

Ongoing Assessment and Child Documentation of Preschool Children



Sally Reed Crawford

Indiana Department of Education Resource
Network (IRN)

Effective Evaluation Resource Center



Learning Objectives

1. Identify role of the preschool special education teacher
2. Clarify definitions of assessment, evidence, progress monitoring, and evaluation
3. Increase knowledge of accurate observations
4. Increase knowledge of effective documentation strategies
5. Increase knowledge of intentional lesson plan development
6. Increase knowledge of utilizing an **observation-documentation system** to use child data more effectively



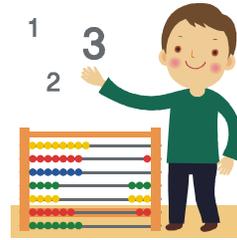
The purpose of all early
childhood programs is to

Improve Child Outcomes

**Demonstrate
physical
independence
to take action
to meet
needs**

**Demonstrate
acquisition and
use of skills in
language, early
literacy, early
math**



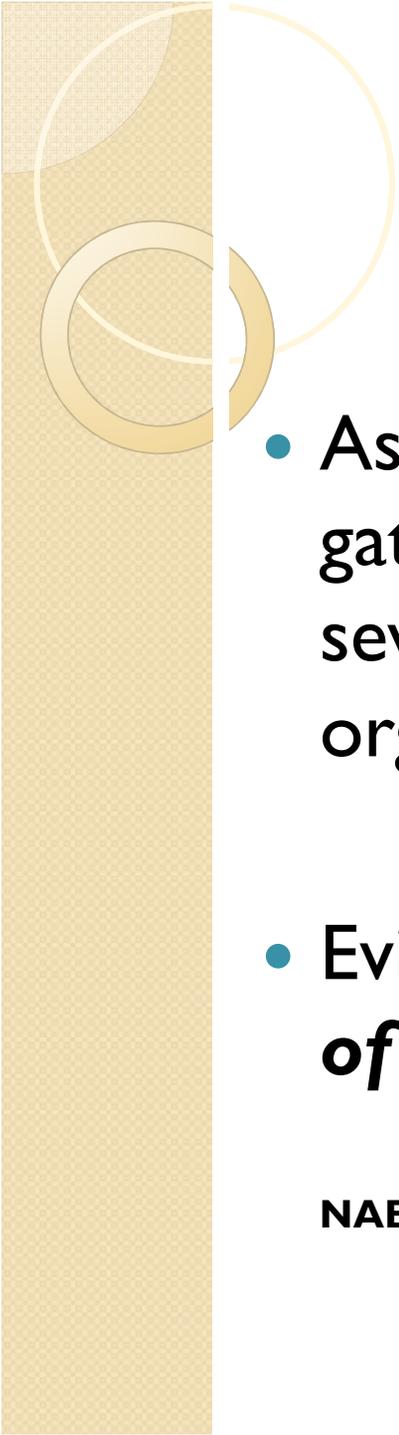


**Goals
embedded into**

**Responsive
adults facilitate**

**Regular Child
progress**

New goals,



Assessment for Young Children Defined

- Assessment = Assessment is the process of gathering information about children from several forms of **evidence**, over time; then organizing and interpreting that information.
- Evidence = ***a sign or indication of proof of something***

NAEYC, 2004

- 
- **Authentic Assessment = the systematic recording of development over time of the naturally occurring and useful behaviors of young children during typical daily routines by familiar and**

