How do you build a high-quality assessment system?

Assessment Module 3

Assessment modules

- Module One-Why do I assess children?
- Module Two-What does assessment look like?
- Module Three-How to build a high-quality early childhood assessment system.
- Module Four-How to use the data you've collected.

Objectives

Participants will:

- ▫ Identify the Fundamentals of Learning
- ▫ Identify how Fundamentals of Learning can be fostered through a high quality assessment system
- ▫ Review the Early Childhood Assessment System
- ▫ Review components to building a comprehensive assessment system for balance and quality
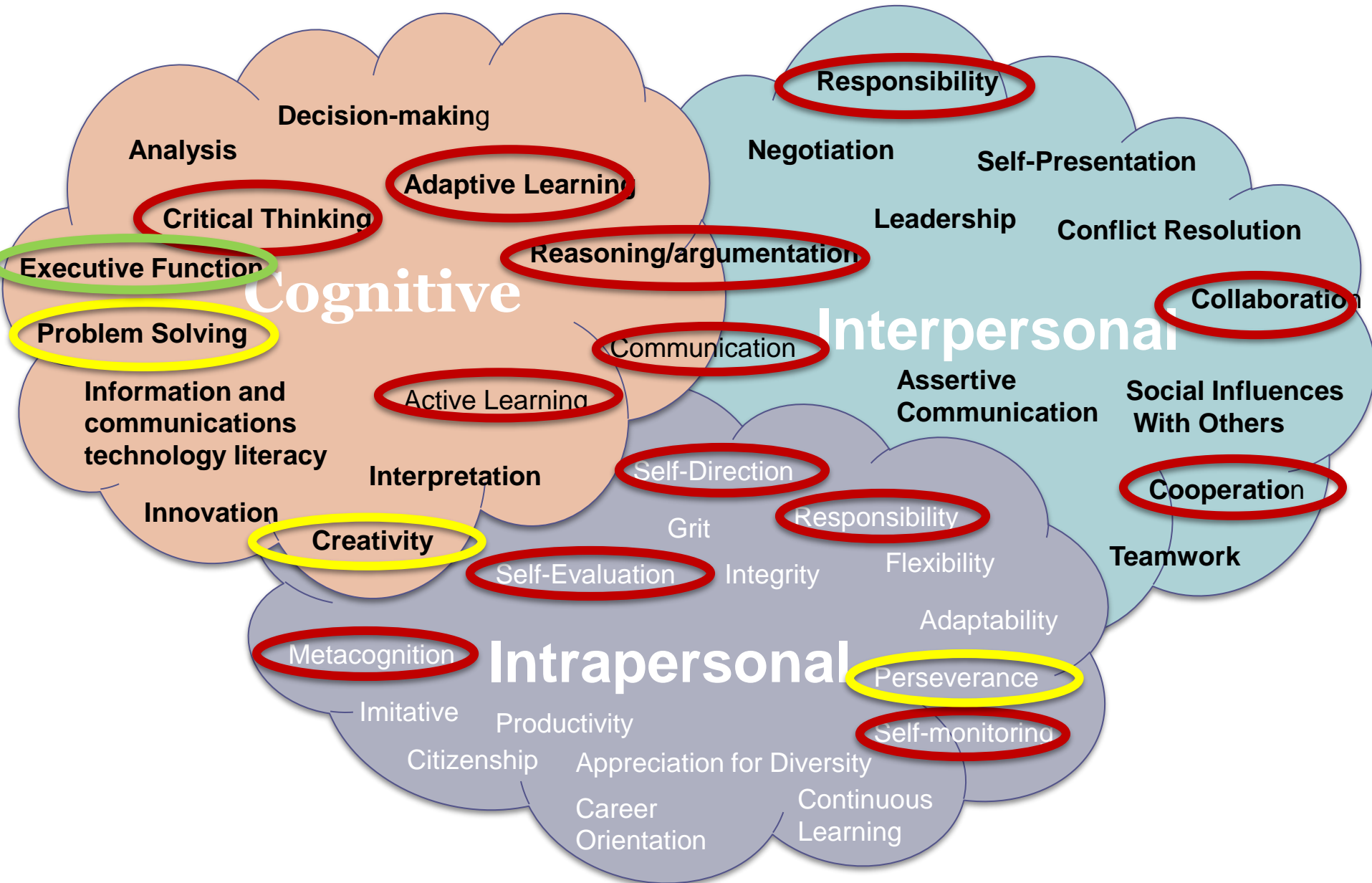- ▫ Identify benefits of a balanced assessment system
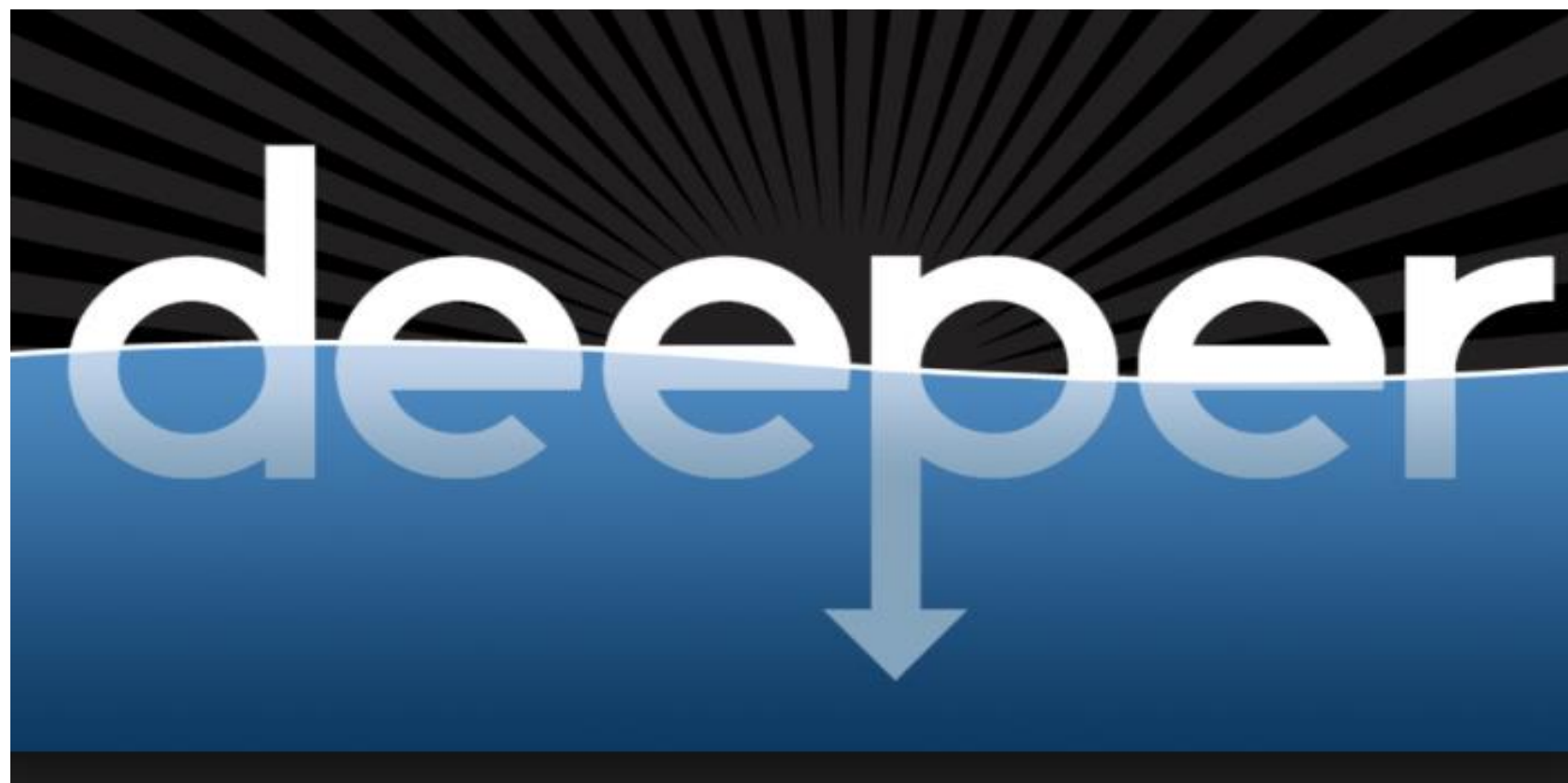
Deeper Learning

