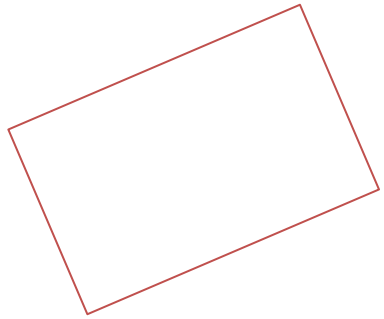
Credential AREA: Early Childhood Credential (Level 3)
TOPIC: O & A Domain-Specific Assessment Example
Child Developmental Assessment

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed	Competency Alignment			
	NAEYC Standards (Draft 2020)	**NAEYC Competencies** (Draft 2020)	**IPTS** (2013)	**InTASC** (2019)
O&A1: 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	3a, 3b	3a-LVL1-1-3, 3b-LVL3-1 & 3	6H, 7A, 7B, 7C, 7D	6(k), 6(t), 9(j)
O&A2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process	3b, 3c, 3d	3b-LVL2-1, 3c-LVL1-1-3, 3d-LVL2-1	7F, 7H, 7I, 7N	6(a), 6(b), 6(c), 6(i), 6(u), 9(c)
O&A3: 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	3a, 3b, 3c, 3d	3a-LVL2-1 & 2, 3b-LVL2-2, 3c-LVL2-1-4 & 6-8, 3d-LVL2-3	7H, 7K, 7L, 7M, 7P, 7Q, 7R	6(a), 6(c), 6(d), 6(j), 6(m), 6(q), 10(d), 10(d), 10(i)

II. Assessment Task Description/ Directions

As early childhood professionals, we must see assessment as essential to supporting children's development and informing the instructional process. In this assessment, students will explore a variety of assessment procedures, screening tools, observation methods and strategies to gain information about children's development and learning within a classroom setting. Students will develop a profile of a learner in the classroom and select appropriate assessments based on the profile developed. Students will analyze assessment 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 throughout the course or clinical experience.

The project folder will be organized into 3 sections:

- Part I: Foundational Knowledge
- Part II: Setting/ Learner Demographic Profile
- Part III: Rationale & Selection of Assessments

Part I: Foundational Knowledge

Choose 1 example for each of the following categories to describe (for a total of 3):

- DAP Screening instruments
- Assessment instruments
- Observation Methods

Some possible options could include:

<u>Screening</u>

- 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/
- Learning Accomplishment Profile-3 (LAP-3) http://chtop.org/Products/LAP-System/The-LAP-3.html
- Early Screening Inventory (ESI-R) English/Spanish https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Early-Screening-Inventory-Revised-%7C-2008-Edition/p/100000382.html
- Developmental Indicators for Assessment of Learning (DIAL-4) English/Spanish https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Developmental-Indicators-for-the-Assessment-of-Learning-%7C-Fourth-Edition/p/100000304.html
- W-APT WIDA ACCESS Placement Test https://wida.wisc.edu/assess/kwapt
- Idea Proficiency Test (Pre-IPT) English/Spanish http://www.ballard-tighe.com/ipt/about/ipt-oral-english/
- Kindergarten Individual Development Survey (Screening In

- What is the Adult-Child Ratio?
- How many are English Learners (ELs)? What are their home languages? What are the home countries of their families? What is/are their ethnic identities?
- Number of children in the classroom with IEPs/IFSPs
- Number of children who are ELs and have IEPs

The Learner

- Age, gender, English learner, IFSP/IEP, time in this setting,

Part III: Rationale & Selection of Assessments

In Part III, you will select one child, then select appropriate assessment tools and assess the child using 3 types of assessments, i.e., one assessment tool, 1 observation method, and 1 screening tool.

- Provide a rationale that describes why your selections best fit the learner you chose
- What did you learn about the child, the family and the social context?
- Discuss how each assessment can improve outcomes for the selected child
- Describe how families were/could be involved in the assessment and goal setting process
- What organizational strategies could you use to make sure the results are used to support the child's learning?

Technology Option:
- Video/audio options

Write a report to this child's parents that explains the purpose of the assessments, the results, strengths and some next steps for learning and development. Include pictures, suggestions, an interesting format to make sure the content is parent friendly. (Suggested page length: a 1-2 pages)

OR

Role-play a parent-teacher meeting or a meeting with your clinical teacher during which you explain the purpose of the assessments, the results, strengths and some next steps for learning and development.

