Curriculum-Based Assessment (also referred to as criterion-referenced, curriculum-embedded, ongoing, and programmatic) is defined “a form of criterion-referenced measurement wherein curricular objectives act as the criteria for the identification of instructional targets and for the assessment of status and progress” (Bagnato & Neisworth, 1991, p. 97). Curriculum-based assessments provide a direct assessment of a child’s skills upon entry into a curriculum; guide development of individual goals, interventions, and accommodations; and allow for continual monitoring of developmental progress (McLean et al., 2004). Curriculum-based assessments should be conducted as an ongoing process of gathering information regarding children’s strengths, interests and emerging abilities related to important skills across all content and developmental areas for the purpose of planning instruction. “Assessment cannot and should not represent a single point in time and ongoing decisions should be continuously made based on data when programming for young children” (Grisham-Brown, Hemmeter, & Petti-Frontczak, 2005, p. 87).

Directions:
1. Become familiar with assessment practices/measures to be reviewed. How assessments are rated will vary depending upon how they are constructed and how they are implemented in actual practice.
2. Become familiar with the rubric and what is meant by each of the elements and ratings.
3. For each element, determine the column that most closely matches the characteristics of the assessment (Unsatisfactory = 0, Basic = 1, Satisfactory = 2, Excellent = 3) and assign a score for each element or indicate which characteristics are true of the assessment under review.
4. Add the total score for each assessment reviewed and consider adopting the one with the highest rating or consider if necessary characteristics are evident to warrant adoption of the assessment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Unsatisfactory (0)</th>
<th>Basic (1)</th>
<th>Satisfactory (2)</th>
<th>Excellent (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable for Special Needs</td>
<td>No consideration of special needs</td>
<td>Limited consideration of special needs through the assessment process and instrument does not allow for additional accommodations or modifications for special needs</td>
<td>Upfront considerations for special needs are not comprehensive, but assessment allows for some accommodations and/or modifications for special needs</td>
<td>Considers and provides specifics strategies and procedures for accommodating and/or modifying the assessment for adapts for special needs</td>
</tr>
<tr>
<td>Element</td>
<td>Unsatisfactory (0)</td>
<td>Basic (1)</td>
<td>Satisfactory (2)</td>
<td>Excellent (3)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aligns with State/Agency Standards</td>
<td>Does not align with State/Agency Standards</td>
<td>Aligns with less than half of the big ideas from State/Agency Standards</td>
<td>Aligns with more than half of the big ideas from State/Agency Standards</td>
<td>Aligns with a clear majority or all of the big ideas from State/Agency Standards</td>
</tr>
<tr>
<td>Appropriateness for Population</td>
<td>Does not meet the needs of population being served and cannot be adapted to meet their needs</td>
<td>Meets the needs of population being served with significant adaptations</td>
<td>Meets the needs of population being served with minimal adaptations</td>
<td>Meets the needs of population being served</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Assessment is to be completed by one team member</td>
<td>Several team members work to complete the assessment, but work independently (i.e., separate protocols or sections are to be completed by different professionals)</td>
<td>Several team members work to complete the assessment together but fail to encourage active family involvement. May still encourage summaries by individual professionals</td>
<td>Encourages all team members (including families) to work together to complete the assessment in multiple and varied settings, and the assessment is summarized as a whole</td>
</tr>
<tr>
<td>Comprehensive and Integrated</td>
<td>Assessment only covers a single content area (e.g., Literacy) or a single developmental area (e.g., Communication)</td>
<td>Assessment covers either several content areas or several developmental areas but not both</td>
<td>Covers several content and developmental areas but they are not integrated (i.e., it is not clear how areas overlap and are related)</td>
<td>Assessment integrates all content and developmental areas considered important for young children’s growth and learning</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>No consideration of cultural influence</td>
<td>Limited consideration of cultural influences through the assessment and instrument does not allow for additional adaptations for these cultural influences</td>
<td>Upfront considerations and adaptations are not comprehensive, but assessment allows for adaptations for cultural influences during the assessment process</td>
<td>Considers and adapts for cultural influences throughout the assessment</td>
</tr>
<tr>
<td>Element</td>
<td>Unsatisfactory (0)</td>
<td>Basic (1)</td>
<td>Satisfactory (2)</td>
<td>Excellent (3)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Family Involvement in Assessment Process</td>
<td>No opportunities for family involvement</td>
<td>Minimal opportunities for involvement, mostly passive roles (e.g., answering questions, observing but not participating)</td>
<td>Several opportunities for passive and active family involvement (e.g., families are encouraged to answer questions and to observe and participate by gathering information or scoring protocols)</td>
