



ADMINISTRATIVE RULES OF MONTANA



10.63.111 CURRICULUM AND ASSESSMENT

- (1) The early childhood curriculum, as defined in ARM 10.63.102, shall:
 - (a) contain a written philosophy and framework, grounded in research-based understandings of child development, to provide a clear, coherent focus for planning students' experiences;
 - (b) informing instruction through observation and documentation of children's strengths, interests, and needs in their play, work, and behavior;
 - (c) guide the learning process and daily plans for learning through the selection of materials and equipment to enhance development and learning in the early learning developmental domains, including social and emotional, physical, language, and cognition; and encourage integration of applicable early learning content areas, including literacy, mathematics, science, social studies, creative expression and the arts, and technology;
 - (d) include planned opportunities for active exploration, discovery, and social interaction;
 - (e) plan for students' engagement in play each day; and
 - (f) be implemented in a manner reflective of students' family and community lives while being responsive to diversity, including gender, age, language, culture, and ability, including opportunities for students and families to learn about the distinct and unique heritage of American Indians, particularly Montana Indian tribes, in a culturally responsive manner (20-1-501, MCA).
- (2) School districts shall develop early childhood education programs to include an ongoing and systematic written assessment plan which includes protocols for:
 - (a) monitoring the progress of students toward achieving content standards and learning in the developmental domains using formative and summative approaches that include universal screening, progress monitoring, and diagnostic assessments;
 - (b) administration of assessments and interpretation of assessment results;
 - (c) providing disaggregated data to educators and teams to inform instructional planning and decision making;
 - (d) involving families as partners in linguistically and culturally responsive ways to inform decisions about students' needs; and
 - (e) assessing the effectiveness of the instructional program that guides adjustments for improvement.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

History: NEW, 2014 MAR p. 2943, Eff. 7/1/15; AMD, 2024 MAR p. 722, Eff. 4/13/24.