

**Credential AREA: Early Childhood Credential (Level 4)**  
**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)
<b>O&amp;A1:</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	3a, 3b	3a-LVL1-1-3, 3b-LVL3-1 & 3	6H, 7A, 7B, 7C, 7D	6(k), 6(t), 9(j)
<b>O&amp;A2:</b> 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)
<b>O&amp;A3:</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	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)
<b>O&amp;A4:</b> Identifies the impact and influence of external factors on assessment practices	3c	3c-LVL3-4, 6, 7	1D	2(a), 2(h), 9(c)
<b>O&amp;A5:</b> 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	3b, 3c, 3d	3b-LVL3-3, 3c-LVL3-1 & 5, 3d-LVL3-1	5H, 7K, 7L, 7Q, 7R, 9J	1(a), 4(i), 6(a), 6(d), 6(m), 6(n), 6(q), 6(s), 7(l)
<b>O&amp;A6:</b> Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction	3c, 3d	3c-LVL2-2 & -5, 3c-LVL3-3, 3d-LVL3-1-3	3D, 3P, 5P, 6K, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7Q, 7R	2(a), 6(a), 6(c), 6(e), 6(g), 6(h), 6(k), 6(l), 7(b), 7(l), 7(m), 7(p), 8(n), 9(j)

## 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 4 sections:

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

### Part I: Foundational Knowledge

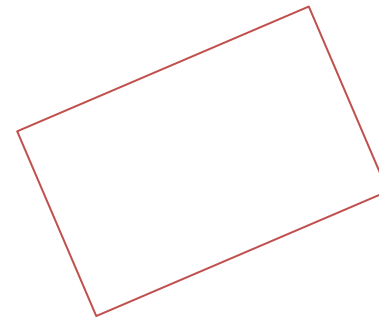
Choose 1 example for each of the following categories to describe (for a total of 3):

- DAP Screening instruments
- Assessment instruments
- Observation Methods

Some possible options could include:

#### Screening

- 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/>
- 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 (KIDS) <https://www.isbe.net/kids>

#### Assessment Instruments

- 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>

#### Observational Methods

- Narrative (Running) Record
- Anecdotal Record – Individual Child Focused OR Skill Focused
- Checklist
- Frequency Count
- Time Sampling
- Language Sample

(All links valid as of 10/25/19. If not valid, you are encouraged to search the updated site for this tool)

Write a 3-page\* paper **OR** prepare a 10-slide\* presentation, **OR** record a 5-minute\* oral presentation **OR** prepare a poster presentation in which you:

- Explain the purpose/s, features, components, language/s, administration requirements, and psychometric properties (validity, reliability, population) method for recording and scoring results including types of scores. Explain the standard score, percentages, age levels, developmental levels, etc. of each of the 3 instruments/methods you selected.
- Describe the strengths and challenges in terms of 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



\*all limits are suggestions

## Part II: Setting/ Learner Demographic Profile

In Part II, you will be developing a profile of the classroom you will be observing within and the learner. 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

**Technology Option:**  
- Website options  
- Interactive Options

The Classroom/ Learners—Describe the specific classroom and learners in your clinical classroom including:

- How many children are in the classroom?
- What diversity is present within the environment in terms of race and gender?
- 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?

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)

**Technology Option:**  
- Video/audio options

**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.

#### **Part IV: Project Post-Reflection**

In Part IV of your Assessment, you will reflect on the data you collected by composing a summative analysis of your findings. Respond to each of the following:

Assessment Types:

- Compare and contrast the assessment types. How did they provide different data?
- What assessment types would you use to collect instructional data to inform future instruction? Describe how data generated from the instrument/method can be used to support children's development and learning based on state standards/guidelines.

**Technology Option:**  
- Video/audio record options  
- Collaboration options

Assessment Strategies:

- What strategies would you employ 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 curriculum planning)?

Use of Assessments:

- How will you use assessment to differentiate instruction and intervention for children with special needs?
- Identify how information from families, coupled with data collected and research-based practices can be used to inform goals including IFSP/IEP goals, if appropriate, for young children.

Ethical and Practical Considerations:

- 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?
- Identify what external factors could influence the data collection process, and how these can be accounted for.

- Identify, for each of the instruments/methods 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/methods 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.

### III. Assessment Rubric

<b>ECE Observation &amp; Assessment Master Rubric</b>		
<b>Competency</b>	<b>Competent</b>	<b>Unable to Assess</b>

<a href="http://www.vort.com/">http://www.vort.com/</a> - <b>Learning Accomplishment Profile-3 (LAP-3)</b> <a href="http://chtop.org/Products/LAP-System/The-LAP-3.html">http://chtop.org/Products/LAP-System/The-LAP-3.html</a>	- Work Sampling System <a href="https://wsoz.pearsonclinical.com/wsoTeacherApp/teachApp/login/showLogin.html?product=work">https://wsoz.pearsonclinical.com/wsoTeacherApp/teachApp/login/showLogin.html?product=work</a>
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Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>O&amp;A2:</b> Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process  <b>NAEYC:</b> 3b, 3c, 3d (3b-LVL2-1, 3c-LVL1-1-3, 3d-LVL2-1) <b>IPTS:</b> 7F, 7H, 7I, 7N <b>InTASC:</b> 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
<b>O&amp;A3:</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  <b>NAEYC:</b> 3a, 3b, 3c, 3d (3a-LVL2-1 & 2, 3b-LVL2-2, 3c-LVL2-1-4 & 6-8, 3d-LVL2-3) <b>IPTS:</b> 7H, 7K, 7L, 7M, 7P, 7Q, 7R	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	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	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	Selects inappropriate assessment procedures, screening tools, and observation methods  Uses inappropriate organizational strategies for data gathered	

