

# North Carolina Approved Early Childhood Formative Assessment Tools 2013

Division of Child Development & Early Education, NC Department of Health & Human Services

The North Carolina Division of Child Development and Early Education is pleased to announce a list of approved formative assessment tools for use in early learning and development programs. The list is the result of a comprehensive and rigorous formative assessment tool review process conducted by a panel of experts.

Any formative assessment tool on this list can be used immediately in NC Pre-Kindergarten classrooms. Other early learning and development programs are encouraged to consider this list when making formative assessment tool choices.

## Preschool Formative Assessment Tools

### ***The Creative Curriculum® Developmental Continuum for Ages 3-5***

Teaching Strategies, Inc., 2001  
[teachingstrategies.com](http://teachingstrategies.com)

### ***Galileo Pre-K Online***

Assessment Technology, Inc., 2012  
[ati-online.com](http://ati-online.com)

Approved with the stipulation that modified versions continue to align with *NC Foundations for Early Learning and Development* and undergo analysis to ensure the integrity of the psychometric properties.

### ***GOLD™***

Teaching Strategies, Inc., 2010-2011  
[teachingstrategies.com](http://teachingstrategies.com)

### ***Preschool Child Observation Record (COR), 2<sup>d</sup> Edition***

HighScope Press, 2003  
[highscope.org](http://highscope.org)

### ***The Investigator Club Prekindergarten Assessment and Intervention System***

Robert Leslie Publishing, 2012  
[investigatorclub.com](http://investigatorclub.com)

Approved with the stipulation that the System is used with the Investigator Club Prekindergarten Learning System, NC Edition.

### ***The Work Sampling System Preschool - 4, 4<sup>th</sup> Edition***

Pearson, 2001  
[pearsonassessments.com](http://pearsonassessments.com)

Approved with the stipulation that programs purchase and use:

- Work Sampling System Preschool-4 Classroom Kit
  - Omnibus Guidelines, 4<sup>th</sup> Edition
  - Preschool-4 Developmental Guidelines
- Winning Ways to Learn: Ages 3-5, Pearson, 2000
- Family Corner: Work Sampling online component

*This list does not constitute an endorsement of any program using the formative assessment.*

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## FORMATIVE ASSESSMENT TOOL APPROVAL

### Definition of a Formative Assessment Tool

A systematic ongoing procedure to document, monitor and evaluate children's progress, and plan appropriate learning experiences by:

- Observing, documenting and evaluating all children's development, knowledge, skills, behaviors, strengths, needs and interests in all areas defined in *North Carolina Foundations for Early Learning and Development*;
- Providing opportunity for communication and collaboration with families, teachers, and service providers regarding children's interests, development, and learning;
- Providing data that teachers can use to systematically plan and evaluate learning experiences and teaching practices based on documentation of the learning and development of a diverse group of children.

### Criteria for Formative Assessment Tool Approval

- 1) Purpose: Is designed for the purpose of ongoing formative assessment.
- 2) Continuum of Development: Is designed for use with three- to five-year-old children and can accommodate children along a continuum of typical and atypical or varying development and learning that addresses all children within this age range.
- 3) Consistency with *Foundations*: Is consistent with *North Carolina Foundations for Early Learning and Development*.
- 4) Areas of Children's Development and Learning: Collects information on all children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development.
- 5) Sources of Information: Collects information on a frequent/ongoing basis from/on children in a variety of ways, which must include, but are not limited to, the following: a) observations of children during daily routines, play, and individual and group activities (including both child-initiated and teacher-initiated experiences); b) documentation of children's activities/experiences and work; and c) parent reports.
- 6) Documentation and Evaluation of Progress: Has a systematic process for ongoing documentation of different types of evidence, formal evaluation of children's progress at least three times per year, and guidance for interpreting the results to discern a child's strengths and areas for growth.
- 7) Cultural Diversity: Is free from bias, appropriate for use with children from diverse backgrounds, and includes guidance for appropriate assessment of children who reflect a variety of cultures, languages, and socio-economic status levels.
- 8) Linguistic Diversity: Is appropriate for use with children from different linguistic backgrounds, and has strategies to a) gather information from families in their home language; b) assess children in their home language; and c) share results with families in their home language.
- 9) Inclusion: Is appropriate for use with children of a variety of ability levels and includes strategies, accommodations and modifications for assessing children with disabilities, and some guidance for interpreting results when used with children with disabilities.
- 10) Family Involvement: Promotes a partnership between educators and families by providing a) a process for families to contribute information to the assessment; b) provisions for sharing and interpreting results with families; and c) support for a collaborative planning approach that includes families.
- 11) Diverse Settings: Is appropriate for use in a variety of settings, including early learning and development programs, public school programs, and/or family child care homes.
- 12) Collaborative Services: Can support a collaborative approach to assessment and planning by accommodating evidence/information collected from teachers and other service providers.
- 13) Use in Planning: Includes a developmentally and culturally appropriate process for documenting information on children and produces information teachers can use to plan curricula/learning experiences for individual children and for groups of children based on strengths and areas for growth.
- 14) Teacher Evaluation: Provides information that teachers can use to reflect on, self-evaluate, and transform their own practice.
- 15) Evidence-Based: Has research available to demonstrate the tool can be used reliably and effectively with 3 – 5 year olds with a wide range of abilities and diverse cultural backgrounds.
- 16) Implementation Guides: The assessment must provide adequate and appropriate explanatory materials for adults to support implementation of the assessment and appropriate interpretation and use of the results from the assessment.
- 17) Training: Training/professional development must be readily available so that program staff can learn how to administer the assessment appropriately.

