



This guide offers suggestions for presenting **Ongoing Child Assessment: Overview**. This in-service suite includes a PowerPoint presentation and supporting materials. Please use and adapt these materials as needed for specific audiences.

MATERIALS NEEDED:

- PowerPoint presentation (23 slides)
- Projector and audio equipment
- Learning Activities
 - » *Reflecting on Assessment Practices*
 - » *Gathering Accurate Information*
 - » *Steps in Ongoing Child Assessment*
 - » *Connecting the Dots: Sharing with Families*
- Optional Learning Activities
 - » *Using the HSCDEL F to Plan Assessment* (with slides)
 - » *What Next? Using Data to Support Learning* (with slides)
- Tips for Teachers
 - » *Assessment Glossary*
 - » *The Basics*
- Tools for Teachers
 - » *Gathering Accurate Information Planning Form*
- Tools for Supervisors
 - » *Assessment Snapshot*
- Helpful Resources
- Flip chart or similar large paper, and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to provide an overview of ongoing child assessment and explain the important role it plays in quality teaching and learning.
- This is one in a series of in-service suites about ongoing child assessment.
- This in-service suite can be used alone, or as an introduction in combination with other in-service suites on ongoing child assessment.
- Participants are encouraged to think of assessment as a systematic process of gathering and using information to improve children's learning. This in-service suite describes key steps in this process.
- Learning activities include practice, discussion, and small group activities.
- Consider bringing different examples of assessment practices to share with participants.
- Two optional learning activities are described in detail at the end of this document.
- Suggestions of potential follow-up activities for participants are provided at the end of this document.

NOTE

These documents provide support and additional documentation for the ideas in this presentation:

Bredenkamp, S. (2011). *Effective practices in early childhood education*. (Chapter 11, pp. 343–344, 345–347, 348, 350–352). Upper Saddle River, NJ: Pearson Education.

Dichtelmiller, M. L. (2011). *The power of assessment: Transforming teaching and learning*. (Chapters 5, 6, and 10). Washington, DC: Teaching Strategies.

McAfee, O., & Leong, D. J. (2011). *Assessing and guiding young children's development and learning* (5th ed.). (Chapters 4, pp. 49–52, 63–69; 5, pp. 73–76; 6, pp. 100–101; 7; and 9). Upper Saddle River, NJ: Pearson Education.



SLIDE 1: ONGOING CHILD ASSESSMENT: OVERVIEW

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves.
- Conduct an icebreaker activity to promote participation.

Examples:

- Ask participants to share an example of a time when it was important to have more information about a child's interests or skills.
- Ask participants to share an anecdote about a child whose progress makes them especially proud.

Introduce the topic.

This presentation is an overview of ongoing child assessment. Ongoing child assessment is a continuing process where the teaching staff observes and documents children's progress. Assessment data are interpreted and then used to adjust teaching and increase children's learning.



SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Introduce NCQTL.

The four components of the House Framework support school readiness for all children:

- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices, and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All four components interact with each other and are essential to effective practices.

This in-service suite is part of the *Ongoing Child Assessment* pillar of the House. It focuses on the process of collecting and using child assessment information in order to understand children's learning and development.


NOTE

Remind participants that any record of child progress (including video, work samples, and photographs) must be treated consistently with their program's record-keeping policies, especially in regards to ensuring appropriate confidentiality of information.



OBJECTIVES

- Learn how to collect different types of child assessment information.
- Understand and use assessment information to improve children's learning.



EMPHASIZE *

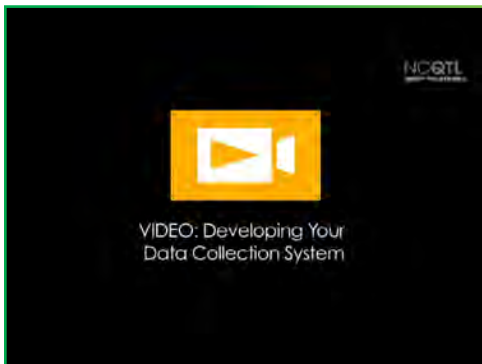
Children aren't automatically learning just because they are present in a program.

