

Alignment to NAEYC Developmental Criteria



Insights for Educators
Success for Students



Children's Progress

Children’s Progress is committed to helping all children achieve their full potential and providing teachers with tools that are developmentally appropriate. All of our assessments meet the criteria established by the National Association for the Education of Young Children (NAEYC) for developmental appropriateness, including specific guidelines for both assessment and technology.

Developmental Appropriateness: General

<p>NAEYC Statement From “Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through 8” (1996)</p>	<p>Children’s Progress Alignment</p>
<p>“Development advances when children...experience a challenge just beyond the level of their present mastery.”</p>	<p>Children’s Progress assessments are based directly on Lev Vygotsky’s research on the Zone of Proximal Development (ZPD). Using our software, children demonstrate not only what they can do independently, but also what they are capable of doing when provided with scaffolding. This scaffolding (targeted hinting) is built into our software and functions like the support a knowledgeable and caring teacher would provide. It gives students the opportunity to function just beyond their level of present mastery and shows teachers what children are capable of doing with assistance. Based on student responses to each question, our assessment adapts and presents further questions that are at an appropriate level of difficulty for each child. The reports that teachers receive immediately after a child completes the assessment clearly explain where students show independent knowledge and where they need scaffolding - essentially outlining each child’s ZPD. By exposing students to material just beyond their current level of mastery, Children’s Progress assessments ensure that each child’s development advances in a safe and appropriate manner.</p>

<p>NAEYC Statement From “Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through 8” (1996)</p>	<p>Children’s Progress Alignment</p>
<p>“Development proceeds at varying rates from child to child as well as unevenly within different areas of each child’s functioning.”</p>	<p>Children’s Progress recognizes that each child has individual learning needs and a unique growth pattern. This is why the technology behind our assessments is capable of delivering questions to children across a wide range of ability levels. Each concept in early literacy and mathematics is treated separately, so that each child can display his or her own abilities in each concept. Our software quickly adapts to the child’s strengths and weaknesses, identifying his or her unique learning needs.</p>
<p>“Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.”</p>	<p>Children’s Progress assessments are built on a learning framework that is derived from accepted academic research on children’s development. This knowledge of the normative progression of development and concept acquisition was used to build the framework for our sequence of questions and content.</p> <p>Professor Eugene Galanter, the founder of Children’s Progress, has done extensive research in this area and published numerous pieces on this topic.</p>
<p>“Children demonstrate different modes of knowing and learning and different ways of representing what they know.”</p>	<p>Children’s Progress recognizes that each child learns through preferred modalities (visual, auditory, tactile, etc). Our assessment software presents content in a multimedia format, helping children who excel through various modalities to be successful.</p> <p>In addition, the Children Progress software provides children with opportunities to see questions through multiple representations. For example, if a child answers an addition question incorrectly, the same question might be presented with the addition of on-screen manipulatives, or by changing a bar graph to a pictograph. This flexibility is built in to our software to allow children to demonstrate what they really know.</p>

NAEYC Statement From “Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through 8” (1996)	Children’s Progress Alignment
<p>“Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.”</p>	<p>Because Children’s Progress assessments are delivered on a computer, children have the opportunity to work independently in an environment where they feel safe. Unlike traditional assessments which place children under pressure to perform for an adult they wish to please, or in an unfamiliar classroom environment, the computer-delivered assessment allows children to feel less pressure to perform and delivers the assessment in a familiar classroom or computer lab setting. This allows children to be more relaxed and less concerned about making mistakes. In addition, our adaptive software presents questions at the “just-right” level, helping to eliminate the frustration that students may experience with traditional assessments that present question after question of content that may be too easy or too difficult for them. All of these factors combine to provide more developmentally appropriate assessment experience for the child. As a result, our data tends to represent children’s abilities more accurately than a traditional assessment.</p>

Developmental Appropriateness: Assessment

NAEYC Statement From “Early Childhood Curriculum, Assessment, and Program Evaluation” (2003)	Children’s Progress Alignment
<p>“Assessments are appropriate for ages and other characteristics of children being assessed.”</p>	<p>Children’s Progress assessments are based on a learning framework derived from accepted research on children’s development. The assessments were designed for children in grades Pre-K through 3 including children of various socioeconomic levels and cultures.</p>

NAEYC Statement From “Early Childhood Curriculum, Assessment, and Program Evaluation” (2003)	Children’s Progress Alignment
<p>“Assessment instruments are in compliance with professional criteria for quality.”</p>	<p>Children’s Progress assessments are proven to have construct validity. External validity of the assessments is ongoing. A document outlining the reliability of the assessment is available from Children’s Progress upon request.</p>
<p>“What is assessed is developmentally and educationally significant.”</p>	<p>The object of the Children’s Progress assessment is a comprehensive, developmentally and educationally important set of goals. These goals are aligned with each state’s grade-level standards and benchmarks for both language arts and mathematics.</p>
<p>“Assessment evidence is used to understand and improve learning.”</p>	<p>Children’s Progress assessments are designed to benefit teachers by providing them with in-depth information about their students. Our reports help teachers translate this knowledge into improved curriculum implementation and teaching practices. Recommended activities are suggested for every child as well as the whole class, based on student performance on the assessment. These recommended activities help drive instruction in the classroom, which in turn improves learning.</p> <p>Children’s Progress assessments help early childhood professionals understand the educational progress of individual children as well as groups of children through both individual and class-level reports. The reports are designed in narrative format to be easily understood by teachers, while at the same time contributing to their professional understanding of child development.</p> <p>Administrators benefit from information that helps program evaluation across classrooms or schools. There is extensive demographic data, as well as historical data available that allows administrators to evaluate performance across schools, grade levels and demographic groups. This type of reporting helps educators identify resource needs and support children with specific needs.</p>

