

Effective Evaluation Resource Center



Blumberg Center for
Interdisciplinary Studies and
The Equity Project

***Authentic Assessment of Young
Children: Applications to Everyday
Practice***

IAEYC 2013

Authentic Assessment of Young Children: Applications to Everyday Practice

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**Blumberg Center for
Interdisciplinary Studies and The Equity Project**
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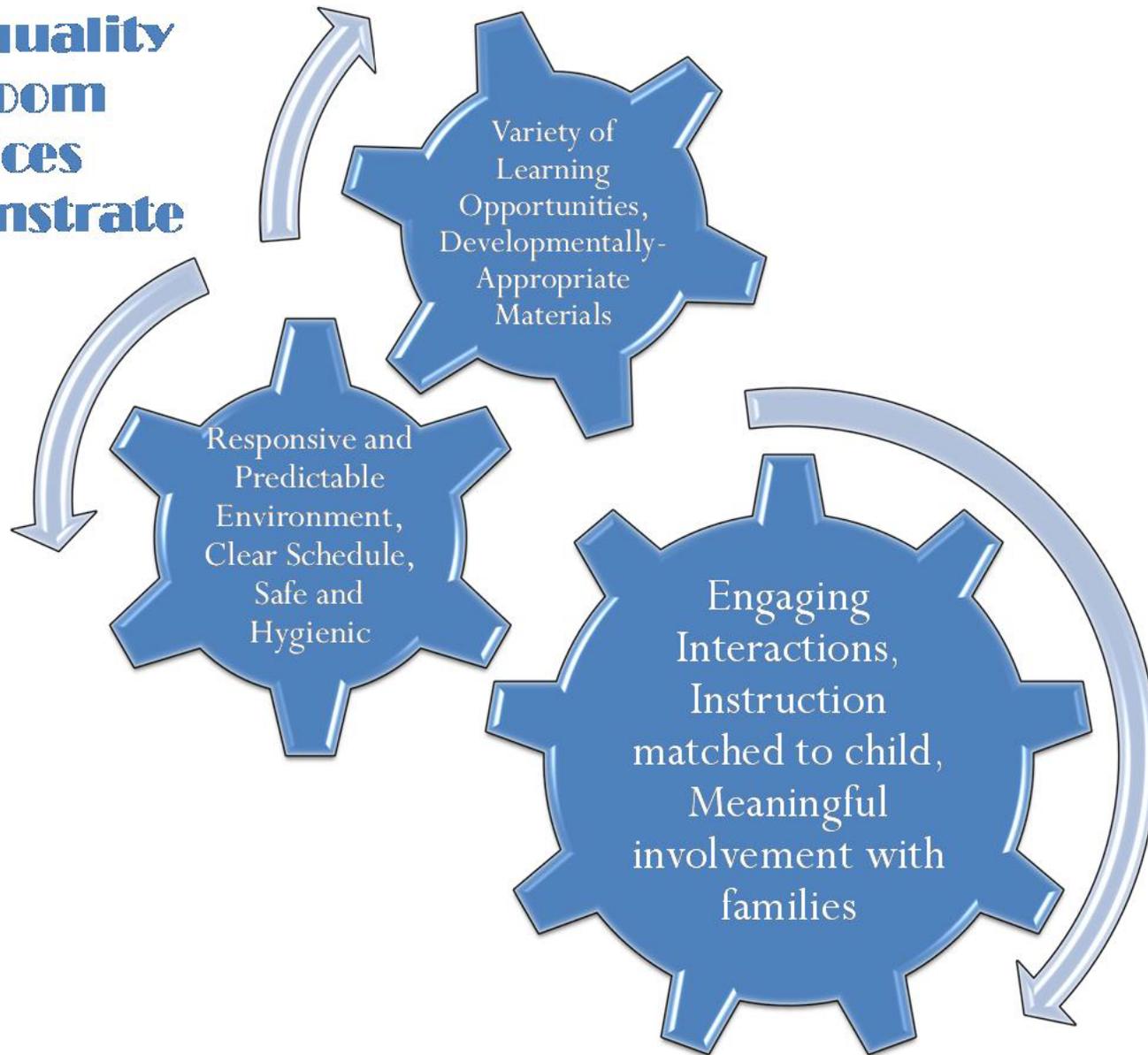


Learning Objectives

1. Define the expectations of the early childhood educator
2. Increase knowledge of assessment of young children and its importance to early childhood education programs
3. Define authentic assessment practices
4. Increase knowledge of practical use authentic assessment = an observation - documentation system



**High-quality
classroom
practices
demonstrate**





Uses positive social-emotional skills

Relationships with adults
Relationship with peers
Manages emotions
Follows group rules
Appropriate classroom behavior

Acquires and uses knowledge (language, early math and early literacy)

Symbol use
Abstract thinking
Understand and use language
Problem solves
Writes
Uses print for information

Takes action to meet needs

Self-care
Health & Safety
Masters environment
Understand and use language

Approaches to Learning

Curiosity
Attention to tasks
Task Completion
Applies creativity to activities

Assessment = process of
gathering information about
children from several forms of
evidence, then
Organizing and
interpreting that
information.

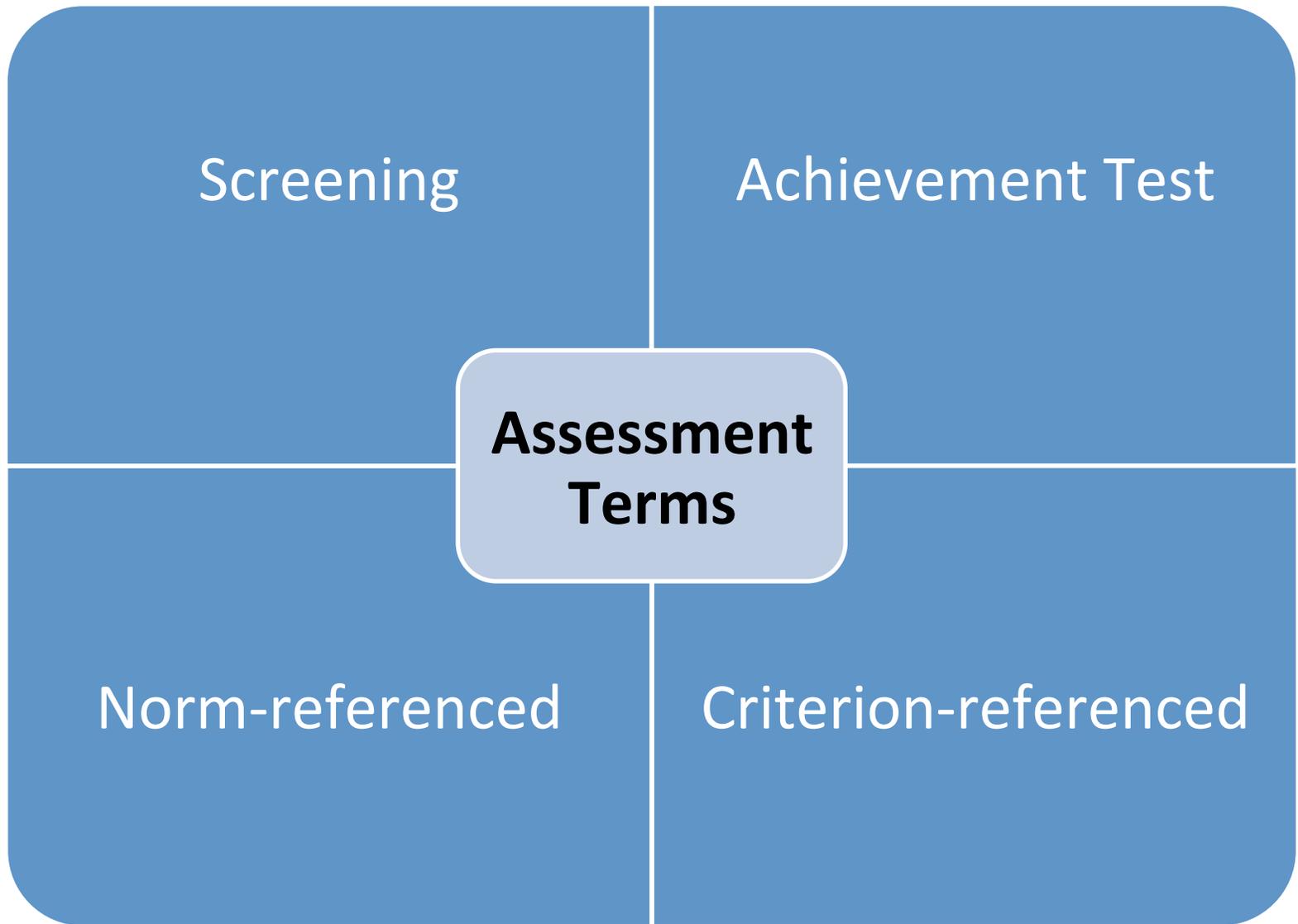
O. McAfee, D. Leong, E. Bodrova NAEYC, 2004

