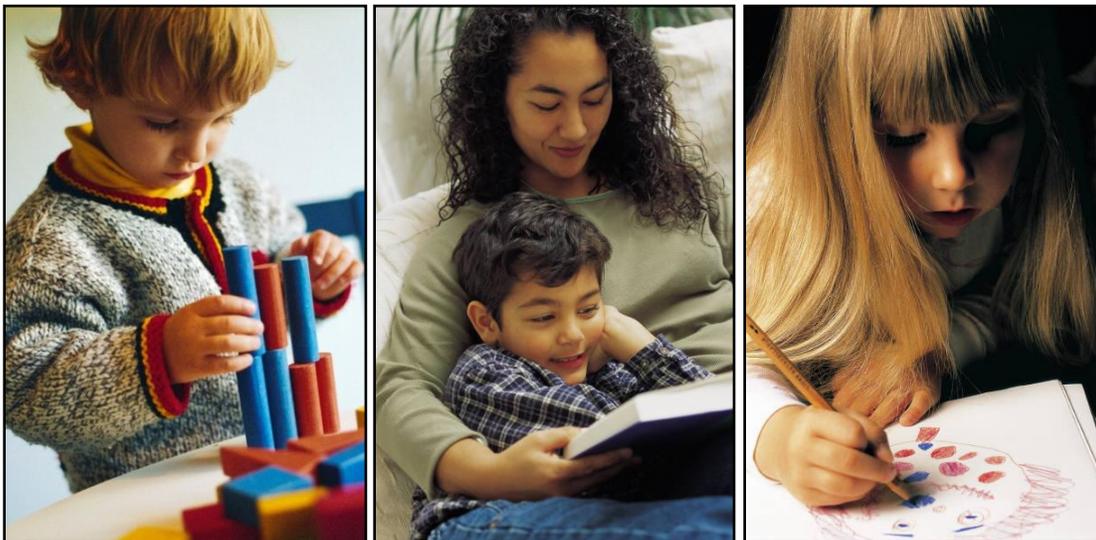


# Assessment of Young Children: An Annotated Bibliography

A selected listing of titles available on this topic from the  
Early Childhood Training Center's Media Center



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## Books

**All About the ECERS-R: A Detailed Guide.** Debby Cryer. (2004). New York: Teachers College Press. *All About the ECERS-R* is a resource guide to be used with the Early Childhood Environment Rating Scale, revised edition. It gives information on why each item is important, what is needed to meet the requirements for all items, and how to score. Color photographs taken in child care settings are used to illustrate the text.

**All About the ITERS-R: A Detailed Guide.** Debby Cryer. (2004). New York: Teachers College Press. This resource guide should be used with *the Infant/Toddler Environment Rating Scale*, revised edition. It explains why each item is important, what is needed to meet the requirements for all items, and how to score. Over 800 color photographs taken in child care settings are presenting in this text.

**Alternative Approaches to Assessing Young Children.** Angela Losardo. (2001). Baltimore, MD: Brookes. Professionals who work with children from birth to age eight will find in-depth examinations of six alternative assessment models: naturalistic, focused, performance, portfolio, dynamic, and curriculum-based language. For each model, readers will receive a description of the approach, advantages and limitations, specific guidelines for implementation, vignettes showing the models in action, photocopiable blank assessment forms, sample data collection forms, and suggestions for working in inclusive environments.

**Assessment of Child Progress: A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria.** (2005). Sharon Ritchie and Barbara Willer (Eds.). Washington, DC: National Association for the Education of Young Children. Administrators and staff need to know not only how children are progressing but also what challenges they are encountering. Teachers working on this standard will benefit from integrating assessment into their day, rather than making assessment a large task to be attempted all at once. This resource, focusing on NAEYC's Assessment Program Standard, will guide you toward understanding how to organize and systematize your assessments. This is one of nine booklets addressing the Standards and Criteria specific to NAEYC Accreditation of early childhood education programs.

**Assessing the State of State Assessments.** Donna Nalley (Ed.), (2003). Greensboro, NC: Regional Educational Laboratory at SERVE. This document is a collection of papers that reflect discussions that took place during a symposium on readiness assessment systems and the author's collective experience working on issues related to wide-scale early childhood assessment systems.

