



Slide Handouts: Assessment – Take Action Part 2

Recommended Practices Modules

Module 7

Module 7: Lesson 3

Using Assessment
Part 2

The image shows four silhouettes of children at different stages of development: a crawling baby, a sitting baby, a standing toddler, and a walking toddler holding a ball. The silhouettes are arranged in a line from left to right, showing the progression of motor skills.

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.



Download

Continue

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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 2, click Continue.

Part Two: Using Assessment for Planning Educational Activities



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Slide notes

Part Two: Using Assessment for Planning Educational Activities.

Using Assessment for Planning Educational Activities

“Assessment is the process of observing, recording, and otherwise documenting what children do and how they do it as a basis for a variety of educational decisions that affect the child.”

-The National Association for the Education of Young Children (NAEYC)



Slide notes

The use of assessment does not end once a child is determined eligible for early childhood special education services. Assessment is used as an ongoing process to plan, monitor, and evaluate the progress of individual child educational goals or development. The National Association for the Education of Young Children (NAEYC) defines assessment as: “the process of observing, recording, and otherwise documenting what children do and how they do it as a basis for a variety of educational decisions that affect the child.” This includes Part C services.

Using Assessment for Planning Educational Activities



Part C



Part B



Slide notes

The purpose of educational planning is to create a plan that supports an individual child's developmental or educational needs.

Using Assessment for Planning Educational Activities



Part C

An IFSP is used to support children receiving Part C services.

[Download](#)

[Download](#)

[Continue](#)

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Slide notes

An Individual Family Service Plan, or IFSP, is used to support the child and the family receiving early intervention services. Click the download link to read a sample IFSP form. Click continue to move forward.

Using Assessment for Planning Educational Activities

An IEP is used to support children receiving services in Part B.

Download



Part B

Continue



Slide notes

The purpose of an Individualized Education Program, or IEP is to develop authentic, functional goals that support effective educational outcomes for a child receiving early childhood special education services. Click the download link to read a sample IEP form. Click continue to move forward.

Using Assessment for Planning Educational Activities

Engage families as partners to identify:

- Child abilities and strengths
- Child interests
- Concerns related to the child's needs



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Slide notes

Engage families as partners to develop the child's IFSP or IEP. Together with the family, identify the child's abilities and strengths, the child's interests, and the child's needs. Provide multiple opportunities for the family to share both the concerns and goals they have for their child.

Using Assessment for Planning Educational Activities

Here are some example questions you might use to engage a family in conversation. For each of the questions, what information do you think you might be able to gather to inform your assessment?

- What activities or daily routines have you noticed your child enjoys? What does your child do to let you know he/she enjoys the activity?
- What does your child work especially hard at doing?
- Is there an everyday activity that is particularly difficult for your child? How is the child involved in the activity? How would you like your child to be more involved?
- What makes your child smile, laugh, or become excited? (this can be people, places, objects, or activities)



For more resources on identifying child interests, visit the
Center for Early Literacy Learning:
<http://www.earlyliteracylearning.org/childinterests1h.php>

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Slide notes

Use an informal conversation with the family to get a sense of what they see as their child's interests and abilities as well as concerns. For each of these questions, think about the information that you might be able to gather to help inform your assessment. Click continue when you are ready to move on and check your knowledge.

Using Assessment for Planning Educational Activities

Observe the child's participation in everyday activities and routines to identify child abilities, needs, and interests.



Slide notes

Most often, assessment information that supports educational planning can be gathered through observing a child's participation in everyday routines and activities. Why is observation of everyday activities important to educational planning? Observation of a child during everyday activities and routines provides information about the child's abilities, needs, and interests.

Using Assessment for Planning Educational Activities

How is the child currently participating? What skills do you observe the child using?

How could the child be more involved in the activity? Are there challenges for the child? What are the challenges and how could they be addressed in the IFSP or IEP?



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Slide notes

During observation, document the child's current level of participation within each everyday routine and activity. Could the child be more involved during the routine or activity? How so?

Using Assessment for Planning Educational Activities

- What do I need to know?
- Is there an informal and/or formal assessment that assists with the collection of this information?
- What information is this assessment going to provide?
- How will I measure child progress? How often will child progress be measured?
- How will I evaluate or measure child's annual progress?