- **Reason abstractly and quantitatively**

- **Construct viable arguments and critique the reasoning of others**

- **Engage with complex text**

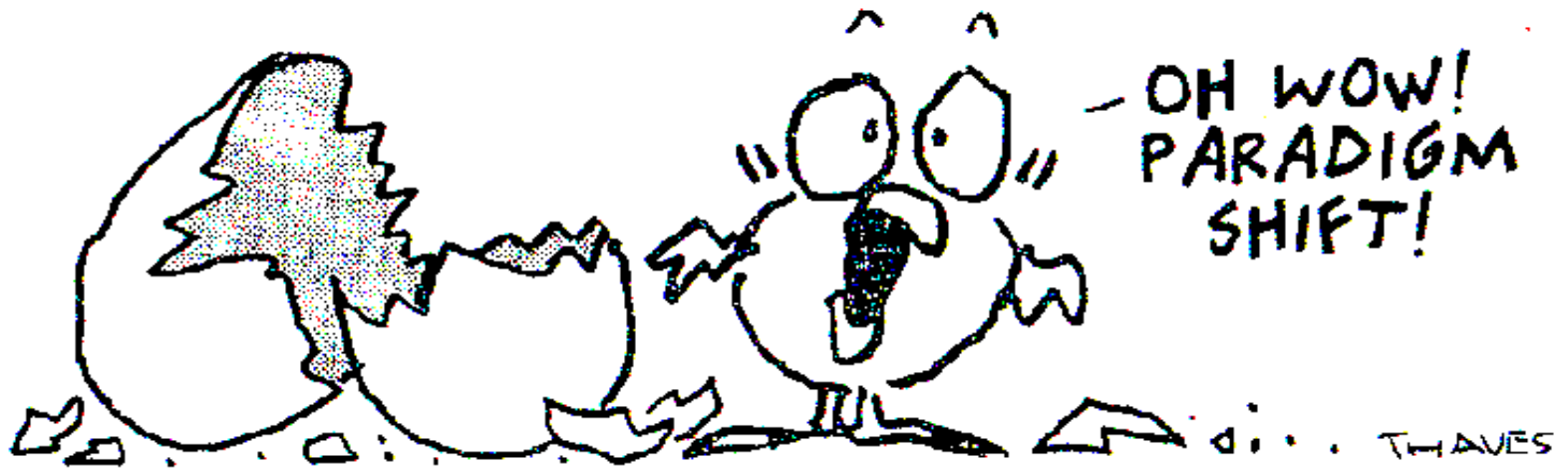- **Use evidence to inform, argue, analyze**

