You’ll learn about:

- Strategies for planning and conducting assessment
- Use data to assess progress towards SR Goals
- Identifying trends in data to improve teaching and learning and share data
ADMINISTRATIVE SUPPORT IN THE ASSESSMENT-INSTRUCTIONAL CYCLE

OBSERVATION
- What is being assessed: Domain or learning goal?
  - Just the facts
  - Involve families

INSTRUCTION
- Reflects interpretation of data
- Continue with the cycle

DOCUMENTATION
- Choose from anecdotal records, work samples, checklists, or video
- Input from families and others

INTERPRETATION
- Ask questions about the data
- Look for patterns and inconsistencies
- Ask families for their insights
GETTING STARTED THROUGH ADMINISTRATIVE SUPPORT
ADMINISTRATIVE SUPPORT STRENGTHENS PROGRAMS

Program leaders:

- Encourage planning for ongoing assessment
- Help staff develop and improve data collection strategies
- Guide staff in using data to improve teaching and outcomes
- Use collective or aggregated data trends to determine progress towards School Readiness Goals and improve program-wide learning
CREATING A CULTURE OF INQUIRY

- Curiosity
- Reflection
- Embrace change
- Systems thinking
- Use feedback
- Tolerance of failure and vulnerability
STRATEGIES TO SUPPORT ONGOING CHILD ASSESSMENT

- Provide time, materials, equipment
- Offer training, assistance, and resources
- Individualize assistance: mentoring, coaching or reflective supervision
- Encourage peer support
- Provide leadership to identify and address program-wide data trends
SUPPORT FOR ONGOING ASSESSMENT: STRENGTHENING SKILLS
USING DATA TO INFORM STAFF SUPPORT

SCHOOL READINESS ACTION PLAN

1. Adopt and align established OHS child goals from the Head Start Child Development and Early Learning Framework.

2. Create and implement a plan of action for achieving goals.

3. Assess child progress on an ongoing basis and aggregate and analyze data 2 to 3 times per year.

4. Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement.
AGGREGATE DATA

- Organize, compile the available data
- Combine data from several measures into a whole
- Can be summarized in tables, charts, or graphs
DISAGGREGATE

Separate into parts or groups

- 3-year-olds
- 4-year-olds
- Attendance
SUMMARY: ADMINISTRATIVE SUPPORT

- Helps with planning and offers support
- Provides leadership
  - Aggregate data across the program.
  - Address trends in program-wide data
- What are the specific steps towards providing support to teachers?
PLANNING FOR ASSESSMENT

What

How

When

Who
Planning for assessment includes deciding:

- Which skills to observe (SR)
- Which method to use
- Which time and location is best
- Who is responsible for documenting each observation
PLAN WHAT TO ASSESS: SR GOALS IN EACH DOMAIN
PLANNING WHAT TO ASSESS

- Start with universal learning goals for all curriculum areas for the whole class.
- Identify SR goals and how you will tag.
- Set specific goals for children who may need a bit of extra help to meet goals.
- Adapt and include goals for children with Individualized Education Programs (IEPs) or Behavior Support Plans (BSPs).
PLANNING HOW TO ASSESS: ASSESSMENT METHODS

• Anecdotal Records
• Checklists
• Video
# PLANNING WHEN TO ASSESS: ASSESSMENT PLANNING MATRIX

<table>
<thead>
<tr>
<th>Activity or routine</th>
<th>All children:</th>
<th>Individual children:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Etienne</td>
</tr>
<tr>
<td>Free play</td>
<td>Engage in conversation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All children by end of week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use writing tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work samples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All children by end of week</td>
<td></td>
</tr>
<tr>
<td>Circle</td>
<td>Attend and participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video to watch later</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday, Friday</td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td>Use one-to-one counting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adults at table</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All children by end of the week</td>
<td></td>
</tr>
</tbody>
</table>
PLAN FOR SHARING

- Plan for how and how often to review assessment information.
- Schedule regular meetings with teaching teams and families to make decisions about teaching.
GET ORGANIZED!
COLLECT

Activities include:

- Integrating data collection into staff’s everyday workload
- Organizing your schedule so that data gathering is part of the daily activities and lesson planning
- Ensuring that data turnaround is fast and help in real time and that data are meaningful to teaching staff
- Catching errors and quickly resolving the, are the data real?
COLLECTION STRATEGY 1:
USING CHECKLISTS
Checklists are clear, objective lists that:

- Itemize specific skills and behaviors.
- Arrange skills and behaviors in logical order.
- Represent curricular domains or learning objectives.
THE BASICS: CHECKLISTS

Efficiently observe, collect, and document children’s behaviors.