SLIDE 3: OBJECTIVES

The children in your Head Start classroom have to learn many things in order to be ready for kindergarten. How do you know they're learning what they need to know? By observing them during everyday activities in your classroom. Ongoing child assessment is necessary to understand children's progress, and it is important to quality teaching and learning.

In this presentation we will discuss:

- Why it's important to collect different types of assessment information.
- How to understand and use assessment information to make decisions that improve children's learning.



Length of video: Approximately 5 minutes and 22 seconds

SLIDE 4: VIDEO: DEVELOPING YOUR DATA COLLECTION SYSTEM

Introduce the video.

This video shows teachers collecting and using data in their classrooms.

Ask participants to think about the following questions as they watch the video:

- How are the teachers able to collect assessment data during the busy school day?
- How do they decide what to collect and when to collect it?

VIDEO 

DISCUSSION 

Ask participants to share their comments and answers to the above questions.

Points to highlight from the video:

- Teachers use a variety of methods when they record observations (labels, sticky notes, clipboards).
- Teachers refer to the domains in the Head Start Child Development and Early Learning Framework (HSCDELFF) when they are targeting what to observe.
- All adults in the classroom work together to observe and document their observations.
- The teaching staff shares observations and creates new goals with families.



ONGOING CHILD ASSESSMENT
IN YOUR PROGRAM

How do you collect and use information about children's progress in your program?



SLIDE 5: ONGOING CHILD ASSESSMENT IN YOUR PROGRAM

We saw a number of assessment methods and strategies in the video; each teaching team developed an assessment system that works best for their classroom.

DISCUSSION

Ask participants to share how they have used different types of assessment methods. What strategies have worked best for their teams?

Record ideas on a large sheet of paper or a whiteboard, and refer back to them during the presentation as appropriate.

KEY QUESTIONS

- How well are children learning?
- How do we know this?
- How do we know this with confidence?
- What will we do next?



SLIDE 6: KEY QUESTIONS

How well are the children in your classroom learning?

- Ongoing child assessment provides teachers and families with information about what children know and can do.

How do we know this?

- Teachers and families use a variety of methods to gather information on children's learning during daily activities and routines.

How do we know this with confidence?

- Teachers, with input from families, plan how they will collect and review assessment information.
- They make sure to gather enough information on children's learning across activities and settings, and at multiple points in time.
- They compare children's performance over time, and draw conclusions about children's progress.

What will we do next?

- Teachers and families make decisions about what and how to teach next.



THE BASICS OF ONGOING CHILD ASSESSMENT

- Know what you want to assess.
 - Select important learning goals.
- Gather enough information.
 - Use multiple methods.
 - Collect data across settings.
 - Collect data over time.
- Use data to inform teaching.
 - Review regularly.

EMPHASIZE *

Collect information on children's learning during everyday activities.

SLIDE 7: THE BASICS OF ONGOING CHILD ASSESSMENT

Know what you want to assess:

- Select skills that are important to children's learning goals.

Collect enough information:

- Use multiple methods.
- Collect data across activities and settings.
- Collect data over time.

Use data to inform teaching:

- Review regularly with teaching teams and families.

THE BENEFITS

- Monitor progress toward goals.
- Generate questions and hypotheses.
- Share children's progress with families.
- Provide information for specialists.
- Inform teaching.
- Support children's development beyond the classroom.

SLIDE 8: THE BENEFITS

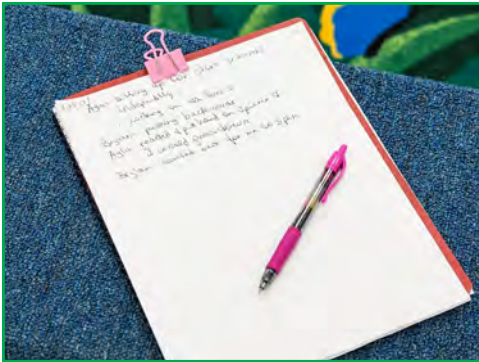
The benefits of collecting assessment information:

- Assessment information helps teachers monitor children's progress toward their goals.
- Observations help teachers generate questions about how a child is learning, and think about how to provide either more support or more challenge.
- Assessment information is shared with families and specialists.
- Teachers and families use assessment information to support children's development and learning beyond the classroom.

