

Observation and Assessment (Levels 3-5)

Observation and Assessment Strategies and Analysis

Gateways ECE Competencies	<p>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> <p>OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.</p> <p>OA3: 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> <p>OA4: Identifies the impact and influence of external factors on assessment practices.</p> <p>OA5: Evaluates and selects appropriate strategies for collecting, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.</p> <p>OA6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.</p> <p>OA7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.</p> <p>OA8: Utilizes assessment data to support child development and learning and program development.</p>
NAEYC Standards	1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d, 6e
IPTS	1A, 1B, 1C, 1D, 1E, 2A, 2I, 3A, 3D, 3E, 3F, 3I, 3O, 3P, 4E, 4L, 4P, 5H, 5N, 5P, 6H, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7M, 7N, 7O, 7P, 7Q, 7R, 8B, 8C, 8D, 8F, 8I, 8J, 8K, 8L, 8N, 8O, 8P, 8Q, 9A, 9B, 9I, 9J, 9K, 9L, 9M, 9N, 9Q, 9R

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
- 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. Prior to implementation, collect all materials needed and arrange an observation/screening time in your field site with your clinical instructor. Perform the assessment/screening/observation.

Part IV: Project Post-Reflection – At the conclusion of your project, provide the following in a narrative post reflection:

In Part IV of your Assessment, you will be reflecting on the data you collected in Parts I-III. Respond to each of the following:

- Compose a summative narrative of your findings, including your assessment of the strengths and challenges of administering each assessment type.
- Compare and contrast the assessment types. How did they provide different data?
- What assessments would you use in the future to help inform your understanding of behaviors or social emotional issues? Why
- What assessment types would you use to collect instructional data to inform future instruction?
- What strategies would you use to use the information obtained from these tools to engage families? What strategies would you use, prior to instrument implementation, to ensure families are fully engaged in the observation, screening, and assessment process?
- In your future classroom, what strategies would you use to organize this data? How would you use this data to inform classroom instruction (in terms of maintenance, tracking, analysis, and integration into daily planning)?
- Identify how information from families, coupled with data collected, can be used to inform goals for young children.
- Consider the influence of bias in the assessment process. What impact, if any, did your own or contextual bias influence outcomes? What strategies can you use in the future to reduce impact, if applicable?

Part V: Program Evaluation

In Part V of your Assessment, you will be investigating and describing an ECE program evaluation instrument (i.e. ECERS, CLASS). Based on the learner demographic profile developed, as well as your insights in your post-reflection, respond to the following:

- Provide an overview of the program evaluation tool you have selected. What are the strengths and challenges of this tool?
- How can utilization of this particular tool, or other classroom or program evaluation tools, support child development and learning? In other words, describe how knowledge of classroom/program performance can enhance your ability to meet instructional goals, and support the development and learning of each child within the classroom environment.
- Identify legal and ethical data collection guidelines that are essential for practitioners to keep in mind during child and program assessment.
- Identify effective strategies to ensure assessment data is utilized in support of children’s development of learning and program quality.

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.	Explains and advocates for developmentally appropriate observation, screening, and assessment procedures including types, purposes and appropriate and valid use. Describes each strategy in terms of its role in supporting children’s healthy development and learning and	Explains developmentally appropriate observation, screening, and assessment procedures including types, purposes and appropriate and valid use. Describes each strategy in terms of its role in supporting children’s healthy development and learning and	Explains observation, screening, and assessment procedures.	Incorrectly describes observation, screening, and assessment procedures.	

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	in informing the instructional process.	in informing the instructional process.			
<p>OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.</p>	<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>	
<p>OA3: 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>	<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 regarding young children and their families is accurate, current, and meaningfully applied.</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 regarding young children and their families is accurate, current, and meaningfully applied.</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>Uses organizational strategies for data collected.</p>	<p>Selects inappropriate assessment procedures, screening tools, and observation methods.</p> <p>Uses inappropriate organizational strategies for data gathered.</p>	
<p>OA4: Identifies the impact and influence of external factors on assessment practices.</p>	<p>Identifies how external factors impact and influence assessment practices in terms data collection and accountability.</p> <p>Recognizes local, state and national guidelines related to assessment data collection.</p>	<p>Identifies how external factors impact and influence assessment practices in terms data collection and accountability.</p> <p>Recognizes local, state and national guidelines related to assessment data collection.</p>	<p>Attempts to describe the interrelatedness of development and assessment Somewhat recognizes local, state and national procedures related to assessment data collection, as well as legal parameters related to referral to additional services</p>	<p>Does not acknowledge the interrelatedness of development and assessment or recognize legal mandates related to assessment data collection or legal parameters related to referral to additional services</p>	

