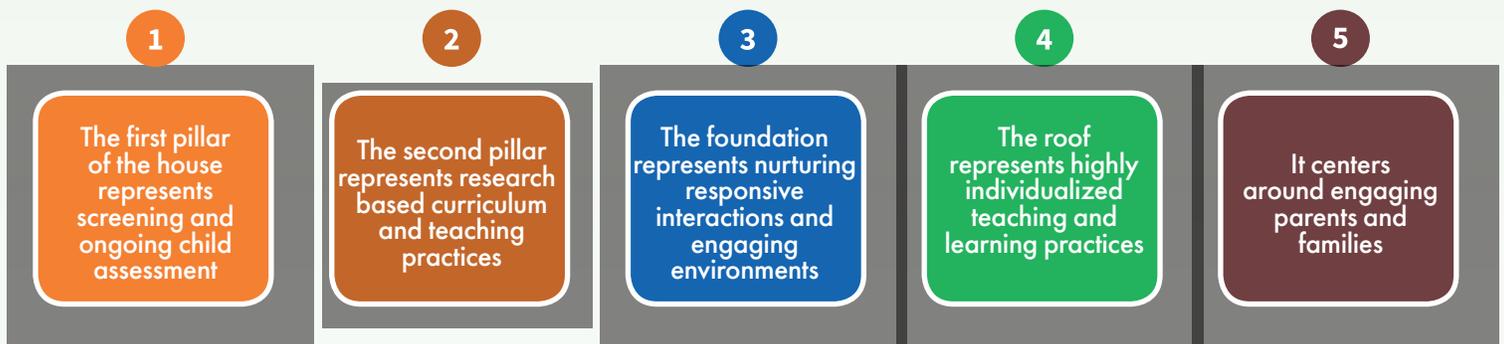
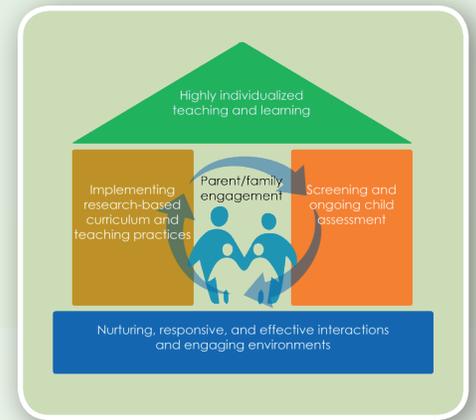


Preface

The house framework represents five important elements of quality teaching and learning. Its elements include the following:



This guide helps program leaders learn how to use assessments that are age, developmentally, culturally, and linguistically appropriate and to develop systems that support education staff in collecting and documenting, aggregating and analyzing, and using and sharing high-quality ongoing child assessment data.



Who is this guide for?

This guide is meant for program leaders—program directors, education or center directors, disability coordinators, supervisors, and coaches. Other program staff may find it useful too—like teachers, family childcare providers, and home visitors. In short, this guide is for anyone who

- makes decisions about ongoing assessment policies or procedures;
- uses child [data](#) to inform decisions; or
- conducts ongoing assessments and interprets the data to guide or individualize instruction or to share data with families, policy councils, or other key stakeholders.

This guide is written primarily for a Head Start audience, and references the Head Start Program Performance Standards (HSPPS), the Head Start Early Learning Outcomes Framework (ELOF), and program practices. Other early childhood leaders who work in childcare, pre-K, or other programs might also find it useful. In all settings, high-quality ongoing assessment data can inform instruction and improve learning opportunities.



How can I use this guide?

This guide can be used in various ways to support high-quality ongoing assessment practices. Use this guide to

- learn about and understand the use of assessments that are age, developmentally, culturally, and linguistically appropriate;
- support education staff as they implement ongoing assessment practices; and
- work with other program staff to develop and implement effective, efficient, valid, and reliable ongoing assessment practices.



What is in this guide?

- What a comprehensive assessment system is
- Why ongoing child assessment is an important part of this system
- What ongoing child assessment means for program settings

The next section is a step-by-step guide in preparing, using, and sharing ongoing assessment data. It helps program leaders understand what they need to do to help education staff effectively use ongoing child assessment. In addition, it shares how program leaders might use ongoing child assessment information as part of broader program-level assessment. The appendices include a planning worksheet, specific information about assessing children who are dual language learners, a list of print and online resources, and more.

The guide includes several case stories that demonstrate how education staff and programs use ongoing child assessment. It also includes hyperlinks to resources and definitions of terms. It cites relevant HSPPS throughout.