

**Credential AREA: Early Childhood Credential (Level 5)**  
**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)
<b>O&amp;A7:</b> 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	3c	3c-LVL3-6 & 8	7M, 7R, 9J, 9Q	6(l), 6(v), 10(j)

<b>O&amp;A8:</b> Utilizes assessment data to support child development and learning and program development	3a, 3c	3a-LVL3-3, 3c-LVL3-8	3J, 3O, 4H, 4L, 4P, 4Q, 7J	2(a), 3(e), 4(i), 6(a), 6(g), 6(i), 7(b), 7(d)
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## 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 5 sections:

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

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

### 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.

## Part V: Program Evaluation

In Part V of your assessment, you will be investigating and describing an ECE program evaluation instrument and an authentic research-based practice (i.e., ITERS, ECERS, CLASS, Early Ed Essentials or other Parent Satisfaction Surveys). Based on the setting demographic profile as well as your insights in your post-reflection, write a 5-page\* paper **or** prepare a short presentation for your staff meeting and respond to the following:

- Provide an overview of the program evaluation tool and authentic practice you have selected. What are the strengths and challenges of this tool in general?
  - What are the strengths and challenges of this tool in the setting you observed including culturally, linguistically and individually responsive perspectives?
  - Who is involved in providing input; staff, families, administration, outside evaluators, others?
- 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.
- Evaluate how essential legal and ethical data collection guidelines are addressed to ensure a quality program assessment
- Identify effective strategies to ensure assessment data is utilized in support of children’s development of learning and program quality, including how often data would be collected and how it would be disaggregated. (Children with IFSP/IEPs, English learners/multilingual learners, age span, gender, race, etc.) and how it would be used for continuous improvement.
- Recommend strategies for sharing program evaluation results with families, administrators, colleagues and community partners/ stakeholders.

**Technology Option:**  
- Provide videos for examples

\*all limits are suggestions

### III. Assessment Rubric

ECE Observation & Assessment Master Rubric					
Competency	Competent				Unable to Assess
	Types	Purposes	Appropriate & Valid Use	Checklist Criteria	
<p><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</p> <p><b>Possible Codes:</b> E = explains, HD = describes its role in supporting children’s healthy development and learning, HI = describes its roles in informing the instructional process</p> <p><b>NAEYC:</b> 3a, 3b (3a-LVL1-1-3, 3b-LVL3-1 &amp; 3)</p> <p><b>IPTS:</b> 6H, 7A, 7B, 7C, 7D</p> <p><b>InTASC:</b> 6(k), 6(t), 9(j)</p>				<b>Observation Methods...</b>	
				Narrative (running record)	
				Anecdotal record (individual child-focused/ skill-focused)	
				Checklist	
				Frequency count	
				Time sampling	
				Others:	
				<b>Screening Tools...</b>	
				Fill in which standardized screening tools your program teaches (examples below)	
				<b>Assessment Systems...</b>	
			Fill in which assessment systems your program teaches (examples below)		
<p><b>Standardized &amp; Validated Screening Tool Examples:</b></p> <ul style="list-style-type: none"> <li>- <b>BRIGANCE Inventory of Early Development (3-5-year-olds)</b> <a href="http://www.curriculumassociates.com/products/detail.aspx?title=BrigEC-IED3-sum">http://www.curriculumassociates.com/products/detail.aspx?title=BrigEC-IED3-sum</a></li> <li>- <b>Early Learning Scale</b> <a href="http://www.lakeshorelearning.com/general_content/general_info/ELSstatic.jsp?utm=offline">http://www.lakeshorelearning.com/general_content/general_info/ELSstatic.jsp?utm=offline</a></li> <li>- <b>Hawaii Early Learning Profile (HELP): 3-6 years (2nd Ed.) Extends HELP 0-3</b> <a href="http://www.vort.com/">http://www.vort.com/</a></li> <li>- <b>Learning Accomplishment Profile-3 (LAP-3)</b> <a href="http://ctop.org/Products/LAP-System/The-LAP-3.html">http://ctop.org/Products/LAP-System/The-LAP-3.html</a></li> </ul>				<p><b>Standardized/ Validated Assessment System Examples:</b></p> <ul style="list-style-type: none"> <li>- <b>High/Scope Child Observation Record</b> <a href="http://www.highscope.org/Content.asp?ContentId=2">http://www.highscope.org/Content.asp?ContentId=2</a></li> <li>- Teaching Strategies Gold <a href="http://www.teachingstrategies.com">http://www.teachingstrategies.com</a></li> <li>- 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></li> </ul>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to</b>

