



## ARTICLES

Cook, R. (2004). Embedding assessment of young children into routines of inclusive settings: A systematic planning approach. *Young Exceptional Children*, 7(3), 2–11.

This article describes a planning guide to support early childhood educators in implementing authentic assessment during daily activities and routines. Examples of checklists with specific skills are included.

Kirova, A., & Bhargava, A. (2002). Learning to guide preschool children's mathematical understanding: A teacher's professional growth. *Early Childhood Research and Practice*, 4(1). Retrieved from <http://ecrp.uiuc.edu/v4n1/kirova.html>.

While this article focuses on professional growth, there is a section on the use of checklists for gathering information on the mathematical knowledge of young children. The appendices include examples of checklists around mathematical concepts.

## BOOKS AND CHAPTERS

Breitenbach, M. (2000). *Basic skills checklists: Teacher-friendly assessment for students with autism or special needs*. Arlington, TX: Future Horizons.

This book focuses on learners in the early elementary years but is applicable to preschool. Simple, customizable charts make it easy to record children's progress in skill areas such as basic concepts, reading/language, math, fine motor, and independence.

Dichtelmiller, M. (2011). Collecting data: using checklists and rating scales. *The power of assessment: Transforming teaching and learning* (pp. 79–93). Washington, DC: Teaching Strategies.

This chapter discusses the benefits of using checklists to keep track of children's learning. It includes useful tips for using checklists effectively and recording data accurately.

Gober, S. Y. (2001). *Six simple ways to assess young children*. Albany, NY: Delmar.

This book describes the important role of assessment in teaching children. Examples of data collection tools, including developmental checklists, are included in the appendices.

Leon-Guerrero, R., Matsumoto, C., & Martin, J. (2011). *Show me the data*. Shawnee Mission, KS: AAPC Publishing.

This resource consists of a brief discussion on data collection accompanied by a CD containing a comprehensive compilation of data sheets. The data sheets are of two types: generic forms appropriate for students of any age and/or ability, and forms focusing on specific skills appropriate mostly for young children or children with disabilities. Forms may be customized for particular programs and individual students.

## WEB RESOURCES

Learning from Assessment: Presentations for Teachers

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/lfa.html>

These presentations are from the Learning from Assessment (LFA) toolkit and include the video *Ongoing Assessment: Capturing the Progress of Children's Learning*, and the presentation: *Documenting Observations*.

The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3 to 5 Years Old

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS\\_Revised\\_Child\\_Outcomes\\_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

This document outlines important areas of early development and includes a short section on the role of the Head Start Child Development and Early Learning Framework in assessment decisions. The framework can be used to identify the learning goals, skills, and domain areas to include in checklists that are used for ongoing assessment.



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