



ARTICLES

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

This article provides a planning guide for implementing authentic assessment of young children with disabilities who are being educated in inclusive classrooms.

Dodge, D. T., Heroman, C., Charles, J., & Maiorca, J. (2004). Beyond outcomes: How ongoing assessment supports children's learning and leads to meaningful curriculum. *Young Children, 59*(1), 20–28.

This article discusses the direct link between ongoing assessment and curriculum planning.

Harris, M. E. (2009). Implementing portfolio assessment. *Young Children, 64*(3), 82–85.

This article discusses portfolio assessment practices in early childhood from a teacher's perspective, including how to gather authentic assessment materials, plan classroom activities, identify children's needs, and develop interventions.

McNamee, G. D., & Chen, J. (2005). Dissolving the line between assessment and teaching. *Educational Leadership, 63*(3), 72–76.

This article presents information on ongoing assessments during authentic classroom activities. It offers ideas that help teachers plan for assessment, interpret results, and make curricular adjustments.

BOOKS AND CHAPTERS

Bagnato, S. J. (2007). *Authentic assessment for early childhood intervention: Best practices*. New York, NY: Guilford Press.

For the early childhood professional, this book offers guidelines for planning and conducting authentic assessment. It outlines assessment of children with a wide range of skills, including typically developing children, those at risk, and those with mild to severe delays and disabilities.

Grisham-Brown, J., & Pretti-Frontczak, K. (2011). *Assessing young children in inclusive settings: The blended practices approach*. Baltimore, MD: Paul H. Brookes Publishing Company.

This book offers research-based practices for planning and conducting early childhood assessment in settings that are aligned with recommendations by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

Gullo, D. F. (2006). *Alternative means of assessing children's learning in early childhood classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

This book includes a chapter on integrating assessment practices within the early childhood curriculum and instruction, including considerations for cultural and linguistic diversity.



Squires, J. (2012). *Assessing Young Children's Social and Emotional Development*. Baltimore, MD: Paul H. Brookes Publishing Company.

This book includes a chapter on ways to assess young children's social-emotional skills by using a linked system model. This includes identifying the purposes and processes for assessment, conducting assessments in social contexts, and using assessment results to plan for, and inform, instruction.

WEB RESOURCES

Early Childhood Assessment Position Paper

<http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

National Association for the Education of Young Children (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*.

This website offers a position paper on the indicators of quality for early childhood curriculum, assessment, and program evaluation. It includes recommendations, frequently asked questions, and developmental charts.

Results Matter Video Library: Practicing Observation, Documentation and Assessment Skills

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm

This Colorado Department of Education website provides a series of videos designed to help early childhood professionals practice observation, documentation, and assessment skills.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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