



## Selecting the Most Appropriate Assessment Tool

Based on the extensive work of the Early Childhood Assessment Work group as presented in *KY EC Continuous Assessment Guide* (KDE, 2004), quality early childhood assessments need to:

- address all relevant domains, measure developmentally appropriate skills, learning strategies, and learning styles, and be conducted in natural, authentic situations;
- be ongoing and closely related to curriculum development and program planning, and provide [early childhood educators] with guidance for how to design child-centered curriculum (Bredekamp & Rosegrant, 1995);
- result in information that is useful in planning children’s experiences and making decisions (Bagnato, Neisworth, & Munson, 1989; Bredekamp, & Rosegrant, 1995);
- result in determination of both skills and processes that young children need to learn (Bredekamp & Rosegrant, 1995);
- involve multiple informants, including the family (Bagnato, Neisworth, & Munson, 1989; Bredekamp, & Rosegrant, 1995) and yield understandable information that is easily related to families and other team members;
- help [early care, intervention and education professionals] modify environments and practices in order to maximize child learning (NAEYC & NAECDS/SDE, 2003);
- yield understandable information and data easily related to families
- help program staff identify children for more focused intervention (NAEYC & NAECDS/SDE, 2003); and
- provide information that is used to benefit children.

Please refer to the *KY EC Continuous Assessment Guide* for additional information, especially the Classroom/Instructional section, available on the KDE website at [www.kidsnow.ky.gov](http://www.kidsnow.ky.gov), and on the KEDS website at <https://www.kedsonline.org> > Resources page.

In addition, consider the following factors when selecting the most appropriate instrument for your school, student, or child:

1. Choose the instrument that **best measures** the **population** you serve. Consider the *ability levels, language needs, adaptive needs, and family factors* as you select an instrument.
2. Choose an instrument that your *teachers, providers, staff* can be **trained to reliably administer**. Consider whether your staff can administer an instrument that involves significant time for *individual administration, observations, portfolio collection, and family input*.
3. Choose an instrument that will allow **progress** to be **demonstrated** for your **population**. If the ability levels of your students vary considerably, choose an instrument that will allow for *measurement of skills at many developmental levels*.

Through the HDI TIPP project, the following trainings are available: Screening, Classroom/Instructional Assessment, and Authentic Methods for Assessment. To register for any of these trainings, go to [www.kentuckypartnership.org/tipp](http://www.kentuckypartnership.org/tipp); click on TIPP Training and Kentucky’s Continuous Assessment Guide.

## References

Bagnato, S., Neisworth, J., & Munson, S. (1989). *Linking developmental assessment and early intervention: curriculum-based prescriptions*. Rockville, MD: Brookes Publishing.

Bredenkamp, S. & Rosegrant, T. (Eds.) (1995). *Reaching potentials: Transforming early childhood curriculum and assessment, volume 2*. Washington, D.C.: National Association for the Education of Young Children.

Kentucky Department of Education (2004). *Building a strong foundation for school success: Kentucky's early childhood continuous assessment guide*. Frankfort, KY: Author.

NAEYC and NAECS/SDE (2003). Joint Position Statement: *Early childhood curriculum, assessment, and program evaluation building an effective, accountable system in programs for children birth through age 8*. Retrieved January 27, 2004 from: [http://www.naeyc.org/resources/position\\_statements/CAPEexpand.pdf](http://www.naeyc.org/resources/position_statements/CAPEexpand.pdf)