



## **The Role of Curriculum in Early Childhood Special Education**

# **Assessment**

The following matrix can be downloaded at  
[http://kskits.org/ta/ECOOutcomes/5\\_ECO\\_CBA\\_matrix\\_6\\_4\\_10.pdf](http://kskits.org/ta/ECOOutcomes/5_ECO_CBA_matrix_6_4_10.pdf)

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## **Indicators of Effective Early Childhood Assessment**

- Ethical principles underlie all assessment practices
- Assessment instruments are used for their intended purposes (screening, identification, program planning)
- Assessments are appropriate for ages and other characteristics (cultures, home language, socioeconomic status, abilities/disabilities) of children being assessed
- Assessment instruments are in compliance with professional criteria for quality (valid and reliable)
- What is assessed is developmentally and educationally significant
- Assessment information is used to understand and improve learning
- Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance
- Assessments use multiple sources of evidence gathered over time
- Screening is always linked to follow-up
- Use of individually administered, norm-referenced tests is limited
- Staff and families are knowledgeable about assessment

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. Retrieved March 9, 2007, from <http://www.naeyc.org/about/positions.asp>

