

# CHILD ASSESSMENT

Strategies for  
Capturing  
progress  
towards School  
Readiness  
Goals

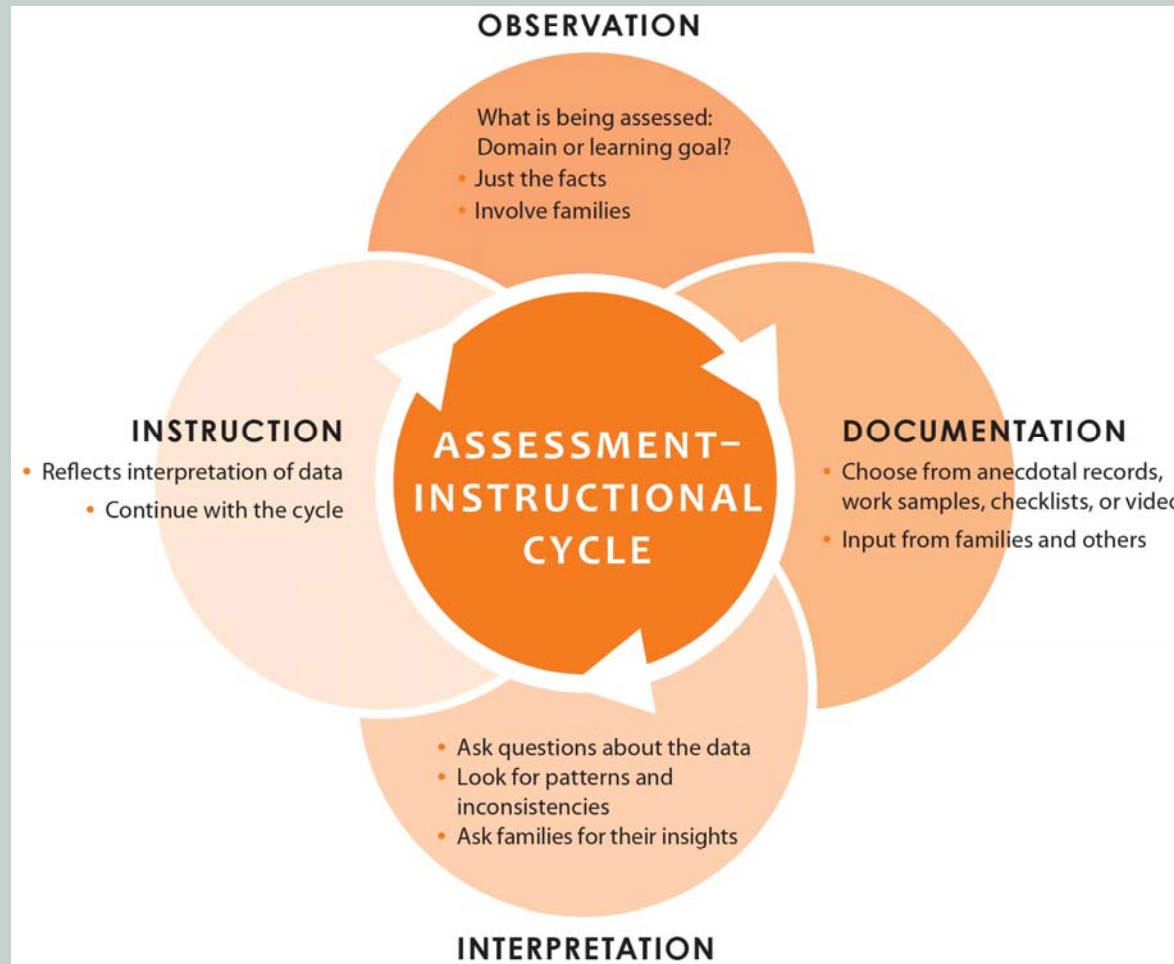
# OBJECTIVES

## 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



**GETTING  
STARTED  
THROUGH  
ADMINISTRATIVE  
SUPPORT**