Slide notes

Begin by asking, What do I need to know? Is there an informal and/or formal assessment that assists with the collection of this information? What information is this assessment going to provide? In order to avoid unnecessary data collection, remember to match the information collected with the need being addressed. Is it the information needed for education planning? A key step in educational planning is to consider how and when child progress will be monitored; as well as how child's annual progress will be measured. Remember, the purpose of assessment is to make informed decisions about how best to support child learning.

Using Assessment for Planning Educational Activities

Characteristics of Authentic Child Assessment

- A familiar location
- A familiar activity
- Familiar people
- Observer can see behavior or skills as they typically occur to get a sense of child abilities, strengths, and needs
- Information about the child's use of the target skill gathered from family and teachers
- Ongoing observation



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Slide notes

One way of gathering information to best support a child is to use authentic assessment. Authentic Child Assessment provides contextual information about how the child interacts with their environment, including materials, adults, and peers through ongoing observation of the child. Authentic assessment takes place during the child's everyday routines and occurs in familiar places with familiar adults.

Results Matter
Video Series on
Early Childhood
Assessment

What Is Authentic Assessment?



Click the link to watch in a new window:
<https://youtu.be/TmgrGdXAJJM>

Colorado Department of Education, Results Matter Video Library (2009). "What is Authentic Assessment?" Retrieved from https://www.cde.state.co.us/resultsmatter/RMVideoSeries_GeneralInterest

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Slide notes

In the video titled, "What is Authentic Assessment?" from the Colorado Results Matter library, we hear practitioners and families share the characteristics and value of authentic assessment. Take note of what you hear are the key features of authentic assessment. Click on the link above to go to their site and watch the video. It will open in a new window. When you are done, come back to the module and click Continue to move on.

What did you hear?

You may have typed in the following:

- Ongoing (It is not a one-shot deal)
- Whole child (Observers can see child's behavior and skills across domains of learning and development)
- Naturalistic (The assessment is carried out in familiar locations such as homes, child care, in the community with familiar people such as families, practitioners and peers, and familiar activities such as routines and everyday activities)
- Multiple perspectives (The assessment is carried out by multiple adults such as families, practitioners)
- Useful (the assessment is useful in helping practitioners and families plan intervention and instruction that support children's goals)

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Slide notes

You may have typed in the following: Ongoing (It is not a one-shot deal), Whole child (Observers can see child's behavior and skills across domains of learning and development), Naturalistic (The assessment is carried out in familiar locations such as homes, child care, in the community with familiar people such as families, practitioners and peers, and familiar activities such as routines and everyday activities), Multiple perspectives (The assessment is carried out by multiple adults such as families, practitioners), and Useful (the assessment is useful in helping practitioners and families plan intervention and instruction that support children's goals).

Using Assessment for Planning Educational Activities

The adult completing the assessment can note:

- The child's strengths, interests, and needs
- The ways a child participates in the activities, and what supports may be needed to increase the child's participation



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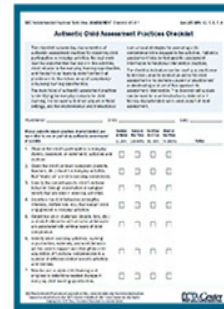
Slide notes

The information gathered from an authentic assessment is used to determine the learning opportunities available to the child and how an adult can best support child learning.

Using Assessment for Planning Educational Activities

As a result, the adult(s):

- Considers how child outcomes can be supported within the everyday activities
- Plans for ways they will be intentional in connecting individual educational goals to the child's everyday activities
- Plans for ways to be intentional in their interactions with the child
- Conducts ongoing observation of the child to monitor and evaluate child progress



Download

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Slide notes

As a result, the adult considers how the outcomes can be supported within activities, plans ways to be intentional in connecting goals with activities and with their interactions with the child, and conducts ongoing observation to monitor and evaluate the child's progress. To learn more about the strengths of authentic assessment, download the Authentic Child Assessment Practices checklist via the button on the screen. Click continue when you are ready to move on.