**Basics of Assessment: A Primer for Early Childhood Educators.** Oralie McAfee. (2004). Washington, DC: National Association for the Education of Young Children. Assessment of children's abilities and knowledge, their approaches to learning, and their strengths, needs, and interests is expected in most early childhood programs. However, many early childhood educators are unsure of how to assess young children's development and learning. This straightforward booklet will help increase understanding of child assessment, including its specialized and often confusing vocabulary. Focusing on children's development and learning, the authors provide an overview of basic assessment concepts. Speaking a shared language of assessment will help early childhood professionals communicate better with other teachers, specialists, administrators, and parents.

**Beyond the Bell: Start-Up Guide for Afterschool Programs.** (2005). Learning Point Associates. Naperville, IL: Author. The *Beyond the Bell Start-Up Guide* is a step-by-step handbook for getting a program off the ground. From obtaining funding to conducting a needs assessment, to taking your first steps as a new program, the guide provides all the resources, examples, and tips you need. Find out how to find funding sources, how to write a proposal, what you need to know about your community before you start, and more.

**DEC Recommended Practices: Program Assessment.** Mary Louise Hemmeter. (2001). Denver, CO: Division for Early Childhood of the Council for Exceptional Children. A companion to the *DEC Recommended Practices in Early Intervention/ Early Childhood Special Education*, this assessment is designed to assist in assessing and improving the quality of services provided to young children with disabilities and their families. The assessment is appropriate for Head Start, child care, public school, or other early childhood programs that are using developmentally appropriate classrooms and curricula.

**Developmental Screening in Early Childhood: A Guide.** Samuel Meisels. (2005). Washington, DC: National Association for the Education of Young Children. Sound developmental screening identifies those children who should receive more extensive assessment to determine whether they need additional support for learning. This book covers the basics of selecting an appropriate instrument and setting up a screening program. This fifth edition reviews six widely-used general screening instruments, discusses screening specific areas of development, reviews five screens for social/emotional or behavior concerns, and includes an annotated bibliography of research and resources.

**Early Childhood Environment Rating Scale, revised.** Thelma Harms; Richard M. Clifford. (2005). New York: Teachers College Press. The rating scale covers personal care routines, furnishings and displays for children, language and reasoning experiences, fine and gross motor activities, creative activities, social development and adult needs. Includes rating scale, a section on how to train observers, and research on validity and reliability.

**Family Child Care Rating Scale-R.** Thelma Harms and Richard M.Clifford. (2007). New York: Teachers College Press. *The FCCERS-R* is a thorough revision of the widely-used program quality assessment instrument, the Family Day Care Rating Scale. Designed for use in family child care programs, it is suitable for programs serving children from infancy through school-age. Following extensive input from users of the original scale, the authors have made many improvements and innovations that will make this program resource even more effective and easy to use.

**First Grade Takes a Test.** Miriam Cohen. (1980). New York: Bantam Doubleday Dell Books for Young Readers. This children's book talks about taking tests and shows that tests don't always measure what they intend to.

**Focused Early Learning.** Gay Gronlund. (2003). St. Paul, MN: Redleaf Press. *Focused Early Learning* is a detailed framework that enables teachers to plan, record, reflect on, and adjust multiple curriculum approaches.

**Focused Observations: How to Observe Children for Assessment and Curriculum Planning.** (2005). Gaye Gronlund, Marilyn James. St. Paul, MN: Redleaf Press. *Focused Observations* is designed to help you to observe children and document their development in a systematic, purposeful way that gives you a complete picture of each child's progress and supports your curriculum planning. The book contains discussion questions, observation practice exercises, and reflection assignments.

**Focused Portfolios: A Complete Assessment for the Young Child.** Gaye Gronlund. (2001). St. Paul, MN: Redleaf Press. *Focused Portfolios* offers an innovative method to accurately document children's growth and development and plan curriculum accordingly. This system asks teachers to observe children in the natural context of teaching or caregiving.

**LINKing Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices, 2nd Ed..** Stephen J. Bagnato, John T. Neisworth and Kristie Pretti-Frontczak. (2010). Baltimore: Brookes. How can early childhood professionals make informed decisions while selecting assessment materials that meet recommended practices? This book provides professional ratings and reviews of 80 authentic, widely used assessment tools for children birth to eight years. Completely revamped and even more user-friendly than its popular first edition, this must-have guide provides ratings of the qualities of assessment materials.

