: A Resource for Selecting Measures Related to Executive Function and Other Regulation-related Skills in Early Childhood (2-9)**[**https://www.acf.hhs.gov/sites/default/files/opre/e\_mapping\_measures\_full\_document\_pjg\_508\_bluelinksfinal.PDF**](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 (EF) 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**](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.***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**](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**](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.***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**](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. This 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? 3) What technical considerations are required for testing DLLs? 4) What do teachers need to know about the valid assessment of young DLLs?***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**](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**](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).* |

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|  | **Observation, Screening, Evaluation, and Assessment Resources** |
|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| EVALUATION/ASSESSMENT |  **PRINT****What Does it Mean to Use Ongoing Assessment to Individualize Instruction in Early Childhood? (0-8)**[**https://www.mathematica-mpr.com/our-publications-and-findings/publications/brief-what-does-it-mean-to-use-ongoing-assessment-to-individualize-instruction-in-early-childhood**](https://www.mathematica-mpr.com/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****Authentic Assessment in Early Intervention (0-3)** [**https://youtu.be/CjE3tSxhDDg**](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/**](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.***Dual Language Learners with Disabilities: Supporting Young Children in the Classroom (3-9)**[**http://iris.peabody.vanderbilt.edu/module/dll/**](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**](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**](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**](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.* **Using Checklists (3-5)** [**https://eclkc.ohs.acf.hhs.gov/video/using-checklists**](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**](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.* |

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|  | **Observation, Screening, Evaluation, and Assessment Resources** |
|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| EVALUATION/ASSESSMENT |  **ONLINE****Asking the Right Questions in the Right Ways (0-8)** [**https://leader.pubs.asha.org/article.aspx?articleid=2292396**](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.***Authentic Assessment in Early Intervention (0-3)** [**http://universalonlinepartceicurriculum.pbworks.com**](http://universalonlinepartceicurriculum.pbworks.com)*This module provides an overview of authentic assessment in early intervention including what it is and why it is import-ant.  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 numerous opportunities for reflection as well as tools to support both the online learner and the administrators/supervisors who support and prepare early intervention practitioners/service coordinators. It includes links to a variety of tools and resources.***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**](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**](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.* [**Division for Early Childhood (DEC) Recommended Practices: Assessment (0-5)**](http://hsicc.cmail19.com/t/j-l-oykhllk-druyhhjhy-u/)[**http://ectacenter.org/decrp/topic-assessment.asp**](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**](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.***Dynamic Assessment** [**http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm**](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** |
| EVALUATION/ASSESSMENT |  **ONLINE**[**Early Childhood Assessment**](https://www.nap.edu/read/12446)**: Why, What, and How (0-5)** [**https://www.nap.edu/read/12446/chapter/1**](https://www.nap.edu/read/12446/chapter/1)*This downloadable book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. This book addresses these issues by identifying 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. Individual chapters or the entire book may be downloaded at* [**https://www.nap.edu/download/12446#**](https://www.nap.edu/download/12446)**Early Reading Assessment: A Guiding Tool for Instruction (3-9)**[**http://www.readingrockets.org/article/early-reading-assessment-guiding-tool-instruction**](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.***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**](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**](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**](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**](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.* |