Transferable Knowledge and Skills

Three Domains of Competence (NRC, 2012)
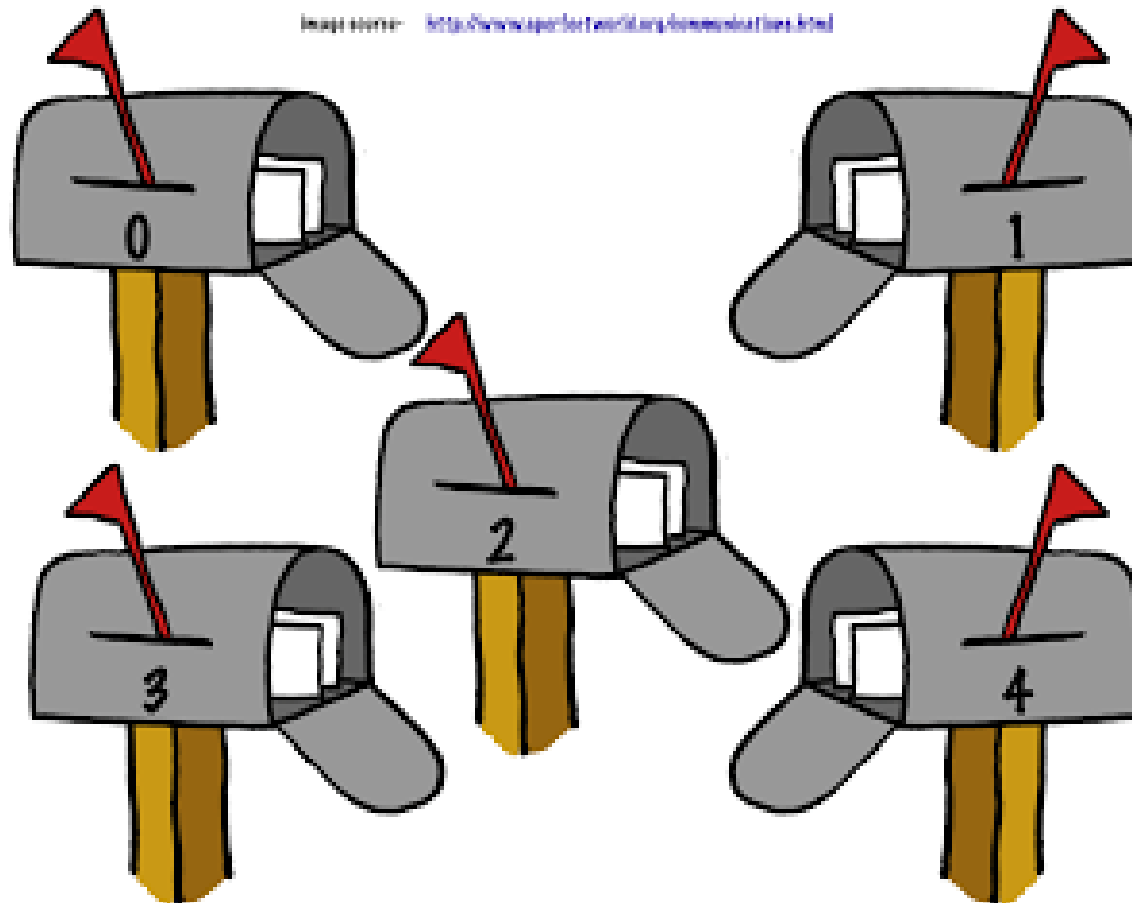
Changes in Teacher Practices

Heritage, 2014

From Delivering Instruction...

Heritage, 2014

…To Supporting Learning

Heritage, 2014

Learning is the Property of the Learner

Students actually DO the learning

AZ Kids Can't Wait

"We need to re-examine why we test students at all……while some testing is useful, we are over doing it. The savings in instructional time and money will allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course."