# VIDEO



# 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

Systems thinking

Embrace change

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

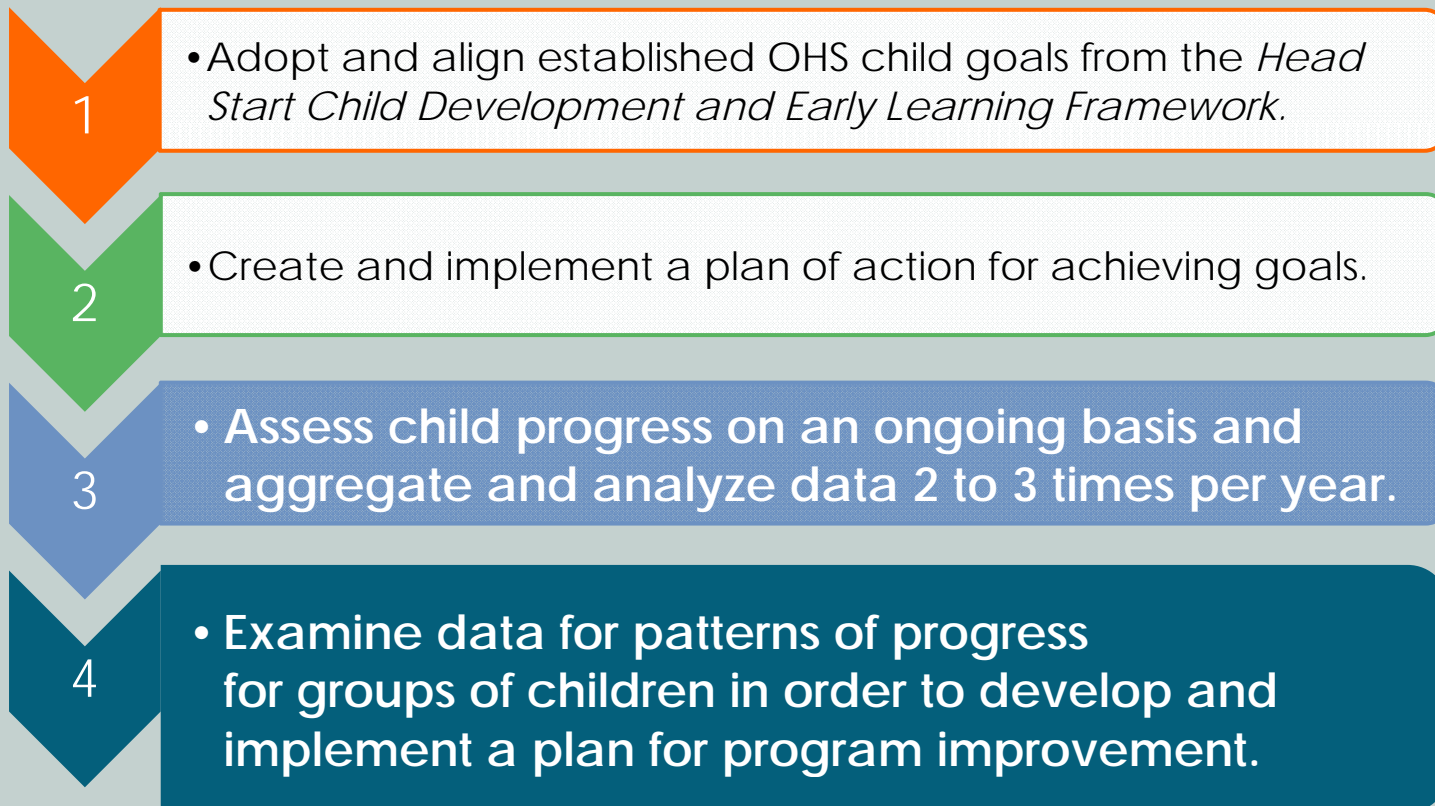




SUPPORT FOR ONGOING  
ASSESSMENT: STRENGTH  
ENING SKILLS

# USING DATA TO INFORM STAFF SUPPORT

## SCHOOL