Purpose of Assessment:

To make ongoing educational decisions
which:

- ✓ Inform and support learning
- ✓ Show child progress
- ✓ Share information
- ✓ Identify children who may need additional services/supports





Why “testing” young children is not appropriate

- Unique stage of development
- Not good test takers
- Short attention span
- Norm-referenced tests are not field-tested for young children with disabilities
- Norm-referenced tests are generally not appropriate for children with diverse language and culture needs



Latin derivative of the word assessment
= *To sit beside and get to know.*





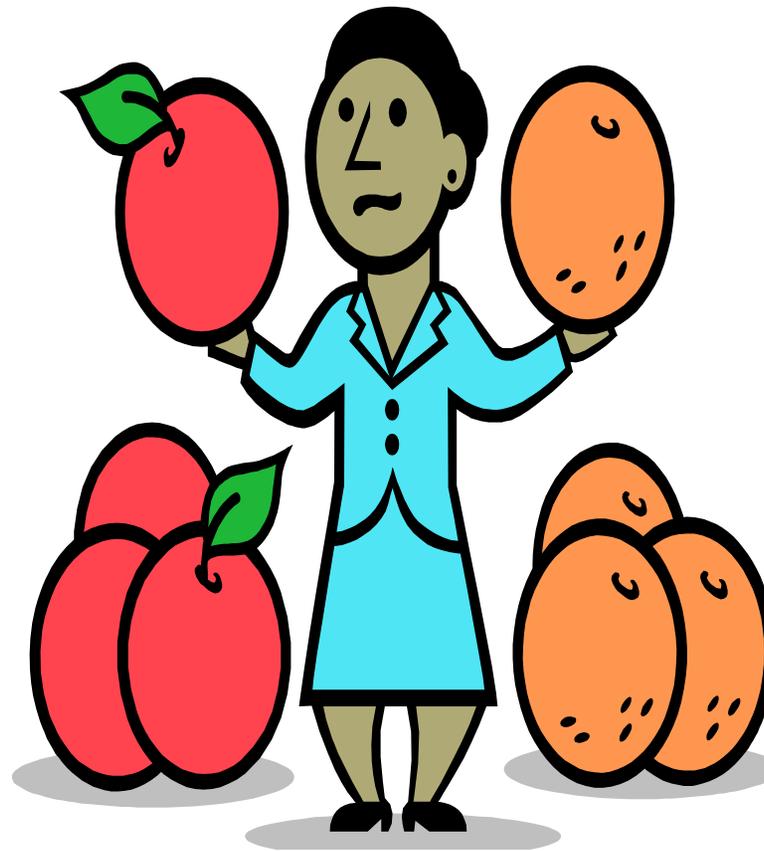
Child information we gather is...



**Evidence = Proof of what the child knows or
understands and what the child can do - their progress
toward outcomes.**

Are the terms Assessment & Evaluation the same?

**Assessment =
Ongoing process
of gathering
information**



**Evaluation =
Interpretation of
gathered
information**



Appropriate Assessment of Young Children is an *Authentic Assessment*

S. Bagnato, J. Neisworth, *MisMeasure of Young Children: The Authentic Assessment Alternative; Infants and Young Children*, 2004

Authentic Assessment of Young Children Is...

Ongoing
Observation



Regular
Documentation



Share and
request input



Criterion-
based tools
with equitable
content



So, why authentic assessment and NOT Norm-referenced Tests for young children?

Meisels, S. Ed.D.

Systematically document what child know and can do

Authentic assessment evaluates thinking skills

Authentic assessment is flexible – you can gather information from everything children do

Simple way to inform instruction – developmentally oriented curriculum

Authentic Assessment puts the responsibility in the hands of the teacher

Provides comprehensive information for parents, administrators, policy makers



Early Learning Standards in Indiana = *Foundations to the Indiana Academic Standards Birth to Five Years*

A curriculum guide of the content
and skills young children expected to
learn before kindergarten

ISTAR-KR Birth thru Five (2009)

Math

Performance Thread Titles*

Counting/Quantity
Computation
Time
Location
Length, Capacity, Weight,
Temperature
Sorting, Classifying

Physical

Performance Thread Titles*

Sensory Integration
Physical Stability
Gross Motor Skills
Object Control
Precision Hand Skills

Social-Emotional

Performance Thread Titles*

Sense of self and others
Manages emotions
Interpersonal skills
Responsibility
Problem-solving
Approaches to learning

ELA

Performance Thread Titles*

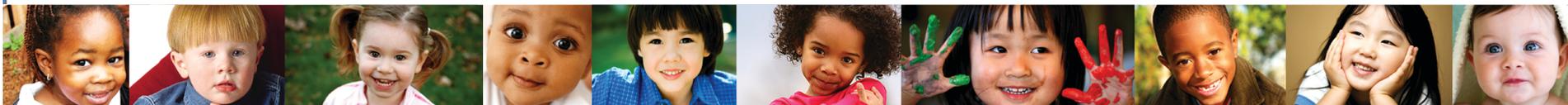
Awareness of Sounds
Awareness of Symbols
Uses print for information
Comprehends details
Writes for purpose/audience
Uses writing implements
Receptive Language
Expressive Language

Personal Care

Performance Thread Titles*

Oral Motor
Self-feeding
Dressing/Undressing
Care of hands, face, nose
Toileting

*** Each performance thread contains a continuum of performance items/skills to note child skill level.**



1. Standard Ar

2. Component/Content/Category of a Standard

**ISTAR-KR Matrix: Mathematics
Office of Special Education Programs (OSEP) Federal Outcome 2**

CCSS: Counting, Cardinality, and Operations Base Ten						
KR: Counting and Quantity						
No Evidence	Demonstrates awareness of the presence of objects	Identifies more	Uses numbers to compare	Names and orders quantities	<u>KG Standard</u> Describes relationships between numbers and quantity (to be mastered by end of KG)	<u>1st Grade Standard</u> (to be mastered by end of 1 st grade)
			Identifies more			
			Uses whole numbers up to 5 to describe objects and experiences			
			Touches or points to each object in a sequence only once			
			Identifies when objects are the same number, even if arrangement is changed			
			Identifies when a number of objects is "less" (e.g. visually, tactilely, or auditorally)			

3. Concept/Skill within a standard area

4. Performance Indicators /Behaviors reflect what a child may do when learning the skill

Early Childhood Classroom Weekly Lesson Plan (Include Early Learning Standard per Activity)

Date _____ Teacher _____

Child-Directed Activity Exploration

Blocks

Art

Sensory Table

Dramatic Play

Library

Manipulatives

Ongoing Projects

Writing Center

Reading and Writing

Math Experiences

Scientific Investigations

**Strategies to Relationship
Building**

Individual Student Activity Adjustments

ECE Weekly Classroom Plan January, 2010

Adapted from *Early Learning Standards and Staff Development* by Gaye Gronlund and Marlyn James, 2008

Large Motor Skill Opportunities			Outdoor Explorations		
Observations for the Week				How children's thinking will be challenged	
Teacher-Directed Large Group Time	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Directed Small Group Time					

LEARNING AREAS/ROUTINES	LEARNING STANDARD & SKILL	ACTIVITY
	Counting and Quantity: Uses numbers to compare	
	Computation: Makes a set of objects smaller or larger	
	Sorting/Classifying: Matches same attributes	
	Completes personal care routines	
	Awareness of Symbols: Recognizes familiar symbols	
	Uses print for pleasure and information: Orients to print in books	
	Serves self food and drink	
	Writes for a purpose and audience: Associates writing with a purpose	
	Interpersonal Interactions: Engages in cooperative interactions	
	Problem-solving: Searches for possible solutions	
	Approaches to learning: Sustains attention to a challenging activity	

Authentic Assessment...

