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teachers conduct authentic, early
childhood, classroom-based
assessment, interpret the
information that's gathered, and

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Ultimately use the information to plan responsive, supportive curriculum that ensures optimal learning for children, ages three to eight. The authors include coverage of the teacher's legal, ethical, and professional responsibilities in assessment;

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process relates to the use of formal state-mandated assessments, and the early childhood teacher's assessment responsibilities. The Enhanced Pearson eText features embedded video and assessments.

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Shows teachers how to do authentic classroom-based assessment, interpret the information, and use it to plan curriculum that is responsive to and supportive of children's learning, ages three to eight.

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appropriate use of information from early childhood assessments is to guide instruction and to determine what the child is ready for next in terms of knowledge

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and skills. Administrators also use information from assessments and other sources to evaluate, strengthen, and monitor educational programs.

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Assessment is the way in which in
our everyday practice, we
observe children's learning, strive
to understand it, and then put our

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Understanding to good use.
(Drummond, 1993) When we
watch children, watch them
carefully and sensitively, we see
them learning.

Observing and assessing

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- Assessments of young children should address the full range of early learning and development, including physical well being and motor development, social and

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assessment, and how the use of formal and informal methods of observation, documentation, and assessment are connected ...

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If you have questions or would like information about referring your child for an evaluation or services, please contact our Intake Department at 212-752-7575, ext. 312 "We have a very caring, competent and diligent staff.

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