Using Ongoing Assessment Data to Support School Readiness Goals for Infants and Toddlers

National Indian Head Start Directors' Association

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Objectives

- Discuss the difference between screening and assessment.
- Define ongoing assessment.
- Examine the role of observation in the ongoing assessment process.
- Discuss the process and purposes of collecting and using the information gathered.
- Discuss the importance of individualizing care for infants and toddlers.

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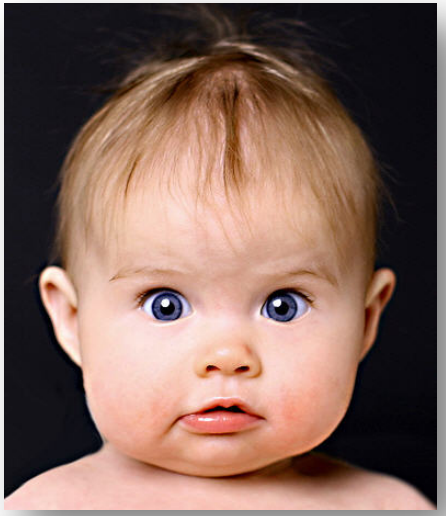
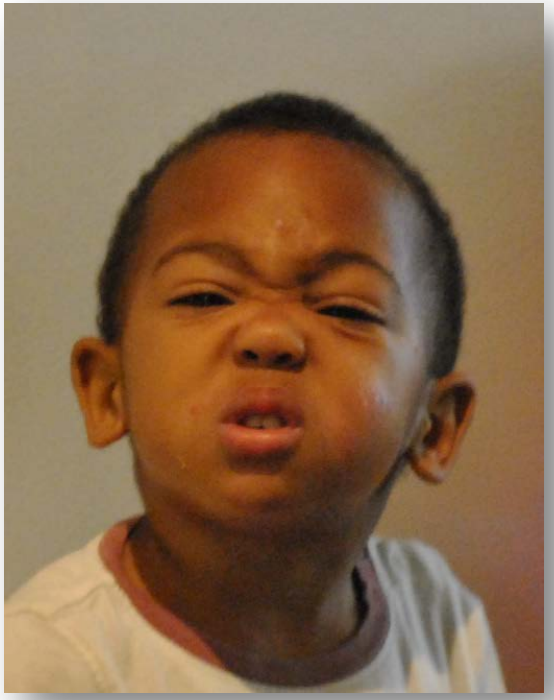
Getting to Know Each Other

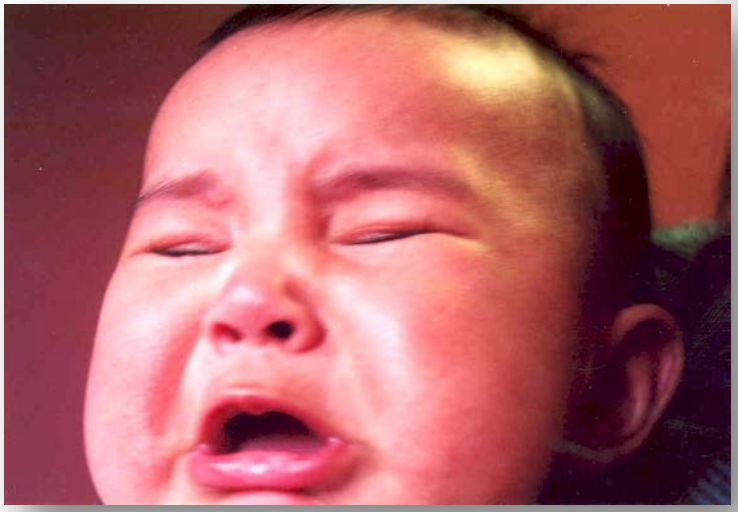
Photo courtesy of EHS NRC

Ongoing Assessment?





Photos contributed by EHS NRC



When you think about "ongoing assessment," what emotion do you experience?