DISCUSSION

Ask participants to share examples from their own practices. As the presenter, add specific examples of the benefits of assessment based on your own experiences.





LEARNING ACTIVITY: REFLECTING ON ASSESSMENT PRACTICES

In this activity, participants identify and discuss what they find easier and more difficult in the ongoing child assessment process, and share solutions.

Prepare two large sheets of paper: one labeled “What’s easy,” and one labeled “What’s hard.”

Refer to the *Reflecting on Assessment Practices: Facilitator Guide* for detailed directions.

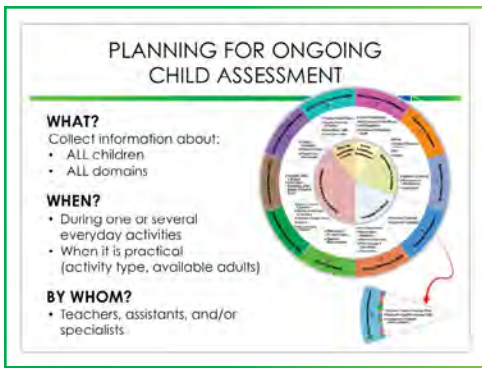
DISCUSSION

Ask participants to discuss examples and share ideas for making assessment easier.

Points to highlight:

- There are strategies to make planning and collecting ongoing child assessment information during everyday classroom activities and routines easier and more efficient.
- When teachers gather information in varied activities and from multiple sources, they can better understand a child’s progress.
- When families and members of the teaching team share information, it helps teachers interpret the data and make more informed decisions about teaching.





SLIDE 9: PLANNING FOR ONGOING CHILD ASSESSMENT

Just as lesson planning is important, it's important to plan for assessment. What information should you record for each child's progress? What activity would best show that progress?

Teachers plan for assessment by referring to the Head Start Child Development and Early Learning Framework (HSCDELFF) and all areas of their program's chosen assessment instrument(s).

Assessment planning involves these questions.

WHAT?

- Collect information about ALL children
- Collect information about ALL domains

WHEN?

- During one or several everyday activities
- When it is practical (activity type, available adults)

BY WHOM?

- Teachers, assistants, and/or specialists



CHOOSING THE BEST STRATEGY

- All children/one domain
- Small groups/multiple domains
- During small group activities
- When more adults are present
- Large amount of info/single activity
- Smaller amount of info/several activities

EMPHASIZE *

Choose the best assessment strategy for the situation.

SLIDE 10: CHOOSING THE BEST STRATEGY

Teaching teams use different strategies in their assessment planning.

- In one classroom, teachers may gather information about all the children and focus on one different domain each week (Physical Development & Health one week, then Approaches to Learning the next week, and so on).
- In another classroom, the teaching team may decide to divide the children into several small groups. They could gather information for one group across multiple domains each week. (For example, each group is assessed on Social & Emotional Development, Approaches to Learning, Language Development, and Literacy Knowledge & Skills during the week. Another group of children is assessed on these domains the following week, and so forth.)
- Many teachers find it practical to collect assessment information during small group, child-driven activities (centers, free choice), rather than adult-directed large group activities. Another helpful approach is to gather data when several adults (assistants, volunteers) are available.
- A teaching team might decide to collect a large amount of information during a single activity. Another might prefer to gather a small amount of information during several different activities.

Keep in mind that some children may have individual learning goals or Individualized Education Plans (IEPs) that require more frequent collection of assessment information.



OPTIONAL

LEARNING ACTIVITY: USING THE HSCDELFTO PLAN ASSESSMENT

In this activity, participants practice referring to the HSCDELFTO to identify children’s learning goals for assessment.

NOTE 

Presenter notes for the optional learning activities are located at the end of this document after the closing slide.



GATHERING INFORMATION

- Anecdotal records
- Work samples
- Videos
- Checklists
- Information from families

	Activity	Sharing with peers	Total
10/20/2014 9:00-9:15	Center time	///	4
10/20/2014 10:30-10:45	Outdoor play	//	2

SLIDE 11: GATHERING INFORMATION

There are many ways to gather information for ongoing child assessment:

- Writing anecdotal records to document key information about what teachers see or hear children doing
- Collecting work samples (examples of drawings or writing; photos of a skill or activity)
- Recording videos of a child’s behavior or classroom activity
- Using checklists to note children’s progress in specific skill areas
- Exchanging and sharing information with families about children’s development and learning

EMPHASIZE *

Use a variety of methods to collect information.

