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

Demonstrate positive social-emotional skills

Demonstrate Appropriate Classroom Behavior
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...
• 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 Descriptions of actions, communication, choices without interpretation.
What do you want to know?

How many observations are needed to determine child mastery?
Documentation 101

- Rating Scales
- Checklists
- Samples of children’s work – video, audio, photos, writing
- Anecdotal Notes
- Participation Charts
- Family Input

www.doe.in.gov
ISTEP+ ISTAR-KR
Child Observation
Reflection Experience 1

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.
Embedding and Observing Early Learning Standards in everyday classroom practices

What behaviors and responses children might demonstrate to you:
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 First Steps toward standard
- Parallel play, attends to group activities

3b Making Progress
- Participates in group activities, shares when prompted, simple pretend play with peers

3c Met the standard
- Begins conversations, greets others, initiates interactions

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.
Reflection

“In order to meet the skill/standard of ___,' we [do/provide/encourage] this [activity]” ___.
Observation and Documentation System

- Implement Lesson Plan
- Observe
- Collect Data

- Designate a regular time to evaluate data

- Organize data

- Collaborate with family and colleagues

- Rate ISTAR KR and identify new goals

- Implement new intervention strategies

- Use Data

- Identify new intervention strategies

- Observe, Collect Data
Join IDOE ISTAR-KR Educators LC Community
Locate ISTAR-KR Resources
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ISTAR-KR Resources

Frameworks/Manuals
- ISTAR-KR Parent Brochure
- 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
Thank YOU!

Questions:
scrawford@doe.in.gov
317 234-5596
Resources and References

- **Desired Results Access Project**, Napa County Office of Education, Colorado; Larry Edelman, 2005; [http://www.cde.state.co.us/resultsmatter/RMVideoSeries](http://www.cde.state.co.us/resultsmatter/RMVideoSeries)


- **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](http://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](http://www.doe.in.gov)

• Development Checklists Samples:  
  [www.earlychildhooddirectioncenter.org](http://www.earlychildhooddirectioncenter.org)  
  [www.preschooleducation.com/tcheck3](http://www.preschooleducation.com/tcheck3)  
  [www.cdc.gov/actearly](http://www.cdc.gov/actearly)