Using Assessment for Planning Educational Activities



Part C



Part B, 619



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Slide notes

Let's look at the daily routines and activities you might expect for a child enrolled Part C or Part B 619 services. As we review, consider additional routines or activities in which an adult might observe and assess a child. Think about the variety of skills one might observe in each of the routines and activities. For example: You might observe a child's ability to follow directions during transitions from one routine to another, and have more opportunity to observe his language skills while he interacts with peers in his favorite play activity. Click on either picture to get started.

Using Assessment for Planning Educational Activities



Part C



Examples: play time, clean up, meal time, diapering or toileting, playing with a sibling or friend, riding in the car, bath time

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Slide notes

For Part C, some daily routines and activities to consider are play time, clean up, meal time, diapering or toileting, playing with a sibling or friend, riding in the car, and bath time. What other routines and activities can you think of? Click continue to move forward.



Let's See It! Watch the video and consider what could be assessed during this activity of a child playing with a musical toy.

Continue

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Slide notes

Let's See It! Watch the video and consider what could be assessed during this activity of a child playing with a musical toy. Pay attention to the variety of skills the child is demonstrating during this activity such as gross and fine motor. See if you can identify additional strengths? Click play to watch the video. When you are done, click continue to move forward.



Let's See It! Watch the video and consider what could be assessed during this activity of a child playing ball with his father.

Continue

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Slide notes

Let's See It! Watch the video and consider what could be assessed during this activity of a child playing ball with his father. Pay attention to the variety of skills the child is demonstrating during this activity such as gross motor- running and kicking the ball, picking up the ball. See if you can identify additional strengths or emerging skills related to language development? Click play to watch the video. When you are done, click continue to move forward.

Using Assessment for Planning Educational Activities

Click on the picture to explore Part B.
Click on continue if you are ready to move on.



Part B, 619



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Slide notes

Click on the picture to explore Part B, Section 619. Click continue if you are ready to move on.

Using Assessment for Planning Educational Activities



Part B, 619



Examples: arrival and departure times, transitioning from one activity to another, group time, playing with peers, meal time, story time

Continue

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Slide notes

For Part B 619, some daily routines and activities to consider are arrival and departure times, transitioning from one activity to another, group time, playing with peers, meal time, and story time. What other routines and activities can you think of? Click continue to move forward.



Click the link to watch in a new window:
<https://www.draccess.org/videolibrary/GroupSingingAndDancing>

Edelman, L. (Producer) (2011) Group Singing and Dancing (Video). Rohnert Park, California: Desired Results Access Project Video Library, Napa County Office of Education, funded by the California Department of Education, Special Education Division. Retrieved from: <https://www.draccess.org/videolibrary>

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Slide notes

Let's look for assessment opportunities in the following videos. Watch the video "Group Singing and Dancing", provided by the California Desired Results Access Project. Pay attention to the variety of skills that can be assessed during the group music and movement activity such as motor development. Consider additional skills you might assess during this group activity. Click play to watch the video, which will open in a new window. When you are done, return to the module and click continue to move forward.



Ari at Lunch

Click the link to watch in a new window:
<https://www.draccess.org/videolibrary/AriAtLunch>

Edelman, L. (Producer) (2011) Ari at Lunch (Video). Rohnert Park, California: Desired Results Access Project Video Library, Napa County Office of Education, funded by the California Department of Education, Special Education Division. Retrieved from: <https://www.draccess.org/videolibrary>

Continue

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Slide notes

Now let's watch the video, "Ari at Lunch", provided by the California Desired Results Access Project. Pay attention to the variety of skills the child is demonstrating during mealtime, such as fine motor- pulling the communication cards from the Velcro and pouring the milk to using the communication cards to communicate what she wants during meal time. See if you can identify additional strengths? Click play to watch the video, which will open in a new window. When you are done, return to the module and click continue to move forward.



Type the caption text here.

Continue

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Slide notes

Watch the video of a child writing his name. The teacher is observing the child write his name in English, and is using some Spanish to support his learning. Click play to watch the video. When you are done, click continue to move forward.

Using Assessment for Planning Educational Activities



Part C

Click on the picture to explore Part C.
Click on continue if you are ready to move on.



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Slide notes

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
- developing an educational plan and activities.



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Slide notes

So far in Lesson 3, you have learned about the role of assessment in determining a child's eligibility for early intervention or early childhood special education services. In this section, we learned about developing an educational plan and activities.

