Please enjoy this complimentary excerpt from Differentiating for the Young Child. Please enjoy this complimentary excerpt from Differentiating for the Young Child.
### ASSESSMENT FOR YOUNG STUDENTS IN A DIFFERENTIATED CLASSROOM

1. **WHY?**
   - a. Reveals a need for adjustments for the child
   - b. Gives teacher vital information to plan for individuals and groups
   - c. Provides appropriate response to child development and learning needs
   - d. Uncovers discrepancies between ability and achievement
   - e. Enables teachers and parents to build on strengths and talents of the child

2. **WHAT?**
   - a. Child’s learning and development in all domains
   - b. Child's strengths, problems, interests, learning styles
   - c. Demonstrated knowledge, understanding, and skill during learning activities
   - d. Samples of student work in class and at home; live performances and presentations
   - e. Test results

3. **WHO?**
   - a. Teacher, as primary evaluator, gathers data from a variety of sources to respond to child’s needs
   - b. Teacher aides and resource people share observations, stories, insights
   - c. Child, under guidance of the teacher, evaluates learning experiences
   - d. Teachers, parents, and child share information in evaluating progress and needs

4. **WHEN?**
   - a. Spontaneously throughout the teaching day using observation and supervision
   - b. Before and after a teaching session, assignment, activity to determine readiness and mastery
   - c. Systematic recording and review of information on monthly or weekly basis to track growth
   - d. Regular sharing of information between teachers and parents to enhance understanding

5. **HOW?**
   - a. Informal and ongoing observations of child learning in all domains
   - b. Daily interactions with child in a wide range of situations
   - c. Quizzes and tests appropriate for child and circumstance
   - d. Recordings and descriptions of child’s performance at each step of a learning process
   - e. Rubrics, checklists, peer responses, and other tools that evaluate student products—art projects, stories, taped readings, original designs, math solutions, etc.

### WHY ASSESS IN A DIFFERENTIATED CLASS?

Historically, assessment has focused primarily on grading, and this has meant comparing the ability and achievement of students against each