<td>Multiple opportunities for active family involvement that can be tailored to the individual family’s needs (e.g., families help select assessment times, locations, and instruments)</td>
</tr>
<tr>
<td>Instructions and Information</td>
<td>Instructions and information for using the assessment, particularly with diverse populations, are vague</td>
<td>Instructions and information are somewhat clear, but do not allow for a change in presentation format or procedures to accommodate children being assessed</td>
<td>Instructions and information are somewhat clear, and allow for a change in presentation format or procedures to accommodate children being assessed</td>
<td>Instructions and information are very clear (even for untrained members of the team) and specific strategies or examples of how to vary presentation formats or procedures are provided to ensure accommodations are made for children being assessed</td>
</tr>
<tr>
<td>Materials and Activities</td>
<td>Uses inappropriate materials and activities</td>
<td>Uses appropriate materials OR activities</td>
<td>Uses appropriate materials AND activities but are limited in depth or interest to individual children</td>
<td>Uses a variety of appropriate and adaptable materials and activities relevant to individual children</td>
</tr>
<tr>
<td>Element</td>
<td>Unsatisfactory (0)</td>
<td>Basic (1)</td>
<td>Satisfactory (2)</td>
<td>Excellent (3)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Methods of Assessment</td>
<td>Uses a single method of gathering information in a single often unfamiliar setting a single team member</td>
<td>Uses a single method of gathering information but in familiar settings with familiar people</td>
<td>Uses multiple methods of gathering information during a single time period, but in a familiar setting with familiar people</td>
<td>Uses multiple methods of gathering information, across time, familiar settings and events, and with familiar people</td>
</tr>
<tr>
<td>Multiple Means of Expression</td>
<td>Child is allowed to show their knowledge and skills across <strong>all</strong> items through a single means of expression</td>
<td>Child is allowed to show their knowledge and skills across <strong>most</strong> items through a single means of expression</td>
<td>Child is allowed and encouraged to show their knowledge and skills across <strong>some</strong> items through multiple means of expression</td>
<td>Child is allowed and encouraged to show their knowledge and skills across <strong>all</strong> items through multiple means of expression</td>
</tr>
<tr>
<td>Overall Format</td>
<td>No specific structure and difficult to implement</td>
<td>Clear structure OR easy to use</td>
<td>Clear structure and easy to use</td>
<td>Clear structure, easy to use and allows flexibility by all team members</td>
</tr>
<tr>
<td>Reliability (Psychometric property)</td>
<td>Does not indicate if multiple assessors agree on the scoring and if the child will score similarly on items when assessed within a short amount of time</td>
<td>Multiple assessors do not agree on the scoring and child scores differently when assessed within a short amount of time</td>
<td>Multiple assessors agree on the scoring OR child scores similarly on items when assessed within a short amount of time</td>
<td>Multiple assessors agree on the scoring and child scores similarly on items when assessed within a short amount of time</td>
</tr>
<tr>
<td>System for Documenting Progress</td>
<td>Measures skills with large gaps in developmental sequences</td>
<td>Measures skills with moderate gaps in developmental sequence to note some progress</td>
<td>Measures skills with few gaps in developmental sequences to note subtle progress made by children, particularly those with severe disabilities</td>
<td>Measures skills with incremental steps to note even minimal progress made by children, particularly those with severe disabilities</td>
</tr>
<tr>
<td>Element</td>
<td>Unsatisfactory (0)</td>
<td>Basic (1)</td>
<td>Satisfactory (2)</td>
<td>Excellent (3)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Time and Training</td>
<td>Significant time/resources and training required to complete the assessment</td>
<td>Significant time/resources OR training required to complete the assessment</td>
<td>Manageable amount of time/resources required to complete the assessment</td>
<td>Manageable amount of time/resources required to complete the assessment and can be embedded into daily classroom routine</td>
</tr>
<tr>
<td>Usefulness for Intervention</td>
<td>Assessment information serves no purpose related to intervention</td>
<td>Assessment information has limited use and is not linked to daily plans or individual intervention plans</td>
<td>Assessment information can be used in multiple ways and is somewhat linked to daily plans or individual intervention plans</td>
<td>Assessment information can be used for multiple or interrelated purposes (PLOP, goals and objectives, and monitoring progress) and is linked to daily plans or individual intervention plans</td>
</tr>
<tr>
<td>Validity (Psychometric property)</td>
<td>Does not indicate if administration of the assessment leads to improved outcomes and if it measures important developmental skills that accurately portrays the child’s abilities</td>
<td>Administration of the assessment does not lead to improved outcomes and poorly reflects the child’s abilities</td>
<td>Administration of the assessment leads to improved outcomes OR measures important developmental skills that accurately portrays the child’s abilities</td>
<td>Administration of the assessment leads to improved outcomes and measures important developmental skills that accurately portrays the child’s abilities</td>
</tr>
</tbody>
</table>

Note: The Rubric was adapted from the work of Deb O’Neil and the Staff at Rochester Schools ECSE, Rochester MI by Laura Vilardo and Dana Kenneley, Kent State University, Kent, OH.