-Arizona Superintendent of Public Instruction
Diane Douglas

The
Assessment Continuum
Guide for
Pre-K through Third Grade
in Arizona

Arizona Department of Education
Early Childhood Education
1535 W. Jefferson Bin #15
Phoenix, AZ 85007
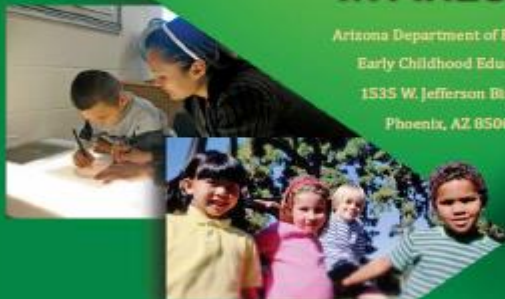
Revised 2016

To develop a local assessment system, as defined by the U.S. Department of Education, "the program should have a coordinated and comprehensive system of multiple assessments"

Assessment Continuum Guide, 2016

A *balanced assessment system* serves a variety of purposes, uses a variety of measures, and meets the information and decision-making needs of all assessment users at the classroom, building, and district levels.

High-quality, accurate assessments provide these users with the dependable evidence of achievement they need to do their jobs and improve learning.

Chappuis, Commodore, Stiggins (2017)

A Comprehensive Early Childhood Screening & Assessment System

Child-level (classroom)

Program-level (building)

Systems/Institutions level (district)

CEELO, 2011
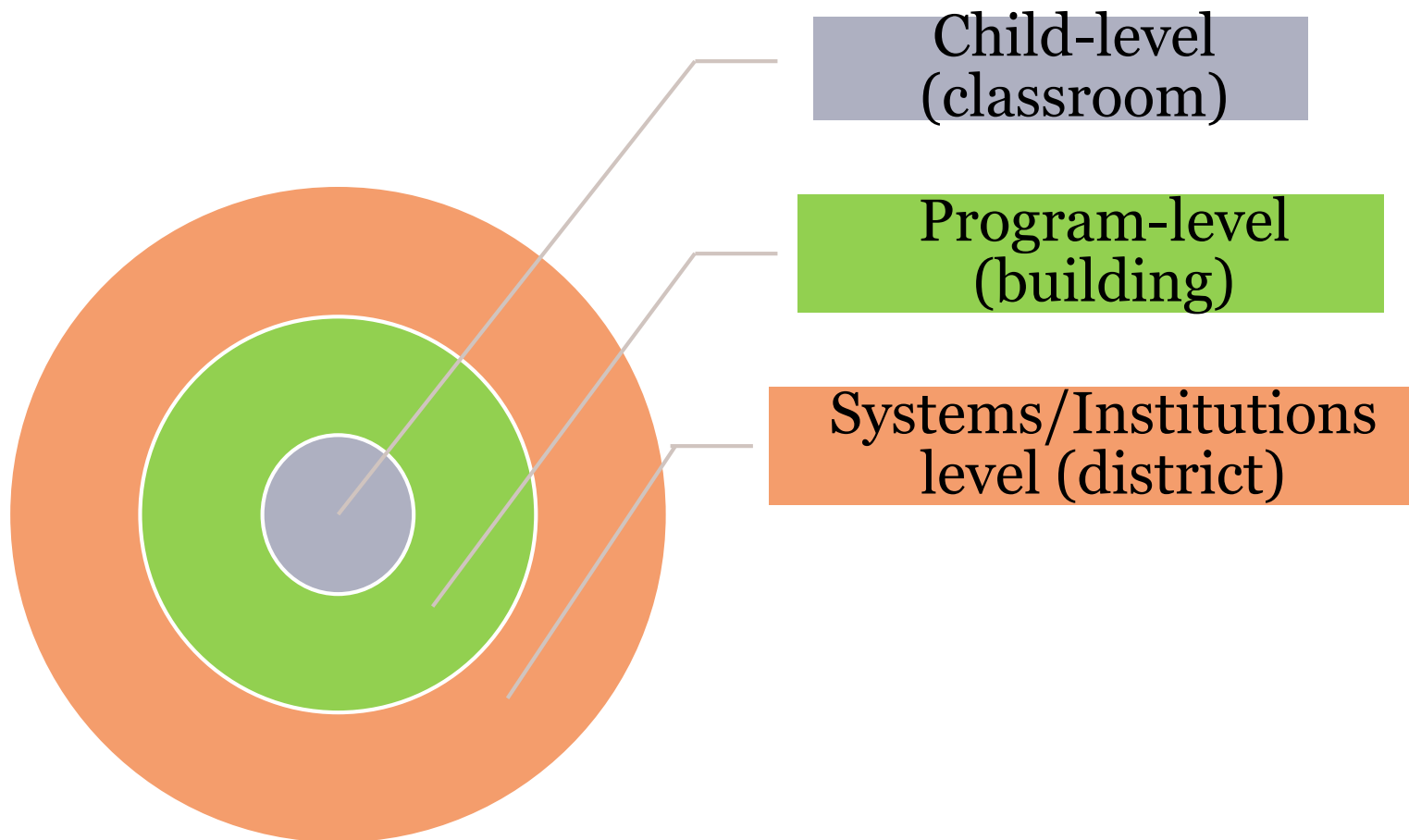
A Comprehensive Early Childhood Screening & Assessment System