**Linking Teacher Evaluation and Student Learning.** Pamela D. Tucker. (2005). Alexandria, VA: ASCD. If you've ever doubted that it was fair or effective to judge teachers on the basis of student test scores alone, then here's a book that will introduce you to better ways to use measures of student achievement in your teacher assessment system. The authors take you to four schools to show you how to link teacher performance to student learning by using four objective measurements.

**Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing.** Kathleen A. Roskos. (2004). Newark, DE: International Reading Association. The authors have collaborated on a simple model for joining oral language and early literacy that will prepare children for life both in and out of school. Chapters offer current research, planning and assessment suggestions, and instructional approaches to help you make informed decisions about what oral language skills children need to learn, what kinds of language and literacy experiences to provide, what to look for in programs and materials, and whether children are making progress in their use of language.

**Partners in Play: Assessing Infants and Toddlers in Natural Settings.** Gail Eshner. (2007). Clifton Park, NJ: Delmar Cengage Learning. *Partners in Play: Assessing Infants and Toddlers in Natural Contexts* is a resource for students taking courses in assessment and early childhood special education. The resource includes specific instructions for observing, administering, scoring, and interpreting results of the PIP assessment. In addition, the text includes a new criterion-referenced instrument used to identify infants and toddlers, birth through age three, who may be eligible for early intervention services. *Partners in Play* is a core assessment that has generated central information to the development of the Individual Family Service Plan (IFSP). The assessment is appropriate for evaluating infants and toddlers with a wide range of actual and suspected delays and abilities including children with environmental risk factors, children born prematurely, children with Pervasive Developmental Disorders, and youngsters with other neurological and/or developmental problems.

**Practice with Student-Involved Classroom Assessment.** Judith A. Arter. (2001). Portland, OR: Assessment Training Institute. This workbook was written to accompany Rick Stiggins' book, *Student-Involved Classroom Assessment*, 3rd Edition. It offers guided practice in applying the strategies described in the text. This is a book not to be read, but to be "done." It provides creative and engaging hands-on activities that help teachers bring student-involved assessment to the lives of their classrooms.

**Program Administration Scale: Measuring Early Childhood Leadership, 2<sup>nd</sup> Ed.** Teri N. Talan and Paula Jorde Bloom. (2011). New York: Teachers College Press. Designed to reliably measure the leadership and management practices of center-based early childhood organizations, this easy-to-use instrument looks at 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

**Quality Measurement in Early Childhood Settings.** Martha Zaslow, Ivelisse Martinez-Beck, Kathryn Tout, and Tamara Halle. (2011). Baltimore: Brookes. Readers will find invaluable guidance on big picture issues such as how to align quality measures with professional development goals and desired child outcomes; how to make sound, data-driven decisions when implementing a large-scale Quality Rating and Improvement System; and how to conduct integrated quality assessments that combine the best of observational and structural approaches.

**Reaching Standards and Beyond in Kindergarten: Nurturing Children's Sense of Wonder.** Gera Jacobs and Kathy Crowley. (2010). Thousand Oaks, CA: Corwin/Sage. Standards provide important benchmarks for student learning, but meeting them doesn't mean you have to take away creativity, lively participation, and joyful learning. This resource offers research-based and field-tested strategies to address content standards in ways that nurture kindergartners' natural love of learning. The authors show how projects, play, and other engaging learning experiences can help children reach standards in literacy, mathematics, science, social studies, and the arts. Also covers the transitions to and from kindergarten. This book is co-published with the National Association for the Education of Young Children

**Ready School Assessment Team Handbook.** (2006). High/Scope Educational Research Foundation, Ypsilanti, MI: Author. The *Ready School Assessment Team Handbook* is a validated instrument designed to evaluate a school's readiness—those policies and practices supportive of and critical to the success of children as they enter and begin their elementary school careers. The assessment centers on eight dimensions of a ready school: leaders and leadership; transitions; teacher supports; engaging environments; effective curricula; family, school and community partnerships; respecting diversity; and assessing progress. This handbook defines the assessment indicators, describes the type of evidence needed for scoring them, and provides space for recording evidence.

**Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum, 2<sup>nd</sup> Ed.** Deb Curtis and Margie Carter. (2011). St. Paul, MN: Redleaf Press. *Reflecting Children's Lives* provides inspiration and ideas as you plan an effective, child-centered curriculum. This classroom handbook is helpful to new and experienced professionals looking for fresh ideas. New to this second edition are two chapters covering the topics of child-centered guidance and school readiness. Classroom stories, self-assessment activities, practical ideas, and quick checklists can be found throughout. Age focus: 3-5.

**Six Simple Ways to Assess Young Children.** Sue Gober. (2002). Clifton Park, NJ: Delmar Cengage Learning. *Six Simple Ways to Assess Young Children* is an easy-to-read resource for child care providers and educators who are concerned about the most valid ways to evaluate growth and development of the children they teach. The methods of assessment covered in this book are: developmental checklists; parent interviews; self portraits; scribbling, drawing, and writing samples; audio or videotapes; and anecdotal records.

**Spotlight on Young Children and Assessment.** Derry Koralek, (Ed.). (2004). Washington, DC: National Association for the Education of Young Children. In this collection of articles from *Young Children* and other NAEYC resources, the authors describe how assessment is informing and improving their practice to better support children's development and learning. Also available in Spanish.

## Spanish Books

**Los niños y la evaluación** (Spotlight on Young Children and Assessment). National Association for the Education of Young Children. (2004). Washington, DC: Author. Una evaluación solida y de alta calidad puede ser una herramienta poderosa para mejorar la enseñanza y el aprendizaje. Los artículos extremadamente accesibles de este volumen, extraídos de *Young Children*, publicación ganadora de varios premios, y otros recursos de la NAEYC, se refieren a los múltiples propósitos y usos de las evaluaciones. La publicación incluye comentarios de expertos que ofrecen un panorama general sobre el tema así como de maestros de una variedad de programas, que describen de qué forma las evaluaciones ofrecen información y mejoran su práctica docente para apoyar mejor de desarrollo y el aprendizaje de los niños. El libro incluye también un listado de recursos clave, así como preguntas y actividades destinadas a ayudar a los lectores a reflexionar sobre los artículos.

## DVDs

**Managing the Learning Environment.** This program addresses the establishment of routines, tactics for dealing with transitions, and maintenance of discipline in the classroom in the early elementary grades. Experienced teachers discuss ways they have involved students in classroom rule-making; thus established a positive environment based on mutual respect among their community of learners. Magna Systems. 2004.

**Observation I: The Eyes Have It!** This module explores a variety of authentic assessment techniques used in preschool settings to document the growth of young children in their classrooms. Teachers discuss the system they have set up with their team members to observe children in their classrooms. They also address the importance of respect by observing children within the context of their own culture. Teachers are shown interacting with children as they take observations in social-emotional, physical, cognitive, and language domains of development. Magna Systems. 2004.

**Observation II: Making the Connection.** Teachers and education coordinators demonstrate the system that they use to collate observational data on young children. A variety of portfolio systems are explored. Teachers demonstrate the linkage between the formative assessment system they utilize and how data informs the formal assessment or checklist. This module also demonstrates how programs use computers to collate this data and inform funding sources of their children's progress throughout the year. Magna Systems. 2004.

**Video Observations for the Early Childhood Environmental Rating Scale, revised.** This DVD, designed for use as a self-instruction or with an instructor, contains vignettes to use in practicing scoring various ITERS items. It is suitable for training care providers in infant/toddler groups who will be using the scale for self-evaluation. It is also suitable for other evaluators from outside the group, such as center directors, training specialists, early childhood education students, program supervisors and researchers. Teachers College Press. 2007.

**Video Observations for the Family Day Care Rating Scale.** The DVD is intended to be used for training in the *FDCRS. The Family Day Care Rating Scale* assesses the following areas: Space and Furnishing for Care and Learning; Basic Care; Language and Reasoning; Learning Activities; Social Development; Adults Needs; and Supplementary Items: Provisions for Exceptional Children. Teachers College Press. 2007.