In the example on this slide, a teacher chose to use a checklist to mark how many times a child shares a toy with a peer during different activities.

NOTE 


The following *Ongoing Child Assessment* in-service suites offer additional information on specific data gathering methods: *Collecting and Using Anecdotal Records*; *Collecting and Using Work Samples*; *Using Video*; and *Using Checklists*.



ASSESSING WITH CONFIDENCE

Assessment data should be:

- Objective
- Valid
- Reliable
- Fair



EMPHASIZE *

Assess with accuracy.

SLIDE 12: ASSESSING WITH CONFIDENCE

How do we know that the information we collect accurately reflects a child’s knowledge and skills? We need to make sure it’s objective, valid, reliable, and fair.

Objective: The information contains facts that can be seen and heard, not opinions.

Valid: Assessments are valid when they give information on what they were supposed to assess and not something else. Valid assessment information includes a range of examples that adequately represent a skill or behavior. To get valid information, teachers use multiple methods to collect information, during different activities, and at many points over time.

Reliable: Assessments are reliable when they provide accurate, dependable information. The information is collected in a consistent way, even when collected by different observers at different times. For example, all team members understand and follow the same procedures for collecting information. They describe facts, and record enough relevant details.

Fair: All children should be assessed impartially. Teachers need to be sensitive to factors that may influence a child’s behavior such as:

- Individual differences
- Diverse social, cultural, and linguistic backgrounds

For dual language learners and children with disabilities:

It’s important to use an assessment tool that has been normed on a population that represents the children being assessed. Few instruments include normative data for dual language learners or children with disabilities.

In these cases, teachers need to conduct ongoing assessment more often, use a variety of methods and sources of information, and partner with families throughout the assessment-instructional cycle. They need to interpret results with caution, and consider multiple explanations and factors that may have influenced a child’s behavior. By observing children over time and monitoring their responsiveness to instruction, teachers learn important information about their development and learning.

SLIDE 12 CONTINUED ON NEXT PAGE



NOTE 

For more information about assessment for children with special needs, refer to the in-service suite *Ongoing Child Assessment: Children with Disabilities*.

For more information on ongoing assessment of children who are dual language learners, refer to the following two resources developed by the National Center on Cultural and Linguistic Responsiveness:

Program Preparedness Checklist

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic-center/ProgramPreparedn.htm>

Gathering and Using Language Information that Families Share

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf





LEARNING ACTIVITY:

GATHERING ACCURATE INFORMATION

This activity gives participants the opportunity to develop assessment plans for four different children and ensure that the information is gathered with accuracy.

Divide participants into small groups.

HANDOUT

Distribute the *Gathering Accurate Information* learning activity and review the directions. Also distribute the *Tools for Teachers: Gathering Accurate Information Planning Form* handout. It is a blank version of the planning form used in this learning activity, provided for teachers' use in the classroom.

DISCUSSION

Ask volunteers to share their answers with the larger group.

Points to highlight:

- Information needs to be gathered using multiple methods that include anecdotal records, checklists, children's work, photographs, or videos.
- Information needs to be gathered during different activities and from different sources (teachers, families).
- Enough information needs to be gathered over time for teachers to be able to make informed decisions about a child's progress.
- All members of the teaching team need to understand the procedures for gathering the information.

NOTE

This learning activity may require prior familiarity with assessment planning and different data collection methods. For participants who have little experience with assessment, emphasize that the purpose of this activity is to help them think about different ways to gather assessment information during daily activities and routines. For more detailed information on planning for assessment, refer to the in-service suite *Ongoing Child Assessment: Planning*.



ORGANIZING INFORMATION



Organize:

- Portfolios
- Notebooks
- Computer program



Share:

- Teaching team
- Supervisors
- Specialists
- Families

EMPHASIZE *

Organize and share information.

ANALYZING ONGOING CHILD ASSESSMENT DATA

Look at all the information you have gathered.

- Do you see patterns in the data?
- What adjustments could you make to teaching?