WHAT to assess/WHO is engaged:

- **Child Level –** *all developmental domains* – motor, social-emotional, language, approaches to learning, and cognition; *plus content areas* (i.e. literacy, math, science)
- **Program Level –** comprehensive data on each child over time; teacher effectiveness, environmental and other *program quality measures*
- **Systems Level -** *all who "touch the lives of young children and their families"* - health care, education, Head Start, mental health, child care, home visiting and IDEA programs

CEELO, 2011

A Comprehensive Early Childhood Screening & Assessment System

Purpose/uses of data at each level:

- **Child level:** monitoring development & learning; determining eligibility; planning for instruction and "next steps" for individual children and groups of children; communicating with families

- **Program level:** accountability; assessing services/program quality and effectiveness; professional development

- **Systems –Institutions level:** policy development; resources allocation; professional development

Characteristics of a Quality Assessment System

- *A quality assessment system is……*

Universal

Useful (utility)

Collaborative

Authentic

Quality Assessment is Useful

A *Useful* Assessment:
- Helps decide what to teach
- Helps decide how to teach
- Helps to know when to make changes in teaching
- Is "assessment in the service of instruction"

(McAfee & Leong, 2002)

Assessments in the System

student → minute by minute → daily → weekly → unit → quarterly → annually → standards
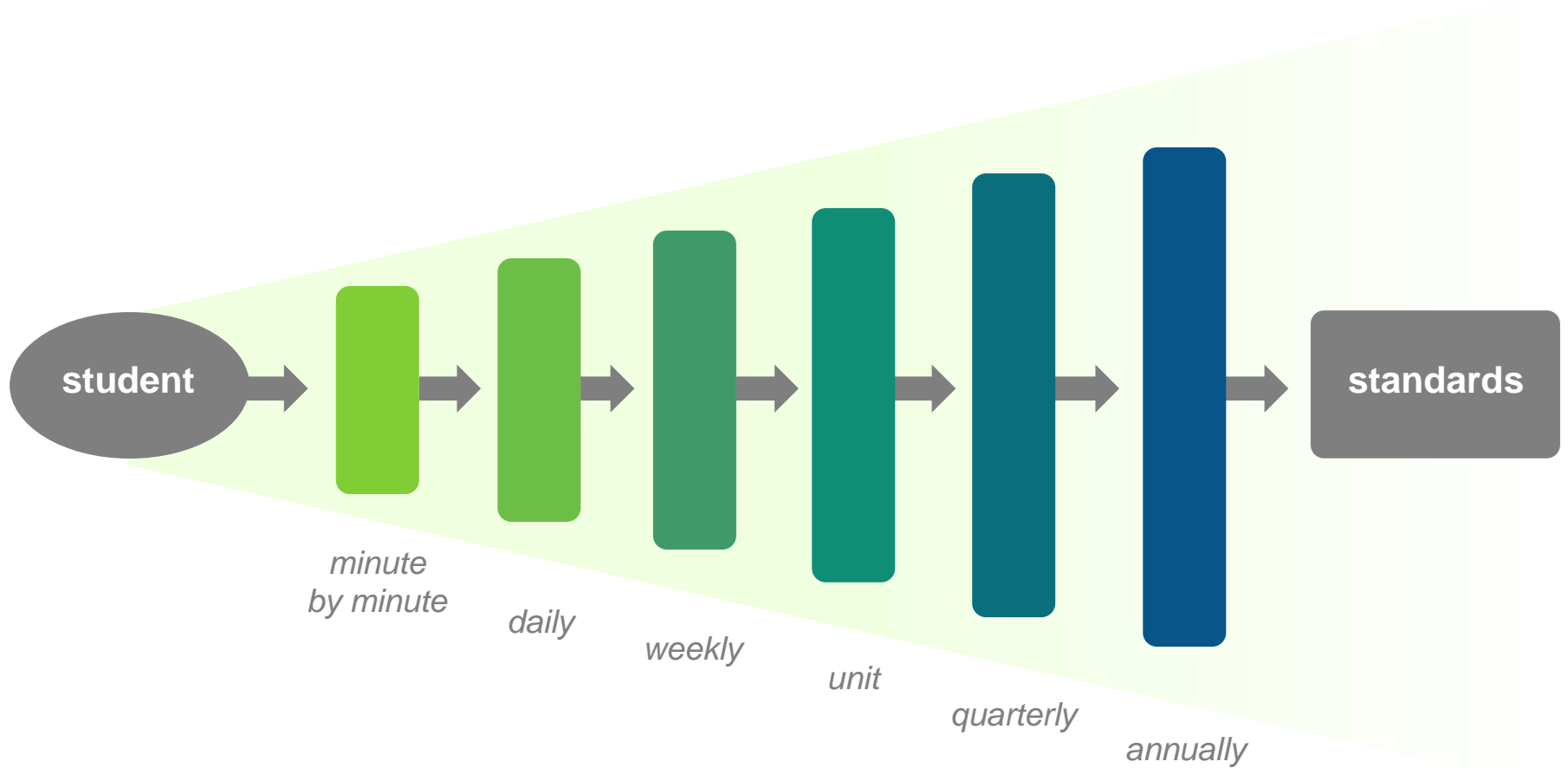
(Adapted from Herman & Heritage, 2007)