Monitor child progress  Guide instruction
BENEFITS

Multiple uses: Whole class, small group, individual children

Several observers gather data

Frequent monitoring to adjust instruction

Family and staff discuss information
DEVELOPING AND USING CHECKLISTS

1. Determine skills and sequence
2. Transfer data to files
3. Develop format
4. Use checklist to collect data
### CLASSROOM ACTIVITY ASSESSMENT CHECKLIST

**Date:** 11/4/14  
**Activity:** Dramatic Play

<table>
<thead>
<tr>
<th>Domain</th>
<th>Skills</th>
<th>Children's names:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social relationships</strong></td>
<td>Shares toy with peer, with physical assistance</td>
<td>Isabella</td>
</tr>
<tr>
<td></td>
<td>Shares toy with peer, with verbal reminder</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Shares toy with peer independently</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Symbolic representation</strong></td>
<td>Uses objects or toys in functional play (e.g., pretends to drink from cup)</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Uses one object to represent another (e.g., uses block as a phone)</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Incorporates other children into pretend play (e.g., Gives blocks to peer and says, “Call your sister.”)</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Skill Assessment Checklist

**Child's name:** Amina  
**Domain:** Expressive Language

<table>
<thead>
<tr>
<th>Date</th>
<th>Skills or steps</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/19/14</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3/5/14</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3/19/14</td>
<td>✔</td>
<td>Retold three events from favorite story book</td>
</tr>
</tbody>
</table>

**Child's name:** Dylan

<table>
<thead>
<tr>
<th>Date</th>
<th>Skills or steps</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/19/14</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3/5/14</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3/19/14</td>
<td>✔</td>
<td>Retold two events, but not in correct order</td>
</tr>
</tbody>
</table>
### Knowledge & Skills - Patterns

<table>
<thead>
<tr>
<th>1. Sorts objects by color</th>
<th><strong>✓</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sorts objects by shape</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
</tr>
<tr>
<td>3. Sorts objects by size</td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Places objects in order from smallest to largest</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
</tr>
<tr>
<td>5. Recognizes simple patterns</td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Extends simple patterns</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
</tr>
<tr>
<td>7. Creates simple patterns</td>
<td></td>
<td></td>
<td><strong>✓</strong></td>
</tr>
</tbody>
</table>
Exercise
Plan to observe and document systematically.
Create checklists that are short, clear, and simple.
Place checklists on clipboards around the room.
Use checklists to monitor specific skills or behaviors.
COLLECTION STRATEGY 2: ANECDOTAL RECORDS

How do you record what the children in your program are doing?
An anecdotal record is a written note of what children do or say during an everyday activity.
Date and time: January 24, 2014
Setting: Outdoor play area
Curriculum area/domain: Gross Motor
Child: Jackie N.
Objective description: Jackie pedaled a tricycle 10 feet in a straight line.
Observer: Miriam S.
BEING OBJECTIVE:
ANECDO TAL RECORDS

- Write down what you see and hear.
  - Don’t assume the child’s feelings.
  - Don’t assume the child’s motivation.

- Write down facts, not opinions

- Use words that describe but do not judge

- Take a picture!!!
10/4/2014, 9:20 a.m., Snack table
Domain area: Expressive Language/Fine Motor (SR Goal _______________)

Fran:
- Said “Please pass the crackers.”
- Spread cream cheese on four small crackers with knife.
- Opened a small carton of milk.

Observer: Ms. J
ALL CLASSROOM AREAS

Yukia

10/03/2011, 10:15 am, circle

Sophie L:
- Sat and attended for 5 min
- Raised hand to get teacher's attention
- Initiated 2 actions during song
<table>
<thead>
<tr>
<th><strong>SOCIAL EMOTIONAL</strong></th>
<th><strong>MATH KNOWLEDGE &amp; SKILLS</strong></th>
<th><strong>MEETING NOTES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>JULIA</td>
<td>JULIA</td>
<td>JULIA</td>
</tr>
<tr>
<td>JAMAL</td>
<td>JAMAL</td>
<td>JAMAL</td>
</tr>
<tr>
<td>TERRI</td>
<td>TERRI</td>
<td>TERRI</td>
</tr>
</tbody>
</table>
**ALL CURRICULUM AREAS/SR GOALS:**
**BEFORE AND AFTER**

<table>
<thead>
<tr>
<th>SOCIAL EMOTIONAL</th>
<th>MATH KNOWLEDGE &amp; SKILLS</th>
<th>MEETING NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JULIA</strong></td>
<td></td>
<td><strong>JULIA</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JULIA</strong></td>
</tr>
<tr>
<td><strong>JULIA</strong></td>
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<td><strong>JULIA</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JULIA</strong></td>
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<td><strong>JAMAL</strong></td>
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<td></td>
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<td><strong>JULIA</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JULIA</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>JULIA</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
<tr>
<td><strong>TERRI</strong></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JULIA</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
<tr>
<td><strong>TERRI</strong></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JULIA</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JAMAL</strong></td>
</tr>
</tbody>
</table>

**JULIA**
- Commented that Pablo looked excited when playing outside.

**JAMAL**
- Had a conflict with Sophie about "being first." was able to solve the problem with teacher help.

**JAMAL**
- In the writing table, drew 3 people figures, counted correctly and answered, "three." when asked, "how many?"