Results Matter, Colorado Department of Education, 2009

- Ongoing:** Is a natural part of what teachers do every day
- Whole child:** Helps us observe all areas of a child's growth and development
- Naturalistic:** Occurs as a child interacts with familiar materials, people and activities
- Multiple perspectives:** Uses information from a variety of sources
- Useful:** Helps teachers plan, measure progress, work with families and individualize curriculum





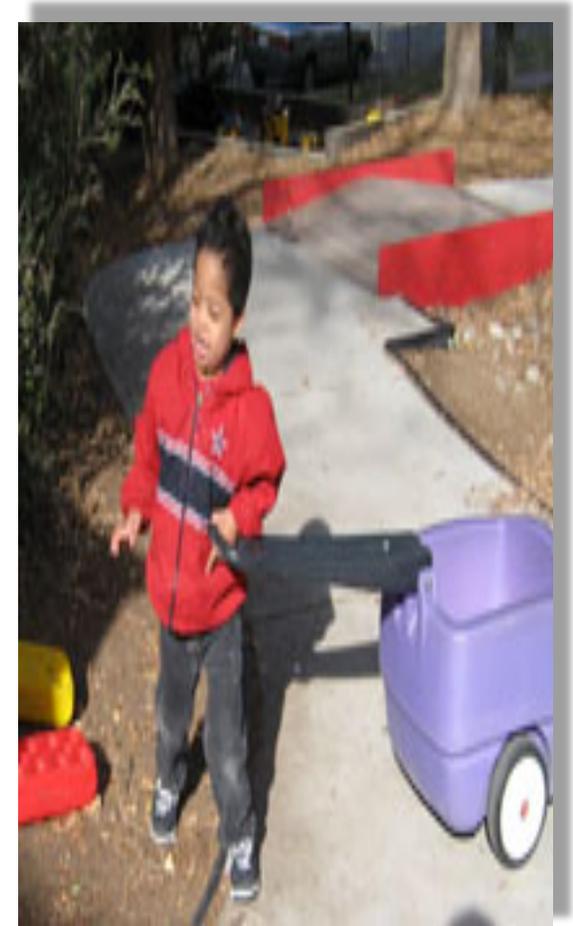
The Essential Role of Observation and Documentation

Video clip

Results Matter, Colorado Department of Education

Ongoing observation provides evidence of...

- Child developmental skills,
- Children's strengths, interests, needs,
- 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.



Six Key Practices for Effective Observation or Authentic Assessment

Results Matter, Colorado Department of Education

1. Make observation a routine part of your work
2. Engage families in the observation process
3. Have a purpose/focus for your observations
4. Observe as objectively as possible
5. Document regularly and organize your documentation
6. Reflect on and use your observations



Observe children...

- as they interact with familiar toys, materials, and people,
- in the context of everyday routines, activities, and places,
- unobtrusively.



Results Matter, Colorado Department of Education

Child Observation

Video Clip

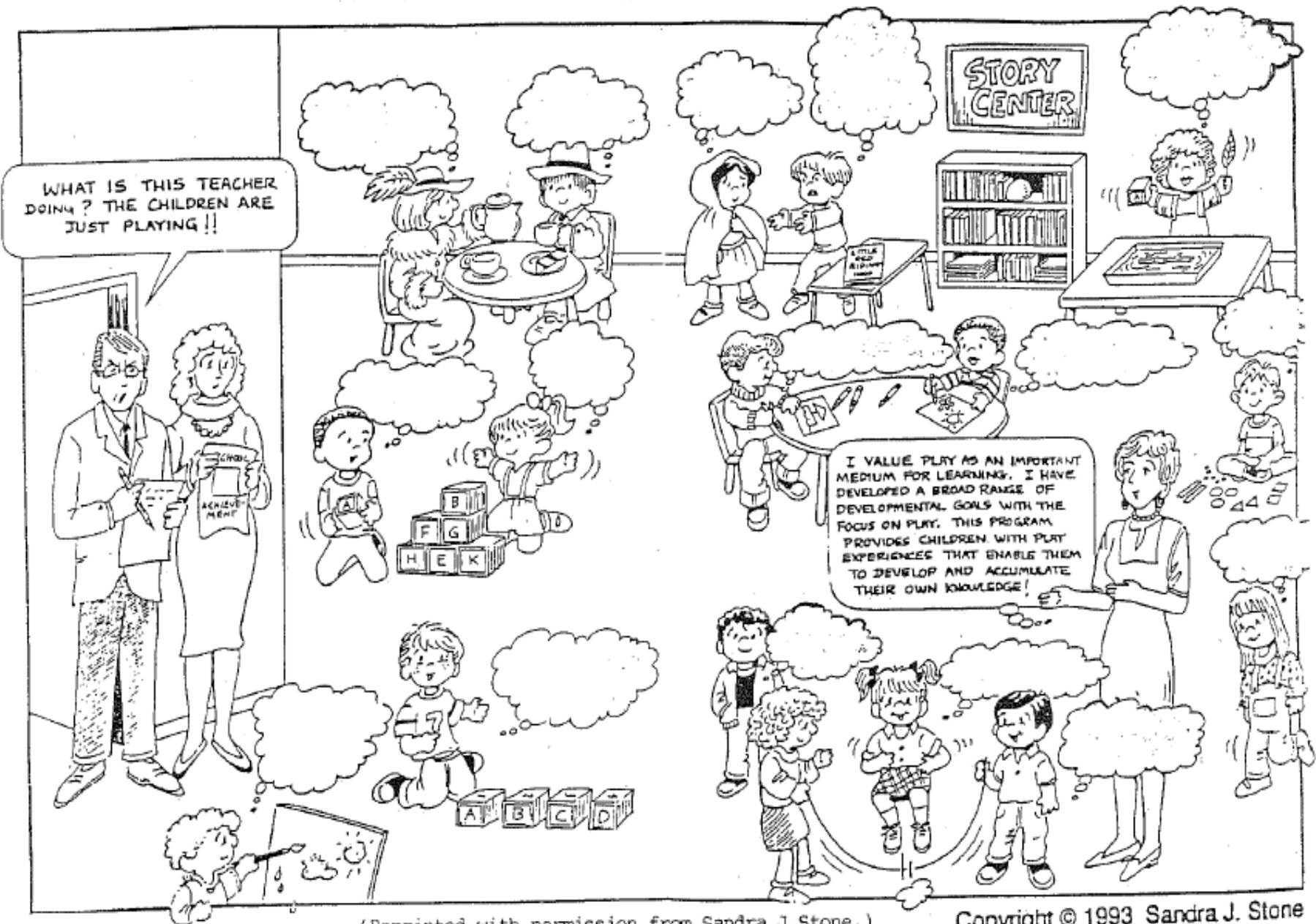


Reflection Experience

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. What questions do you have about a child to observe those skills again?



What's Going On Here?



