

**Compare and Contrast**

Your country/region/state standards and compare these to NAEYC principals of child development and NBPTS Standard V: Assessing Children’s Development and Learning.

I used a T-chart format to compare and contrast state standards with the NBPTS Standard V: Assessing Children’s Development and Learning. In areas where I noticed similarities, I highlighted them in similar colors. Areas that are not similar/contrasting are not highlighted. However, that doesn’t mean they are not important, they are just stand alone indicators or descriptions. The most common similarity is to use resources it understand what students are able to do and their ability range within that understanding. Teachers are given the professional authority make decisions on curriculum and assessment.

State	NAEYC
<ul style="list-style-type: none"> <li>▪ The K-5 Standards define what students should understand and be able to do by the end of each grade.</li> <li>▪ A key component of the Georgia Standards of Excellence (GSE) is the expectation of appropriate grade level complexity in text choices. Complexity levels are assessed based upon a variety of indicators.</li> <li>▪ Students advancing through the grades are expected to meet each year’s grade-specific standards, to retain or further develop skills and understandings mastered in previous grades, and to work steadily toward meeting the more general expectations described by the Standards.</li> <li>▪ The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity but allow schools and districts flexibility in course design. Teachers are free to provide students with whatever tools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accomplished early childhood generalists assess and document young children’s development and subject matter knowledge.</li> <li>▪ Accomplished early childhood teachers make assessment a daily, ongoing activity that is embedded in the routines of teaching and learning.</li> <li>▪ Accomplished early childhood teachers clearly articulate their purposes for assessment.</li> <li>▪ Accomplished early childhood teachers purposefully focus on young children’s development and their emerging subject matter knowledge.</li> <li>▪ Accomplished early childhood teachers draw on a professional knowledge base that includes research, standards, theory, and best practices related to assessment in order to achieve familiarity with the full range of available assessments.</li> <li>▪ Accomplished early childhood teachers do more than select the most appropriate</li> </ul>

and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

- The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide teachers with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs.
- The assessment program includes customized summative criterion-referenced tests at the elementary, middle, and high school levels. In addition, Georgia participates in the National Assessment of Educational Progress in grades 4, 8 and 12. A variety of resources, including formative tools, are provided to assist parents, educators, students and the public with efforts to improve educational opportunities for students.

assessments; they know the most effective ways to administer them.

- Accomplished early childhood teachers ensure that their assessment practices are equitable and fair and that they meet the needs of diverse learners.
- Accomplished early childhood teachers are able to efficiently analyze, interpret, and summarize assessment data, including data from mandated, standardized, and performance-based assessments.
- Accomplished early childhood teachers are well informed about the nature of all early childhood assessments and the types of inferences that can validly be drawn from them.
- Accomplished early childhood teachers know how to communicate assessment results clearly and meaningfully. They sensitively and accurately explain assessment results to children, families, and colleagues, providing evidence that supports their findings.
- Accomplished early childhood teachers understand that assessment is a collaborative process.
- Accomplished early childhood teachers view assessment data as the starting point for informing their teaching practices.
- Accomplished early childhood teachers use assessment data to identify children whose development is outside the expected range.
- Accomplished early childhood teachers effectively participate in all team discussions about using assessment

	<p>results in planning; they contribute insights based on observations of children’s classroom behavior.</p> <ul style="list-style-type: none"> <li>▪ Accomplished early childhood teachers may find themselves in situations in which a program, school district, or state mandates tests that fail to reflect the full range of children’s learning and development or that are flawed in some other way.</li> </ul>
<p>References</p> <p>Georgia Standards of Excellence. (2015). English Language Arts Georgia Standards of Excellence (GSE) K-5. Retrieved from <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-K-5.aspx</a></p> <p>Georgia Department of Education. (2017) . Testing and Assessment. Retrieved from: <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/Student_Assessment_Handbook_2017-2018.pdf">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/Student_Assessment_Handbook_2017-2018.pdf</a></p>	<p>Reference</p> <p>National Board for Professional Teaching Standards (NBPTS). (2012). Early childhood generalist standards (3rd ed.). Retrieved from <a href="http://www.nbpts.org/wp-content/uploads/EC-GEN.pdf">http://www.nbpts.org/wp-content/uploads/EC-GEN.pdf</a></p>

Three questions posed for your review...

1. Does the quality of assessment change based on teacher professional discretion?
  
2. Should teachers have the autonomy to teach and assess based on their professional discretion?
  
3. What issues regarding assessment or standards are pivotal in your community?

## References

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