Revised Summer 2005. Contact Kristie Pretti-Frontczak (kprettif@kent.edu) or Dana Kenneley (dkenneley@adelphia.net) with questions or comments.
Definitions of Rubric Elements

Adaptable for Special Needs – Specific strategies and procedures for making accommodations and/or modifications for children with special needs is critical. Accommodations are acts/procedures used to level the playing field and provide equal access and opportunity without substantially altering what children are expected to learn and be able to do. Examples of accommodations include altering instruments, toys/materials, allowing various response formats, altering the settings and/or timing. Modifications are defined as substantial changes in practices and expectations. Examples of modifications include changes in instructional level, content, and performance criteria, and changes in test form or format including alternate assessments (Wrightslaw, 2003).

DEC Recommended Practice, authenticity standard

Aligns with the State/Agency Early Learning Content Standards – Alignment considers the degree to which the assessment documents children’s performance toward state or agency standards. Alignment is the process of linking curriculum, assessment, classroom instruction, and learning to a set of standards that describes what students should know and be able to do. The goal of alignment is to ensure that classroom instruction and learning activities support adopted standards and assessments (taken from www.startest.com/glossary.html).

DEC Recommended Practice, acceptability standard

Appropriateness for Population – The assessment is intended and can be used with the population of children and families being served (NAEYC and NAECS/SDE, 2003; Pretti-Frontczak, 2002). For example, if working in an inclusive setting, the assessment can be used with children with and without disabilities. The assessment is also consistent with the program’s philosophy and goals. “To the extent possible, test content should be chosen to ensure that intended inferences from test scores are equally valid for members of different groups of test takers” (AERA, APA, & NCME, 1999, p. 44).

AERA, APA, & NCME, standard 3.6

DEC Recommended Practice, congruence standard

Collaboration – The assessment can be used by a group of people (educators, service providers, and families) who together contribute to complete the assessment process (Howard, Williams, Port, & Lepper, 2001).

DEC Recommended Practice, collaboration and convergence standards

Comprehensive and Integrated – Encompasses all dimensions of children’s early development and learning. In other words, the assessment covers all content areas (e.g., Literacy, Mathematics, Science) and developmental areas (e.g., motor, communication, social-emotional) showing the interrelatedness of early development.

DEC Recommended Practice, utility standard

Cultural Sensitivity – Assessment is culturally and linguistically responsive (NAEYC and NAECS/SDE, 2003). Culture refers to “customary beliefs and patterns of and for behavior, both explicit and implicit that are passed on to future generations by the society they live in and/or by a social, religious, or ethnic group within it” (NAEYC, 1997). Further, the term culture includes
ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child’s development and relationship to the world (NAEYC and NAECS/SDE, 2003). “Testing practice should be designed to reduce threats to the reliability and validity of test score inferences that may arise from language differences” (AERA, APA, & NCME, 1999, p. 97).

*DEC Recommended Practice, equity standard
AERA, APA, & NCME, standard 9.1*

**Family Involvement** – The assessment process should follow family-centered principles and offer a continuum of options for families regarding participation. Family-centered principles include (1) involving families in all aspects of the decision making processes (e.g., Dinnebeil & Rule, 1994); (2) creating partnerships with families (e.g., Whitehead, Jesien, & Ulanski, 1998); (3) providing families with all information and support needed to enable them to address the developmental and educational needs of their children (e.g., Trivette, Dunst, Hamby, & LaPointe, 1996); and (4) acknowledging and supporting the cultures, values, and traditions of families (e.g., McWilliam & Bailey, 1993).

*DEC Recommended Practice, collaboration and convergence standards*

**Instructions and Information** - The instructions and information variable refers to all questions, directions, instructions and all other statements that are made to the child being assessed and the ways in which this information is allowed to be presented to the child.

**Materials and Activities** – Appropriate materials include those (a) the child is familiar with, (b) are fitting to the individual child’s emerging skills, (c) that consider cultural influences, and (d) that are free from biases. Activities should parallel those of the child’s daily routine with familiar people.

