

2021 Criteria for Formative Assessment Review

1) Purpose

- Designed for the purpose of ongoing formative assessment

2) Continuum of Development

- Items are developmentally appropriate for the intended age of the child
- Can accommodate children along a continuum of atypical or varying development and learning that addresses all children within this age range

3) Consistent with NC Foundations for Early Learning and Development

- Formative Assessment is consistent with NC Foundations for Early Learning and Development as evidenced by publisher completed self-report

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:
 - observations of children during daily routines, play, and individual and group activities (including both child-initiated and teacher-initiated experiences);
 - documentation of children's activities/experiences and work; and
 - parent reports.
 - service provider reports

6) Documentation of Evaluation of Progress

- Systematic process for ongoing documentation of different types of evidence
- Formal evaluation of children's progress at least three times per year
- Guidance for interpreting the results to discern a child's strengths and areas for growth

7) Cultural Diversity

- Free from bias
- Appropriate for use with children from diverse backgrounds
- Guidance for appropriate assessment of children who reflect a variety of cultures, languages and socio-economic status levels

8) Linguistic Diversity

- Appropriate for use with children from different linguistic backgrounds
- Strategies for:
 - gathering information from families in their home language
 - assessing children in their home language and
 - sharing results with families in their home language.

9) Inclusion

- Appropriate for use with children of a variety of ability levels
- Strategies, accommodations and modifications for assessing children with disabilities
- 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
 - c) support for a collaborative planning approach that includes families

11) Diverse Settings

- Appropriate for use in a variety of settings, including child care centers, public school programs, and/or family child care homes

12) Collaborative Services

- Supports a collaborative approach to assessments and planning by recommending 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
- Produces information teachers can use to plan curricula/learning experiences for individual children and for groups of children based on a child's strengths and areas for growth

14) Evidence Based

- Research available to demonstrate the tool can be used reliably and effectively with the identified age range for the tool.
- Tool is reliable and valid.