- Select the photo that best represents your feelings.
- At your tables or in a small group,
  - ✓ Introduce yourself –name, position, program
  - ✓ Share why you selected the photo/emotion

School Readiness for Infants, Toddlers, and Their Families

The child's developing capacity to

Photo courtesy of EHS NRC

- Self-regulate
- Develop close, secure personal relationships with adults and peers
- Demonstrate curiosity in, pay attention to, and explore people and objects in the environment
- Demonstrate a sense of self-confidence
- Communicate effectively

Developing Capacity…

- Depends on having good health and receiving proper nutrition
- Happens within the context of close, nurturing, culturally responsive relationships

Photo courtesy of EHS NRC

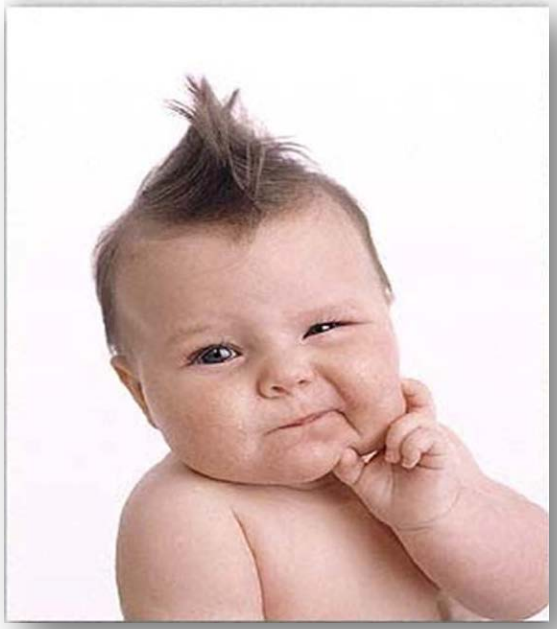
School Readiness Goals § 1307.3(b)(1)
Five Essential Domains For Birth to Five

What do you know?

- About screening?
- About assessment?

Screening and Assessment

Are screening and assessment the **same?**



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Answer: **NO**

Although "screening" and "assessment" share many common characteristics, they are fundamentally different.

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Screening and Assessment Similarities

- Gathers information
- Child focused
- Birth – 5 and beyond
- Crosses multiple domains
- DATA that supports decisions
- Selection of instruments

Photo courtesy of EHS NRC

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Contrasts

Screening is…

Single-purpose

- Should the child be referred for a formal evaluation?

Assessment is…

Multipurpose

- Best program placement option
- Child progress
- Program effectiveness
- Optimal teaching

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Contrasts

Screening Instruments

- Designed for single use.
- Data are not meant to be aggregated over time.

Assessment Instruments

- Designed to be repeated.
- Data are intended to be aggregated over time.

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One More Point

Screening and assessment are different but they do not need to be completely separate.

Any information about a child's strengths, knowledge, skills, and abilities identified during screening can be used as ongoing assessment data.

Photo courtesy of EHS NRC

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Is Screening the Same for All Children?

Dual Language Learners (DLLs)

–*Acquire two or more languages simultaneously (i.e., from birth)*

OR

–*Learn a second language while continuing to develop their first language*

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Key Performance Standard

1308.6 (b)(3) states:

When appropriate standardized developmental screening instruments exist, ***they must be used.***

Photo courtesy of EHS NRC

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Intentional Decision Making

- Identify the children in your program.
- Review available instruments.
- Identify instruments specific to screening.
- Consider the relevant information and apply.

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Table Talk: Screening Tools

At your tables discuss:

- What screening tools does your program use?
- Who administers the tool?
- How is the administrator trained in using the tool?
- What is the age range of the tool?
- How are parents engaged in the screening?
- How long does it take to administer the screening based on the tool you use?
- What do you do with the results?

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What Is Assessment? OHS Definition

1304.31: (1) ***Assessment*** means the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility to identify:

(i) The child's unique **strengths** and needs and the services appropriate to meet those needs; and

(ii) The resources, priorities, and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their child.

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Ongoing Assessment: What It Is

- A system of regular information collection (child data) throughout child's enrollment
- Written observations of a child's behaviors
- Identifies a **child's strengths** and **needs** as well as **services** to meet needs.

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Ongoing Assessment: What It Does

Supports :

- Individualizing
- Family engagement
- Positive child outcomes

Informs:

- The curriculum to **maximize** child's learning

Photos courtesy of EHS NRC

Strategic Collection of Data

Photos courtesy of EHS NRC

Understanding Assessment Terminology

- Formboard
- Associative play
- Preposition
- Plural
- Cube
- Stroke
- Supine
- Gratification
- Secure attachment
- Three-point finger grip
- Multisyllabic
- Pincer grasp
- Parallel play

E-LAP -- Older Toddler (24 – 33 Months, Selected Skills)