READINESS ACTION PLAN



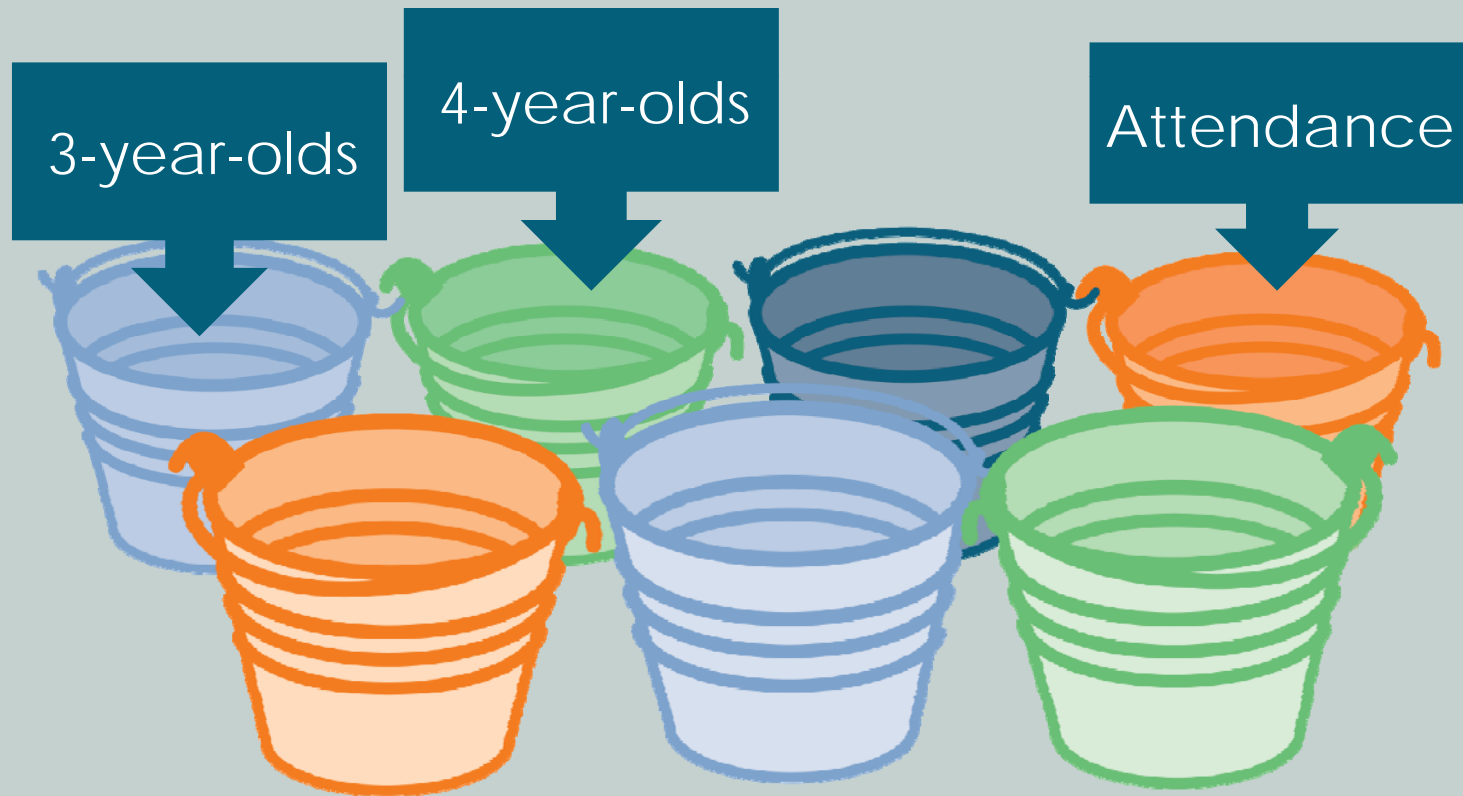
# AGGREGATE DATA

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

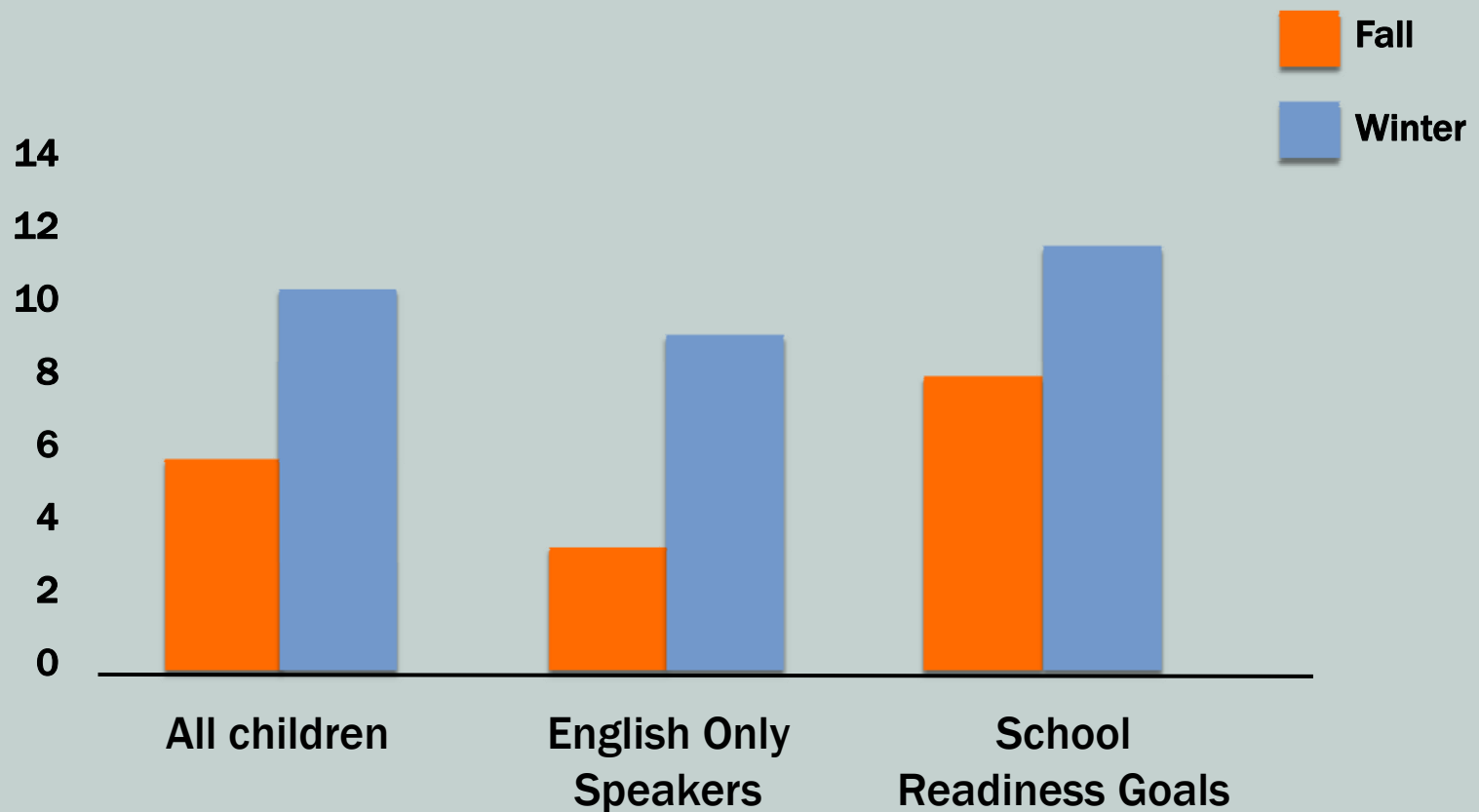


# DISAGGREGATE

Separate into parts or groups



# SUPPORT FOR ONGOING CHILD ASSESSMENT: SEEING THE BIG PICTURE