Assessment Terms

Summative Assessment
Interim/ Benchmark Assessment
Formative Assessment
Ongoing Progress Monitoring

Quality Assessment is Authentic

- Observation of child behavior over time in typical routines and activities

- Strategies for authentic assessment include:
  - Observation and documentation
  - anecdotal notes
  - event sampling
  - activity protocols
  - portfolio assessment

Authentic Assessment

- The systematic recording of developmental observations over time (ongoing throughout the year)
- About the naturally occurring behaviors and functional competencies of young children in daily routines (actual work)
- By familiar and knowledgeable caregivers in the child's life
- Is embedded within curriculum
- Is a cooperative and collaborative process
- Is intended to help professionals and parents learn more about children
- Assesses what individual children can do
- Makes assessment part of the learning process

Bagnato & Yeh Ho (2006) and Morrison (2000

"The best way to understand the development of children is to observe their behavior in natural settings while they are interacting with familiar adults over prolonged periods of time."

Bronfenbrenner (1977)

Program Guidelines for High Quality Education Birth- Kindergarten

Program Guideline 3.7

Children's growth in all developmental areas is routinely assessed in an on-going manner. Appropriate assessments of children are used for program and curricular planning and implementation, communicating with parents, and identification of children with special needs.

Program Guidelines for High Quality Early Education: Birth through Kindergarten

Quality Assessment is Collaborative

...with teams, and families.

Family engagement expands the validity of assessment information to home and community environments

Strategies for Gathering Information

- Utilize home visits as a strategy to connect with families

- Make periodic requests for information from families (describe specific skills to watch for at home.)

- Use assessment tools that have family report forms.

- Use existing informal communication mechanisms (traveling notebook, daily conversations, e-mail, telephone.)

Quality Assessment is Universal

...and individually appropriate.

Design and/or accommodations which enable all children to demonstrate [their capabilities]

Assessment must be valid for all children including children who are English Language Learners and children with disabilities

Bagnato, Neisworth,& Pretti-Frontczak (2012)

NAEYC Position Statement

There is a shared responsibility to making "ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use assessment methods that are developmentally-appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

NAEYC and NAECS/SDE (2003)

Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.6.g. Children may be asked open–ended questions about their art but are not required to dictate sentences about it or explain what it is.		
3.6.h. Sufficient materials are accessible in the art center to enable children to freely choose the type of experiences in which they will engage, including both two dimensional and three dimensional options. Children's daily choices might include painting, cutting, pasting, constructing, modeling with clay and drawing.	**IT 3.6.h.** A variety of age and ability appropriate art materials are introduced as children's developmental needs change.	
3.6.i. Children are exposed to a variety of art produced by different artists. Reproductions of great works of art and children's own art work are used to learn about basic art-related words and concepts, such as color, shape, l line and texture.		
3.6.j. Dramatic play is an intentionally designed component of the curriculum, is available for a significant portion of the day, and is accessible to children daily.		**K 3.6.j.** Dramatic play is used as an instructional strategy to integrate learning and practice concepts across the content areas of the Arizona Academic Standards for Kindergarten and the English Language Proficiency Standards (ELPS).
3.6.k. Sufficient and varied materials and props are accessible during dramatic play to encourage children to fully expand their role playing, practice self-regulation, build vocabulary, and practice concepts.		

PROGRAM GUIDELINE 3.7
Children's growth in all developmental areas is routinely assessed in an on-going manner. Appropriate assessments of children are used for program and curricular planning and implementation, communicating with parents, and identification of children with special needs.

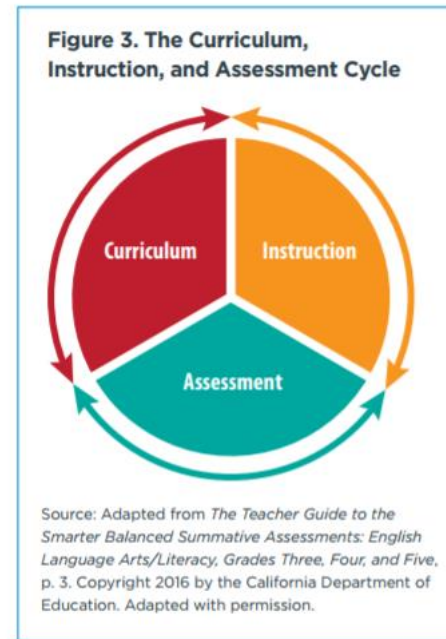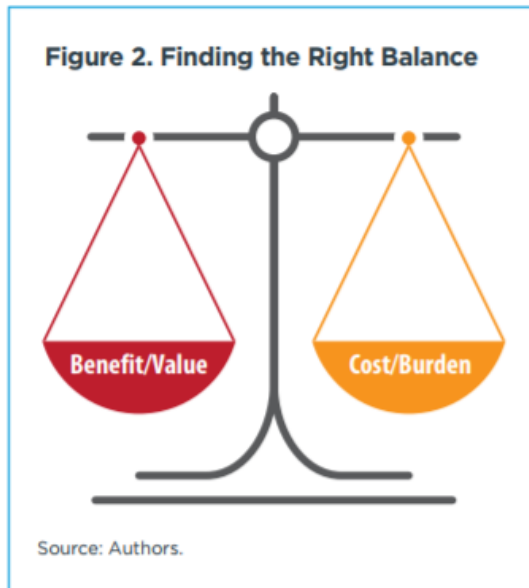| Indicators for All Early Education Programs	Infant-Toddler Supplemental Indicators	Kindergarten Supplemental Indicators
3.7.a. The program has written policies and systematic procedures which are followed by all personnel who interact with the children (teachers, aides, home visitors, therapists, etc.) that outline how child assessment and monitoring of progress is to be conducted and maintained.		
3.7.b. Program administration review assessment data (anecdotal notes, portfolio collections, etc.) regularly to ensure integrity of the information and that it is being collected on an on-going basis.		