Social-Emotional Development –	Language Development	Cognitive Development	Fine Motor Development	Gross Motor Development
24 Months 29. Begins to claim and defend ownership of personal things 30. Initiates own play activities 31. Enjoys role-playing; wraps up doll and puts to bed **28 Months** 32. **Inflexible and rigid in behavior** **33 Months** 33. Begins '**associative play'** activities 34. Names or points to self in photographs	**24 Months** 40**.** Names 3 objects 41. Refers to self by name 45. Uses pronouns – I, you, me –not always correctly 47. Understands 2 prepositions 48. Speaks 50 or more words **30 Months** 49. Uses plurals 50. Shows or tells use of one or more familiar objects on request 51. Names or identifies objects by use 52. Names 5 pictures 53. Points to 7 Pictures 54. Gives full name when asked	**24 Months** 74. Names 3 objects 75. Builds tower of 6-7 cubes 76. Refers to self by name 77. Comprehends and asks for "another" 80**. Adapts to reversal of formboard in 4 trials** **27 Months** 83. Makes train of cubes 84. Imitates drawing vertical line, horizontal line, and circle 86. Understands size differences **30 Months** 89. Builds tower of 8 cubes 88. Names or identifies objects by use 92. **Imitates cross** 93.Gives full name	**24 Months** 57. Attempts to fold paper 58. Builds tower of 6-7 cubes 59. Imitates vertical stroke 60. Imitate circular stroke 61. Adapts to reversal of formboard in 4 trials **27 Months** 63**.** Makes train of cubes 64. Imitates drawing vertical line, horizontal line, and circle **30 Months** 65. Builds tower of 8 cubes 66. Holds pencil with thumb and forefinger instead of fist 67. Imitates cross	**24 Months** 83. Jumps in place 84. Walks approximately on line 85. Jumps from bottom step **28 Months** 86. Walks backward **30 Months** **87. Stands up from supine**

1. Find someone you do not know to be your partner
2. Introduce yourself – your name, where you work, what you do
3. Await further instructions

Photo courtesy EHS NRC

The Planning Process

Observe/ Document

Photo courtesy of EHS NRC

Reflect/Interpret /Plan=Ongoing Assessment

Finalize Ratings/Scores

Implement

Reflect/Evaluate

Observation

Photo courtesy of EHSNRC

Head Start Program Performance Standards

- 1304.21(a)(2)(ii) – Parent opportunities to increase their child observation skills…
- 1304.21(c)(2) – Staff use of strategies to promote and support children's learning and developmental progress based on observation…

Photo courtesy EHS NRC

What is observation?
Why is it important?

Observation: A Tool To Accomplish Ongoing Assessment

ONGOING ASSESSMENT =

OBSERVATIONS + Documentation

=

DATA

=

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What and Why?

What?

- An instance of noticing or perceiving
- Watching and listening
- Paying close attention to each child

Why?

- Understand child's goals and intentions
- Individualize care and learning opportunities
- Measure and check progress
- Build relationships with families

About Enrique

Age: 24 months

Length of time in program: 14 month

Family's goals for Enrique

- Be happy
- Be excited about learning new things
- Will be able to speak good English
- Get along with others
- Respect his family and elders

Observation: More About Enrique

Observation: Objective vs. Subjective

Photo courtesy of EHS NRC

- Descriptions of actions
- Descriptions of vocalizations
- Direct quotes of language
- Descriptions of facial expressions and gestures
- Descriptions of creations

Observation: Identifying "Lenses"

Influences

- Culture
- Temperament
- Personal interests and feelings
- Professional knowledge and experience