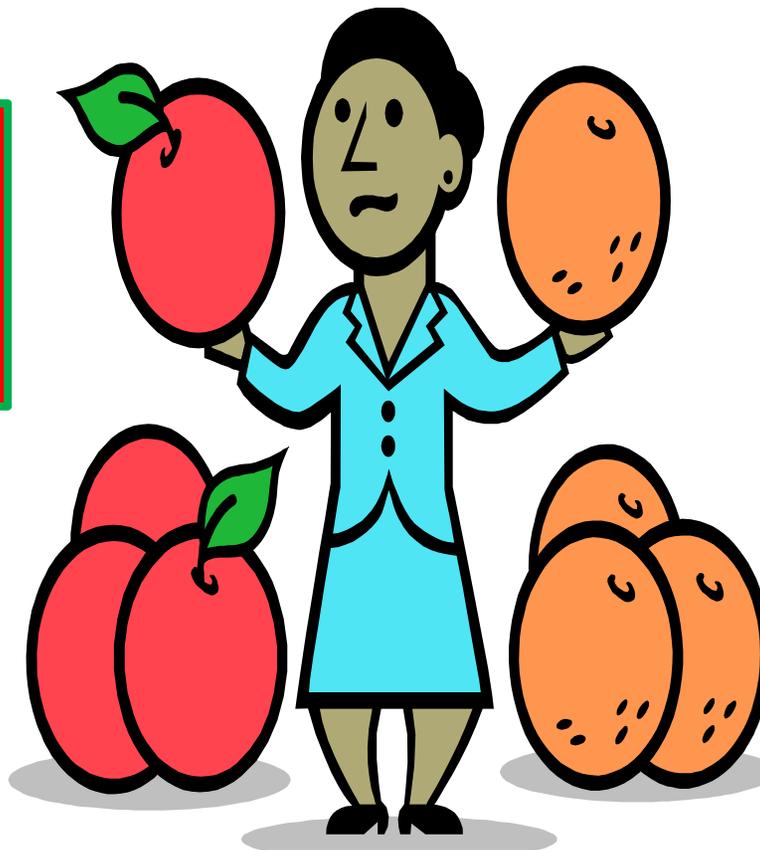
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- Progress Monitoring = scientifically-based practice (**child documentation**) used to assess students performance and to evaluate the effectiveness of instruction **OVER TIME!**

➤ *Progress Monitoring is a way of helping a student learn and the teacher teach.*

K. Lane, "Student Progress Monitoring: What This Means for Your Child", National Center on Student Progress Monitoring; www.studentprogressmonitoring.org

Assessment vs. Evaluation

**Assessment =
Ongoing
process of
gathering
information**



**Evaluation =
Interpretation of
gathered
information**

Accurate Assessment of a young child = *Authentic Assessment*

Ongoing
Observation



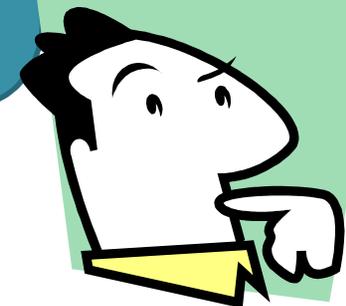
Regular
Documentation



Team input



Criterion-
based tools
with
equitable
content





Accurate observations provides child data of

- Child developmental skills,
- Children's interests,
- How children use materials and use adults,
- What strategies children use to attain their goals,
- What skills children need to practice,
- Children's personalities and learning style.

Objective Observations are

Factual





**What do
you want to
know?**

**How many
observations
are needed to
determine**

Documentation 101



Rating Scales



Checklists



Anecdotal Notes



Samples of children's work – video, audio, photos, writing



Family Input



Participation Charts



www.doe.in.gov
ISTEP+ ISTAR-KR



Child Observation



Reflection Experience I

1. What did you learn about the children you observed?
2. Using a scale between 0 - 3, with 3 being most objective, how would you rate yourself on objectivity?
3. If you rated yourself below a 3, give one improvement activity you would implement to improve your objectivity.

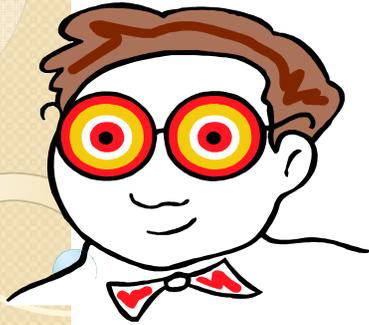


Child Observation



Reflection Experience 2

1. What was different this time you observed?
2. How did the focus of a specific developmental area change what you recorded?
3. Did the focus of a developmental area make recording your observations more efficient? Why? or Why not?
4. Was your observation objective or did you interpret what you observed?