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	<p>Identifies the impact of bias, development, and context on assessment.</p> <p>Describes legal parameters related to identification and referral.</p> <p>Identifies how assessment guidelines within the fields of early childhood general and special education and early childhood intervention influence practice.</p>	<p>Identifies the impact of bias, development, and context on assessment.</p> <p>Describes legal parameters related to identification and referral.</p>			
<p>OA5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.</p>	<p>Evaluates and selects appropriate observation, screening, and assessment strategies for specific purposes and data driven decision-making.</p> <p>Works with families and team members to make research-based, informed recommendations, responsive to the strengths and challenges of individual children and reflective of family goals and priorities, for organizing and sharing assessment data.</p>	<p>Evaluates and selects appropriate observation, screening, and assessment strategies for specific purposes and data driven decision-making.</p> <p>Works with families and team members to make informed recommendations, responsive to the strengths and challenges of individual children and reflective of family goals and priorities, for organizing and sharing assessment data.</p>	<p>Evaluates and selects appropriate observation, screening, and assessment strategies.</p> <p>Makes recommendations for organizing and sharing assessment data.</p>	<p>Selects inappropriate observation, screening, and assessment strategies.</p> <p>Makes inappropriate recommendations for organizing and sharing assessment data.</p>	
<p>OA6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.</p>	<p>Implements, adapts, and advocates for a range of effective observation, screening, assessment strategies to inform group and individual instruction.</p> <p>Strategies utilized support collaborative planning with families and colleagues supporting the goal of aligning</p>	<p>Implements and adapts a range of effective observation, screening, assessment strategies to inform group and individual instruction.</p> <p>Strategies utilized support collaborative planning with families and colleagues supporting the goal of aligning data gathered with applicable</p>	<p>Implements and adapts effective observation, screening, assessment strategies to inform group and individual instruction.</p> <p>Strategies utilized support planning with families and colleagues.</p> <p>Strategies are designed to</p>	<p>Implements ineffective and inappropriate observation, screening, assessment strategies.</p> <p>Strategies utilized do not support collaboration.</p> <p>Strategies do not engage families in the observation, screening and assessment process.</p>	

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	<p>data gathered with with applicable development/learning standards.</p> <p>Data gathered informs the development of IEPs and IFSPs.</p> <p>Strategies are designed to meaningfully engage families in the observation, screening and assessment process.</p>	<p>development/learning standards.</p> <p>Data gathered informs the development of IEPs and IFSPs.</p> <p>Strategies are designed to meaningfully engage families in the observation, screening and assessment process.</p>	<p>engage families in the observation, screening and assessment process.</p>		
<p>OA7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.</p>	<p>Explains and advocates for data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.</p> <p>Data collection, analysis and interpretation procedures reflect legal and ethical considerations and incorporate family input.</p> <p>Advocates for processes that ensure data collection procedures are culturally, linguistically, and individually appropriate.</p> <p>Describes processes for ensuring data collection, analysis, and interpretation procedures are shared with families, administrators, colleagues, and community partners.</p>	<p>Explains data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.</p> <p>Data collection, analysis and interpretation procedures reflect legal and ethical considerations and incorporate family input.</p> <p>Articulates processes for ensuring data collection procedures are culturally, linguistically, and individually appropriate.</p>	<p>Explains data collection, analysis and interpretation procedures.</p> <p>Data collection, analysis and interpretation procedures reflect legal and ethical considerations.</p>	<p>Explains ineffective data collection, analysis and interpretation procedures.</p> <p>Data collection, analysis and interpretation procedures do not reflect legal and ethical considerations.</p>	
<p>OA8 Utilizes assessment data</p>	<p>Uses the current research base</p>	<p>Utilizes assessment data within</p>	<p>Utilizes assessment data within</p>	<p>Assessment data not applied to</p>	

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<p>to support child development and learning and program development.</p>	<p>to utilize authentic versus standardized approaches and instruments to obtain assessment data to support child and program development. Effectively evaluates data collection procedures for current use and appropriate use on a regular basis.</p> <p>Ensures assessment data reflects legal and ethical considerations.</p> <p>Advocates for use of data in ways that are culturally, linguistically, and individually appropriate.</p> <p>Shares assessment data with families, administrators, colleagues, and community partners.</p>	<p>the early childhood context in ways that are supportive of child development and learning and program development.</p> <p>Use of assessment data reflects legal and ethical considerations.</p> <p>Ensures data usage is culturally, linguistically, and individually appropriate.</p>	<p>the early childhood context in ways that are supportive of child development and learning and program development.</p> <p>Application of data to child development and learning and program development lacks comprehensiveness.</p> <p>Use of assessment data partially reflects legal and ethical considerations.</p> <p>Ensures data usage is appropriate.</p>	<p>child development and learning and program development.</p> <p>Assessment data does not reflect legal and ethical considerations.</p> <p>Data usage lacks appropriateness.</p>	

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5