

# Slide Handouts: Assessment – Take Action Part 1



Recommended Practices Modules

Module 7

## Module 7: Lesson 3

Using Assessment Part 1

The slide features a blue header with the text 'Recommended Practices Modules' on the left and 'Module 7' in a grey box on the right. Below the header is a large blue banner with the title 'Module 7: Lesson 3' in white. Underneath the banner is a white area with the subtitle 'Using Assessment Part 1' in blue. Below the subtitle are four blue silhouettes of children at different stages of development: a crawling baby, a sitting baby, a standing toddler holding a ball, and a walking toddler holding a ball. The slide has a grey footer bar.

**Slide notes**

Welcome to Module 7: Lesson 3. Using Assessment.

# Performance Indicators

- Understand the use of assessment for determining eligibility and educational planning.
- Understand the use of assessment for planning educational activities.
- Understand how to use assessment to monitor child progress and evaluate child outcomes.

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## Slide notes

Lesson 3 is designed to help the learner understand the use of assessment for determining eligibility and educational planning under IDEA. This also includes planning activities. In addition, learners will understand how to use assessment to monitor child progress and evaluate child outcomes.

While this lesson is focused on the use of assessment for IDEA Part C and Part B, Section 619 services, remember that these are also good practices for children with suspected disabilities who might not qualify for services under IDEA.

# DEC Recommended Practices

A1. Practitioners work with the family to identify family preferences for assessment processes.

A2. Practitioners work as a team with the family and other professionals to gather assessment information.

A3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.

A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.



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## Slide notes

Review the DEC Recommended Practices for Assessment. You can download a copy via the download button on the screen. Click continue to read more.

# DEC Recommended Practices

A5. Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.

A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.

A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.

A8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.



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Slide notes

# DEC Recommended Practices

A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.

A10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.

A11. Practitioners report assessment results so that they are understandable and useful to families.



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## Slide notes

Click continue when you are finished reading and ready to move on.

# Using Assessment

Learn about using assessment for:

1. Determining eligibility and educational planning
2. Planning educational activities
3. Monitoring child progress
4. Evaluating child progress

Continue

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## Slide notes

Lesson 3 is divided into 4 mini-lessons. When you are ready to begin Part One, click Continue.

# Part One: Using Assessment for Determining Eligibility and Educational Planning



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## Slide notes

This is Part One: Using Assessment for Determining Eligibility and Educational Planning.

# Using Assessment for Eligibility and Educational Planning

## Considerations for Using Assessment

- Use multiple methods to gather information
- Use multiple settings
- Engage the team in summarizing information
- Give the family easily understood written summary



As a reminder, we refer to educational planning as a larger construct. You may be familiar with the term instructional planning as it refers to Part C services.

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### Slide notes

Key considerations for using assessment are: Using multiple methods for gathering information that includes gathering information from the family; Using multiple settings for gathering information; Engaging the entire team in summarizing or describing the information collected; and Providing the family an easily understood written and verbal summary of the assessment results.



# Using Assessment for Eligibility and Educational Planning



## Slide notes

Notice the visual representation of family standing out amongst all of the considerations. That is because the goal is to engage the family to some extent in all of these considerations, not just one aspect of assessment.

# Using Assessment for Eligibility and Educational Planning

## Different Ways a Family May Choose to be Involved in Their Child's Assessment

- Interacting with the child or observing nearby
- Providing information about the child's interests, engagement or competence in the targeted skills
- Providing important information through interviews, questioning and checklists

Assessments should happen at times that are convenient for the family.



### Slide notes

The practitioner should explain to the family the purpose of any assessment and how the results will be used. Families should be a part of the assessment process, and a practitioner can show them ways to be involved, such as interacting with the child or observing nearby and providing information about the child's interests, engagement or competence in the targeted skill.

Families can also provide important information through interviews, questionnaires and checklists. Families can also seek feedback from childcare providers or others involved in the child's early care and learning. These assessments should happen at times that are convenient for the family so they can fully participate.

# Using Assessment for Eligibility and Educational Planning

When practitioners determine eligibility of services they use:

- a variety of methods, including observation and interviews;
- multiple sources, including the child's family, teachers, and other significant individuals in the child's life; and
- formal assessment instruments that are valid and reliable, or in other words instruments that measure what they are intended to measure regardless of the individual child that is being assessed.



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## Slide notes

When practitioners determine eligibility of services they use a variety of methods and sources.

# Using Assessment for Eligibility and Educational Planning

## Formal and Informal Assessment



### Slide notes

Using a formal assessment instrument along with an informal tool, such as a parent interview, can give you a broader view of the child's abilities, strengths, and needs. Consider whether the use of an interpreter or translator may be necessary in order to fully support the participation of a family that speaks another language.

# Using Assessment for Eligibility and Educational Planning

Different physical locations



Interacting with different people



Within different routines



## Slide notes

Click on each of the boxes to learn about multiple settings for gathering information about a child.