| PROGRAM EVALUATION | **Assessing Classroom Quality in Settings Serving Young Dual Language Learners (3-5)**[**http://www.buildinitiative.org/Portals/0/Uploads/Documents/AssessingClassroomQualityinSettingsServingYoungDualLanguageLearners.pdf**](http://www.buildinitiative.org/Portals/0/Uploads/Documents/AssessingClassroomQualityinSettingsServingYoungDualLanguageLearners.pdf)*This review examined various measures of classroom or childcare setting quality with predominantly Spanish speaking child populations and concluded that the currently used ECE classroom quality assessments operate similarly for DLLs and children who are monolingual English speakers.***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**](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 questions about early childhood curriculum, child assessment, and program evaluation are the foundation of this joint position statement. A companion statement,* Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation, *addresses specific considerations for children with disabilities.* |
|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| Program evaluation | **Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation** **(0-8)** [**https://www.decdocs.org/position-statement-promoting-positi**](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.***Quality in Early Childhood Care and Education Settings: A Compendium of Measures, Second Edition (0-8)**[**https://www.acf.hhs.gov/sites/default/files/opre/complete\_compendium\_full.pdf**](https://www.acf.hhs.gov/sites/default/files/opre/complete_compendium_full.pdf)*Quality measures were originally developed for research aimed at describing the settings in which children spend time and identifying the characteristics of these environments that contribute to children‘s development. They were also developed* *to guide improvements in practice. This compendium provides uniform information about 28 measures, including background, purpose, target population, administration, etc.* |
| **SPECIFIC TOOLs** | **Ages and Stages Questionnaires (ASQ) Website  (0-5)** [**https://agesandstages.com/**](https://agesandstages.com/)*There are several widely used tools in the ASQ repertoire. They include:* * **ASQ-3** - *The**Ages & Stages Questionnaires®, Third Edition (ASQ®-3) pinpoints developmental progress in children between the ages of one month to 5 ½ years. Its success lies in its parent-centric approach and inherent ease-of-use.*
* **ASQ-SE:2** - *This is**a parent-completed, highly reliable system focused solely on social and emotional development in young children. Accurately identifying behavior through ASQ:SE-2 paves the way for next steps—further assessment, specialized intervention or ongoing monitoring, for examples—to help children reach their fullest potential during their most formative early years.*

*The ASQ website offers research and results, free resources, demos and more.***Classroom Assessment Scoring System (CLASS) Website (3-9)** [**https://teachstone.com/class/**](https://teachstone.com/class/)*The Classroom Assessment Scoring System™ (CLASS™) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in PK-12 classrooms. It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms. The CLASS™ can be used to reliably assess classroom quality for research and program evaluation and also provides a tool to help new and experienced teachers become more effective. Additional resources at this site include videos and research.***Environment Rating Scales Institute  (0-9)**  [**https://www.ersi.info/**](https://www.ersi.info/)*This is the home base for learning about the Environment Rating Scales. There are four Environment Rating Scales (ERS), each designed for a different segment of the early childhood field. They include the Infant-Toddler Environment Rating Scale (ITERS), Early Childhood Environment Rating Scale (ECERS), Family Child Care Environment Rating Scale (FCCERS), and the School Age Environment Rating Scale (SACERS). Each one of the scales has items to evaluate: Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Provisions for Parent and Staff. Click on the index categories at the left of the home page to learn more about the history of the scales, how they’ve been/are being used in research, how they are currently linked to Quality Rating and Improvement Systems (QRIS), and more.*  **INCLUSIVE CLASSROOM PROFILE****Inclusive Classroom Profile (ICP)™ (2 ½ -5)** [**https://www.brookespublishing.com/product/icp/**](https://www.brookespublishing.com/product/icp/)*The ICP is an observation rating scale designed to assess the quality of daily****classroom****practices that support the developmental needs of children with disabilities in early childhood settings.***Introduction to the Inclusive Classroom Profile (ICP)™ (2 ½ -5)**[**https://npdci.fpg.unc.edu/web-based-icp-overview-training**](https://npdci.fpg.unc.edu/web-based-icp-overview-training)*This 10 minute online module provides basic information about the purpose, structure, and administration of the ICP and the 12 practices that are assessed by this instrument.* |