# VIDEO



# 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

Planning for assessment includes deciding:

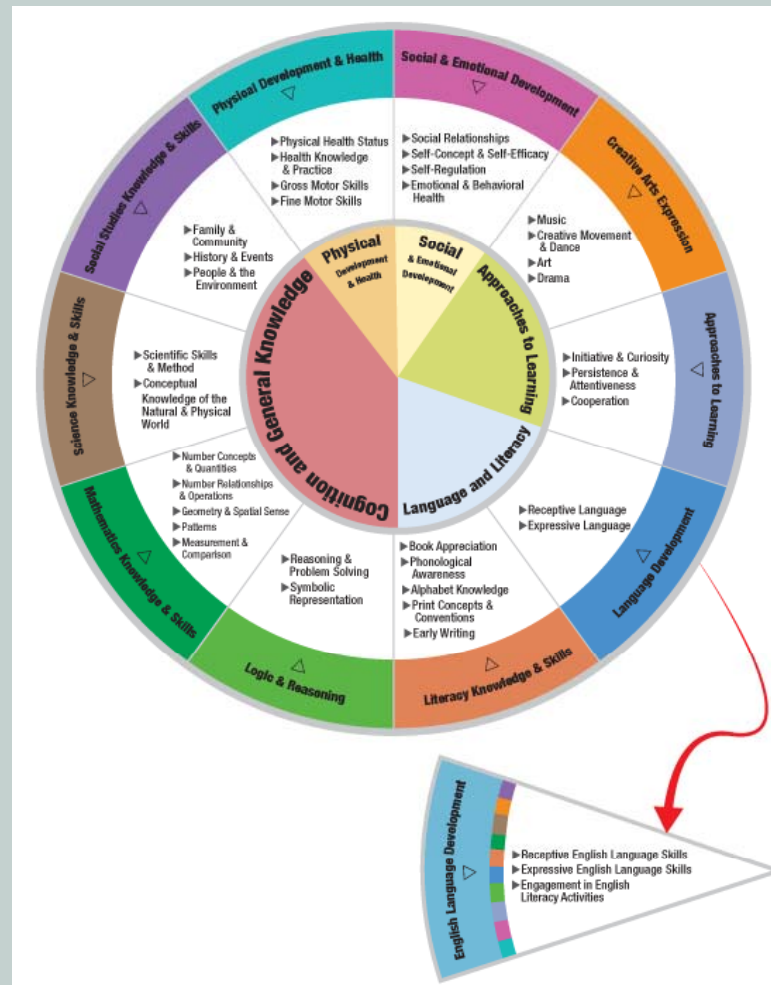
- Which skills to observe (SR)
- Which method to use
- Which time and location is best
- Who is responsible for documenting each observation