# Using Assessment for Eligibility and Educational Planning

Different physical locations



Interacting with different people



Within different routines



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Slide notes

# Different Physical Locations

Observe a child in multiple settings if it's appropriate. For example, in the community (i.e. the park or grocery store), in the child's home, and the child's center-based or home-based program.



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## Slide notes

Different Physical Locations: Observe a child in multiple settings if it's appropriate. For example, in the community (i.e. the park or grocery store), in the child's home, and the child's center-based or home-based program.

# Interacting with Different People

Observe the child interacting with different adults, such as the teacher, child care provider, and family members. Observing a child with peers or a sibling may provide new information about a child's strengths and needs.



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## Slide notes

Interacting with Different People: Observe the child interacting with different adults, such as the teacher, child care provider, and family members. Observing a child with peers or a sibling may provide new information about a child's strengths and needs.



## Within Different Routines

Observe a child's participation in various routines such as mealtime, diapering, arrival time, etc., since a child may present different strengths and needs depending on the routine.



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### Slide notes

Within Different Routines: Observe a child's participation in various routines such as mealtime, diapering, arrival time, etc., since a child may present different strengths and needs depending on the routine.

# Using Assessment for Eligibility and Educational Planning

## Example

A multi-disciplinary team is gathered together to complete a child assessment through the methods of child observation and parent interview. During the child observation the physical therapist is focused on how the child uses gross motor skills while the speech language pathologist is assessing how the child uses language and other oral motor skills.



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### Slide notes

Review this example of Using Assessment for Eligibility and Educational Planning. Click continue when you are ready to move forward.

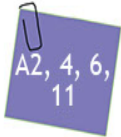
# Using Assessment for Eligibility and Educational Planning

Engage the team in summarizing and describing information.

- What does this information tell us about the child's strengths and abilities?
- What does the information tell us about the child's needs?
- Do we have the information we need to determine the child's eligibility for services?

If it is determined that the child is eligible for services, then:

- Do we have the information we need to begin educational planning?



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## Slide notes

The team should work together to summarize and analyze the information gathered from the assessment. For example, what does the information tell us about the child's abilities, strengths, and needs? What information do we still need about the child to determine whether the child is eligible for services?

If the child is eligible for Part C and section 619 of Part B services, the following may be necessary: The team members may ask parents and teachers additional questions to answer things that have not been observed or weren't a part of the eligibility determination. For example, the teacher may report that while she has not observed the child using a particular skill at school, the family reports observing the child's frequent use of the skill at home while engaged in outdoor play with siblings.

# Using Assessment for Eligibility and Educational Planning

## Providing Families with An Easily Understood Summary

- Provide the family with an easily understood written summary of the methods and procedures used for the assessment as well as decisions about a child's eligibility.
- Explain any jargon or acronyms that are used in the assessment summary.
- Accommodations should also be made to help families who speak other languages to understand these summaries.



### Slide notes

Provide the family with an easily understood summary of the methods and procedures used for the assessment as well as decisions about a child's eligibility. In addition, provide a written copy for the family. Explain any jargon or acronyms that are used in the assessment summary. Accommodations should also be made to help families who speak other languages to understand these summaries, such as providing an interpreter.

# Using Assessment: Dual Language Learners

Conducting an assessment in a child's native language helps to ensure the most accurate information is collected about the child's abilities, strengths, and needs.



For more on IDEA Part B assessment procedures visit the US House website to view the federal regulations:  
<http://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33/subchapter2&edition=prelim>



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## Slide notes

For children who speak other languages, what is the guidance in assessing their learning and development? According to IDEA, the local educational agency must conduct assessments in the child's native language and in additional languages if the child is learning more than one language, if it's feasible. The purpose is to ensure that the most accurate information is collected in regard to the child's abilities, strengths, and needs.

# Using Assessment: Dual Language Learners

NAEYC suggests the following should be considered when conducting assessments with dual language learners:

- Using screening and assessment for appropriate purposes
- Culturally and linguistically appropriate assessments
- Significant assessment decisions involve two or more professionals
- Using standardized formal assessments
- Characteristics of those conducting assessments
- The role of family



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## Slide notes

Read about considerations for conducting assessments with dual language learners by downloading the National Association for the Education of Young Children (NAEYC) resource "Where We Stand on Assessing Young English Language Learners" via the button on the screen. Click continue when you are ready to move forward.

# Check Your Knowledge



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## Slide notes

Let's Check Your Knowledge

# Summary

In this lesson you have learned about:

- the role of assessment in determining a child's eligibility for early intervention or early childhood special education services.



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## Slide notes

In this lesson you have learned about the role of assessment in determining a child's eligibility for early intervention or early childhood special education services.



# References and Resources

RPMs: Early Childhood Recommended Practice Modules

References

Module 7: Assessment

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## Slide notes

This concludes Part 1 of Module 7 Lesson 3. For more information, see the references and resources available via the download button on the screen. When you are done, you may close this window and return to the Modules to continue with Part Two of this lesson.