Photo courtesy of EHS NRC

Observation: Setting Up Systems

Photo courtesy of EHS NRC

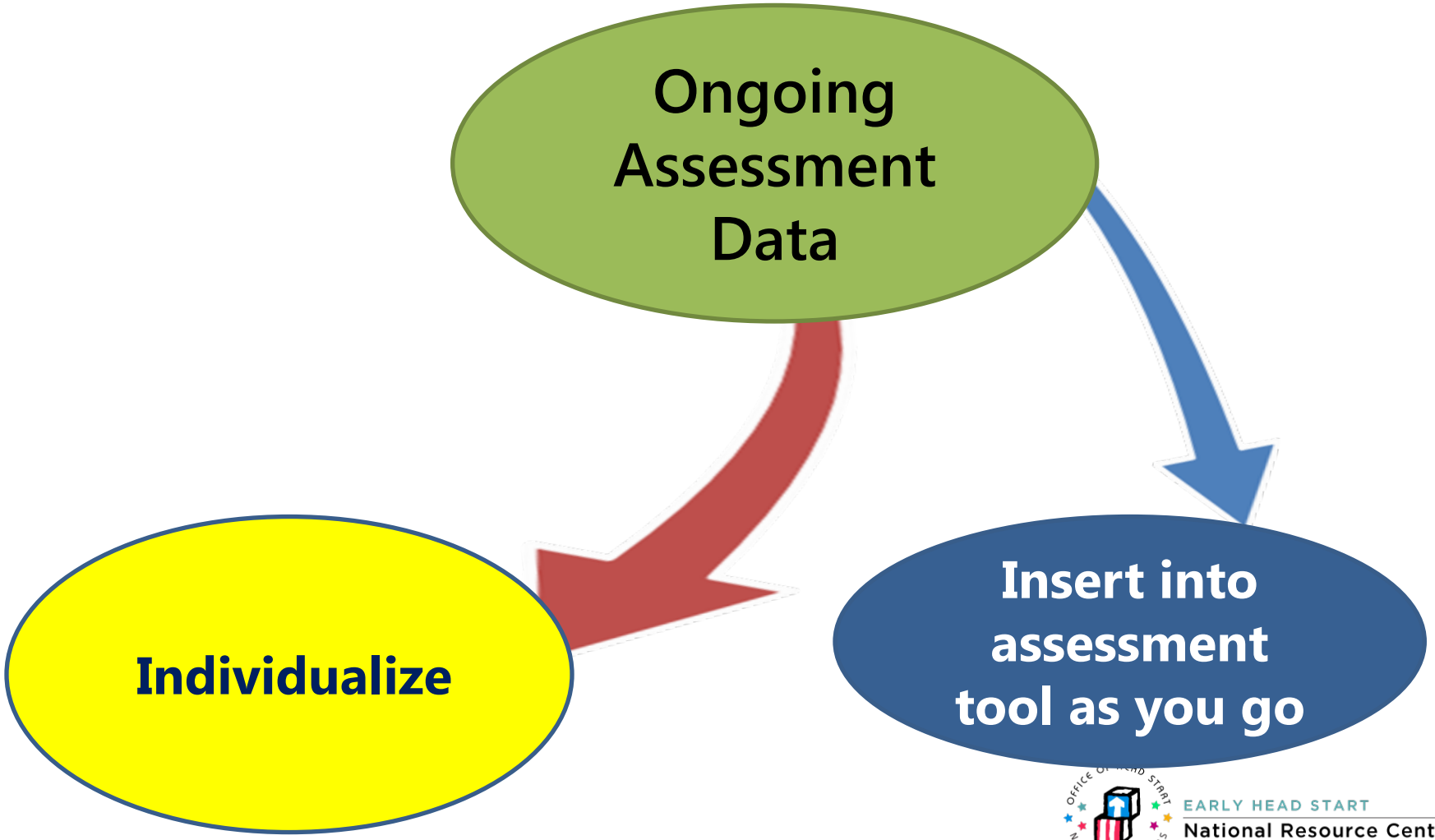
Observation: Setting Up Systems

- **INCLUDE FAMILIES!**
- Plan times to observe.
- Be prepared to be spontaneous.
- Decide how to organize and store.
- Find time to file.
- Decide how often to review.

- What is working well?
- What could be improved or added?
- What are challenges?
- What are possible solutions?

Photo courtesy of EHS NRC

To Summarize…



The Planning Process

Observe/ Document

Photo courtesy of EHS NRC

Reflect/Interpret /Plan=Ongoing Assessment

Finalize Ratings/Scores

Implement

Reflect/Evaluate

Individualizing: What Does it Mean?

Tailoring care that is responsive to each infant and toddler to support development and learning based on

- observation and ongoing assessment;
- active partnering with families; and
- knowledge of child development.

Why Do It? More Things to Consider

- Provides optimal learning opportunities
- Takes into account families' goals for their child
- Ensures inclusive care and services

Photo courtesy of EHS NRC

Reflect/Interpret/Plan

Photo courtesy of EHS NRC

Reflect and Interpret

Reflect

- Review data.
- Ask questions about what the data say about each child and family.

Interpret

- Answer questions by making educated guesses about what the data reveal.
- Decide next steps.