# VIDEO



# 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

What, How, Who, and When				
Activity or routine	All children:	Individual children:		
		Etienne	Aiden	Olivia
Free play	<b>Engage in conversation</b> Checklist Teacher All children by end of week  <b>Use writing tools</b> Work samples Assistant All children by end of week		<b>Responds to peer</b> Checklist Assistant Tuesday, Thursday	<b>Joins group successfully</b> Anecdotal Any adult Tuesday, Thursday
Circle	<b>Attend and participate</b> Video to watch later Assistant Wednesday, Friday	<b>Pretends to read</b> Anecdotal Assistant Tuesday, Thursday		
Snack	<b>Use one-to-one counting</b> Checklist Adults at table All children by end of the week			



# 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!



# VIDEO



# 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



# DEFINITION



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



Frequent  
monitoring  
to adjust  
instruction



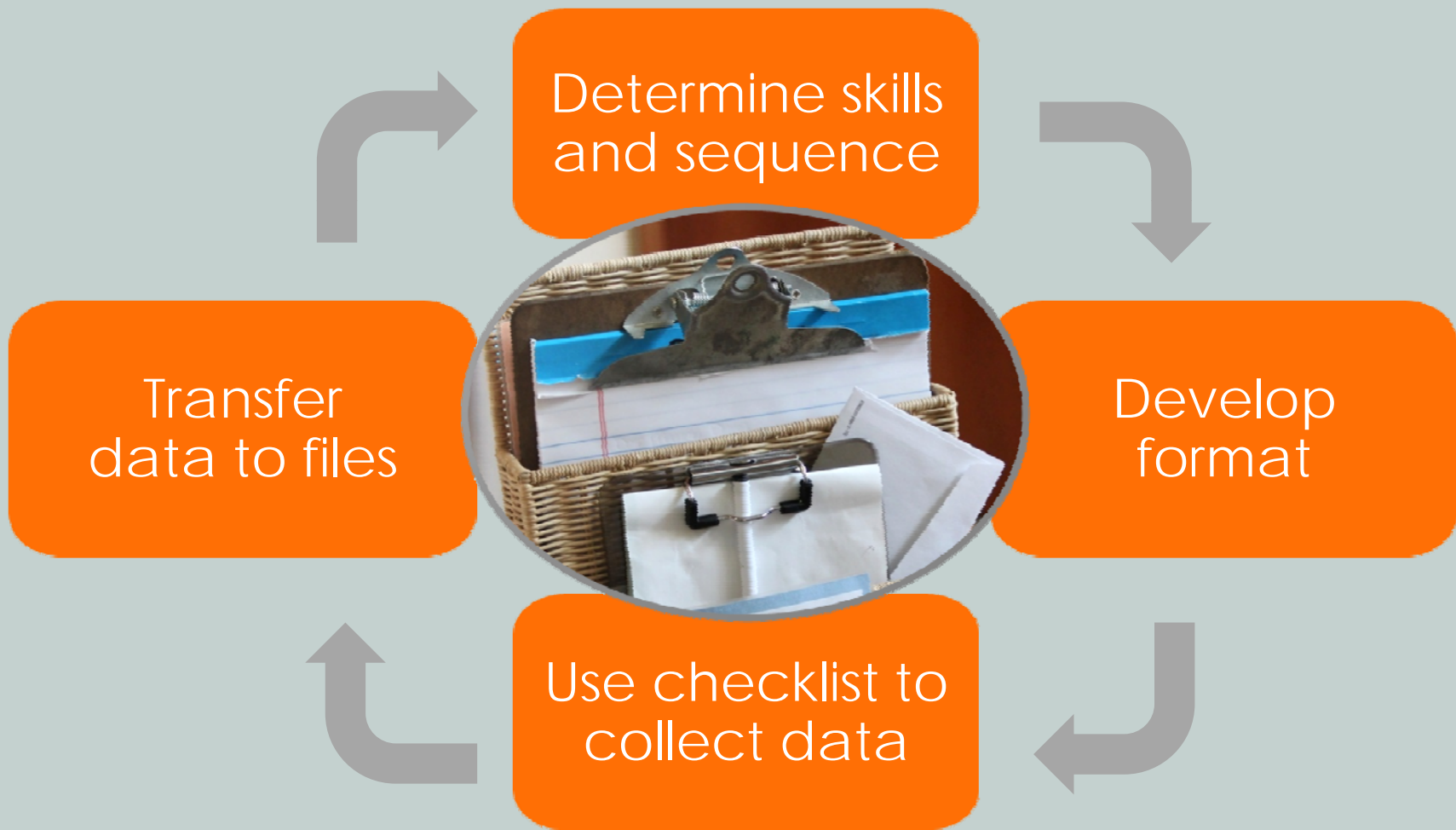
Several observers  
gather data



Family and  
staff discuss  
information



# DEVELOPING AND USING CHECKLISTS



# CLASSROOM ACTIVITY ASSESSMENT CHECKLIST

Date: 11/4/14

Activity: Dramatic Play

Children's names:

Domain	Skills	Isabella	Leila	Patrick	Kamal	
Social relationships	Shares toy with peer, with physical assistance	✓				
	Shares toy with peer, with verbal reminder				✓	
	Shares toy with peer independently		✓	✓		
Symbolic representation	Uses objects or toys in functional play (e.g., pretends to drink from cup)	✓				