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Be open to learning from families

- When families share their observations, the accuracy of a picture of the whole child comes into view
- Let families know that you value their observations and participation in ongoing authentic assessment



Results Matter, Colorado Department of Education

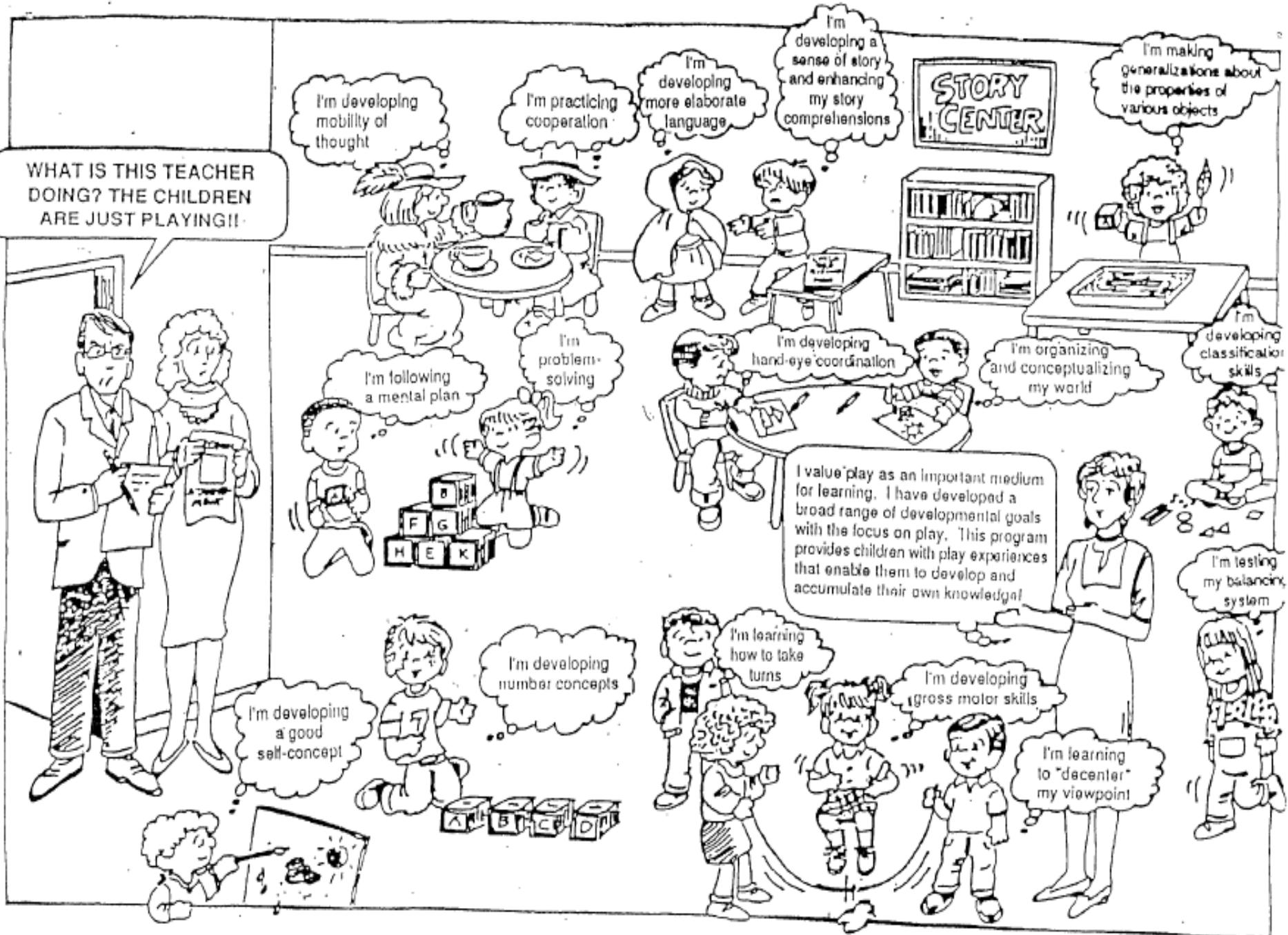
How could we engage families in authentic assessment?

Results Matter, Colorado Department of Education

- Give families concrete examples of the kinds of information you would like them to share, e.g. skills to respond to
- Make portfolios accessible to families and invite them to contribute
- Place a basket at sign-in for families to drop off photos and notes for the teachers



WHAT IS THIS TEACHER DOING? THE CHILDREN ARE JUST PLAYING!!



I'm developing mobility of thought

I'm practicing cooperation

I'm developing more elaborate language

I'm developing a sense of story and enhancing my story comprehensions

I'm making generalizations about the properties of various objects

STORY CENTER

I'm developing classification skills

I'm organizing and conceptualizing my world

I'm developing hand-eye coordination

I'm problem-solving

I'm following a mental plan

I'm testing my balancing system

I value play as an important medium for learning. I have developed a broad range of developmental goals with the focus on play. This program provides children with play experiences that enable them to develop and accumulate their own knowledge!

I'm learning how to take turns

I'm developing gross motor skills

I'm learning to "decenter" my viewpoint

I'm developing number concepts

I'm developing a good self-concept

ISTAR-KR Matrix: Personal Care
OSEP Outcome 3

Core Standard 1: Oral				
0	1	2	3	4
No Evidence	Coordinates sucking, swallowing, breathing	Swallows pureed or lumpy food	Uses tongue to move and munch solid food	Chews with rotary movement
	<i>Opens and closes lips in succession</i>	<i>Coordinates sucking, swallowing, breathing</i>	<i>Swallows pureed or lumpy food</i>	<i>Uses tongue to move and munch solid food</i>
	<i>Purses and rounds lips</i>	<i>Closes lips when swallows</i>	<i>Extends tongue</i>	<i>Manipulates food laterally</i>
	<i>Swallows liquid without choking or gagging in a semi-reclining position and without much leakage</i>	<i>Accepts pureed or lumpy food from spoon and swallows</i>	<i>Sweeps tongue around mouth and lips</i>	<i>Chews with lips together</i>
	<i>Makes a smile and a frown</i>		<i>Manipulates food with tongue</i>	

Core Standard 2: Self-Feeding					
0	1	2	3	4	5
No Evidence	Cooperates with feeding	Assists in feeding self	Feeds Self	Uses utensils and open cup to feed self	Serves self food and drink
	<i>Places hands on bottle, or holds own bottle</i>	<i>Cooperates with feeding</i>	<i>Assists in feeding self</i>	<i>Feeds self</i>	<i>Uses utensils and open cup to feed self</i>
	<i>Accepts food off of a spoon</i>	<i>Drinks from cup with assistance</i>	<i>Holds and drinks from open cup with some spilling</i>	<i>Uses utensils to feed self</i>	<i>Pours liquid from a container into cup</i>
	<i>Uses tongue to reject food</i>	<i>Grasps eating utensils</i>	<i>May practice feeding self with a spoon</i>	<i>Drinks from open cup without spilling</i>	<i>Spoons food from a container to own plate</i>
	<i>Brings food to mouth with hand</i>	<i>Uses sippy cup or alternate closed cup</i>			<i>Spreads with knife</i>
		<i>Uses fingers to eat small pieces of food</i>			

Core Standard 3: Dressing/Undressing			
0	1	2	3
No Evidence	Cooperates in dressing/undressing	Assists in dressing/undressing	Completes dressing/undressing
	<i>Holds up arm or leg to dress</i>	<i>Cooperates in dressing/undressing</i>	<i>Assists in dressing/undressing</i>
	<i>Allows caregiver to dress and undress her</i>	<i>Assists in removal of pull-over or front opening garments</i>	<i>Removes socks or shoes</i>
	<i>Extends neck when clothing pulled over head</i>	<i>Assists in removal of pants/shorts</i>	<i>Puts on socks and shoes</i>
		<i>Takes off coat, jacket, caregiver unfastens</i>	<i>Removes loose fitting clothes</i>
		<i>Pulls up pants after caregiver assists</i>	<i>Unfastens and fastens fasteners, buttons, snaps, zippers</i>
		<i>Puts on coat, jacket, caregiver fastens</i>	<i>Gets clothes right-side and front and back correctly</i>
		<i>Unzips or zips, after caregiver prepares</i>	<i>Puts on pants/shorts</i>
		<i>Puts on unfastened shoes</i>	<i>Puts on coat, jacket, hat, and mittens or gloves</i>
			<i>Puts shoes on correct feet</i>

Observe with a Purpose

- Plan curricula and learning activities
- Document children's progress by focusing your observations
- Share information with families
- Complete an assessment instrument
- Let children know that you value their work
- Share the good work of your program with the community



Results Matter, Colorado Department of Education

Examples of how the purpose of observation should influence how you go about observing

Purpose	You Might
Plan curriculum and teaching strategies	You might observe children participating in activities and jot down ideas for new activities and changes in the environment
Measure and describe children's progress	You might have an item in mind from a particular assessment tool and watch for children to demonstrate their level of mastery
Inform families about their children's learning	You might look for a specific aspect of a child's learning that the parents told you is of interest

Results Matter, Colorado Department of Education

Blocks

Writing

Art

Reading

Dramatic Play

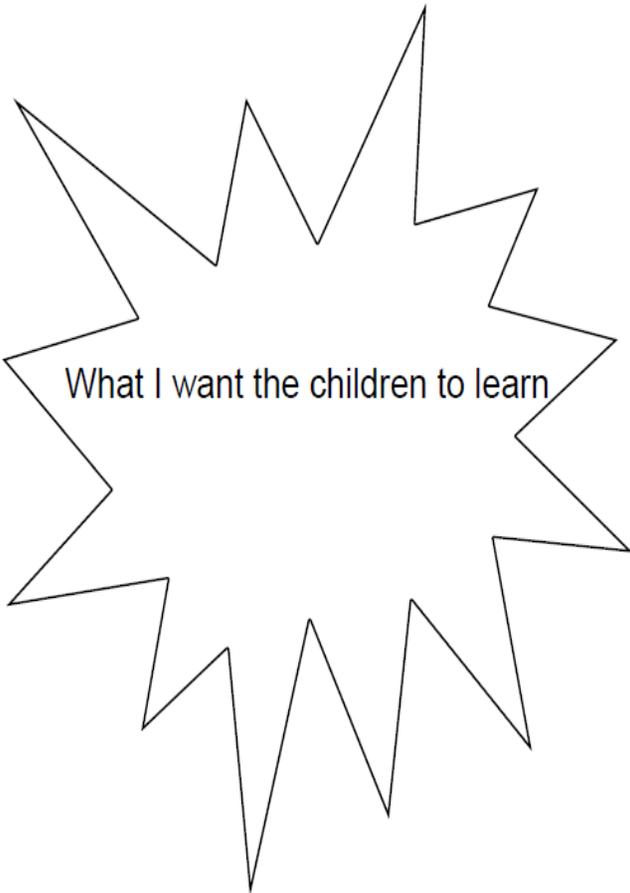
Math/Numbers

Music /Movement

Nature/Science

Sensory Play

Small Motor/Manipulative



What I want the children to learn

Observation might be planned or spontaneous

Results Matter, Colorado Department of Education

Planned

Sometimes we intentionally plan our observations for specific purposes. When we do this, we might plan how, when, and where we will observe

Spontaneous

Other times, we observe spontaneously in response to something that is happening in the classroom that we want to capture and learn about



Early Childhood Classroom Weekly Lesson Plan

(Include Early Learning Standards per Activity)

Date Nov. 14-18, Teacher Kristie
2008

Child-Directed Activity Exploration

Blocks
Construct roads + ramps
+ measure how far balls,
marbles, + cars will go
on them

Art Creative Collage:
yarn, Buttons,
glitter, fabric,
paper scraps

Sensory Table
Flaxseed:
measure, pour,
compare quantities

Dramatic Play

Costume Box for children
to create own costumes:
Fabric, scarves, hats, jewelry,
shoes, capes, wands,
pouches

Read
Together

Library

"The Pumpkin Seed"
"Rain Makes Applesauce"
"All for Fall"

Manipulatives

Practice Self-Help
skills - provide boots,
lacing boards,
zippers, jackets to
put on; mittens +
gloves

Ongoing Projects

Harvest

Writing Center

Children dictate
stories + experiences
with pumpkins,
apples, Family
Feasts. Illustrate

Reading and Writing

Read "Rain Makes
Applesauce" - have
children follow pattern
in book. Make a
picture recipe +
follow to make applesauce

Math Experiences

Sort + Classify
apples, squash,
seeds, nuts, leaves,
pinecones, herbs,
flowers

Scientific Investigations

Place rotting
pumpkins in a
clear container
to observe. Keep
journal of changes

**Strategies to Relationship
Building**

Help children
use "I feel
statements when
conflicts occur.
offer hugs or high 5's

Individual Student Activity Adjustments

Help Jack make positive choices
at center time - follow-up +
encourage him!

See if Julie will try the flax
seed in sensory table since it's
not wet

Sample ECE Weekly Classroom Plan January, 2010

Adapted from *Early Learning Standards and Staff Development* by Gaye Gronlund and Marilyn James, 2008

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

How objective are you!

No two people will see the same child in identical ways. Two open and honest teachers can be asked to observe the same child. What they see and the interpretation they make will depend on what they decide to look for and on their own particular perspectives.

(Martin, S., *Take a Look*, 2007)



Objective vs. Subjective Descriptions

Results Matter, Colorado Department of Education

Objective

Descriptions of your observations provide the facts and details with as little interpretation as possible

Example: There was a crowd of about 50 people in front of the museum

Subjective

Descriptions of your observations are influenced by your opinions, past personal experiences, and background

Example: There was an impatient crowd of about 50 people waiting endlessly to enter the museum

Objective or Subjective?

Results Matter, Colorado Department of Education

1. Sarah puts dishes on table for the bear and the doll and says "you...one...you...one... ME!"
2. Tanaya sets the table, probably imitating how it happens at home.
3. Zack has been crying because he misses his mom and is afraid she won't come back. He clings to his blanket for comfort.
4. Luis kisses his mom goodbye and smiles. He cries after the preschool door closes and then crawls on Ms. S's lap.



Documentation Tool Samples



Rating Scales



Checklists



Anecdotal Notes



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



Family Input



Participation Charts





Documentation Tool Examples

Use those that are:

Efficient

Accessible

**Aligned to selected assessment
instrument**

Examples of Observation Notes for one child

2/14/08

H. lifts cup in air... says "My cup!"

2/14/08

H. moved macaroni to spoon using pincer grasp.

2/14/08

H. lifts cup in the air... says "My cup!" Sets it down on other side of plate.

2/14/08

H. moved macaroni from plate to spoon using pincer grasp, then raking grasp, then pincer grasp.

Sensory and Thinking Skills Checklist

Date _____ Child _____

Skill – by 3 years old	YES	NO
Follow simple one-step commands		
Recognize sounds in the environment		
Pay attention for about 3 minutes		
Remember what happened yesterday		
Know what is food and what is not food		
Know some numbers (but not always in the right order)		
Know where things usually belong		
Understand what "1" is		
Understand "now," "soon," and "later"		
Substitute one object for another in pretend play (as in pretending a block is a "car")		
Laugh at silly ideas (like "milking" a dog)		
Look through a book alone		
Match circles and squares		
Match an object to a picture of that object		
Match objects that have same function (as in putting a cup and plate together)		
Count 2 to 3 objects		

CHECKLIST (sample)

(ISTAR KR, IN Dept Education)

School:		
Child's Name:		
Child's Age:	Years:	Months:
Date of Observation:		
Observer:		
Matrix Area: PHYSICAL SKILLS		
Indicators:	YES	NO
Responds to sensory input with a variety of behaviors		
Tolerates a variety of sensory input		
Regulates sensory input with assistance		
Applies a strategy to regulate sensory input		
Demonstrates strength in resisting gravity		
Demonstrates movement with strength		
Demonstrates stability and balance in upright position with assistance		
Demonstrates stability, balance, and control in upright position		
Rolls		
Crawls, creeps		
Moves in upright position		
Regulates forward movement		
Sustains physical activity		
Reaches, grasps, and releases objects		
Releases objects with control		
Uses both hands in middle of body		
Throws, catches, and kicks objects		
Throws, catches, kicks objects with control		
Grasps small objects		
Isolates one or two fingers		
Uses fingers of two hands to		

RATING SCALE: ISTAR KR - IN Dept Education

These ISTAR Kindergarten Readiness matrices are based on the 2007 Indiana Academic Standards, and were first presented in 2009. The 2009 ISTAR KR matrices reflect the reliability, alignment, and standardization research completed in 2010. The skills below begin on the left with the least mature skills/indicators and progressively advance to the right to KG and 1st grade skills/indicators. Revised September, 2012.

ISTAR-KR Matrix: English/Language Arts

Office of Special Education Programs (OSEP) Federal Outcome 1, 2, 3

CCSS: Reading Foundational Skills (RF) - Phonological Awareness						
KR: Demonstrates awareness of sounds						
No Evidence	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	KG Standards Distinguishes sounds within words (to be mastered by end of KG)	1 st Grade Standards (to be mastered by end of 1 st grade)
	Alerts to/facial expression changes and locates sounds in the environment (e.g. primary caregiver voice, pet, door bell)	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	Distinguishes sounds within words
	Finds hidden sound directly above and behind	Emulates sounds in the environment	Blends individual sounds into words	Matches sound that begins own name with the sound that begins another word or name	Distinguishes sounds within words	Distinguishes beginning sounds in single-syllable words
		Repeats sounds from familiar song, book	Repeats words from familiar song or book	Identifies words that sound alike	Identifies a new word from a word with a missing sound	Distinguishes middle sounds in single-syllable words
		Produces strings of sounds while looking at a book	Repeats a word from a spoken sentence string	Identifies words that rhyme	Identifies the beginning and ending sounds of a word	Distinguishes ending sounds in single-syllable words
		Acknowledges when sounds are the same or different	Identifies words from a spoken sentence	Produces words that rhyme with oral prompts	Identifies how many sounds are heard	Recognizes different vowel sounds in orally stated single-syllable words
			Identifies differences in letter sounds		Orders sounds heard	Recognizes that vowels' sounds can be represented by different letters

**Performance Objectives/
Indicators**

Quick Recording Sheet

Child Names	Date/Activity	Date Activity	Date/Activity	Date/Activity

Adapted from Early Learning Standards and Staff Development, 2008 Gaye Gronlund

Brief Notes Sheet

Child Names	Date/Activity

Adapted from Early Learning Standards and Staff Development, 2008 Gaye Gronlund

Observation Notes

Child Name: _____

Communication	Social/Emotional
Physical	Creative
Cognitive (math, symbols, problem-solving)	Early Literacy (reading/writing)

Adapted from Early Learning Standards and Staff Development, 2008 Gaye Gronlund

Toddler Choice/Participation

Date: _____ Child

(ren): _____



Paint Easel	Blocks	Play House
Manipulatives	Crawling Area	Climbing Structure
Book Corner	Sensory Table	Rocking Chair

Adapted from Early Learning Standards and Staff Development, 2008 Gaye Gronlund

Preschool Choice/Participation

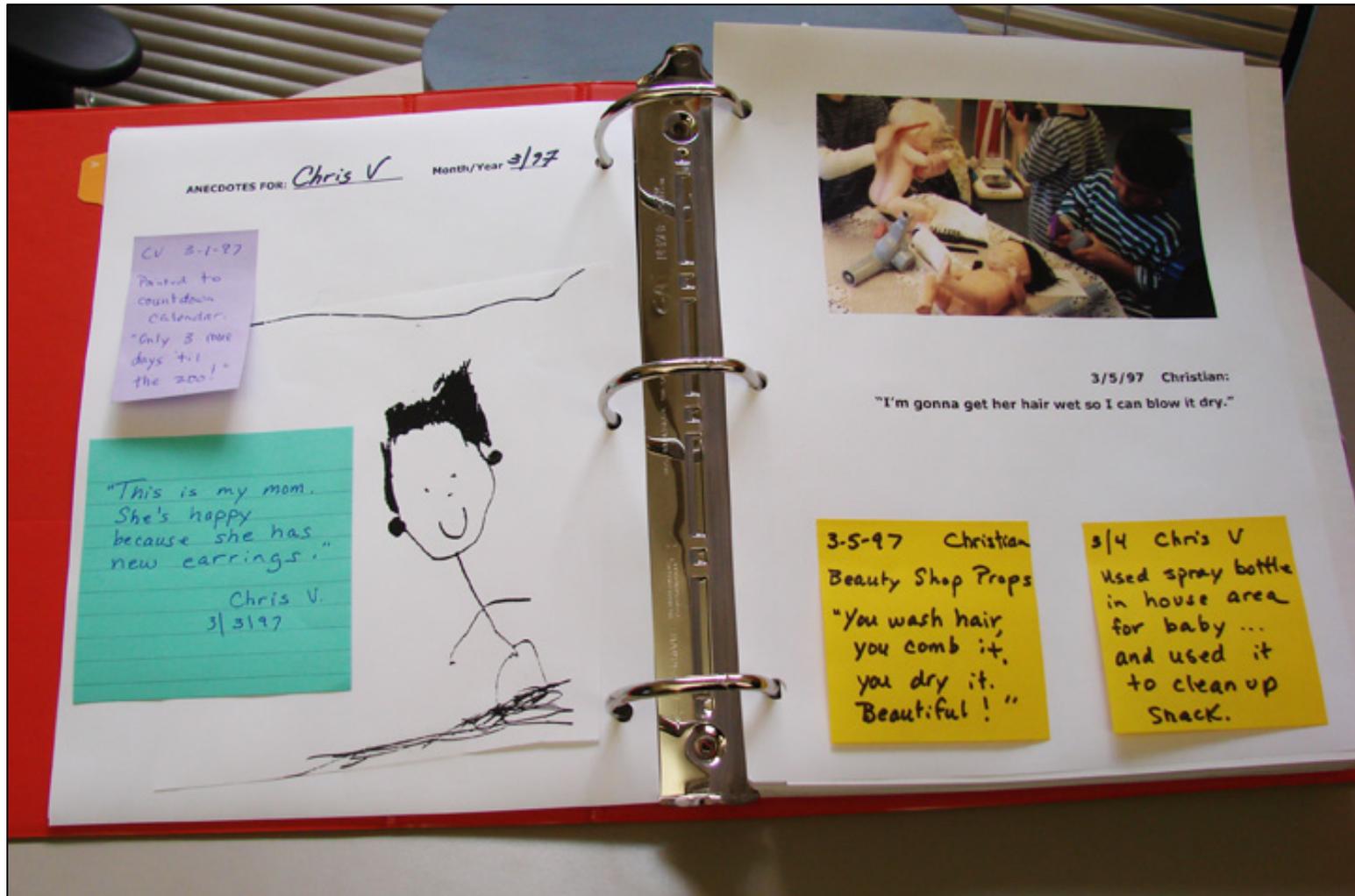
Date _____ Child (ren) _____



Art	Social/Emotional	Dramatic Play
Manipulatives	Science/Math	Music/Movement
Library	Sensory Table	Writing Center

Adapted from Early Learning Standards and Staff Development, 2008 Gaye Gronlund

Traditional Portfolios



Results Matter, Colorado Department of Education, 2009

Indiana Effective Evaluation Resource Center

Work Samples



Results Matter, Colorado Department of Education, 2009

Indiana Effective Evaluation Resource Center

ISTAR KR Online Add Attachment



+ Add Attachment

Score Assessment Area

Student Name: Navarro, Dion N School(s): Snacks Crossing Elem Sch
 Date of Birth: 12/16/2005 Grade: Pre-Kindergarten Ages 3-5 (PK)

Select one performance skill box per performance thread that best represents the student's highest level of performance.

Mathematics

Cancel Save

Core Standard 1: Number Sense

Counting and Quantity

No Evidence	Demonstrates awareness of the presence of objects	Identifies more	Uses numbers to compare	Names and orders quantities	Describes relationships between numbers and quantity
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7/6/2010

Computation

No Evidence	Manipulates objects for a purpose	Matches objects and sets	Makes a set of objects smaller or larger	Follows models of addition or subtraction situations	Describes the application of addition and subtraction situations
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7/6/2010

Core Standard 2: Geometry and Measurement

Time

No Evidence	Anticipates a routine	Uses vocabulary to identify events in a routine	Sequences events	Uses vocabulary that measures time	Uses measuring units for time
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7/6/2010



Learning Connection ISTAR

Student Name: Navarro, Dion N School(s): Snacks Crossing Elem Sch
 Date of Birth: 12/16/2005 Grade: Pre-Kindergarten Ages 3-5 (PK)

Thread Name: Demonstrates awareness of sounds

Upload file:

Description:

Status:

PREVIOUS ATTACHMENTS



ISTAR KR Online Anecdotal Notes



Learning Connection

ISTAR

+ Add Attachment

Assessment Area Map

Score Assessment Area

Student Name: Navarro, Dion N School(s): Snacks Crossing Elem Sch
 Date of Birth: 12/16/2005 Grade: Pre-Kindergarten Ages 3-5 (PK)

Select one performance skill/box per performance thread/row that best represents the student's highest level of performance.

Mathematics

[Cancel](#) [Save](#)

Core Standard 1: Number Sense

Counting and Quantity

No Evidence	Demonstrates awareness of the presence of objects	Identifies more	Uses numbers to compare	Names and orders quantities	Describes relationships between numbers and quantity
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7/6/2010					

Computation

No Evidence	Manipulates objects for a purpose	Matches objects and sets	Makes a set of objects smaller or larger	Follows models of addition or subtraction situations	Describes the application of addition and subtraction situations
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7/6/2010					

Core Standard 2: Geometry and Measurement

Time

No Evidence	Anticipates a routine	Uses vocabulary to identify events in a routine	Sequences events	Uses vocabulary that measures time	Uses measuring units for time
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7/6/2010					

Add Thread Note

Student Name: Navarro, Dion N School(s): Snacks Crossing Elem Sch
 Date of Birth: 12/16/2005 Grade: Pre-Kindergarten Ages 3-5 (PK)

Thread Name: Counting and Quantity

[Cancel](#) [Save](#)

PREVIOUS COMMENTS

Objective Documentation is

Factual

LOOK

Descriptions of
actions,
communication,
choices

Without
interpretation

Child Observation

Video Clip



This time, observe with a focus:
Social-Emotional and Communication



Reflection Experience

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 developmental area make recording your observations more efficient? Why? or Why not?
4. Was your observation objective or did you interpret what you observed?



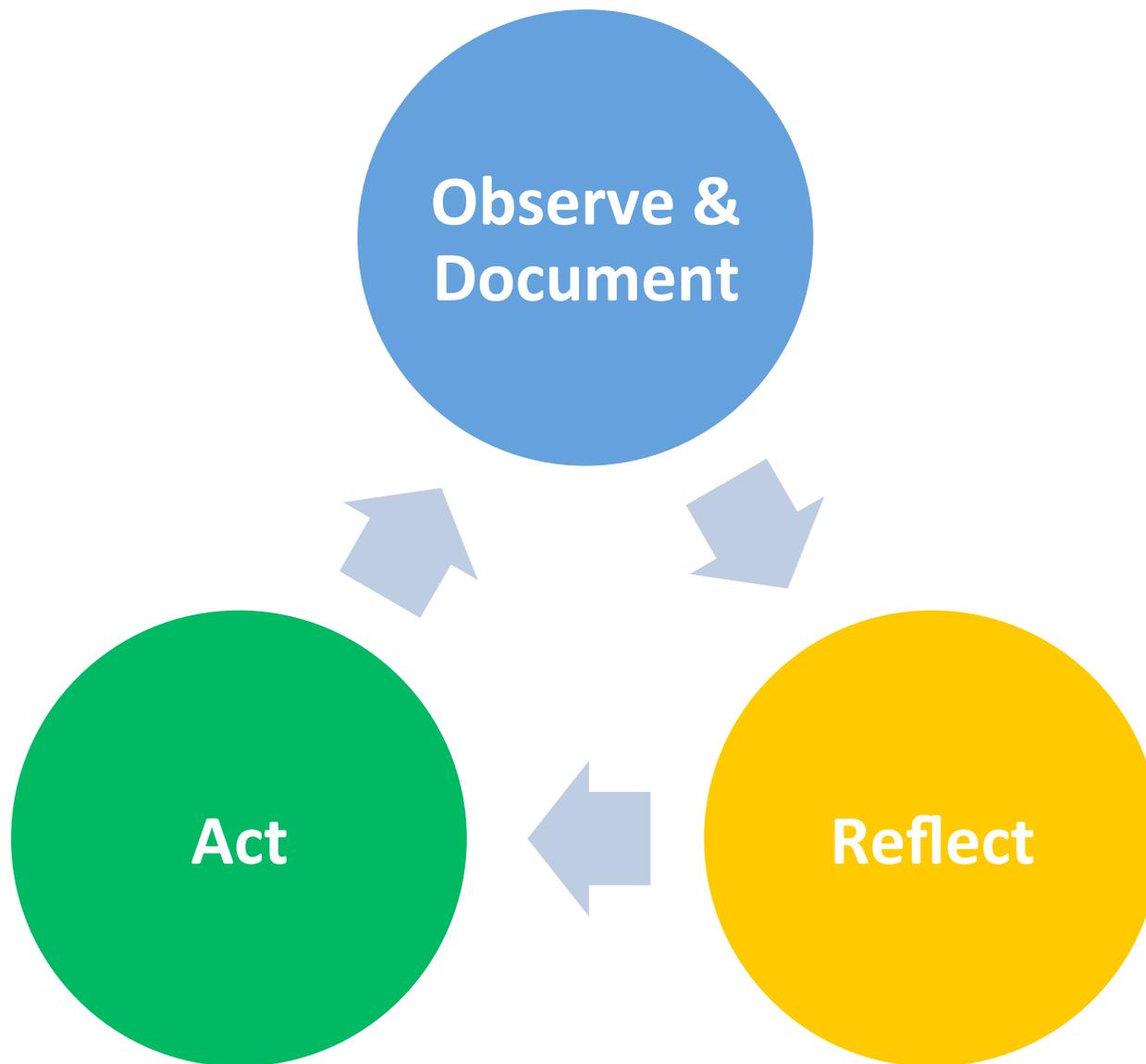
Intentional lesson plans allow us to focus our observations on particular skills.

This is how accurate documentation is achieved.



I've done my observations and have my documentation, now what?





Results Matter, Colorado Department of Education

Think and reflect on the child

Results Matter, Colorado Department of Education; 2009

- What was my purpose for observing?
- What similarities or patterns do I notice?
- What do these observations seem to suggest?
- What else might be going on?
- What else do I want to observe or find out?
- How does this observation fit with other things that I know about the child from previous observations?
- How will I document my interpretations?





