

**Early Childhood Curriculum, Assessment, and Program Evaluation—
Building an Effective, Accountable System in Programs for Children Birth Through Age 8**

Self-Assessment and Planning Tool for Curriculum and Assessment

Directions: Review the curriculum and assessment recommendations and indicators of effectiveness addressed by the NAEYC-NAECS/SDE position statement, “Early Childhood Curriculum, Assessment, and Program Evaluation” Building an Effective, Accountable System In Programs for Children Birth Through Age 8” <https://www.naeyc.org/resources>. Thinking about your own curriculum and assessment system, identify and record examples of how each recommendation is addressed in the written curriculum and assessment procedures/instrument(s), as well as the implementation of the curriculum and the assessment system. If the recommendation is not fully addressed at this point, record the reason in the appropriate box. Identify resources needed to improve your curriculum and/or assessment system so that each recommendation is fully addressed, and record that information in the right-hand column.

Curriculum Recommendation: *Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.*

Indicators of Effectiveness	Written Curriculum: Evidence that Indicator Is/Is Not Met	Curriculum Implementation: Evidence that Indicator Is/Is Not Met	Resources Needed
<p><i>Children are active and engaged.</i></p> <p><i>Goals are clear and shared by all.</i></p> <p><i>Curriculum is evidence-based.</i></p> <p><i>Valued content is learned through investigation, play, and focused, intentional teaching.</i></p> <p><i>Curriculum builds on prior learning and experiences.</i></p> <p><i>Curriculum is comprehensive.</i></p> <p><i>Professional standards validate the curriculum’s subject-matter content.</i></p> <p><i>The curriculum is likely to benefit children.</i></p>			

Assessment Recommendation: *Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children’s strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.*

Indicators of Effectiveness	Assessment Procedures/Instrument: Evidence that Indicator Is/Is Not Met	Assessment System Implementation: Evidence that Indicator Is/Is Not Met	Resources Needed
<p><i>Ethical principles guide assessment practices.</i></p> <p><i>Assessment instruments are used for their intended purposes.</i></p> <p><i>Assessments are appropriate for ages and other characteristics of children being assessed.</i></p> <p><i>Assessment instruments are in compliance with professional criteria for quality.</i></p> <p><i>What is assessed is developmentally and educationally significant.</i></p> <p><i>Assessment evidence is used to understand and improve learning.</i></p>			

Indicators of Effectiveness	Assessment Procedures/Instrument: Evidence that Indicator Is/Is Not Met	Assessment System Implementation: Evidence that Indicator Is/Is Not Met	Resources Needed
<p><i>Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.</i></p> <p><i>Assessments use multiple sources of evidence gathered over time.</i></p> <p><i>Screening is always linked to follow-up.</i></p> <p><i>Use of individually administered, norm-referenced tests is limited.</i></p> <p><i>Staff and families are knowledgeable about assessment.</i></p>			