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.

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<th>B-3 Strategy</th>
<th>Stakeholders Involvement</th>
<th>Outputs and Outcomes</th>
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| 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 | • 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 | • 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

- 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 | • 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 | • 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 | • 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)

http://education.illinoisstate.edu/csep/b3/