Reflect on Current Assessments
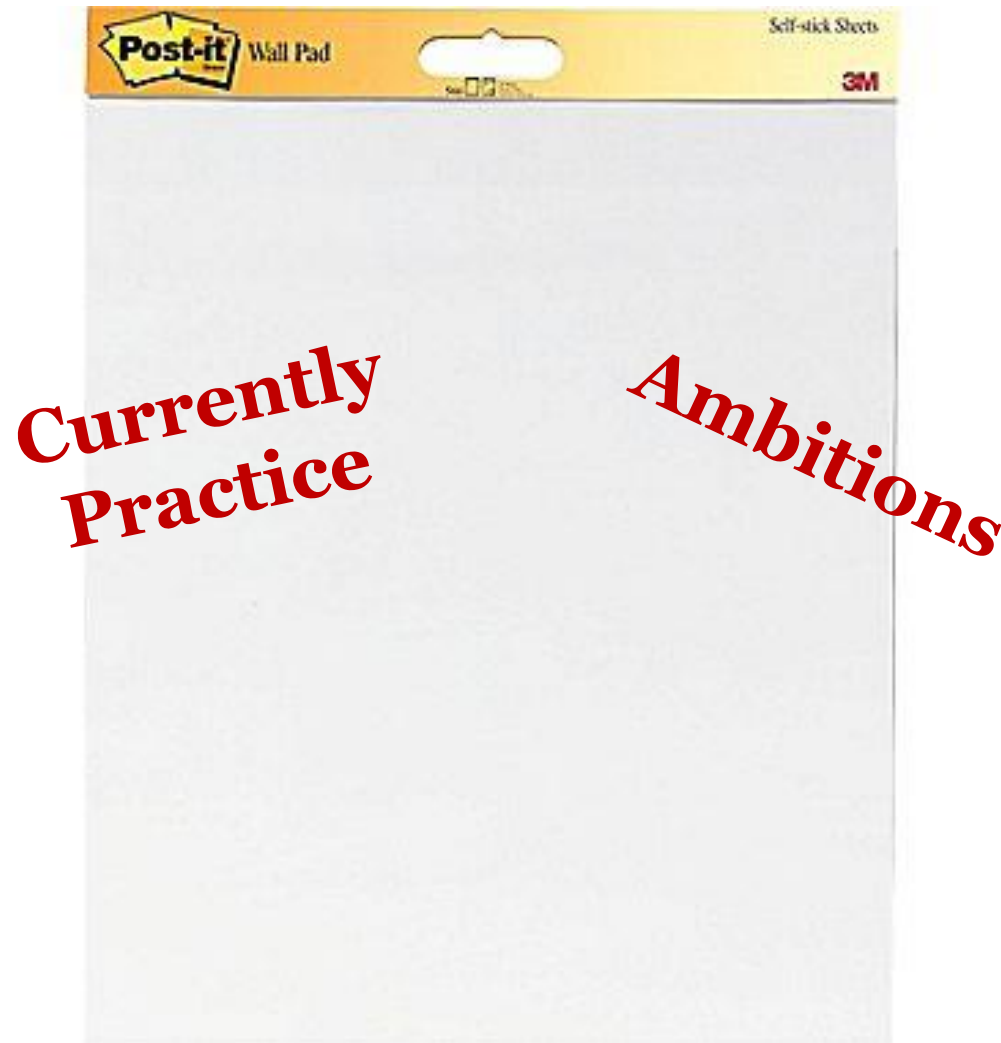
A comprehensive system as comprising a range of measurement approaches used to provide a variety of evidence to support education decision-making.
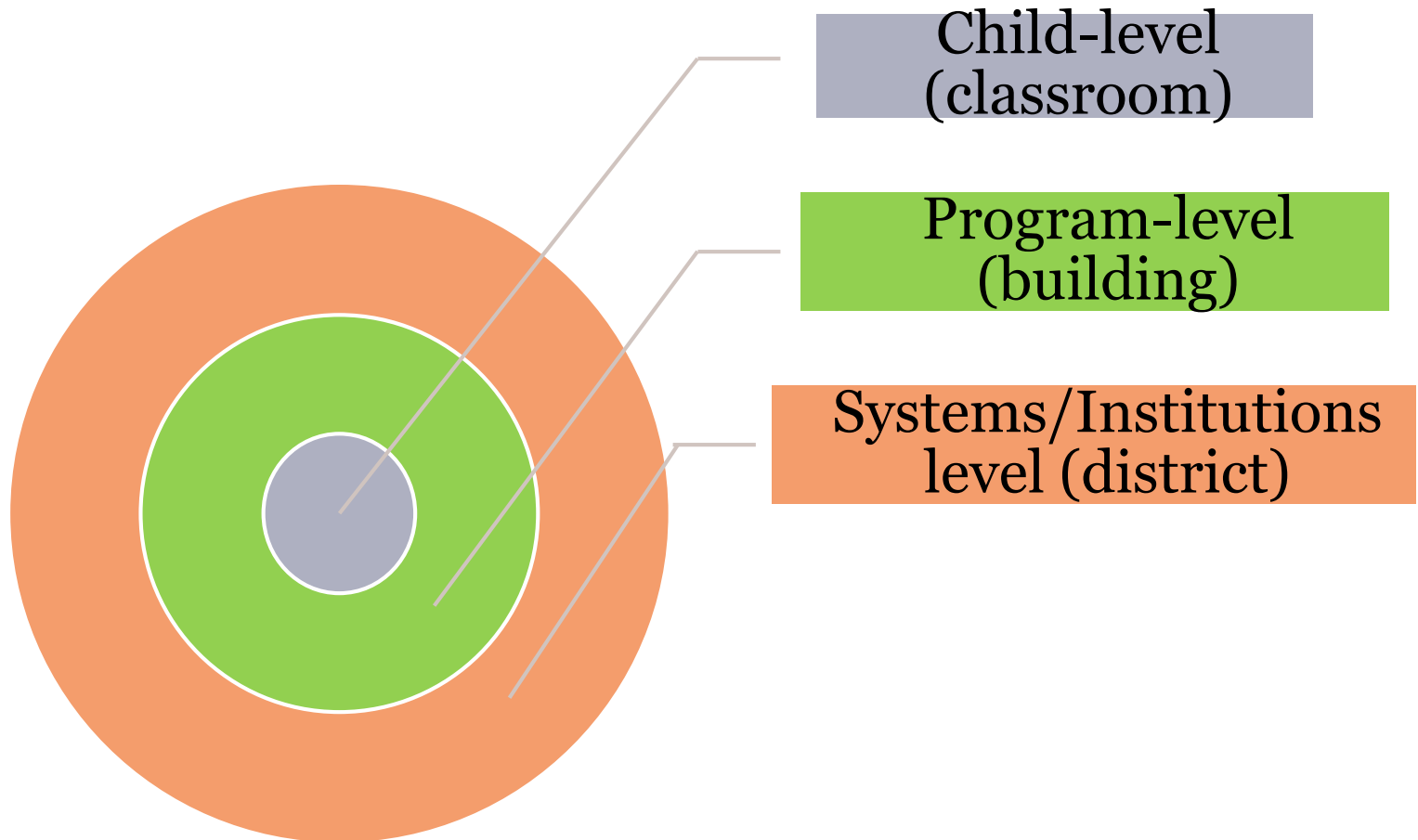
National Research Council, Knowing What Students Know: The Science and Design of Educational Assessment, 2001