When we focus our observations on particular skill groups, and use documentation tools aligned to the assessment, the accuracy of documentation can be enhanced.





Using child data improves decision-making to



- Complete an assessment instrument
- Determine effectiveness of intervention/instruction
- Collaborate meaningfully with family members and colleagues
- Develop new goals
- Develop intentional lesson plan to focus child observations
- Plan an engaging and stimulating learning environment



We observe to gather evidence, we document to remember accurately, then we evaluate data.



**Data Evaluation =
Think accurately
about a child and
plan more
effectively for
new learning**

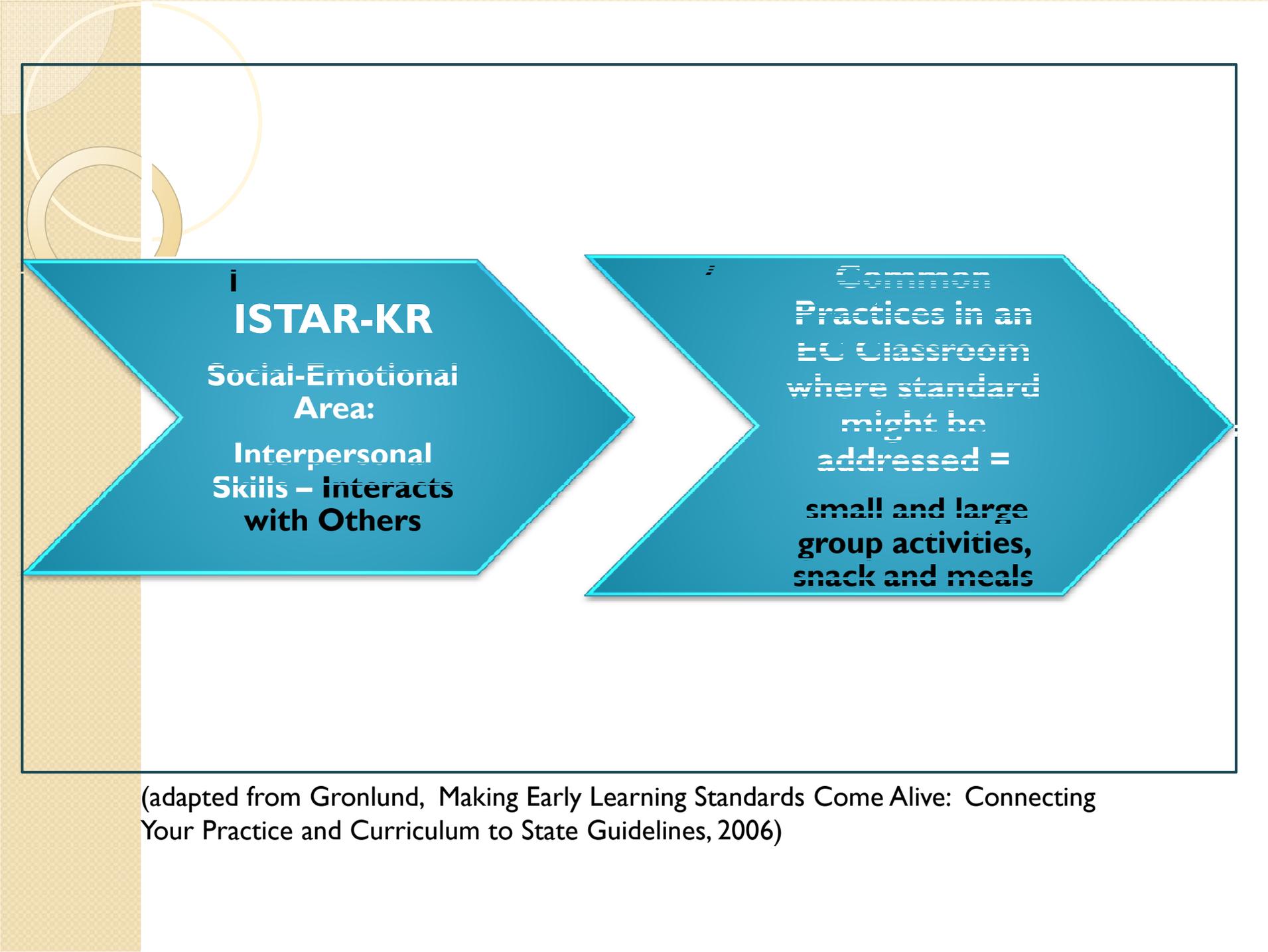