	Uses one object to represent another (e.g., uses block as a phone)		✓		✓	
	Incorporates other children into pretend play (e.g., Gives blocks to peer and says, "Call your sister.")			✓		

# SKILL ASSESSMENT CHECKLIST

Child's name: Amina

Domain: Expressive Language

Date	Skills or steps			Comments
	Retells one event	Retells two events in logical order	Retells three or more events in logical order	
2/19/14		✓		
3/5/14		✓		
3/19/14			✓	Retold three events from favorite story book

Child's name: Dylan

Date	Skills or steps			Comments
	Retells one event	Retells two events in logical order	Retells three or more events in logical order	
2/19/14	✓			
3/5/14	✓			
3/19/14		✓		Retold two events, but not in correct order

# EXAMPLE: RATING SCALE

Child's name: Cameron	Date: 2/19/14	Domain: Mathematics Knowledge & Skills – Patterns	
	Always	Sometimes	Never
1. Sorts objects by color	✓		
2. Sorts objects by shape		✓	
3. Sorts objects by size	✓		
4. Places objects in order from smallest to largest		✓	
5. Recognizes simple patterns	✓		
6. Extends simple patterns		✓	
7. Creates simple patterns			✓

# ■ Exercise

# VIDEO





# KEEPING IT SIMPLE

**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?



# DEFINITION

An anecdotal record is a written note of what children do or say during an everyday activity.



# THE BASICS: ANECDOTAL RECORDS

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: ANECDOTAL 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!!!