About Enrique

Age: 24 months

Length of time in program: 14 months

Family's goals for Enrique

- ☐ Be happy
- ☐ Be excited about learning new things
- ☐ Will be able to speak good English
- ☐ Get along with others
- ☐ Respect his family and elders

Enrique

Video courtesy of EHS NRC

Enrique

Video courtesy of EHS NRC

Reflect and Interpret:
Three Approaches

- Responsive interpretation
- Interpretation for planning
- Evaluative interpretation

Photo courtesy of EHS NRC

Reflect and Interpret: Some Things to Consider

Photo courtesy of EHS NRC

- Accuracy and first impressions
- "Lenses"
- Positive, current, flexible expectations
- More than one interpretation

Reflect and Interpret:
Red Flags

Photo courtesy of EHS NRC

Plan

Photo courtesy of EHS NRC

Considerations for Planning

- School readiness
- Curriculum
- Interactions
- Routines
- Daily Schedule
- Experiences
- Environment

Photo courtesy of EHS NRC

Plan: What to Do?

- Generate ideas
- Choose what to do
- “Plan for possibilities”

Photos courtesy of EHS NRC

Making Connections

- Use your written observations of Enrique and other resources provided.
- Think about reflective questions.
- What conclusions might you come to about Enrique?
  - If Enrique was a child in your setting, what goals might you have for him?
  - What might you do to support his development, learning, and readiness for school?

Implement

"When experiences are planned and tailored to the developmental needs of infants and toddlers, they become engaged, active learners." (NITCCI, *Infant/Toddler Curriculum and Individualization*, pg. 28)

Photos courtesy of EHS NRC

Following a child's lead … "create[s] with the child a learning experience that is personally meaningful and responsive, moment by moment." (CA DOE, *Infant/Toddler Learning and Development Program Guidelines*, pg. 107)

Reflect/Evaluate

Ask questions!

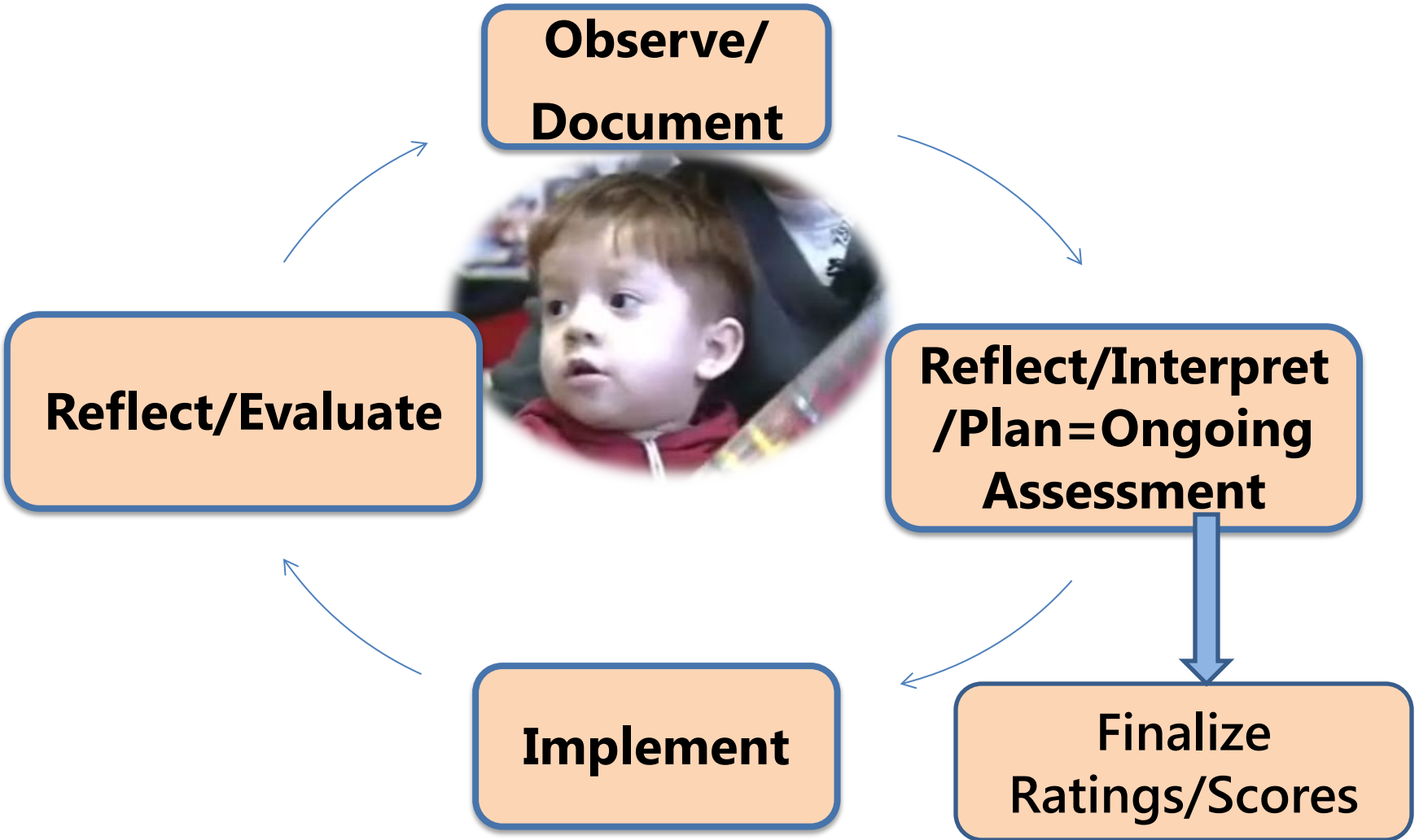
- How did it go?
- What worked well? Why?
- What didn't work well? Why?
- What changes could be made?