|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| **SPECIFIC TOOLs** |  **TEACHING STRATEGIES GOLD****Aiden's Parent-Teacher Conference  (3-5)** [**https://youtu.be/UBRkMIjjQYo**](https://youtu.be/UBRkMIjjQYo)*This video is the second of a two-part series. The first video, “Family Engagement with TS GOLD,” (on the next page) features a teacher and a parent describing family communication features and benefits in TS GOLD. This video begins with brief interviews with the teacher and parent discussing the importance of parent-teacher conferences. The video then shows about ten minutes of an actual parent-teacher conference. The conference highlights how the teacher uses several features of TS GOLD during the conference and illustrates how the teacher describes the ways that families can participate in TS GOLD.***Alignment of GOLD Objectives for Development and Learning Birth through Third Grade with VT Early Learning Standards (0-9)** [**https://teachingstrategies.com/wp-content/uploads/2017/05/Vermont-Birth-5-to-GOLD-05.10.17.pdf**](https://teachingstrategies.com/wp-content/uploads/2017/05/Vermont-Birth-5-to-GOLD-05.10.17.pdf)*This document lays out item-by-item correlations between these two frameworks.***Aurelius Reading at Naptime (3-5)** [**https://youtu.be/54Sf3ZUehKU**](https://youtu.be/54Sf3ZUehKU)*This clip tells the story of how a preschool teacher used digital video and other technologies to help document and assess a young boy's notable skills and share the information with the child's family.***Family Engagement With TS GOLD (3-5)** [**https://youtu.be/UBRkMIjjQYo**](https://youtu.be/UBRkMIjjQYo)*This video, the first of a two-part series, features a teacher and a parent describing key family communication features and benefits in TS GOLD. The second video, “Aiden's Parent-Teacher Conference” (on the previous page) illustrates the use of TS GOLD during an actual parent-teacher conference.***My Teaching Strategies** **GOLD® (VT)**[**http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-my-teaching-strategies-gold-2018-2019-vermont-requirements-and-guidelines\_0.pdf**](http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-my-teaching-strategies-gold-2018-2019-vermont-requirements-and-guidelines_0.pdf)*This document outlines the requirements and guidelines for the use of My Teaching Strategies* GOLD**®** *in Vermont.***My Teaching Strategies GOLD® (GOLD®) (0-6)** [**https://teachingstrategies.com/solutions/assess/gold/**](https://teachingstrategies.com/solutions/assess/gold/)*TSGOLD is used to assess children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. Available online, the system can be used with any developmentally appropriate early childhood curriculum. Grounded in 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early learning standards, and the Head Start Child Early Learning Outcomes Framework, TSGOLD helps teachers focus on what matters most for school readiness. It can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills. Teaching Strategies Gold has been adopted as the progress monitoring tool for Universal PreK.* |
| **VERMONT-SPECIFIC resources** | **Assessments** [**http://education.vermont.gov/student-learning/assessments**](http://education.vermont.gov/student-learning/assessments)*This website provides details about Vermont’s state and local assessments and alternate assessments and information about national assessments and post-secondary preparatory tests.***Developmental Screening “Preferred Tool List” for Children Birth to Three Years**[**http://dvha.vermont.gov/for-providers/developmental-screening-preferred-tool-list-may-2011.pdf**](http://dvha.vermont.gov/for-providers/developmental-screening-preferred-tool-list-may-2011.pdf)*The Vermont Child Health Improvement Program (VCHIP), in collaboration with project stakeholders, researched and devel-oped a preferred list of developmental screening instruments for use in primary care drawn from the American Academy of Pediatrics (AAP) policy statement* Identifying Infants and Young Children with Developmental Disorders in the Medical Home: An Algorithm for Developmental Screening and Surveillance ([**http://pediatrics.aappublications.org/content/118/1/405**](http://pediatrics.aappublications.org/content/118/1/405))*. The AAP policy statement included an extensive listing of avail-able screening instruments, but neither endorsed nor discussed the specific merits or limitations of the listed instruments. VCHIP has undertaken a more thorough review of the aforemen- tioned list of tools in order to more thoughtfully provide concrete recommendations to primary care practitioners for develop-mental screening in the birth to three population.* |
|  | **Observation, Screening, Evaluation, and Assessment Resources** |
