



Building State Education Agency Capacity to Implement and Sustain Comprehensive Early Childhood Assessment Systems

State Comprehensive Early Childhood Assessment System: Mapping and Priority Setting Tool

Purpose of the Tool

- **Part 1** of this tool is designed to assist State Teams in mapping the current status of efforts to implement a comprehensive assessment system. The tool includes assessment of children from birth through 3rd grade and teacher/classroom and program assessment and evaluation.
- **Part 2** of this tool is designed to assist State Teams in setting priorities for planning, implementing and sustaining initiatives in their comprehensive assessment system in the coming year.

Aims for the assessment system:

- (1) To enhance young children's development in all domains through appropriate screening and evaluation processes.
- (2) To improve young children's learning experiences, including informing instruction and services, by providing all stakeholders with actionable data at pertinent levels of analysis (e.g., child, classroom, educator, program, grade).
- (3) To support efforts to close the school-readiness gap by using kindergarten-entry assessment results to inform decisions about practices and policies.
- (4) To inform professional-development processes for parents, caregivers, teachers, and administrators of young children.
- (5) To support the alignment of programs and systems for children birth-3rd grade.
- (6) To document the importance of high-quality early childhood programs in preparing children for school.
- (7) To enable state agencies working with young children and their families to identify needs at all levels by incorporating data into the state's longitudinal data system.

The system provides measurement at three nested levels: child, teacher/classroom, and early childhood program/primary grades.

Focus	Purpose	Who? (Which children & teachers? Which programs and services? Sample or population?)	When? (Time frame for assessment)	How? (Instruments currently under review)	At what level are data reported?	Status of Implementation (see below)
Child (Birth to age 3)	Screen (Identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs)					
	Assess development/learning (status) in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)					
	Assess progress/growth in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)					

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	Provide a framework for formative assessment across all domains in order to guide instructional decisions					
Child (Age 3 through Kindergarten)	Screen (Identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs)					
	Assess development/learning (status) in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors towards learning)					

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	<p>Assess development/learning (status) at kindergarten entry (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)</p>					
	<p>Assess progress/growth in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)</p>					
	<p>Provide a framework for formative assessment across all domains in order to guide instructional decisions</p>					
<p>Child (1st through 3rd grade)</p>	<p>Screen (Identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs)</p>					

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	Assess development/learning (status) in all domains					
	Assess progress/growth in all domains					
	Provide a framework for formative assessment across all domains in order to guide instructional decisions					
Teacher/ Classroom	Assess teacher fidelity to Early Learning Standards & to K-3 Content/Process Standards					
	Assess learning environment					
	Assess adult-child interaction and instructional quality					

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Early Childhood Program/ Primary Grades	Assess program/primary school quality in the areas of education and training of personnel, quality of learning environment, quality of adult-child interactions/teaching, family involvement, and administrative practices.					
Other Related Priorities (e.g. standards revision and alignment, data systems, related legislation)						

1-Design: Gathering information weighing pros and cons, and establishing commitment, and beginning to develop a detailed plan.

2- Implementation: Beginning or continuing to support the activity or initiative, communicating or engaging others around the effort, or taking steps to embed the practices or policies into support systems. At this stage, the changes and supports are in place and working.

3- Sustainability: Maintaining changes and building support for the practices, such as integrating new information and initiatives, and problem-solving challenges. At this stage, support is developed through various systems and levels, including policy, procedures, and practices that help drive continued implementation and refinement.

PART TWO: SETTING PRIORITIES. *Identify priorities for planning, implementing and sustaining assessment activities in the coming year. Consider the following when determining priorities:*

1. **Human Capacity**--Do you have the leadership, experience, knowledge, and skills to plan, implement and/or sustain the initiative? If not, what is needed?
2. **Organizational Capacity**--How are appropriate staff of relevant agencies, departments and divisions communicating, cooperating, coordinating, and collaborating to ensure a common vision, understanding, and roadmap to plan or implement the activity/initiative?
3. **Material Capacity**--What financial, technological, and other supports are needed to move to further refine the plan, implement the plan, or sustain the initiative?
4. **Political Capacity**-- What internal and external stakeholders are engaged in this work r? What statutory and legal requirements need to be modified or adopted to move the initiative forward?
5. **Structural Capacity**--What committees, policies, practices or strategic plans are in place to move this initiative forward?

STATE PRIORITIES IN MOVING THE COMPREHENSIVE ASSESSMENT SYSTEM FORWARD:

INITIATIVES TO PLAN IN THE COMING YEAR:

INITIATIVES TO IMPLEMENT IN THE COMING YEAR:

INITIATIVES TO SUSTAIN IN THE COMING YEAR:

THIS AFTERNOON STATE TEAMS WILL WORK ON A STRATEGIC PLAN TO SET GOALS AND OBJECTIVES