III. Assessment Rubric

ECE Observation & Assessment Master Rubric					
Competency	**Competent**				**Unable to Assess**
	Checklist Criteria				
	Types	**Purposes**	**Appropriate & Valid Use**		
O&A1: 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 **Possible Codes:** E = explains, HD = describes its role in supporting children's healthy development and learning, HI = describes its roles in informing the instructional process **NAEYC**: 3a, 3b (3a-LVL1-1-3, 3b-LVL3-1 & 3) **IPTS**: 6H, 7A, 7B, 7C, 7D **InTASC**: 6(k), 6(t), 9(j)				**Observation Methods…**	
				Narrative (running record)	
				Anecdotal record (individual child-focused/ skill-focused)	
				Checklist	
				Frequency count	
				Time sampling	
				Others:	
				Screening Tools…	
				Fill in which standardized screening tools your program teaches (examples below)	
				Assessment Systems…	
				Fill in which assessment systems your program teaches (examples below)	

Standardized & Validated Screening Tool Examples:

- **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/
- **Learning Accomplishment Profile-3 (LAP-3)** http://chtop.org/Products/LAP-System/The-LAP-3.html

Standardized/ Validated Assessment System Examples:

- **High/Scope Child Observation Record** http://www.highscope.org/Content.asp?ContentId=2
- Teaching Strategies Gold http://www.teachingstrategies.com
- Work Sampling System https://wsoz.pearsonclinical.com/wsoTeacherApp/teachApp/login/showLogin.html?product=work

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
O&A2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process **NAEYC**: 3b, 3c, 3d (3b-LVL2-1, 3c-LVL1-1-3, 3d-LVL2-1) **IPTS**: 7F, 7H, 7I, 7N **InTASC**: 6(a), 6(b), 6(c), 6(i), 6(u), 9(c)	Describes and advocates for culturally and linguistically responsive assessment procedures, screening tools, and observation methods that respectfully consider individual and family characteristics Procedures described involve families in the assessment and goal setting process Describes methods for organizing assessment data for analysis and use	Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods that respectfully consider individual and family characteristics Procedures described involve families in the assessment and goal setting process Describes methods for organizing assessment data for analysis and use	Describes assessment procedures, screening tools, and observation methods that consider individual and family characteristics Describes methods for organizing assessment data for analysis and use	Describes assessment procedures, screening tools, and observation methods that are disrespectful Lacks appropriate description of strategies to describe assessment data	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
O&A3: 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 **NAEYC**: 3a, 3b, 3c, 3d (3a-LVL2-1 & 2, 3b-LVL2-2, 3c-LVL2-1-4 & 6-8, 3d-LVL2-3) **IPTS**: 7H, 7K, 7L, 7M, 7P, 7Q, 7R **InTASC**: 6(a), 6(c), 6(d), 6(j), 6(m), 6(q), 10(d), 10(d), 10(i)	Advocates, selects and uses legal and ethically appropriate screening tools and observation methods to gain knowledge of children, their families, and their social contexts Models appropriate use of organizational strategies to ensure knowledge gained regarding young children and their families is accurate, current, and meaningfully applied	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 Uses organizational strategies to ensure knowledge gained regarding young children and their families is accurate, current, and meaningfully applied	Chooses and implements assessment procedures, screening tools, and observation methods to gain knowledge of children, their families, and their social contexts Procedures, tools, and methods selected lack comprehensiveness for use Uses organizational strategies for data collected	Selects inappropriate assessment procedures, screening tools, and observation methods Uses inappropriate organizational strategies for data gathered	

Green = Level 3

IV. Data Collection & Analysis Tool

Competency & Standards Alignment					Cumulative Assessment Data				
Competency	**NAEYC Stand. (Draft 2020)**	**NAEYC Comp. (Draft 2020)**	**IPTS (2013)**	**InTASC (2019)**	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
O&A1: 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	3a, 3b	3a-LVL1-1-3, 3b-LVL3-1 & 3	6H, 7A, 7B, 7C, 7D	6(k), 6(t), 9(j)					
O&A2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process	3b, 3c, 3d	3b-LVL2-1, 3c-LVL1-1-3, 3d-LVL2-1	7F, 7H, 7I, 7N	6(a), 6(b), 6(c), 6(i), 6(u), 9(c)					
O&A3: 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	3a, 3b, 3c, 3d	3a-LVL2-1 & 2, 3b-LVL2-2, 3c-LVL2-1-4 & 6-8, 3d-LVL2-3	7H, 7K, 7L, 7M, 7P, 7Q, 7R	6(a), 6(c), 6(d), 6(j), 6(m), 6(q), 10(d), 10(d), 10(i)					