**Section 26.245 Assessment Standards**

The effective early childhood teacher:

a) creates and uses assessment information both for the facilitation of child development and measuring academic achievement;

b) uses a variety of assessment tools, including developmental continuums, universal screening, authentic assessment, diagnostic measures, curriculum-based assessment, and progress monitoring procedures;

c) monitors child progress for content area benchmarks and developmental outcomes;

d) assesses children's interests, motivation, and engagement in instruction;

e) uses assessment data, including observational records and children's work products to plan instruction;

f) partners with families to understand children's background and ongoing learning progress;

g) empowers children to self-assess their learning progress;

h) communicates academic progress and personal development to all stakeholders, including children, families, other teachers and school administrators, and communicates aggregated trends to the school board and other policy bodies;

i) aligns assessments with required reporting mechanisms to assure that benchmarks for learning standards and developmental growth are monitored systematically; and

j) uses, interprets, and plans instruction with all forms of assessment instruments appropriate to the developmental level. These instruments include standardized instruments, textbooks, and other curricular instruments and teacher-developed approaches.

(Source: Amended at 45 Ill. Reg. 14807, effective November 10, 2021)