InTASC: 6(a), 6(c), 6(d), 6(j), 6(m), 6(q), 10(d), 10(d), 10(i)	and their families is accurate, current, and meaningfully applied	and their families is accurate, current, and meaningfully applied	strategies for data collected		
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>O&amp;A4:</b> Identifies the impact and influence of external factors on assessment practices</p> <p>NAEYC: 3c (3c-LVL3-4, 6, 7)            IPTS: 1D            InTASC: 2(a), 2(h), 9(c)</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 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 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 the impact of bias, development, and context on assessment</p> <p>Describes legal parameters related to identification and referral</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>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>O&amp;A5:</b> Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and</p>	<p>Evaluates and selects appropriate observation, screening, and assessment strategies for specific purposes and data driven</p>	<p>Evaluates and selects appropriate observation, screening, and assessment strategies for specific purposes and data driven</p>	<p>Evaluates and selects appropriate observation, screening, and assessment strategies</p>	<p>Selects inappropriate observation, screening, and assessment strategies</p> <p>Makes inappropriate</p>	



utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities  <b>NAEYC:</b> 3b, 3c, 3d (3b-LVL3-3, 3c-LVL3-1 & 5, 3d-LVL3-1) <b>IPTS:</b> 5H, 7K, 7L, 7Q, 7R, 9J <b>InTASC:</b> 1(a), 4(i), 6(a), 6(d), 6(m), 6(n), 6(q), 6(s), 7(l)	decision-making  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	decision-making  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	Makes recommendations for organizing and sharing assessment data	recommendations for organizing and sharing assessment data	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>O&amp;A6:</b> Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction  <b>NAEYC:</b> 3c, 3d (3c-LVL2-2 & -5, 3c-LVL3-3, 3d-LVL3-1-3) <b>IPTS:</b> 3D, 3P, 5P, 6K, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7Q, 7R <b>InTASC:</b> 2(a), 6(a), 6(c), 6(e), 6(g), 6(h), 6(k), 6(l), 7(b), 7(l), 7(m), 7(p), 8(n), 9(j)	Implements, adapts, and advocates for a range of effective observation, screening, assessment strategies to inform group and individual instruction  Strategies utilized support collaborative planning with families and colleagues supporting the goal of aligning data gathered with applicable development/ learning standards  Data gathered informs the development of IEPs and IFSPs  Strategies are designed to meaningfully engage families in the observation, screening and assessment process	Implements and adapts a range of effective observation, screening, assessment strategies to inform group and individual instruction  Strategies utilized support collaborative planning with families and colleagues supporting the goal of aligning data gathered with applicable development/ learning standards  Data gathered informs the development of IEPs and IFSPs  Strategies are designed to meaningfully engage families in the observation, screening and assessment process	Implements and adapts effective observation, screening, assessment strategies to inform group and individual instruction  Strategies utilized support planning with families and colleagues  Strategies are designed to engage families in the observation, screening and assessment process	Implements ineffective and inappropriate observation, screening, assessment strategies  Strategies utilized do not support collaboration  Strategies do not engage families in the observation, screening and assessment process	

Green = Level 3

Orange = Level 4

## 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
<b>O&amp;A1:</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	3a, 3b	3a-LVL1-1-3, 3b-LVL3-1 & 3	6H, 7A, 7B, 7C, 7D	6(k), 6(t), 9(j)					
<b>O&amp;A2:</b> 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)					
<b>O&amp;A3:</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	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)					
<b>O&amp;A4:</b> Identifies the impact and influence of external factors on assessment practices	3c	3c-LVL3-4, 6, 7	1D	2(a), 2(h), 9(c)					
<b>O&amp;A5:</b> Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are	3b, 3c, 3d	3b-LVL3-3, 3c-LVL3-1 & 5, 3d-LVL3-1	5H, 7K, 7L, 7Q, 7R, 9J	1(a), 4(i), 6(a), 6(d), 6(m), 6(n), 6(q), 6(s), 7(l)					

responsive to the strengths and challenges of individual children and reflective of family goals and priorities									
<b>O&amp;A6:</b> Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction	3c, 3d	3c- LVL2-2 & -5, 3c- LVL3-3, 3d- LVL3- 1-3	3D, 3P, 5P, 6K, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7Q, 7R	2(a), 6(a), 6(c), 6(e), 6(g), 6(h), 6(k), 6(l), 7(b), 7(l), 7(m), 7(p), 8(n), 9(j)					