Wrapping Up

- Understand each infant and toddler
- Support family's role as child's first and most important teacher
- Be intentional

Photo courtesy of EHS NRC

The Planning Process



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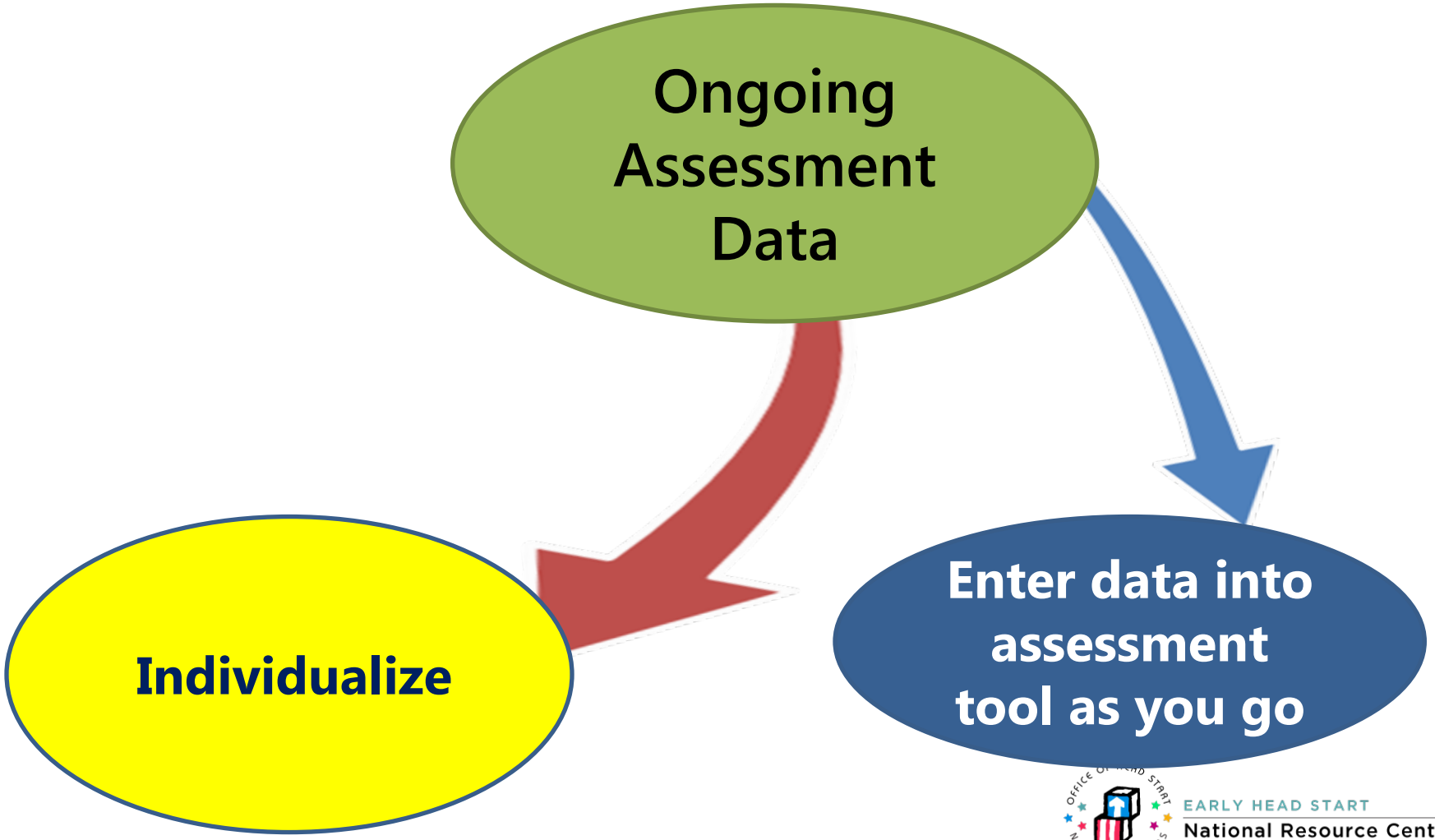
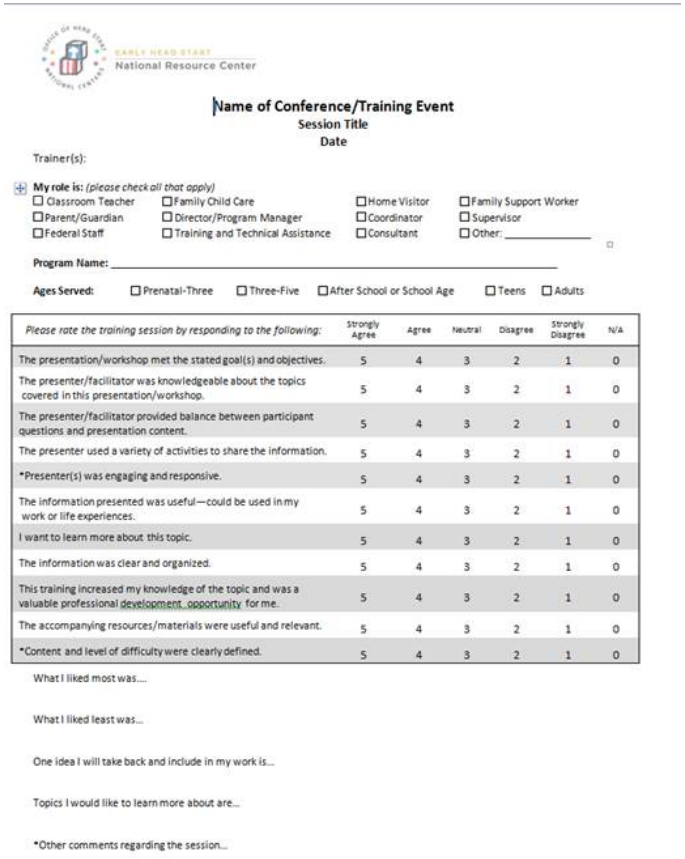


Ultimately…
How Are the Children Doing?

Photo courtesy of EHS NRC

Thank you!

Please fill out the evaluations!



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Name of Conference/Training Event
Session Title
Date

Trainer(s):

My role is: *(please check all that apply)*
☐ Classroom Teacher ☐ Family Child Care ☐ Home Visitor ☐ Family Support Worker
☐ Parent/Guardian ☐ Director/Program Manager ☐ Coordinator ☐ Supervisor
☐ Federal Staff ☐ Training and Technical Assistance ☐ Consultant ☐ Other: _____

Program Name: _____

Ages Served: ☐ Prenatal-Three ☐ Three-Five ☐ After School or School Age ☐ Teens ☐ Adults

Please rate the training session by responding to the following:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The presentation/workshop met the stated goal(s) and objectives.	5	4	3	2	1	0
The presenter/facilitator was knowledgeable about the topics covered in this presentation/workshop.	5	4	3	2	1	0
The presenter/facilitator provided balance between participant questions and presentation content.	5	4	3	2	1	0
The presenter used a variety of activities to share the information.	5	4	3	2	1	0
*Presenter(s) was engaging and responsive.	5	4	3	2	1	0
The information presented was useful—could be used in my work or life experiences.	5	4	3	2	1	0
I want to learn more about this topic.	5	4	3	2	1	0
The information was clear and organized.	5	4	3	2	1	0
This training increased my knowledge of the topic and was a valuable professional development opportunity for me.	5	4	3	2	1	0
The accompanying resources/materials were useful and relevant.	5	4	3	2	1	0
*Content and level of difficulty were clearly defined.	5	4	3	2	1	0