*DEC Recommended Practice, congruence and convergence standards*

**Methods of Assessment** – “In testing individuals with disabilities for diagnostic and intervention purposes, the test should not be used as the sole indicator of the test taker’s functioning” (AERA, APA, & NCME, 1999, p. 108). Assessments should promote the use of multiple methods (e.g., work samples, checklists, anecdotal notes) from multiple sources (reports, observation, direct tests) across settings/activities (Bagnato, Neisworth, & Munson, 1997; NAEYC and NAECS/SDE, 2003).

*DEC Recommended Practice, authenticity standard
AERA, APA, & NCME Recommended Practice, standard 10.12*

**Multiple Means of Expression** – Ensures children have a variety of formats for responding, demonstrating what they know, and for expressing ideas, feelings, and preferences. In addition, children have options in their use of resources, toys, and materials, addressing individual strengths, preferences, and abilities. expression allow children to learn from the instruction and use material in ways that work for them, and to control or manipulate their environment as they are able (DEC, 2005).
Overall Format – Test developers attended to the layout or framework of forms and manuals. Considerations were made for modifications, practicality, time required to observe, and filling out paperwork (Pretti-Frontczak, 2002).

DéC Recommended Practice, acceptability standard

Reliability – The ability of the assessment to be consistent when used with multiple observers, with multiple children, and across time (McLean, Wolery, & Bailey, 2004). “The reliability of a test describes its ability to provide stable test results if the same individual is tested twice with the same test” (Davoli, 1996, p. 356-357). Reliability coefficients should be .80 or higher for a test to be considered reliable.

DéC Recommended Practice, congruence standard

System for Documenting Progress – “Monitoring allows teachers to track children’s performance on individually targeted behaviors as well as broad outcomes. Monitoring also allows for the systematic collection of comparative data to determine the significance or affect of instruction and intervention on individual children or groups of children” (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005, p. 114). Progress toward Federal accountability requirements should also be considered (e.g., progress toward OSEP child outcomes).

DéC Recommended Practice, sensitivity standard

Time and Training – The assessment should be conducted in an amount of time that is manageable given current resources (Pretti-Frontczak, 2002). Consideration should be given to the need for professional development and technical assistance to ensure staff are trained and can use the assessment reliably and with validity. The assessment also needs to be feasible (i.e. affordable).

DéC Recommended Practice, acceptability standard

Usefulness for Intervention – The ability of the assessment to assist in the planning and revision of interventions (Bagnato & Neisworth, 2002). In other words, results from the assessment are easily understood by all team members and used to guide/revise intervention (i.e., a strong link from assessment to curriculum and intervention is evident). Further, the information gained from the assessment is helpful and ultimately improves outcomes for young children and families (i.e., has treatment utility/validity).

DéC Recommended Practice, utility standard

Validity – Validity refers to the ability of an assessment to measure what it is intended to measure (McLean, Wolery, & Bailey, 2004). “The [assessment] should set forth clearly how test scores are intended to be interpreted and used” (AERA, APA, & NCME, 1999, p. 17). Important to consider if the measure has been “tested” under conditions similar to those where and with whom you will use it. “In testing individuals with disabilities, test developers, test administrators, and test users should take steps to ensure that the test score inferences accurately reflect the intended construct rather than any disabilities and their associated characteristics extraneous to the intent of measurement” (AERA, APA, & NCME, 1999, p. 106).

DéC Recommended Practice, congruence standard

AERA, APA, & NCME Recommended Practice, standard 1.2 and 10.1
References

American Educational Research Association (AERA), American Psychological Association (APA), &
interventions for infants, toddlers and their families. Resources and Connections, 1(6), 4.
New York: Guilford Press.
http://www.nectac.org/topics/earlyid/RecPractices/recpractices_home.asp
Baltimore: Paul Brookes Publishing.
Publishing Company.
Division for Early Childhood (DEC). (2005). Division for Early Childhood companion to the NAEYC and
NAECS/SDE Early Childhood Curriculum, Assessment, and Program Evaluation: Building an
effective, accountable system in programs for children birth through eight. Manuscript in
preparation.
http://naeyc.org/resources/position_statements/dap3.htm
Building an Effective, Accountable System in Programs for Children Birth through Age 8.
Retrieved January 27, 2004 from
http://www.naeyc.org/resources/position_statements/CAPEexpand.pdf
and their implications for early intervention. Infant-Toddler Intervention, 6 (1), 59-73.
interdisciplinary training: How to integrate and support family involvement in training. Infant and
Young Children, 10 (3), 44-53.
http://www.fetaweb.com/06/glossary.sped.legal.htm