

How Can I Ensure the Integrity of My Assessments?

Guidelines for Appropriate Assessment

Assessment Procedures	Yes	Evidence to Support
1. Is the assessment procedure based on the goals and objectives of the specific curriculum used in the program?		
2. Does the assessment procedure address all domains of learning and development - social, emotional, physical, and cognitive - as well as children's feelings and dispositions toward learning?		
3. Does the assessment procedure occur as part of the ongoing life of the classroom rather than in an artificial contrived context?		
4. Does the assessment procedure reflect individual, cultural, and linguistic diversity? is free of cultural language, and gender biases?		
5. Is the assessment procedure performance-based, rather than only testing skills in isolation?		
6. Does the assessment rely on multiple sources of information about children such as collections of their work, results of teacher interviews and dialogues, as well as observations?		
7. Is there a systematic procedure for collecting assessment data that facilitates its use in planning instruction?		
8. Is the teacher the primary assessor and are teachers adequately trained for this role?		
9. Does the assessment procedure rely on teachers' regular and periodic observations and recordkeeping of children's everyday activities and performance so that results reflect children's behavior over time?		
10. Does the assessment provide useful information to teachers to help them do a better job?		

Assessment Procedures	Yes	Evidence to Support
11. Does the assessment examine children's strengths and capabilities rather than just their weaknesses or what they do not know?		
12. Are children assessed in supportive contexts to determine what they are capable of doing with assistance as well as what they can do independently?		
13. Do children have an opportunity to reflect on and evaluate their own learning?		
14. Can the results of the assessment be used to benefit children, i.e., to plan for individual children, improve instruction, identify children's interests and needs, and individualize instruction, rather than label, track, or fail children?		
15. Does the assessment procedure allow children to be comfortable and relaxed rather than tense or anxious?		
16. Does the assessment procedure involve collaboration among teachers, children, administrators, and parents? Is information from parents used in planning instruction and evaluating children's learning? Are parents informed about assessment information?		
17. Does the assessment procedure support parents' confidence in their children and their ability as parents rather than threaten or undermine parents' confidence?		
18. Is there a regular procedure for communicating the results of assessment to parents in meaningful language, rather than letter or number grades, that reports children's individual progress?		

Adapted from a position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. (1991) Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8. *Young Children*, 46(3), 34-35.