Early Writing Skills				
	Scribbles	Letter-like forms	Letters	Invented spelling
John	√			
Anna	√	emegana		
Tyler		√		
Bethany	√			
Mae	√			

EMPHASIZE *

The teaching team interprets assessment information with input from the child's family.

SLIDE 13: ORGANIZING INFORMATION

Teachers use the domains and domain elements of the HSCDEL, and their program's chosen assessment instrument(s) to organize the information they have gathered about children's progress.

- They might use portfolios, notebooks, a computerized assessment system, or another method to organize the assessment information about each child.
- Teachers share the assessment information with other members of their teaching team, supervisors, specialists, and the children's families.

SLIDE 14: ANALYZING ONGOING CHILD ASSESSMENT DATA

After the teaching team has gathered information about children's knowledge and abilities, they examine the data to understand whether children are learning what they need to know.

Sometimes teachers detect patterns or inconsistencies in the assessment data. This can be important and useful information that teachers use to adjust teaching.

In the example on this slide, we notice that most children use scribbles to represent their ideas. Anna is also beginning to use letter-like forms. The teachers are concerned that Tyler is the only child who is consistently writing with letter-like forms. They decide to embed more opportunities for the children to practice early writing during activities and routines throughout the day.



INTERPRETING ONGOING CHILD ASSESSMENT DATA

Look at all the information you have gathered. How are children developing and learning?

- Not progressing
- Progressing too slowly
- Making progress toward goals
- Goals accomplished

SLIDE 15: INTERPRETING ONGOING CHILD ASSESSMENT DATA

By examining all the information that has been collected, the teaching team, together with children’s families, can determine how well children are progressing toward their learning goals.

Teachers use ongoing assessment information to note progress, record mastery of skills, or inform ratings on their program assessment.

A program’s chosen assessment tool summarizes the information that was collected with different methods, and helps teachers see the progress children have made.

EMPHASIZE *

For assessment information to be valuable, the teaching team needs to understand what it can tell them.

NOTE

Programs may be using various assessment tools including those that are commercially available, such as Teaching Strategies GOLD, High/Scope Child Observation Record, Learning Accomplishment Profile, Galileo Pre-K Online, or Work Sampling System.

As the presenter, if you are familiar with the assessment tool(s) of the participants’ state or program, share examples (for that specific tool) of using ongoing assessment data to inform ratings. Help participants use their program’s assessment instrument to summarize data, and determine if children are making adequate progress.

MAKING DECISIONS

SLIDE 16: MAKING DECISIONS

When teachers summarize assessment information, it helps them make decisions. They interpret a child’s ongoing child assessment information with input from team members and families. Then they decide how and when to adjust their teaching methods, plans, or activities to help a child make better progress or provide more challenge.

Through the use of research-based curricula and teaching practices, teaching teams support children’s learning.

NOTE

For more information on using assessment information to make decisions about instruction, refer to the in-service suite *Ongoing Child Assessment: Using Data to Inform Teaching*.



ADJUSTING TEACHING BASED ON ONGOING CHILD ASSESSMENT DATA

How is the child doing?	What should be done?
Making progress	Continue what you have been doing.
Not making progress	Change what or how you are teaching.
Goal accomplished	Move on to something more challenging.

SLIDE 17: ADJUSTING TEACHING BASED ON ONGOING CHILD ASSESSMENT DATA

Sometimes teachers find that children are progressing well. They have accomplished learning goals and may be ready to focus on new ones.

If the information from ongoing child assessment shows that a child or subgroup of children is not progressing as expected, teachers can adjust what or how they are teaching in order to improve learning.

NOTE

Emphasize the importance of aiming for “good” progress, or making progress that is greater than what the child might have made if not enrolled in Head Start.



OPTIONAL

LEARNING ACTIVITY: WHAT NEXT? USING DATA TO SUPPORT LEARNING

In this activity, participants practice making observations and using those observations to identify the next steps in supporting children’s learning.

NOTE

Presenter notes for the optional learning activities are located at the end of this document after the closing slide.