NAEYC Statement From “Early Childhood Curriculum, Assessment, and Program Evaluation” (2003)	Children’s Progress Alignment
<p>“Assessment evidence is gathered from realistic settings and situations that reflect children’s actual performance.”</p>	<p>The Children’s Progress assessment experience is designed to help identify children’s actual abilities by providing a less stressful testing environment and offering scaffolding unique to each child’s needs. The scaffolded nature of the assessment closely resembles the scaffolding that would be given by a teacher within the classroom. This creates a more familiar, realistic setting for the child while taking the assessment. When combined with other assessment evidence gathered from classroom teachers, Children’ Progress assessments become an extremely valuable source of data.</p>
<p>“Assessments use multiple sources of evidence gathered over time.”</p>	<p>Children’s Progress assessments are designed to be delivered multiple times (3+) per school year, and can be delivered more frequently for those children who educators wish to monitor more closely. These assessments are a great complement to observational assessments and other performance-oriented measures already used by teachers.</p>

<p>NAEYC Statement From “Where We Stand: On the screening and Assessment of Young English-Language Learners” (2005).</p>	<p>Children’s Progress Alignment</p>
<p>“Culturally and linguistically appropriate assessments.”</p> <p>“...assessment of young English-language learners should...[include] appropriate adaptations to meet the needs of children whose home language is not English.”</p>	<p>Children’s Progress affirms the importance of assessing in a child’s home language. Our assessment software is currently available in both English and Spanish, and additional languages will be added when possible. Within our Spanish language version, all questions, support and prompts in the software are presented in Spanish. Communication to parents, including recommended teaching activities that can be completed at home, are available in Spanish as well as English. For teachers who are Spanish-speakers, or who wish to communicate student progress with Spanish-speaking family or community members, all reports are available in Spanish. To ensure that the translation of English content is completed appropriately and to develop the unique content that focuses on assessing knowledge of the Spanish language, Children’s Progress has partnered with academic researchers at the University of Texas, El Paso.</p>
<p>“As with assessment of all young children, assessment of young English-language learners should be guided by specific, beneficial purposes...”</p> <p>“Assessments of young English-language learners are used primarily to understand and improve children’s learning, to track, monitor, and support development in all areas, including language development, and to identify disabilities or other special needs.”</p>	<p>Children’s Progress assessments are designed to deliver insights to teachers about whether a curriculum program is meeting the needs of each individual child, and to help teachers adjust instruction accordingly. Because children are assessed in their home language, Children’s Progress assessments help educators separate learning delays from language acquisition challenges. The results of the assessment are used to determine what further supports and services are needed to meet the unique needs of each child.</p>

Developmental Appropriateness: Technology

NAEYC Statement From “Technology and Young Children -- Ages 3 through 8” (1996).	Children’s Progress Alignment
<p>“Used appropriately, technology can enhance children’s cognitive and social abilities.”</p> <p>“In addition to actually developing children’s abilities, technology provides an opportunity for assessment.”</p>	<p>Children’s Progress software contains graphics and sounds that are visually stimulating and grab children’s attention. The software “grows” with each child, enabling him or her to find new challenges as his or her proficiency level develops. Appropriate visual and verbal prompts give children the opportunity to succeed at challenges that are at each child’s developmental level.</p>
<p>“The power of technology to influence children’s learning and development requires that attention be paid to eliminating stereotyping of any group and eliminating exposure to violence, especially as a problem-solving strategy.”</p>	<p>In developing Children’s Progress assessments, particular attention was given to representing the cultural and ethnic diversity present in typical early childhood classrooms. The software portrays children and adults of various races and differing ages and physical abilities, and reflects gender equity. The software promotes positive social values and never encourages children to respond with “violent” behaviors such as “blowing up” their creations or “blasting” the correct answer, which may be found in other computer-based academic activities.</p>
<p>“As early childhood educators become active participants in a technological world, they need in-depth training and ongoing support to be adequately prepared to make decisions about technology and to support its effective use in learning environments for children.”</p>	<p>Children’s Progress is committed to the professional development of all educators, and offers in-depth training that focuses not just on how to use our assessment and reporting software, but also more broadly on formative assessment principles and differentiating instruction for all children. Ongoing support is available online, over the phone, and in-person as required by each school or district.</p>