



Comprehensive Early Childhood Assessment System Definitions

Tom Schultz, Council of Chief State School Officers – September 16, 2013

Race for the Top Early Learning Challenge (2011)

- A coordinated and comprehensive system of multiple assessment, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood. A Comprehensive Assessment System includes, at a minimum—(a) Screening Measures; (b) Formative Assessments; (c) Measures of Environmental Quality; and (d) Measures of the Quality of Adult-Child Interactions.

National Early Childhood Accountability Task Force (2007)

- A system of standards-based assessments of children’s development, learning and program quality, designed to inform state policy decision, investments and improvement efforts for early education programs, linked to a continuum of Kindergarten through 3rd grade standards, curricula, assessments and program improvement efforts.

System Components/Elements

	<i>Child Assessment</i>	<i>Program/School Assessment</i>	<i>Teacher/Administrator Assessment</i>
<i>Screening</i>			
<i>Formative Assessment</i>			
<i>Summative Assessment</i>			
<i>Compliance with Quality Standards</i>			
<i>Teaching/Classroom Quality</i>			
<i>Program Evaluation</i>			
<i>Assessment to Inform Professional Development</i>			
<i>Assessment to Inform Personnel Decisions</i>			