SUPPORT FOR
ONGOING CHILD ASSESSMENT



SLIDE 18: SUPPORT FOR ONGOING CHILD ASSESSMENT

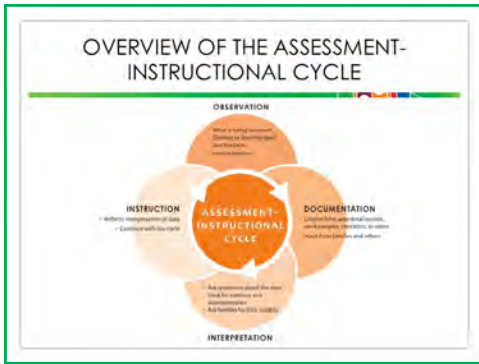
Support for teaching teams comes in many forms:

- Administrators make sure that teaching teams have the training, materials, technical assistance, and other resources they need to successfully plan, implement, and improve ongoing child assessment.
- Administrators can provide individualized assistance to their teams in the form of reflective supervision, coaching, or mentoring.
- Teachers also find great value in supporting one another and sharing ideas.

NOTE

For more information on the role of administrators in supporting ongoing child assessment, refer to the in-service suite *Ongoing Child Assessment: Administrative Support*.





SLIDE 19: OVERVIEW OF THE ASSESSMENT- INSTRUCTIONAL CYCLE

The assessment-instructional cycle refers to the ongoing and interrelated decision-making process that takes place during child assessment. Teachers continually make informed decisions about what to observe and why, and they choose the best ways to gather and document information about children’s behaviors. They also decide how to organize, interpret, and use the information to guide and adjust their instruction. Throughout the process, teachers seek input from families and share information with them.

Here are four points to keep in mind:

Observation

Planning for assessment helps teachers decide ahead of time what to observe and when, and who will collect the information.

Documentation

There are many different ways to collect assessment information, including anecdotal records, checklists, work samples, photos and videos, and information shared by families. Assessment materials should be labeled and stored in a portfolio, notebook, or other organizing system.

Interpretation

For assessment information to be valuable, the teaching team needs to understand what it can tell them. The teaching team, together with the child’s family, interprets the information by looking at the documentation for patterns and inconsistencies. They identify changes in children’s skills over time.

Instruction

The teaching team meets on a regular basis and, with input from the child’s family, uses their findings to plan instruction and to make changes in teaching, so that every child will learn.

EMPHASIZE *

The steps in the assessment-instructional cycle repeat continuously for each child.

DISCUSSION

As the presenter, relate examples from your own experience. When did documenting and interpreting observations lead to teaching improvements?

Ask participants to share their own examples of how they changed instruction, based on their classroom observations.





LEARNING ACTIVITY:

STEPS IN ONGOING CHILD ASSESSMENT

In this learning activity, participants sequence the steps of the assessment process from first to last, and share examples from their own programs.

Divide participants into small groups, if possible, by teaching teams or programs.

Post five large pieces of paper around the room. Label each with a step in the assessment process:

- Planning
- Gathering Information
- Organizing Data
- Interpreting Data
- Using Results to Inform Teaching

Participants will copy examples from their small group discussion onto the large sheets, and then look for examples of assessment practices they would like to use in their own programs.

HANDOUT

Distribute the *Steps in Ongoing Child Assessment* learning activity and review the directions.

DISCUSSION

Ask volunteers to share which examples they might like to add to their current assessment practices.



Length of video: Approximately 1 minute and 4 seconds

SLIDE 20: VIDEO: WEAVING IN DATA COLLECTION

Introduce the video.

This is a short clip from the video we watched earlier in this session. As we watch it again, we'll focus on how these teachers make ongoing child assessment an important and integral part of their planning and everyday routines.

VIDEO

DISCUSSION

Ask participants to share their comments about:

- Why is it important to collect data during daily activities and routines?
- Do you think differently now, about the importance of collecting ongoing child assessment?





LEARNING ACTIVITY:

CONNECTING THE DOTS: SHARING WITH FAMILIES

Teachers obtain a more accurate and complete picture of a child's learning by gathering information about the child in various settings, including the home and the community. In this activity, participants will read four short scenarios and record ways they could share and exchange ongoing assessment information with families.

Divide participants into small groups.

HANDOUT

Distribute the *Connecting the Dots: Sharing with Families* learning activity and review the directions.

DISCUSSION

Ask volunteers to share their answers with the larger group.

