

Formative Assessment Alignment with Foundation's Goals: Self-Report

Publisher	
Formative Assessment Title	
Copyright date	

Contact Person	
Email Address	
Phone Number	

Thank you for your interest in providing licensed early learning and development programs a quality infant, toddler and preschool formative assessment. Please answer the questions below, then complete the chart describing how the formative assessment aligns with [NC Foundations for Early Learning and Development](#) (NC FELDS). Include the page number of the formative assessment for reviewers to be able to validate your responses.

Describe how your formative assessment articulates a theoretical and/or research-base for the assessment and clearly demonstrate how the formative assessment utilizes the theory and/or research as a basis for documenting children's growth and development. The formative assessment may also have empirical evidence regarding the effectiveness of the formative assessment.

Response:

Describe the formative assessment process for observing and documenting information related to individual children's level of development, current skills, and interests, and using that information to develop plans (experiences for children).

Response:

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Does this formative assessment provide implementation training for teachers (not a required criterion) ☐Yes ☐No If so, describe:
Response:

North Carolina Foundations for Early Learning and Development (NCFELD) Alignment Table	
Approaches to Play and Learning (APL)	
Domains and Goals	How does the formative assessment align with NCFELD Goals for Infants/Toddlers/Preschoolers? Include page numbers to cite your documentation.
Example	In (Title of Manual) in the book, (Title of specific book in the FA) on pages 59-66 the FA describes the developmental objectives and the recommended strategies programs can use to promote developmental objectives related to Approaches to learning. In the actual observation tool (name of tool/on page), in the child portfolio teachers can document children showing curiosity and expressing interest in the world around them. Teachers have an opportunity to mark graduated levels of curiosity and motivation.
Curiosity, Information Seeking and Eagerness	
Goal APL-1: Children show curiosity and express interest in the world around them. Goal APL-2: Children actively seek to understand the world around them.	
Play and Imagination	
Goal APL-3: Children engage in increasingly complex play.	

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Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
Risk-Taking, Problem-Solving, and Flexibility	
Goal APL-5: Children are willing to try new and challenging experiences. Goal APL-6: Children use a variety of strategies to solve problems.	
Attentiveness, Effort, and Persistence	
Goal APL-7: Children demonstrate initiative. Goal APL-8: Children maintain attentiveness and focus. Goal APL-9: Children persist at challenging activities.	
Emotional and Social Development (ESD)	
Goal ESD-1: Children demonstrate a positive self-identity and self-awareness. Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
Developing a Sense of Self With Others	
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	

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Goal ESD-4: Children form relationships and interact positively with other children. Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
Learning About Feelings	
Goal ESD-6: Children identify, manage, and express their feelings. Goal ESD-7: Children recognize and respond to the needs and feelings of others.	
Health and Physical Development (HPD)	
Physical Health and Growth	
Goal HPD-1: Children develop healthy eating habits. Goal HPD-2: Children engage in active physical play indoors and outdoors. Goal HPD-3: Children develop healthy sleeping habits.	
Motor Development	
Goal HPD-4: Children develop large muscle control and abilities needed to move through and explore their environment. Goal HPD-5: Children develop small muscle control and hand-eye coordination to	

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manipulate objects and work with tools.	
Self-Care	
<p>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</p> <p>Goal HPD-7: Children develop independence in caring for themselves and their environment.</p>	
Safety Awareness	
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Language Development and Communication (LDC)	
Learning to Communicate	
<p>Goal LDC-1: Children understand communication from others.</p> <p>Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</p> <p>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	

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Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly. Goal LDC-5: Children describe familiar people, places, things, and events. Goal LDC-6: Children use most grammatical constructions of their home language well. Goal LDC-7: Respond to and use a growing vocabulary.	
Foundations for Reading	
Goal LDC-8: Develop interest in books and motivation to read. Goal LDC-9: Comprehend and use information presented in books and other print media. Goal LDC-10: Children develop book knowledge and print awareness.	
Goal LDC-11: Develop phonological awareness. Goal LDC-12: Develop knowledge of the alphabet and the alphabetic principle.	
Foundations for Writing	
Goal LDC-13: Use writing and other symbols to record information and communicate for a variety of purposes.	

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Goal LDC-14: Children use knowledge of letters in their attempts to write. Goal LDC-15: Children use writing skills and writing conventions.	
Cognitive Development (CD)	
Construction of Knowledge: Thinking and Reasoning	
Goal CD-1: Children use their senses to construct knowledge about the world around them. Goal CD-2: Children recall information and use it for new situations and problems. Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Creative Expression	
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression. Goal CD-5: Demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.	
Social Connections	
Goal CD-6: Children demonstrate knowledge of	

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<p>relationships and roles within their own families, homes, classrooms, and communities.</p> <p>Goal CD-7: Children recognize that they are members of different groups (Eg. family, preschool class, cultural group)</p> <p>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</p> <p>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</p>	
Mathematical Thinking and Expression	
<p>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</p> <p>Goal CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment.</p> <p>Goal CD-12: Children identify and use common shapes and</p>	

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<p>concepts about position during play and other activities.</p> <p>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</p>	
Scientific Exploration and Knowledge	
<p>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</p> <p>Goal CD-15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p>	
Criteria	Describe how your formative assessment meets the criteria.
<p>Purpose:</p> <p>Designed for the purpose of ongoing formative assessment</p>	
<p>Continuum of Development:</p> <p>Items are developmentally appropriate for the intended age of the child.</p> <p>Can accommodate children along a continuum of atypical or varying development and learning that</p>	

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addresses all children within this age range.	
Consistent with Foundations: Formative Assessment is consistent with NC Foundations for Early Learning and Development as evidenced by publisher completed self-report	
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.	
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: <ul style="list-style-type: none">○ observations of children during daily routines, play, and individual and group activities (including both child-	

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<p>initiated and teacher-initiated experiences);</p> <ul style="list-style-type: none">○ documentation of children's activities/experiences and work; and○ parent reports.○ service provider reports	
<p>Documentation of Evaluation of Progress:</p> <p>Systematic process for ongoing documentation of different types of evidence.</p> <p>Formal evaluation of children's progress at least three times per year.</p> <p>Guidance for interpreting the results to discern a child's strengths and areas for growth.</p>	
<p>Cultural Diversity:</p> <p>Free from bias</p> <p>Appropriate for use with children from diverse backgrounds</p>	

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Guidance for appropriate assessment of children who reflect a variety of cultures, languages and socio-economic status levels	
Linguistic Diversity: Appropriate for use with children from different linguistic backgrounds. Strategies for: <ul style="list-style-type: none">○ gathering information from families in their home language○ assessing children in their home language and○ sharing results with families in their home language.	
Inclusion: Appropriate for use with children of a variety of ability levels. Strategies, accommodations and modifications for assessing children with disabilities.	

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Guidance for interpreting results when used with children with disabilities.	
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	
Diverse Settings: Appropriate for use in a variety of settings, including child care centers, public school programs, and/or family child care homes.	
Collaborative Services:	

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Supports a collaborative approach to assessments and planning by recommending evidence/information collected from teachers and other service providers	
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.	
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.	