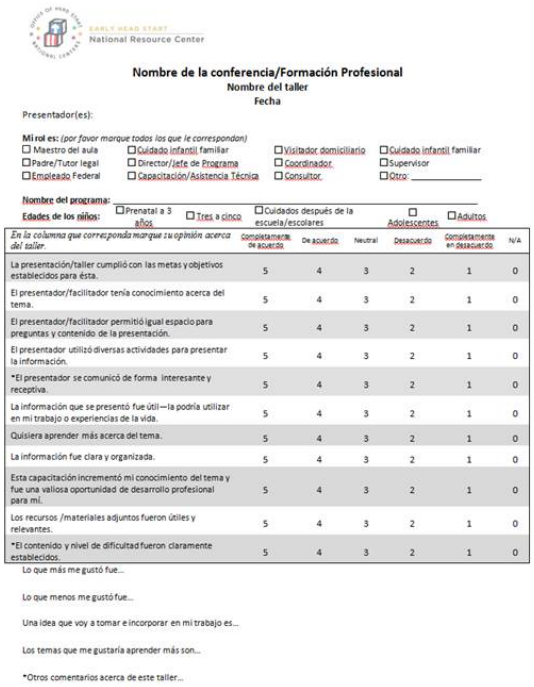
What I liked most was....

What I liked least was...

One idea I will take back and include in my work is...

Topics I would like to learn more about are...

*Other comments regarding the session...



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Nombre de la conferencia/Formación Profesional
Nombre del taller
Fecha

Presentador(es):

Mi rol es: *(por favor marque todos los que le correspondan)*
☐ Maestro del aula ☐ Cuidado infantil familiar ☐ Visitador domiciliario ☐ Cuidado infantil familiar
☐ Padre/Tutor legal ☐ Director/Jefe de Programa ☐ Coordinador ☐ Supervisor
☐ Empleado Federal ☐ Capacitación/Asistencia Técnica ☐ Consultor ☐ Otro: _____

Nombre del programa: _____

Edades de los niños: ☐ Prenatal a 3 años ☐ Tres a cinco ☐ Cuidados después de la escuela/escolares ☐ Adolescentes ☐ Adultos

En la columna que corresponda marque su opinión acerca del taller.	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente en desacuerdo	N/A
La presentación/taller cumplió con las metas y objetivos establecidos para ésta.	5	4	3	2	1	0
El presentador/facilitador tenía conocimiento acerca del tema.	5	4	3	2	1	0
El presentador/facilitador permitió igual espacio para preguntas y contenido de la presentación.	5	4	3	2	1	0
El presentador utilizó diversas actividades para presentar la información.	5	4	3	2	1	0
*El presentador se comunicó de forma interesante y receptiva.	5	4	3	2	1	0
La información que se presentó fue útil—la podría utilizar en mi trabajo o experiencias de la vida.	5	4	3	2	1	0
Quisiera aprender más acerca del tema.	5	4	3	2	1	0
La información fue clara y organizada.	5	4	3	2	1	0
Esta capacitación incrementó mi conocimiento del tema y fue una valiosa oportunidad de desarrollo profesional para mí.	5	4	3	2	1	0
Los recursos /materiales adjuntos fueron útiles y relevantes.	5	4	3	2	1	0
*El contenido y nivel de dificultad fueron claramente establecidos.	5	4	3	2	1	0

Lo que más me gustó fue...

Lo que menos me gustó fue...

Una idea que voy a tomar e incorporar en mi trabajo es...

Los temas que me gustaría aprender más son...

*Otros comentarios acerca de este taller...

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Resources

*Birth To 5: Watch Me Thrive! A Compendium of Screening Measures For Young Chil*dren. US Department of Health and Human Services, March 2014.

https://www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf

Barrueco et al. *Assessing Spanish-English Preschool Children.* Baltimore, *MD:* Brookes Publishing Co, 2012.

Resources

Resources For Measuring Services And Outcomes In Head Start Programs Serving Infants And Toddlers, April 2011.

http://www.acf.hhs.gov/sites/default/files/opre/resources_for_measuring_services_and_outcomes.pdf

Washington State. A Guide to Assessment in Early Childhood. Infancy to Age Eight.

https://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf