

## Observation and Assessment (Level 3)

### Observation and Assessment Strategies and Analysis

<b>Gateways ECE Competencies</b>	<p><b>OA1:</b> Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children’s development and learning and in informing the instructional process.</p> <p><b>OA2:</b> Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.</p> <p><b>OA3:</b> Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.</p>
<b>NAEYC Standards</b>	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c
<b>IPTS</b>	1A, 1B, 1C, 1D, 1E, 2A, 2I, 6H, 7A, 7C, 7E, 7F, 7G, 7H, 7K, 7M, 7N, 7O, 7P, 7Q, 7R, 8B, 8D, 8F, 8P, 9I, 9L

#### Assessment Guidelines

In this Assessment, students will use a variety of assessment procedures, screening tools and observation methods and strategies to gain information about children’s development and learning. As well, students will analyze instruments for cultural and linguistic responsiveness, and explore how appropriate organization and dissemination can inform family engagement and the instructional process.

Results of this project will be kept in an organized manner in an ECE Assessment Project folder and will be assessed over the course of the course or clinical experience.

#### Pre-Reflection-

**Part 1: Choose 2 examples of each of the following:**

- DAP Screening instruments,
- Observation methods
- Assessment tools

Some possible options could include:

- BRIGANCE Inventory of Early Development (3-5 year olds) <http://www.curriculumassociates.com/products/detail.aspx?title=BrigEC-IED3-sum>
- Early Learning Scale [http://www.lakeshorelearning.com/general\\_content/general\\_info/ELSstatic.jsp?utm=offline](http://www.lakeshorelearning.com/general_content/general_info/ELSstatic.jsp?utm=offline)
- Hawaii Early Learning Profile (HELP): 3-6 years (2nd Ed.) Extends HELP 0-3 <http://www.vort.com/>
- High/Scope Child Observation Record <http://www.highscope.org/Content.asp?ContentId=2>
- Learning Accomplishment Profile-3 (LAP-3) <http://cftop.org/Products/LAP-System/The-LAP-3.html>
- Narrative (Running) Record
- Anecdotal Record – Individual Child Focused OR Skill Focused
- Checklist
- Frequency Count
- Time Sampling

Based on the 2 examples from each category selected (DAP screening instruments, observation methods, and assessment tools), provide an overview of the following:

- Describe each instrument or method, including strengths and challenges in cultural and linguistic responsiveness
- Describe how data generated from the instrument/method can be used to support children's development and learning
- Describe how data generated from the instrument/method can be used to support the instructional process
- Identify what external factors could influence the data collection process, and how these can be accounted for
- Identify, for each of the instruments selected, three to five factors you will need to keep in mind during implementation pertaining to local, state, and national guidelines (as applicable), for data collection.
- Identify, for each of the instruments selected, and in accordance with state guidelines, two to three legal parameters that are important to keep in mind regarding identification and referral for children who may benefit from further assessment.

### **Part II: Learner Demographic Profile**

In Part II of your Assessment, you will be developing a profile of the classroom you will be observing within. Your profile should include the following:

- The Setting: Describe your observation site including:
  - Center /School size
  - Type: (Public, subsidized, private)
  - Funding Source (Parent Tuition, State funding, federal funding)
  - DCFS Licensed for how many children? What ages? NAEYC Accredited?
  - General socioeconomic status of families served
- A. The Classroom/ Learners-Describe the specific classroom and learners in your clinical classroom which includes:
  - How many children are in the classroom?
  - What diversity is present within the environment in terms of race and gender?
  - Adult-Child Ratios
  - English Language Learners
  - Number of children in the classroom with IEPs

### **Part III: Assessment**

In Part III of your Assessment, you will be selecting and implementing (1) Assessment tool, (1) observation method and (1) screening tool based on your description provided in Part 1

- Provide a rationale that describes why your selection best fits the group of learners described in your learner demographic profile.

## Assessment Rubric

### Observation & Assessment Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
OA1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process.	<p>Explains and advocates for developmentally appropriate observation, screening, and assessment procedures including types, purposes and appropriate and valid use.</p> <p>Describes each strategy in terms of its role in supporting children's healthy development and learning and in informing the instructional process.</p>	<p>Explains developmentally appropriate observation, screening, and assessment procedures including types, purposes and appropriate and valid use.</p> <p>Describes each strategy in terms of its role in supporting children's healthy development and learning and in informing the instructional process.</p>	Explains observation, screening, and assessment procedures.	Incorrectly describes observation, screening, and assessment procedures.	
OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.	<p>Describes and advocates for culturally and linguistically responsive assessment procedures, screening tools, and observation methods that respectfully consider individual and family characteristics.</p> <p>Procedures described involve families in the assessment and goal setting process.</p> <p>Describes methods for organizing assessment data for analysis and use.</p>	<p>Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods that respectfully consider individual and family characteristics.</p> <p>Procedures described involve families in the assessment and goal setting process.</p> <p>Describes methods for organizing assessment data for analysis and use.</p>	<p>Describes assessment procedures, screening tools, and observation methods that consider individual and family characteristics.</p> <p>Describes methods for organizing assessment data for analysis and use.</p>	<p>Describes assessment procedures, screening tools, and observation methods that are disrespectful.</p> <p>Lacks appropriate description of strategies to describe assessment data.</p>	
OA3: Selects and uses <b>legal and ethical</b> assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.	<p>Advocates, selects and uses legal and ethically appropriate screening tools and observation methods to gain knowledge of children, their families, and their social contexts.</p> <p>Models appropriate use of organizational strategies to ensure knowledge gained</p>	<p>Selects and uses legal and ethically appropriate assessment procedures, screening tools, and observation methods to gain knowledge of children, their families, and their social contexts.</p> <p>Uses organizational strategies to ensure knowledge gained</p>	<p>Chooses and implements assessment procedures, screening tools, and observation methods to gain knowledge of children, their families, and their social contexts.</p> <p>Procedures, tools, and methods selected lack comprehensiveness for use.</p>	<p>Selects inappropriate assessment procedures, screening tools, and observation methods.</p> <p>Uses inappropriate organizational strategies for data gathered.</p>	

**Observation & Assessment Master Rubric**

<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
	regarding young children and their families is accurate, current, and meaningfully applied.	regarding young children and their families is accurate, current, and meaningfully applied.	Uses organizational strategies for data collected.		

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5