## EXAMPLE: ANECDOTAL RECORD

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

Keep trying when unsuccessful (trying new foods, and not getting frustrated when writing)	
Demonstrates gross motor manipulative skills (ball play with peer, and active group play)	
Solves problems (encourage more independence)	
Uses an expanding expressive vocabulary	
Writes to convey meaning (writing/sounding out words, and decreasing font size)	
Understands shapes (focus on square vs. rec., and 3D shapes)	

Yabsira

10/02/2011, 10:15 am, circle

Sophie L:

- Sat and attended for 5 min
- Raised hand to get teacher's attention
- Imitated 5 actions during song



# ALL CURRICULUM AREAS/SR GOALS

SOCIAL EMOTIONAL	MATH KNOWLEDGE & SKILLS	MEETING NOTES
JULIA	JULIA	JULIA
JAMAL	JAMAL	JAMAL
TERRI	TERRI	TERRI

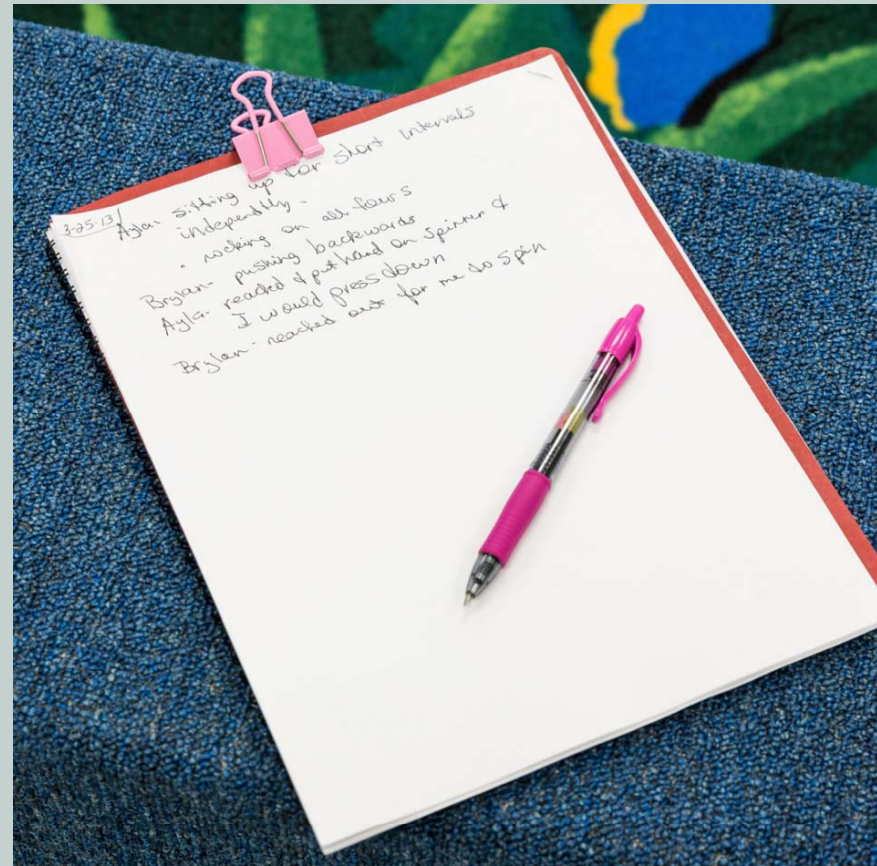
# ALL CURRICULUM AREAS/SR GOALS: BEFORE AND AFTER

SOCIAL EMOTIONAL	MATH KNOWLEDGE & SKILLS	MEETING NOTES
JULIA	JULIA	JULIA
JAHAL	JAHAL	JAHAL
TERRI	TERRI	TERRI

SOCIAL EMOTIONAL	MATH KNOWLEDGE & SKILLS	MEETING NOTES
<p>JULIA</p> <ul style="list-style-type: none"> <li>Commented that Pablo looked <u>excited</u> when playing outside.</li> </ul>	<p>JULIA</p> <ul style="list-style-type: none"> <li>Sorted shapes by color and size.</li> </ul>	<p>JULIA</p> <ul style="list-style-type: none"> <li>Continue to work on recognizing emotions in her friends.</li> </ul>
<p>JAHAL</p> <ul style="list-style-type: none"> <li>Had a conflict with Sophie about "being first." Was able to solve the problem with teacher help.</li> </ul>	<p>JAHAL</p> <p>@ the writing table, drew 3 people figures, counted correctly and answered, "three!" When asked, "how many?"</p>	<p>JAHAL</p> <ul style="list-style-type: none"> <li>Work on answering "how many?" questions up to 5.</li> </ul>
<p>TERRI</p>	<p>TERRI</p> <ul style="list-style-type: none"> <li>Created a simple pattern (ABAB) on her own during centers with colored blocks!</li> </ul>	<p>TERRI</p> <ul style="list-style-type: none"> <li>Continue to practice making patterns throughout the day (e.g., with rocks outside).</li> </ul>