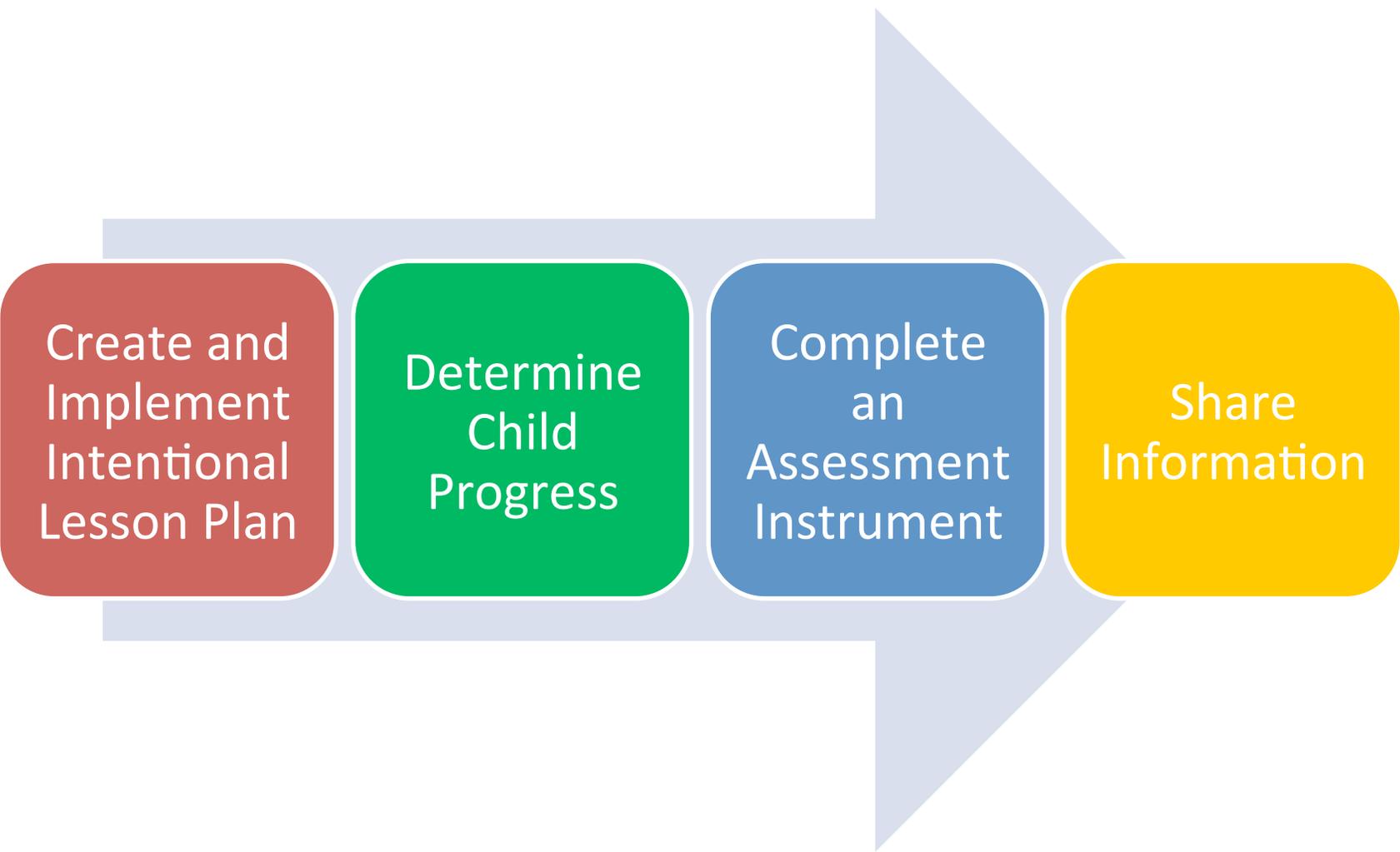
Linking Documentation to Curriculum Planning

Video clip

Results Matter, Colorado Department of Education

Indiana Effective Evaluation Resource Center

USE CHILD ASSESSMENT DATA TO...



Create and
Implement
Intentional
Lesson Plan

Determine
Child
Progress

Complete
an
Assessment
Instrument

Share
Information



Authentic Assessment Tools have
Criterion-based and Equitable Content

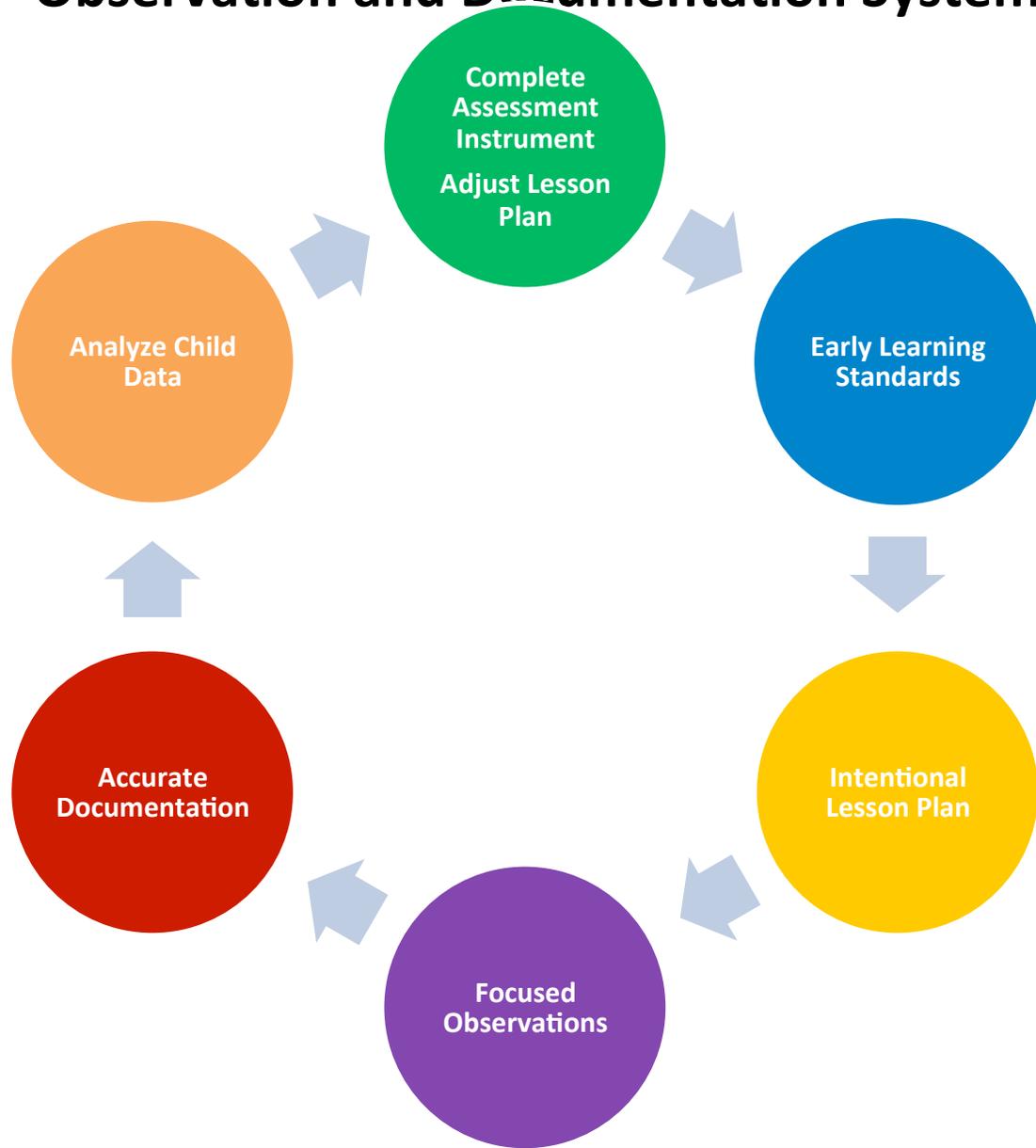
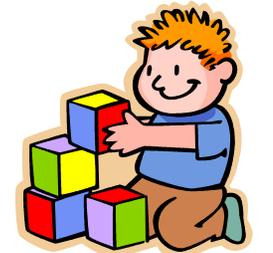
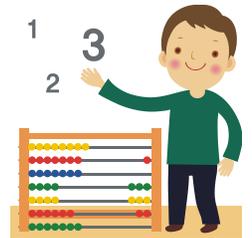


Getting Started with Authentic Assessment

1. Recognize that early learning is rapid, individual, and foundational for future school success
2. Understand early learning expectations and benchmarks
3. Focus on child accomplishments, not deficits
4. Make focused observations a routine in your practice
5. Make documentation a habit and create a portfolio of student work samples from multiple sources

-
6. Make time to collaborate with colleagues AND family members to gain input
 7. Reflect on and use your observations/ documentation
 8. Adopt researched-based assessment framework that is reliable, valid and appropriate
 9. Know that it takes time to become proficient in authentic assessment
 10. Commit to ongoing professional development

Observation and Documentation System





Thank YOU!

Questions:

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So Many Ways to Learn
Video clip

Results Matter, Colorado Department of Education



Indiana Effective Evaluation Resource Center

Resources and References

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