**TERRI**
- Created a simple pattern (ABAB) on her own during centers with colored blocks.

**JULIA**
- Sorted shapes by color and size.

**JULIA**
- Continue to work on recognizing emotions in her friends.

**JAMAL**
- Work on answering "how many?" questions up to 5.

**TERRI**
- Continue to practice making patterns throughout the day (e.g., with rocks outside).
KEEP IT SIMPLE:
ANECDOTAL RECORDS
<table>
<thead>
<tr>
<th>Activity</th>
<th>Matthew</th>
<th>Leo</th>
<th>Carla</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free play</td>
<td></td>
<td></td>
<td>Joins group when requested</td>
</tr>
<tr>
<td>Outside</td>
<td></td>
<td>Moves up and down steps</td>
<td></td>
</tr>
<tr>
<td>Circle time</td>
<td>Recognizes name in print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td>Counts out three objects</td>
</tr>
</tbody>
</table>
SUMMARY: ANECDOTAL RECORDS

- Can be made during everyday activities
- Help keep track of what children are learning
- Should include the date, time, setting, and a factual description of who did what
- Are convenient to collect and use
- Inform teaching to improve children’s learning
DATA COLLECTION STRATEGY 3: USING PHOTOS

Know what you want to assess.

- Document everyday activities that reflect learning goals or SR Goals you have selected

Collect enough information.

- Use multiple photos that show children’s progress over time
<table>
<thead>
<tr>
<th>Week of</th>
<th>Who</th>
<th>What (Learning goal or skill)</th>
<th>Where (Location or activity)</th>
<th>When (Time of day)</th>
<th>Domain area(s)</th>
<th>Check when done:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/23</td>
<td>Jaden</td>
<td>Work cooperatively in a small group, take turns</td>
<td>In the classroom working at small group table</td>
<td>During center time on Tuesday morning</td>
<td>Social &amp; Emotional Development</td>
<td></td>
</tr>
<tr>
<td>9/30</td>
<td>Nevaeh &amp; Cora</td>
<td>Have a conversation with peer and adult</td>
<td>In the classroom at the snack table—Speech and Language Pathologist is facilitating</td>
<td>Wednesday morning during snack time</td>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>10/7</td>
<td>Javier</td>
<td>Attention to task (sit on floor, participate in circle time activities)</td>
<td>On the floor at circle time</td>
<td>During circle time on Wednesday</td>
<td>Approaches to Learning; Social &amp; Emotional Development</td>
<td></td>
</tr>
</tbody>
</table>
PHOTOS DOCUMENT PROGRESS OVER TIME

Use cameras or videos to demonstrate progress over time:
- Single child
- Multiple children

Collect enough information:
- Take multiple photos of a same skill over time
- Use the apps
USING DATA TO INFORM PROGRESS

- Interpret data/true or false
- Make decisions based on how children are making progress in SR Goals
- Adjust or celebrate
ADJUSTING TEACHING

How do you use the assessment information you have collected to adjust teaching?

DISCUSSION
INTERPRETING ASSESSMENT DATA: WHEN A CHILD ISN’T MAKING PROGRESS

Change what or how you are teaching.

- Make the goal or task simpler
- Change the setting or schedule
- Increase learning opportunities or time allotted
- Adjust the type of assistance
- Provide additional resources
Move on to something more challenging.

- Consider the assessment data
- Consider the curriculum
SUMMARY: USING DATA TO INFORM TEACHING

- Assessment data should be interpreted.
- Decide whether children are progressing.
- Decide how to adjust your teaching.
- Purposefully plan for groups and individuals.
- Continue to collect assessment information and use it to inform teaching.
NOW LET’S APPLY TO SR GOALS

EXERCISE
USE AND SHARE

Activities include:

- Presenting data graphically to provide information in user-friendly ways
- Make mid-course corrections
- Begin the year with data for teaching staff
- Establishing systematic solutions to identified problems
- Maintain or revise SR based on the results of data analysis
- Sharing results with all stakeholders
1. Form small groups. Walk around the room with your group and review the data sources.

2. Answer the following questions on your handout.
   - What did you learn about the program’s SR goals? What did you learn about the children? (What story did the data tell?)
   - What questions did the data raise?
   - How might you adjust your teaching or your SR goals?
   - How would you share this information with communities and families? Create an infomercial or headliner to showcase your data story.
What did you discover?

How will you use this strategy in your program?
REFERENCES

- National Center on Quality Teaching and Learning In-Service Suites: ECLKC