Adapted from *Make Early Learning Standards Come Alive: Connecting Practice and Curriculum to State Guidelines* by Gaye Gronlund, 2006

Embedding and Observing Early Learning Standards in everyday classroom practices

I
The Early
Learning

What behaviors and responses children
might demonstrate to you:



i
ISTAR-KR

**Social-Emotional
Area:**

**Interpersonal
Skills – Interacts
with Others**

**Common
Practices in an
EC Classroom
where standard
might be
addressed =**

**small and large
group activities,
snack and meals**

(adapted from Gronlund, Making Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines, 2006)

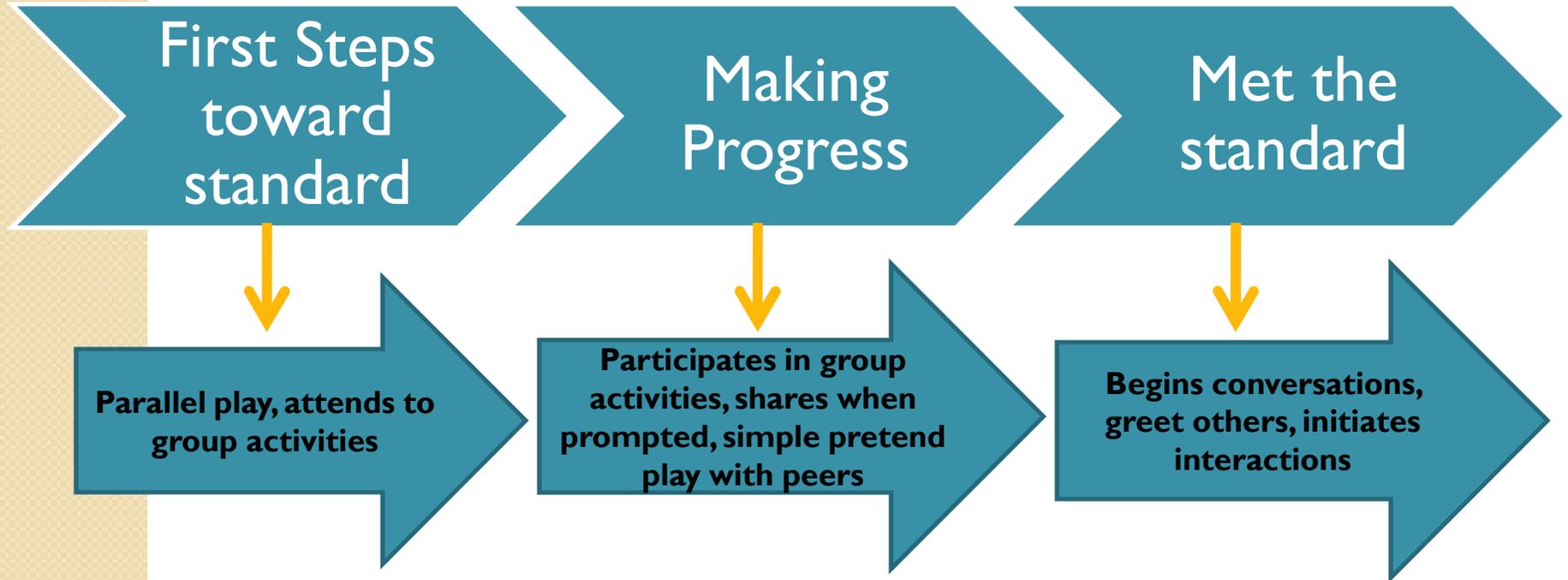
What do the steps of progress look like?

