

## How WINGS Meets NAEYC's 11 Indicators of Effective Assessment Practices

Effective assessment examines young children's strengths, progress, and needs, through assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes.

1. **Ethical principles guide assessment practices.** WINGS Curriculum utilizes assessment for the purposes of examining children's curiosities, interests, needs, goals, and skills. Decisions about children are based on multiple assessment methods.
2. **Assessment instruments are used for their intended purposes.** Each WINGS Curriculum assessment tool has a specified purpose and method of use. WINGS Curriculum offers clear and concise instructions for utilizing each of the instruments. Teachers and parents are encouraged to utilize each assessment tool accordingly to support planning and implementing developmentally and culturally appropriate activities.
3. **Assessments are appropriate for ages and other characteristics of children being assessed.** Each WINGS Curriculum assessment tool is aligned with sound research on how young children from infancy to age 5 typically develop and learn.
4. **Assessment instruments are in compliance with professional criteria for quality.** WINGS Curriculum assessment and evaluation instruments meet the recommendations specified in the [indicators of effectiveness for assessment of young children](#) by NAEYC and NAECs/SDE.
5. **What is assessed is developmentally and educationally significant.** In addition to individual curiosities, interests, and needs, WINGS Curriculum assessment and evaluation tools examine developmentally appropriate cognitive, physical, social-emotional, approaches to learning, and language-literacy goals and skills of children from infancy through age 5.
6. **Assessment evidence is used to understand and improve learning.** WINGS Curriculum assessment and evaluation tools require supporting evidence and provide guidance to support early childhood educators in planning activities that are developmentally and culturally appropriate for young children.

7. **Assessment evidence is gathered from realistic settings and situations that reflect children’s actual performance.** The WINGS Curriculum Assessment and Evaluation Model is designed to allow early childhood educators to gather data during active and interactive play. Given that the learning environment is organized and equipped according to WINGS curricular standards, sufficient performance data is available during daily routines, exploration, group activities, and outdoor play.
  
8. **Assessments use multiple sources of evidence gathered over time.** WINGS Curriculum assessment and evaluation includes ongoing analysis of individual child progress utilizing formative evaluation methods along with a work sampling system.
  
9. **Screening is always linked to follow-up.** In regards to child assessment and evaluation, it is the WINGS Curriculum philosophy to:
  - Assess what a child already knows.
  - Evaluate what a child needs to learn.
  - Plan activities to facilitate learning needs.
  - Assess what a child has learned in the interim.
  - Evaluate the success of the planned activities.
  - Then, plan again.
  
10. **Use of individually administered, norm-referenced tests is limited.** Formal WINGS Curriculum assessment begins with the collection of individual information/data using the WINGS Anecdotal Record and individual child portfolio. Formal assessment continues and formal evaluation begins with the collection and review of information/data using the WINGS Individualized Assessment and WINGS Class/Group Assessment forms. Formal evaluation is completed using the WINGS Progress Report. Data for each assessment instrument is observed and collected during daily routines and interactive activities.
  
11. **Staff and families are knowledgeable about assessment.** The WINGS Curriculum assessment and evaluation system recommends that programs discuss assessment during parent orientation. Parent-teacher conferences are recommended 2-3 times per year to update parents on their children’s progress. Learning accomplishments are printed and sent home in the interim. An array of parent reporting forms are included in the [WINGS Curriculum Book of Forms](#) to keep parents abreast of their children’s curiosities, interests, needs, goals, and skills.

**Sneak a Peek at [WINGS Curriculum Assessment & Evaluation Model](#).**

**Reference:**

NAEYC. (2004). Where we stand - NAEYC& NAECS/SDE: On curriculum, assessment, and program evaluation. A joint position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. Available at <http://www.naeyc.org/positionstatements/cape>