## About Presenter

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Core Competencies for Early Education and Care and Out of School Time Educators:
6

Observation, Assessment and Documentation

Massachusetts Department of Early Education and Care
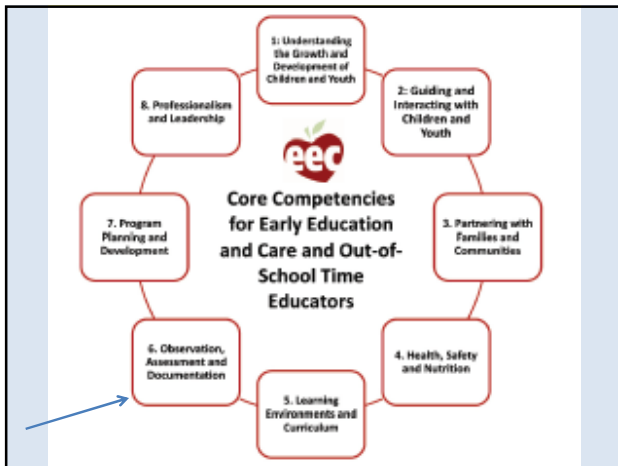
Indicator and levels

Should know and be able to do:

Initial	Mid	Advance
Educator : • With supervision •No administrative responsibilities	Educator: • Works directly with children and youth •May have administrative or supervisory responsibilities	Educator, leader, mentor: •Administrative, supervisory, mentoring or training role

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Links with Other Professional Documents

- Licensing Sections 7.06
- Code of Ethics
- NAEYC Accreditation:
  - #4 Assessment of Child Progress
- Early Childhood Program Standards:
  - 2: Curriculum and Assessment
- Common Core Standards for Preschoolers – English Language Arts and Mathematics
- DEC Recommended Practice *Child-Focused Practices*
- QRIS – Category 1: Curriculum and Learning

Area 6: Observation, Assessment and Documentation

- Goals, benefits and uses of observation and assessment
- Adapting curricula to meet the individual learning needs of children
- Using in partnership with families and other professionals:
  - systematic observations
  - documentation
  - other effective and appropriate assessment strategies

Subcategories

A. Observing and recording
B. Communicating with families and staff in observation and assessment process
C. Using appropriate assessment methods
D. Planning for individualized learning
E. Facilitating referrals based on observation and assessment

A. Observing and Recording

- Daily observation
- Share observation

A

Knowledge About Each Child

- Growth
- Achievement levels
- Learning styles
- Interest
- Experiences
- Skills
- Disposition

Watch video

- http://www.cde.state.co.us/resultsmatter/RMVideoSeries.htm#01
- Watch 3 minute video about using video with children.

A

Purpose of Assessment

- Assessing to promote children's learning and development
- Identifying children for health and social services
- Monitoring trends and evaluating programs and services
- Assessing academic achievement to hold individual students, teachers, and schools accountable.

Shepard, L, Kagan, S.L., & Wurtz, E. (1998). Principles and recommendations for early childhood assessment. Washington, D.C.: National Goals Panel.

A

Authentic Assessment

- Includes all domains
- Uses multiple sources of information
- Uses procedures that reflect the ongoing life of the classroom and typical activities of the children
- Considers all cultures, language groups, and developmental levels with fairness and respect.

A

Preschool Domains

- Language development
- Literacy
- Mathematics
- Science
- Creative Arts
- Social emotional development
- Approaches to learning
- Physical health and development

B. Communicating with and involving families and staff in observation and assessment process

- Collaboration
- Confidentiality

B

Effectively Communicating with Parents

- Providing families with a comprehensive picture of their children's on-going development.
- Demonstrate child progress over time
- Documenting and sharing child's work

C. Using appropriate assessment methods

- Valid
- Reliable
- Appropriate tools

C

Formal Assessment

- Benefit children
- Specific purpose (reliable, valid and fair)
- Reliability and validity increase with age
- DAP
- Linguistically appropriate
- Involves parents

National Education Goals Panel 1998

C

Appropriate early childhood assessment

- The process of obtaining information for the purpose of evaluative decisions (Meisels)
- The process of observing, recording, and otherwise documenting work that children do and how they do it, as a basis for a variety of educational decisions that affect the child (NAEYC & NAECS/SDE)

C
Multiple sources of assessment

- Running records
- Anecdotal records
- Time sampling
- Event sampling
- Observational checklist
- Children's work and play

C
Types of Assessments

Formative	Progress Monitoring	Summative
Linked to curriculum and daily instruction. Largely driven by teacher observation	Ongoing – provides reference point for performance outside the curriculum	Normative assessments given once or twice a year
Examples: Creative Curriculum Work Sampling	Examples: PALS DIBELS	Example: MCAS

C
Two Types of Scoring

Criterion-Referenced

Scores compared against a set **benchmark** or **cut score** determined by the assessment system

Norm-Referenced

Scores compared to other students of same **age** or **grade level**. Comparison is based on nationally representative reference group, percentile rank.

D. Planning for individualized learning

- Curriculum
  - Teaching strategies
  - Topics
- Environment

E. Facilitating referrals based on observation and assessment

- Use screening or assessment to identify potential developmental delay or disabilities
- Knows procedures to make referrals

E
To Determine the Need for Specialized Programs/Interventions

- Developmental Screening
  - Identify children with special characteristics and determine if further assessment is needed
- Diagnostic Assessment
  - Describe children's current level of functioning
  - Determine intervention services

E
Screening

- Identify children who need further evaluation
- Not to exclude children from services
- **Child Find** - *Focuses on early identification of children who are eligible to receive early intervention services*
- Head Start requires screening within 45 calendar days of enrollment
  - Developmental
  - Sensory
  - Behavioral

E
Referrals

- Children under three – Early Intervention- services are family focused based on IFSP
- Children over three – Public Schools – services are focused on supporting child's educational needs based on IEP

E
Early Intervention & Individual Family Service Plan

- For families of children (0-3) with special needs
- Description of child's present development
- Description of families resources, priorities and concerns
- Timeline for child and family goals
- Dates, intensity and duration of services
- Natural environments
- Name of service coordinator
- Transition plan

E
Research shows

Children who receive early intervention:
- Have reduced placement in special education
- Are retained less often
- Attain higher achievement test scores
- Show less delinquent behavior

Child Find- http://www.childfindidea.org/

E
Special Education & IEP

Children and youth 3-21
- Present level of education performance
- Annual goals by end of school year
- Determination of short-term objectives
- Kind of program needed and adaptations required
- Involvement in regular education
- Justification for type of educational placement
- Individual responsible for implementation

Why Observation, Assessment and Documentation Matter

- Deepens understanding of:
  - Child's knowledge and skills
- Informs:
  - Instructional practice
  - Communication with families
  - Communication with other professionals
  - Support for specialized services

Next Steps

- Take the survey to document your current stage
- Explore the websites
- Read some articles and talk about the key concepts
- Reflect on how to enhance your skills in this competency.

Reflection of learning

Make a plan for how you will:
- Deepen your knowledge of *Observation, Documentation and Assessment*
- Support other adults working in the field deepen their knowledge of *Observation, Documentation and Assessment*
- Use your knowledge while developing policy, supporting families *Observation, Documentation and Assessment*

Feedback

- Additions, corrections and suggestions?
  Marylu.love@umb.edu