

<p>Decisions that will have a major impact on children (kindergarten entry, grouping) are based on multiple sources of information. Sources include observations by teachers and specialists and also information from parents.</p>		<p>Eligible-age children are denied entry to preschool based on a one-time readiness or achievement test, defined as measuring what the child already knows and can do. Readiness or achievement tests are used as the sole criterion to recommend that children not go to kindergarten or be placed in special classrooms.</p>	
Developmentally Appropriate	In Contrast	Developmentally Appropriate	In Contrast
<p>Regular health and developmental screenings are done by appropriate personnel to identify children who may need more in-depth, diagnostic assessment. Screening focuses on health needs and possible developmental delays.</p>		<ul style="list-style-type: none"> •Screening are not frequent enough in view of children’s rapid growth and development in the preschool years. •When a child appears to be having difficulty (i.e., is outside the typical performance range), no individual assessment is done. 	
Developmentally Appropriate	In Contrast	Developmentally Appropriate	In Contrast
<p>Teachers assess children on an ongoing basis (i.e., observe, ask, listen in, check) during daily activities, including play. They document children’s learning and development, including in written notes, photographs, audio recordings, and work samples. They use this information both in shaping their teaching moment by moment and in planning learning experiences.</p>		<ul style="list-style-type: none"> •Teachers don’t determine where each child is in learning a new skill or concept, so they give every child the same learning experiences as every other child. •Assessment results (observation notes, etc.) go straight into a folder and are never filed away. They are not reflected on to inform teachers how to help or challenge individual children. 	
Developmentally Appropriate	In Contrast	Developmentally Appropriate	In Contrast

<ul style="list-style-type: none"> •Assessments are matched to the ages, development, and background of the specific children. Methods include accommodations for children with disabilities. •Teachers use a variety of methods/tools, recognize individual variation among learners, and allow children to demonstrate their competence in different ways. 		<ul style="list-style-type: none"> •Teachers don't determine where each child is in learning a new skill or concept, so they give every child the same learning experiences as every other child. •Assessment assumes background knowledge that some or all of the children don't have. Methods prevent a child from demonstrating what he actually knows and is able to do (e.g., asking "Which block is red?" in English when the child speaks only Spanish. 	
Developmentally Appropriate	In Contrast	Developmentally Appropriate	In Contrast
<p>Within the limits of appropriate confidentiality policies, teachers exchange information about each child across ages/grades (e.g., preschool teachers with kindergarten teachers), so children are prepared for the next challenge, and the next teacher knows each child's history..</p>		<p>Assessment information is not used to help ease transitions for children from one setting or group to another or on to kindergarten.</p>	
Developmentally Appropriate	In Contrast	Developmentally Appropriate	In Contrast