| **VERMONT-SPECIFIC RESOURCES** | **Guidelines for Using Recommended Psychosocial and Developmental Tools With Pregnant/Postpartum Women and Children Birth to Six (0-6)**[**http://cispartners.vermont.gov/sites/cis/files/Tools/CIS\_approved\_developmental\_screening\_tools.pdf**](http://cispartners.vermont.gov/sites/cis/files/Tools/CIS_approved_developmental_screening_tools.pdf)*The goals of these CIS Guidelines are to provide: 1) common definitions for early identification of developmental delays, risks**or concerns; 2) a list of recommended psychosocial and developmental tools for use by CIS early childhood providers; and 3) a common framework for use of shared tools and language about child development across CIS regional team members and other community providers, for example, the medical home. It is important to coordinate the timing and share results of developmental screenings with parents, the medical home and early childhood providers to avoid duplication of effort, e.g., so a home visitor and a pediatric medical provider don’t both do an Ages and Stages screening for a 9-month old. This will require CIS outreach to pediatric providers to learn about their standard office practices for developmental screening and vice versa; to determine best ways to assure routine screening at specified ages that are non-duplicative; and to identify strategies for systematically communicating screening results with the medical home.***Help Me Grow Vermont (0-8)** [**http://www.helpmegrowvt.org/**](http://www.helpmegrowvt.org/)*Help Me Grow Vermont is a multi-faceted resource site, the purpose of which is connecting those who love Vermont's children to information and support. The website is divided by audience, with specific sections dedicated to the needs and interests of families and caregivers, health care providers, educators, and community service providers. The Help Me Grow program is committed to providing a centralized access point for information and referral and linkage to services, promoting family engaged developmental monitoring and screening for all children, training providers on use of the Universal Developmental Screening Registry, building collaboration among community programs, and educating and informing the community.* **Ready for Kindergarten! Survey (R4K!S) (5-6)** [**http://education.vermont.gov/student-support/early-education/assessment**](http://education.vermont.gov/student-support/early-education/assessment)*R4K!S is a readiness assessment of children entering kindergarten about students’ knowledge and skills within the first six to ten weeks of school. There are many interpretations of what constitutes “readiness.” Vermont’s concept of children’s readiness is multidimensional; it includes social and emotional development, communication, physical health, as well as cognitive development, knowledge, and approaches to learning (e.g., enthusiasm for learning, persistence, curiosity). Vermont’s concept also reflects the belief that “school readiness” is interactional: children need to be ready for schools, and schools need to be ready to accommodate the diverse needs of children. Visit the URL above to get additional information about R4K!S and to access six online Kindergarten teacher training modules.***STARS (STep Ahead Recognition System) (0-9)** [**http://dcf.vermont.gov/childcare/parents/stars**](http://dcf.vermont.gov/childcare/parents/stars)*STARS is Vermont’s quality recognition system for child care, preschool, and afterschool programs. Programs that participate in STARS are stepping ahead — going above and beyond state regulations to provide professional services that meet the needs of children and families.***Vermont Early Childhood Comprehensive Assessment System Framework (0-9)**[**http://education.vermont.gov/student-support/early-education/assessment**](http://education.vermont.gov/student-support/early-education/assessment)*The purpose of Vermont Early Childhood Comprehensive Assessment System (VECCAS) is to provide a framework of currently utilized assessments and current initiatives that support child assessment and screening, as well as an initial plan for implementation of a statewide early childhood comprehensive assessment system for Vermont. The VECCAS framework is intended to be referenced and used over an extended period for reflection, self-evaluation, and improvement in early childhood (birth-grade 3) efforts. This framework helps to address key questions facing those who are developing birth-grade 3 assessment approaches in their schools, districts, and communities.***Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams (3-9)** [**http://education.vermont.gov/documents/strengthening-and-streamlining-local-comprehensive-assessment-systems**](http://education.vermont.gov/documents/strengthening-and-streamlining-local-comprehensive-assessment-systems)*The Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams* *provides guidelines and resources to help educators in supervisory unions and districts develop a streamlined balanced local comprehensive assessment system for all students. This document was produced following a thorough review of literature and current practices in the field of student assessment by Agency of Education staff as well as educators in the field. It provides a synthesis of research and current policy, including the MTSS field guide and Education Quality Standards.* |

1. This collection was compiled and annotated by Camille Catlett for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of October 2018. Highlighted resources are available in English and Spanish.

 [↑](#footnote-ref-1)