Social: Interpersonal Skills - Interacts with others

3a

3b

3c



Adapted from *Make Early Learning Standards Come Alive: Connecting Practice and Curriculum to State Guidelines* by Gaye Gronlund, 2006



***Think and Plan* with early learning standards/performance indicators in mind**

“In order to meet the skill/standard of _____, **we [do/provide/encourage] this [activity]**” _____.

Example:

To meet the standard of **measurement**...we *provide roads, ramps, balls, cars, marbles in the Block Center.*

Adapted from *Make Early Learning Standards Come Alive: Connecting Practice and Curriculum to State Guidelines* by Gaye Gronlund, 2006

To meet the math skill of measurement, we provide roads, ramps, balls, cars, marbles in the Block Center.



Early Childhood Classroom Weekly Lesson Plan (Include Early Learning Standards per Activity)		
Date _____ Teacher _____		
Child-Directed Activity Exploration		
<u>Blocks</u>	<u>Art</u>	<u>Sensory Table</u>
<u>Dramatic Play</u>		<u>Library</u>
<u>Manipulatives</u>	<u>Ongoing Projects</u>	<u>Writing Center</u>

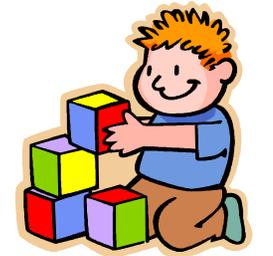
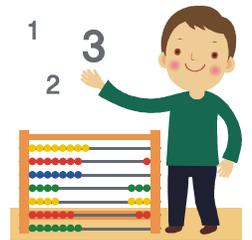
Intentionality



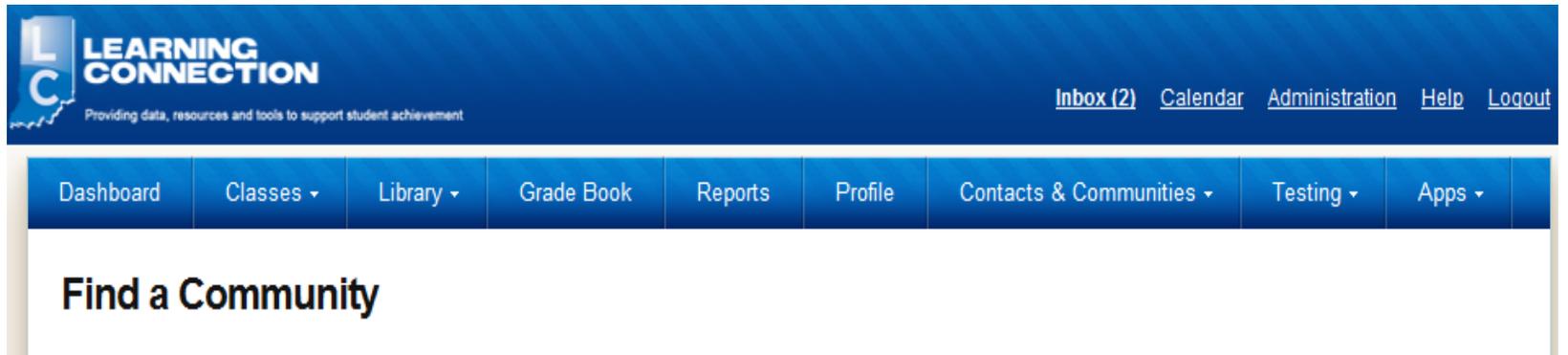
Reflection

“In order to meet the skill/standard of _____,
we *[do/provide/encourage]* **this** *[activity]*”
_____.