Comprehensive Assessment System

Assessment Purpose
Balance
Alignment

Figure 2. Finding the Right Balance

Benefit/Value — Cost/Burden

Source: Authors.

Figure 3. The Curriculum, Instruction, and Assessment Cycle

Curriculum — Instruction — Assessment

Source: Adapted from *The Teacher Guide to the Smarter Balanced Summative Assessments: English Language Arts/Literacy, Grades Three, Four, and Five*, p. 3. Copyright 2016 by the California Department of Education. Adapted with permission.

WestEd, 2017

A Comprehensive Early Childhood Screening & Assessment System

Child-level (classroom)

Program-level (building)

Systems/Institutions level (district)

CEELO, 2011

3...2...1 Closure

3 (triangle)	Identified Ambitions	
2 (rectangle)	Ambitions to Implement	
1 (oval)	Person Responsible for Implementation	

Thank you!

Arizona Department of Education
Early Childhood Education
www.ade.az.gov/earlychildhood

Resources

- Neisworth, J.& Bagnato, S. (2005). DEC recommended practices: Assessment. In Sandall, Hemmeter, Smith & McLean (Eds) *DEC recommended practice: A comprehensive guide for application.* Longmont, CO: Sopris West Publishing Co.
- NAEYC and NAECS/SDE (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective accountable system in programs for children birth through age 8.* http://www.naeyc.org/about/positions/cape.asp
- DEC (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment and program evaluation. www.dec-sped.org
- Snow, C. & VanHemel, C. (2008). *Early childhood assessment: Why, what and how?* Washington, DC: National Academies Press.