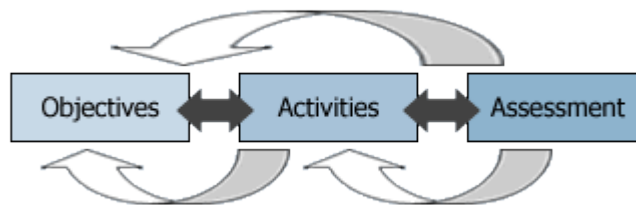


Aligned Assessments

Goal: sharing assessment practices and data across the full early childhood continuum with focus on authentic assessment across the B-3rd grade span, the implementation of the KIDS Assessment as a link between preschool (0-5) and Kindergarten, and collecting data from multiple sources on multiple domains at multiple points of time to indicate children’s learning and development progress

Critical Components:

- Alignment is the connection between learning objectives, learning activities and assessment in which teachers observe and record students as they are engaging in the learning activities. .
- Aligned assessments accurately match up so that students learn what you intend and you accurately assess what students are learning.
- Vertical and horizontal assessment articulation across grade levels, buildings, programs and systems is key to sharing data for smoother transitions and supporting students.
- Assessment data are aligned to standards, curriculum, and research on children’s progressions and milestones of learning and development.
- Assessment data is used to improve instruction and learning experiences for students’ learning and development needs, including informing a multi-tiered system of supports (MTSS) that differentiates learning for all students.
- The assessment process includes families/caregivers as partners; assessment data is communicated with families/caregivers, and families/caregivers give input into their children’s learning and developmental progress.



Common Strategies: Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

B-3 Strategy	Stakeholders Involvement	Outputs and Outcomes
Preschool teachers and administrators provide professional development to kindergarten teachers and administration on implementing the KIDS assessment.	Preschool and Kindergarten Teachers and administrators, curriculum directors, Instructional coaches	<ul style="list-style-type: none"> • Stronger collaboration between preschool and kindergarten teams • Smoother transitions between preschool and kindergarten for students • Aligned assessments between preschool and kindergarten
Integrate assessments with daily instruction and classroom activities, developing a cohesive B-3 assessment framework that	Preschool-grade 3 teachers, administrators, curriculum directors, instructional coaches	<ul style="list-style-type: none"> • District and community leaders develop an approved inventory of appropriate assessment tools and benchmarks that include guidelines on how data should be used

addresses whole child learning and development		<ul style="list-style-type: none"> • Common assessments are used across B-3 classrooms and programs to improve instruction and supports for students, to inform PD for teachers and support staff; to inform continuous improvement processes at the classroom, school, and program levels • Teachers use assessment data to differentiate instruction for children’s learning and developmental needs • Families/caregivers give input into children’s learning; and receive results of assessment • Improved student learning and development outcomes
Utilize KIDS assessment as the kindergarten Standards Based Report Cards including an additional seven components	Kindergarten teachers	<ul style="list-style-type: none"> • Less time spent on assessing students with multiple tests that give the same information and more time on instruction. • Teachers assess students on multiple domains of development capturing a more complete analysis of students’ progress • Families receive a more comprehensive picture of their child’s learning and developmental progress and needs
Transition team meetings between preschool, kindergarten, and grades 1-3 quarterly to discuss assessments and readiness	Preschool and Kindergarten teachers, administration, curriculum directors, Instructional coaches	<ul style="list-style-type: none"> • Kindergarten expectations and readiness are closely aligned to preschool curriculum and assessments as well as 1st – 3rd • Awareness of ability levels and target goals before, during and after transition • Kindergarten-3rd grade teachers use assessment data to develop curriculum and instruction that is ready to meet and push children’s learning and development • Prevents the fade-out effect of student learning as students move through the B-3 age/grade span
B-3 teachers across all school and community-based settings use common diagnostic and screening tools across age/grade levels to identify children who need extra supports	B-3 teachers and support personnel; families/caregivers; service providers	<ul style="list-style-type: none"> • B-3 teachers use diagnostic and screening data to inform a plan for extra services and supports with families/caregivers and service providers • Students receive early interventions • Students have improved learning and development outcomes

Resources:

- Coherence: Key to Next Generation Assessment Success (Assessment and Accountability Comprehensive Center – AACC – A WestEd and CRESST Partnership)
- Developmentally Appropriate Practice: Focus on Children in First, Second, and Third Grades (National Association for the Education of Young Children – NAEYC)
- Formative Assessment: Guidance for Early Childhood Policymakers (Center on Enhancing Early Learning Outcomes – CEELo)
- What Can We Learn From Children’s Play? Using Authentic Assessment in the Early Childhood Classroom (VA Department of Education Training and Technical Assistance Center)