Observation and Documentation System



Join IDOE ISTAR-KR Educators LC Community



The screenshot shows the top portion of the Learning Connection website. At the top left is the Learning Connection logo, which consists of a blue square containing a white 'L' above a white 'C', followed by the text 'LEARNING CONNECTION' in bold blue letters. Below the logo is the tagline 'Providing data, resources and tools to support student achievement'. To the right of the logo is a navigation bar with links for 'Inbox (2)', 'Calendar', 'Administration', 'Help', and 'Logout'. Below the navigation bar is a horizontal menu with buttons for 'Dashboard', 'Classes', 'Library', 'Grade Book', 'Reports', 'Profile', 'Contacts & Communities', 'Testing', and 'Apps'. Below the menu is a white box with the text 'Find a Community'.

LEARNING CONNECTION
Providing data, resources and tools to support student achievement

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Dashboard Classes Library Grade Book Reports Profile Contacts & Communities Testing Apps

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- Early Childhood (E502)
- Early Childhood (E503)
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- Early Childhood (E517)
- Early Childhood (E518)

IDOE ISTAR-KR Educators



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COMMUNITY DESCRIPTION

This forum is for Early Childhood ISTAR-KR assessment users, those in public and private early childhood education settings. This is a forum to post questions, network with colleagues, view announcements and training materials pertinent to enhancing classroom practice.

Administrator(s):
[Sally Reed-Crawford](#)

Professional Interests:

RECENT ANNOUNCEMENTS

[View All](#)

[RT2012: New Streamlined Guidance on Submitting Preschool & Pre-K Special Ed Children for IEP Access](#)
posted on Tuesday, September 06, 2011 at 10:46 AM by [Sally Reed-Crawford](#)
STN Support has posted a new announcement for the community IDOE - Data Collection and Reporting. [View and Respond Online](#)

RT2012: New Streamlined Guidance on Submitting Preschool & Pre-K Special Ed Children for IEP Access

The document linked below combines much of the guidance previously posted for submitting Special Education children in Preschool (Grade Code PS) and Prekindergarten (Grade Code PK) solely for the purpose of accessing the child's IEP.

[Submitting RT for IEP Access Only \(Early Childhood\).pdf](#)

Locate ISTAR-KR Resources

IN.gov IDOE advanced search IN.gov search

[About Indiana](#) | [Agriculture & Environment](#) | [Business & Employment](#) | [Education & Training](#) | [Family & Health](#) | [Law & Justice](#) | [Public Safety](#) | [Taxes & Finance](#) | [Tourism & Transportation](#)

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Schools Standards
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Questions & Answers
 Top FAQs I Want To
 1. What funding is available for the teaching and learning of math and science?
 2. What is the state model plan for improving behavior and discipline in schools as required by HEA 1419?
 3. What is the Citizens' Checklist?
 4. What is Indiana's Growth Model?
 5. What does my student need to know?
 6. How's my local school doing?
 7. How do I contact my local school?
 8. What teaching resources are available?
 9. How do I find out about my teacher license?

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State of Education Address
 Watch Dr. Bennett's Address

Latest Headlines and Events
Media Advisory: Bennett to Deliver State of Education Address
 Monday, September 12, 2011
 State Superintendent of Public Instruction Dr. Tony Bennett will deliver the second annual "State of Education Address" on Tuesday, September 13, 2011 from 6 to 7 p.m. at the Indiana History Center in downtown Indianapolis.
[Read more...](#)

HELPFUL LINKS
 School Data
 Academic Standards
 ISTEP+/Assessments
 Superintendent's Mail
 Data Collection Center (STN)
 Learning Connection
 Office & Staff Directory

CONTACT
 Indiana Department of Education
 151 West Ohio Street
 Indianapolis, Indiana 46204
 Phone: 317-232-6610
 Fax: 317-232-8004
webmaster@doe.in.gov

