



Standards for Programs: Child Assessment

Program Standard 2:

The program implements a system of authentic assessment aligned with the RI Early Learning Standards and program-wide strategies to ensure that assessment information is used to support children's learning and development

Description:

A system of assessment that is aligned with the early learning standards and the program curriculum is implemented program-wide. Assessment information is gathered using an authentic process and is consistent with children's culture, language and experiences. Multiple methods are used to gather information in the early childhood program and from families. This assessment information is used to design curriculum and plan instruction to support each child's learning and development.

Indicators:

- The program has a written philosophy statement on child assessment that guides the implementation of an authentic system of assessment.
- The program has a written plan and description of practices for implementing a child assessment system that is aligned with the RI Early Learning Standards and program curriculum. The plan is written to guide practitioners in implementing an authentic assessment process and in using the information to support each child's learning and development.
- The program has a system that supports practitioners to develop competencies in implementing and using authentic assessment information to develop learning experiences that enhance each child's learning.



Program Standard 2: Child Assessment Assessment Worksheet

Program Standard 2:

The program implements a system of authentic assessment aligned with the RI Early Learning Standards and program-wide strategies to ensure that assessment information is used to support children's learning and development.

Indicator 1: The program has a written philosophy statement on child assessment that guides the implementation of an authentic system of assessment.

Guiding Questions

- Does the program currently have a written philosophy statement on child assessment that is available to program staff, families and other interested people?
- Does the statement include the authentic process that is used in implementing assessment?
- Does the statement include how the assessment information is used in the program to support children's learning and development?
- Is the philosophy statement written in a way that is understandable to staff and families?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



Indicator 2: The program has a written plan and description of practices for implementing a child assessment system that is aligned with the RI Early Learning Standards and program curriculum. The plan is written to guide practitioners in implementing an authentic assessment process and in using the information to support each child's learning and development

Guiding Questions

- Does the program have a written plan and description of practices for implementing a system of authentic assessment aligned with the RI Early Learning Standards and program curriculum?
- Does the written plan include strategies for using multiple sources of information that are gathered over time as part of the child assessment process?
- Does the written plan include strategies to gather assessment information from realistic settings and situations that reflect children's actual performance?
- Does the written plan include strategies for engaging families in providing information on their child as part of the assessment process?
- Does that written plan include strategies for using assessment information to improve curriculum and implement a variety of teaching strategies to support all children's learning?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



Indicator 3: The program has a system that supports practitioners to develop competencies in implementing and using authentic assessment information to develop learning experiences to enhance each child's learning.

Guiding Questions

- Is there a program-wide, ongoing process to support practitioners to assess their competencies in (1) implementing an authentic assessment system aligned with the RI Early Learning Standards and (2) using the assessment information to enhance each child's learning?
- Does the process include self-reflection and feedback from administrators, peers and families?
- Does the program have a written plan based on the identified strengths and needs of practitioners that describes the resources and strategies available to support practitioners in acquiring needed competencies?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



Name: _____

Date: _____

Program Quality Improvement Plan

Program Standard 2: The program implements a system of authentic assessment aligned with the RI Early Learning Standards

GOAL:		
Strategies	Time Frame	Progress

GOAL:		
Strategies	Time Frame	Progress

Date we will evaluate progress and reassess goals: _____