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|   | **RESOURCES FOR PROGRESS MONITORING AND ONGOING ASSESSMENT[[1]](#footnote-1)** |
| **EVIDENCE**  | **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 are the foundation of this joint position statement.***Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation** [**https://www.decdocs.org/position-statement-promoting-positi**](https://www.decdocs.org/position-statement-promoting-positi) **(0-8)***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.* **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.* |
| **PRINT SOURCES** | **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.* **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.***Promoting Success for Teachers of English Learners Through Structured Observations (5-9)**[**https://ccsso.org/sites/default/files/2019-04/Promoting%20Success%20for%20Teachers%20of%20English%20Learners%20Through%20Structured%20Observations.pdf**](https://ccsso.org/sites/default/files/2019-04/Promoting%20Success%20for%20Teachers%20of%20English%20Learners%20Through%20Structured%20Observations.pdf)*This document begins with an overview of the transformational impact that targeted, iterative, and regular observation and feed-back can have on improving teaching practice. It also highlights the need to provide specialized support for teachers of English learners in their classrooms and concludes with the competencies that teachers of English Learners should demonstrate.***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**](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.* |

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|   | **RESOURCES FOR PROGRESS MONITORING AND ONGOING ASSESSMENT[[2]](#footnote-2)** |
| **AUDIOVISUAL SOURCES** | **Assessment and Progress Monitoring in Early Childhood**[**https://eclkc.ohs.acf.hhs.gov/video/assessment-progress-monitoring-early-childhood**](https://eclkc.ohs.acf.hhs.gov/video/assessment-progress-monitoring-early-childhood)*In this webinar, learn how staff can monitor individual children and classrooms or programs to ensure that children are making adequate progress toward school readiness. Listen as presenters discuss the benefits and liabilities of two different types of approaches to monitoring progress: observational curriculum approaches and direct general outcomes approaches. Additional resources are also available at this site.* **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.***Using Data to Inform Teaching (4-5)** [**https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching**](https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching)*This archived webinar illustrates how to use assessment data to inform and adjust teaching practices. Supplemental resources include a set of PowerPoints, presenter notes, and learning activities for applying the content to scenarios in early writing, expressive language, persistence, and direction-following.* |
| **ONLINE SOURCES**  | **Best Practice Strategies for Monitoring Progress to Improve Outcomes in Early Learning Classrooms**[**https://www.hatchearlylearning.com/pdfs/\_ebooks/the\_vital\_guide\_to\_monitoring\_progress.pdf**](https://www.hatchearlylearning.com/pdfs/_ebooks/the_vital_guide_to_monitoring_progress.pdf)*Research has demonstrated that when teachers engage in the progress monitoring of their students, the children learn more. In addition, the decision making of the teacher improves and children become more aware and reflective of their own performance. Using the steps and strategies outlined in this document can help ensure your efforts to effectively monitor progress are carried out both easily and regularly.*[**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.***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.* **Ongoing Child Assessment (0-5)** [**https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/ongoing-child-assessment**](https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/ongoing-child-assessment)*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.*  |

1. This collection was compiled and annotated by Camille Catlett for Great Start for Higher Education and SCRIPT-NC projects. It is current as of May 2020. Resources may be freely shared. [↑](#footnote-ref-1)
2. This collection was compiled and annotated by Camille Catlett for the SCRIPT-NC and Great Start for Higher Education projects. It is current as of May 2020. Resources may be freely shared. [↑](#footnote-ref-2)