**Video Observations for the Infant/Toddler Environment Rating Scale, revised.** This DVD contains vignettes to use in practicing scoring of various ITERS items. This videotape was designed to be used either for self-instruction or with an instructor. It is suitable for training early childhood care givers in infant/toddler groups who will be using the scale for self-evaluation, as well as other evaluators from outside the group, such as center directors, training specialists, early childhood education students, program supervisors and researchers. Teacher's College Press. 2003.

## CD-ROM Discs

**Exchange Articles on CD, #9: Taking Stock: Evaluation Tools for Program, Teacher, and Director.** Child Care Information Exchange. (2005). Redmond, WA: Exchange Press. Over twenty articles by leading educators are included on this disk, divided into three categories: program evaluation, teacher evaluation, and director evaluation.

## Assessment Instruments

**COR / Child Observation Record for Infants and Toddlers.** (2005). High/Scope. Ypsilanti, MI: Author. The Infant-Toddler COR can help you gather, organize, document, use, and learn from your observations of children within the context of everyday life at your center or home setting. Unlike diagnostic instruments that focus narrowly on problems and deficits, the COR focuses on children's strengths. By providing a complete and accurate picture of each infant's or toddler's developing abilities, the COR helps caregivers do a better job of supporting the development of individual children and of planning for the group as a whole.

**Creative Curriculum for Preschool Implementation Checklist.** (2003). Teaching Strategies, Inc. Washington, DC: Author. *The Creative Curriculum for Preschool Implementation Checklist* is designed to assess how well the Curriculum is being implemented as intended. The Implementation Checklist may be used alone or with its related forms: the Classroom Profile and the Progress and Planning Form. A copy of each of these forms is included with the Checklist.

**Family Child Care Environment Rating Scale, Revised Edition.** Thelma Harms, Debby Cryer, Richard M. Clifford. (2007). New York: Teachers College Press. The *FCCERS-R* is a thorough revision of the widely-used program quality assessment instrument, the *Family Day Care Rating Scale*. Designed for use in family child care programs, it is suitable for programs serving children from infancy through school-age. Following extensive input from users of the original scale, the authors have made many improvements that will make this program resource even more effective and easy to use.

**Infant/Toddler Environment Rating Scale, Revised Edition.** Thelma Harms. (2006). New York: Teachers College Press. The *ITERS-R* Video Observation Package consists of an interactive videotape guide. The videotape contains short scenes for scoring practice; the guide provides the accompanying print materials needed for the training. The *ITERS-R* Video Observation Package was designed to be used either for self-instruction or with an instructor. It is suitable for training child care providers in infant/toddler groups who will be using the scale for self-evaluation, as well as other evaluators from outside the group, such as program directors, training specialists, early childhood education students, program monitors, and researchers.

**The Ounce Scale, Administrator's Kit.** Samuel Meisels. (2003). New York: Pearson Early Learning. *The Ounce Scale* is an observational assessment for evaluating infant and toddler development over a period of three-and-a-half years—from birth to 3 1/2. Its purpose is twofold: (1) to provide guidelines and standards for observing and interpreting young children's growth and behavior, and (2) to provide information that parents and caregivers can use in everyday interactions with their children.

**PQA: Preschool Program Quality Assessment.** High/Scope Educational Research Foundation. (2003). Ypsilanti, MI: Author. The PQA is a rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs. This second edition offers a completely revised format and scoring system for ease of use and greater accuracy.

**Program Administration Scale: Measuring Early Childhood Leadership and Management.** Teri N. Talan. New York: Teachers College Press. Designed to reliably measure the leadership and management practices of center based early childhood organizations, this instrument looks at 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

**Ready School Assessment Questionnaire.** (2006). High/Scope Educational Research Foundation, Ypsilanti, MI: Author. Using the Ready School Assessment Questionnaire, members of your school's team evaluate the school on eight key dimensions of readiness: leaders and leadership, transitions; teacher supports; effective curricula; engaging environments; family, school, and community; respecting diversity; and assessing progress. Each dimension has 11-21 indicators--policy and practices that support and promote best practices of ready schools.

**School-Age Care Environment Rating Scale.** Thelma Harms, et al. (1996). New York: Teachers College Press. This instrument covers space and furnishings, health and safety, activities, interactions, program structure, and staff development. Includes a chapter on special needs, individualization, providing many opportunities to learn and practice skills, engagement, peer interactions, and how to promote communication.