					<b>Assess</b>
<p><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</p> <p><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)</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>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><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</p> <p><b>NAEYC:</b> 3a, 3b, 3c, 3d (3a-LVL2-1 &amp; 2, 3b-LVL2-2, 3c-LVL2-1-4 &amp; 6-8, 3d-LVL2-3)  <b>IPTS:</b> 7H, 7K, 7L, 7M, 7P, 7Q, 7R  <b>InTASC:</b> 6(a), 6(c), 6(d), 6(j), 6(m), 6(q), 10(d), 10(d), 10(i)</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>	
<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 utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of</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,</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,</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>	

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)	responsive to the strengths and challenges of individual children and reflective of family goals and priorities, for organizing and sharing assessment data	responsive to the strengths and challenges of individual children and reflective of family goals and priorities, 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	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>O&amp;A7:</b> Articulates and advocates for legal and ethical data collection,	Explains and advocates for data collection, analysis and interpretation	Explains data collection, analysis and interpretation procedures supportive of	Explains data collection, analysis and interpretation procedures	Explains ineffective data collection, analysis and interpretation procedures	

<p>analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives</p> <p><b>NAEYC:</b> 3c (3c-LVL3-6 &amp; 8)  <b>IPTS:</b> 7M, 7R, 9J, 9Q  <b>InTASC:</b> 6(l), 6(v), 10(j)</p>	<p>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>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>Data collection, analysis and interpretation procedures reflect legal and ethical considerations</p>	<p>Data collection, analysis and interpretation procedures do not reflect legal and ethical considerations</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>O&amp;A8:</b> Utilizes assessment data to support child development and learning and program development</p> <p><b>NAEYC:</b> 3a, 3c (3a-LVL3-3, 3c-LVL3-8)  <b>IPTS:</b> 3J, 3O, 4H, 4L, 4P, 4Q, 7J  <b>InTASC:</b> 2(a), 3(e), 4(i), 6(a), 6(g), 6(i), 7(b), 7(d)</p>	<p>Uses the current research base to utilize authentic versus standardized approaches and instruments to obtain assessment data to support child and program development</p> <p>Effectively evaluates data collection procedures for current use and</p>	<p>Utilizes assessment data within 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</p>	<p>Utilizes assessment data within 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>Assessment data not applied to 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>	

	<p>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>culturally, linguistically, and individually appropriate</p>	<p>Use of assessment data partially reflects legal and ethical considerations</p> <p>Ensures data usage is appropriate</p>		
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Green = Level 3

Orange = Level 4

Blue = Level 5

#### 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,	3a, 3b, 3c, 3d	3a-LVL2-1 & 2, 3b-	7H, 7K, 7L, 7M,	6(a), 6(c), 6(d), 6(j), 6(m),					

screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts		LVL2-2, 3c- LVL2-1-4 & 6-8, 3d- LVL2-3	7P, 7Q, 7R	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)					
<b>O&amp;A7:</b> 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	3c	3c- LVL3-6 & 8	7M, 7R, 9J, 9Q	6(l), 6(v), 10(j)					
<b>O&amp;A8:</b> Utilizes assessment data to support child development and learning and program development	3a, 3c	3a- LVL3-3, 3c- LVL3-8	3J, 3O, 4H, 4L, 4P, 4Q, 7J	2(a), 3(e), 4(i), 6(a), 6(g), 6(i), 7(b), 7(d)					