EVENT CALENDAR
 September - 2011

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

<http://www.wfyi.org/liveVideo/DOEVideo.asp>

Online Services ▾

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- Parents
- Educators
- Researchers & Media

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CONTACT

Office of Student Assessment
 Indiana Department of Education
 151 West Ohio Street
 Indianapolis, Indiana 46204
 Phone: 317-232-9050
 Toll-free: 888-544-7837 ext. 2
 Fax: 317.232.8004
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18	19	20	21	22	23	24
25	26	27	28	29	30	

[IDOE Home](#) > [Student Assessment Home](#) > [ISTAR-KR Resources](#)

ISTAR-KR Resources

Frameworks/Manuals

- [ISTAR-KR Parent Brochure](#)
- [Early Childhood ISTAR-KR Assessment Handbook](#)
- [ISTAR Administration Guide](#)
- [ISTAR-KR Teacher Step by Step](#)

Additional Resources

- [ISTEP+ Program Manual](#)
- [Early Childhood ISTAR-KR Handbook WebEx](#)
- [Early Childhood ISTAR—KR Appendices](#)
- [ISTAR-KR On-line Modules](#)

ISTAR-KR Assessments (Print Version)

- [Parent Instructions – Children in Special Education](#)
- [Parent Instructions – Community Early Childhood Education Programs](#)
- [English/Language Arts](#)
- [Mathematics](#)
- [Personal Care](#)
- [Physical](#)
- [Social-Emotional](#)
- [Glossary](#)

Performance Level Descriptors (PLDs) ISTAR-KR Early Childhood

- [Positive Social-Emotional Skills – Outcome 1](#)
- [Acquiring and Using Knowledge and Skills – Outcome 2](#)
- [Taking Action to Meet Needs – Outcome 3](#)

Training Materials

- [IAEYC 2011 Spring Conference: ISTAR-KR: Assessment Made Easy](#)
- [IAEYC 2011 Spring Conference: ISTAR-KR: Be a Star!](#)
- [ISTAR-KR Teacher Training WebEx PowerPoint](#)



Resources and References

- *Desired Results Access Project*, Napa County Office of Education, Colorado; Larry Edelman, 2005; <http://www.cde.state.co.us/resultsmatter/RMVideoSeries>
- *The MisMeasure of Young Children: The Authentic Assessment Alternative*; J. Neisworth, S. Bagnato, *Infants and Young Children* Vol. 17, No. 3, pp. 198-212, Lippincott Williams and Wilkins, 2004
- *Early Childhood Curriculum, Assessment, and Program Evaluation: Building and Effective, Accountable System in Programs Birth to Age 8, (2003)*, National Association for the Education of Young Children (NAEYC), National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), Division for Early Childhood of the Council of Exceptional Children (DEC) 2007, www.naeyc.org
- *Promoting Positive Outcomes for Children with Disabilities, (2007)*, Endorsed by NAEYC, Division for Early Childhood of the Council for Exceptional Children
- *The Power of Observation for Birth through Eight, 2nd Edition*
Jablon, Dombro, Dichtelmiller, 1999, 2007, Teaching Strategies
- *Basics of Assessment: A Primer for Early Childhood Educators*
McAfee, Leong, Bodrova, 2004, NAEYC

- 
- *Focused Observations: How to Observe Children for Assessment and Curriculum Planning*
Gronlund and James, 2005, Redleaf Press
 - *Observing Young Children: Learning to Look, Looking to Learn*
Video, L. Colker, Teaching Strategies
 - *Professional Development: Study of the Child – Observation*, Magna Systems
 - Kids Songs Volume 2, www.freemusic.com
 - Indiana Standards Tool for Alternate Reporting - Kindergarten Readiness (ISTAR-KR), assessment matrices and Early Childhood ISTAR-KR Handbook,
www.doe.in.gov
 - Development Checklists Samples:
www.earlychildhooddirectioncenter.org
www.preschooleducation.com/tcheck3
www.cdc.gov/actearly