# KEEP IT SIMPLE: ANECDOTAL RECORDS



# PLANNING OBSERVATIONS: ACTIVITY MATRIX

	Matthew	Leo	Carla
Free play			Joins group when requested
Outside		Moves up and down steps	
Circle time	Recognizes name in print		
Snack			Counts out three objects

# VIDEO



# 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



# PLANNING FOR PHOTOS

Week of:	Who	What (Learning goal or skill)	Where (Location or activity)	When (Time of day)	Domain area(s)	Check when done:
9/23	Jaden	Work cooperatively in a small group, take turns	In the classroom working at small group table	During center time on Tuesday morning	Social & Emotional Development	
9/30	Nevaeh & Cora	Have a conversation with peer and adult	In the classroom at the snack table—Speech and Language Pathologist is facilitating	Wednesday morning during snack time	Language Development	
10/7	Javier	Attention to task (sit on floor, participate in circle time activities)	On the floor at circle time	During circle time on Wednesday	Approaches to Learning; Social & Emotional Development	

# 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





# INTERPRETING ASSESSMENT DATA: WHEN A CHILD HAS REACHED A GOAL

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:

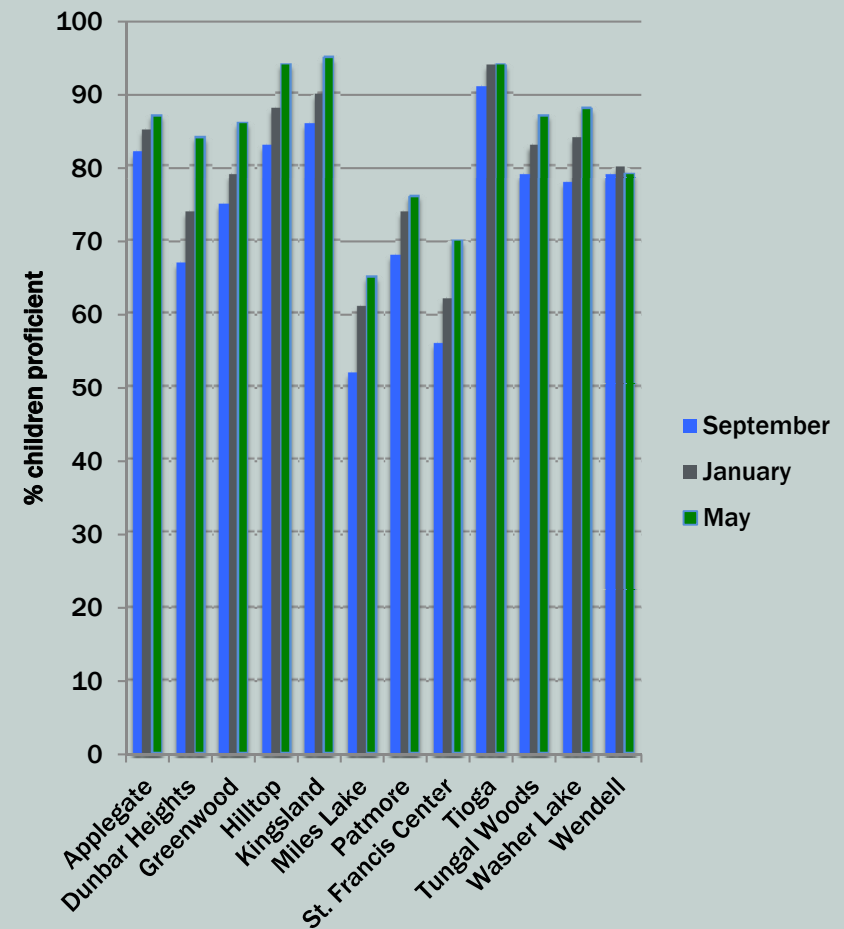
- Presenting data graphically to provide information in user-friendly ways
- Make mid-course corrections
- Begin the year with data for teaching staff
- Establishing systematic solutions to identified problems
- Maintain or revise SR based on the results of data analysis
- Sharing results with all stakeholders

# TELL TALE DATA

## WALK-A-BOUT

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.

Language Development Scores  
Over School Year



# REPORT OUT AND QUESTIONS

- 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