FRAMEWORK FOR A COMPREHENSIVE AND ALIGNED ASSESSMENT SYSTEM FOR PENNSYLVANIA

ASSESS

ASSESS QUALITY OF ENVIRONMENT
- Home/neighborhood
- Program/school
- Classroom environment
- Instruction
- Adult-child interaction

ASSESS CHILD’S DOMAINS OF LEARNING
- Approaches to learning through play
- Language and literacy
- Cognitive development
- Health, wellness, and physical development
- Social and emotional development

ASSESSMENTS

SCREENINGS

FORMATIVE ASSESSMENTS

SUMMATIVE ASSESSMENTS

DIAGNOSTIC ASSESSMENTS AS NEEDED

COMPILE DATA TO INFORM STAKEHOLDERS
- Educators
- Administrators
- Families
- Policymakers
- Instructional leaders

MAKE INFORMED DECISIONS
- Improved instruction/interactions
- Program improvement
- Policy/change
- Accountability

PROGRAM-LEVEL ACTIONS

HIGH QUALITY EARLY LEARNING PROGRAMS:
- Intentionally link Standards-Instruction-Assessments
- Provide support for assessments and feedback
- Complete ongoing assessments (including screenings)
- Report outcomes based upon program requirements
- Perform screenings—45 days within first enrollment
- Conduct Kindergarten Entry Inventory within 45 calendar days

STATE-LEVEL ACTIONS

- Develop and maintain ELN/PELICAN (Unified Early Childhood Data System)
- Create curriculum and assessments frameworks to be aligned with the Pennsylvania Learning Standards for Early Childhood
- Promote effective learning environment
- Approve assessments
- Promote children’s and educator-child interactions
- Promote family engagement
- Ensure appropriateness of assessments for special populations, e.g., DLLS, learning disabilities
- Build and support human capacity (professional preparation and development/opportunities to use data)

SUPPORT

Pennsylvania Learning Standards for Early Childhood
BIRTH 0 1 2 3 4 5 6 7 8 Pre-K Kindergarten 3RD GRADE

FEEDBACK
ASSESSMENTS LEARNING

Pennsylvania Learning Standards

Optimum Development of a Child

Instruction

Curriculum

ASSESSMENT PURPOSE

Support learning and instruction

Identify children who need additional services

Program and practitioner evaluations and to monitor trends

High-stakes accountability

ASSESSMENT TYPES

Screenings

Diagnostic Assessments as needed

Formative Assessments

Summative Assessments

ASSESSMENT PURPOSE

Need for further assessment

Identify need for intervention and/or instructional strategies

Ongoing—evidence for learning—to inform instruction

Accountability—summary of learning

COLLECTIVELY COMPREHEND THE ASSESSMENT SYSTEM

Selection

Utilization

Administration