Points to highlight:

- When teachers gather and share information with families, they gain a more accurate and complete picture of a child's learning.
- One way to gather information from families is to ask about the child's performance at home.
- One place to share child assessment information with families is during a conference or home visit.

NOTE

For more information on partnering with families and ongoing child assessment refer to *Family Engagement and Ongoing Assessment*, a document developed by the National Center on Parent, Family, and Community Engagement (PFCE).

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111.pdf>



SUMMARY: GATHERING INFORMATION

- Plan how to gather information about children's learning.
- Gather data during everyday activities.
- Organize the data.

SLIDE 21: SUMMARY: GATHERING INFORMATION

Does this all look like a lot of information and a lot of work? It can seem overwhelming. But remember, data collection can be just another part of your daily classroom planning and activities.

Let's summarize our overview of ongoing child assessment:

- Assessment planning can ensure that information is collected about all of the children for all areas of the program's assessment instrument(s).
- Information about children's progress is gathered during everyday activities by using a variety of strategies.
- The data can be organized in a way that works best for the teaching team.

SUMMARY: USING DATA TO INFORM TEACHING

- Understand and interpret
 - Analyze assessment data.
 - Decide whether children are progressing.
- Adjust teaching to improve learning.
 - Plan informed, intentional teaching.
- Continue to collect assessment information and use it to inform teaching.

SLIDE 22: SUMMARY: USING DATA TO INFORM TEACHING

- Teachers analyze all the information to determine what children know and can do. They use it to decide whether children are learning what they need to know.
- After teachers determine how children are progressing, they decide whether adjustments in teaching could help children learn better. Teaching teams purposefully plan for groups of children as well as individual children.
- Finally, remember that the cycle of assessment and teaching is ongoing, and the purpose is to help children be ready for kindergarten.

EMPHASIZE *

Ongoing child assessment plays a vital role in quality teaching and learning.

HANDOUT

Distribute handouts, if not distributed during the presentation.

Based on participant roles:

- Distribute and review *Tips for Teachers*. One tip sheet provides a glossary of terms used in ongoing child assessment. The other is a visual reminder of the key steps in the ongoing child assessment process.
- Distribute and review *Tools for Teachers*. This planning form is for teachers' use in the classroom.
- Distribute and review the *Tools for Supervisors*. This handout is meant for participants who are supervising programs or grantees. The *Assessment Snapshot* can help supervisors and teachers discuss their current assessment practices, and exchange information on additional supports that are needed.
- Distribute and review the *Helpful Resources* handout and highlight how the list can be used.



FOLLOW-UP ACTIVITIES

SHARE THE FOLLOWING SUGGESTIONS WITH PARTICIPANTS:

- Work with a peer to develop an assessment system that works for you in your classroom.
- Consult with a more experienced colleague on ways to conduct more frequent assessments for individual children and children with IEPs.
- Meet with families to discuss ways they can participate in collecting data on their child's learning at home and in the community.
- Choose a time and day to discuss assessment plans, procedures, and data on a regular basis with your teaching team.



SLIDE 23: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources that support effective assessment and teaching practices in the classroom.



OPTIONAL

USING THE HSCDELf TO PLAN ASSESSMENT



LEARNING ACTIVITY: USING THE HSCDELf TO PLAN ASSESSMENT

Suggested placement is after Slide 10.

In this activity, participants practice identifying learning goals they can collect assessment information on during daily classroom activities. Photographs for this activity are found with the additional slides, *Using the HSCDELf to Plan Assessment*, included with this in-service suite.

Refer to the *Using the HSCDELf to Plan Assessment: Facilitator Guide* for specific details.

HANDOUT

Distribute the *Using the HSCDELf to Plan Assessment* learning activity and review directions.

SLIDES

Pause between each slide to allow participants to write learning goals on their handout.

DISCUSSION

Ask volunteers to share examples with the larger group.

NOTE

A handout of the Head Start Child Development and Early Learning Framework is included in the learning activity.

For specific examples and illustrations of domains and domain elements, refer to the 20-minute HSCDELf video.

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/hscdelf-video.html>



OPTIONAL

SOCIAL & EMOTIONAL DEVELOPMENT



LEARNING ACTIVITY:

WHAT NEXT? USING DATA TO SUPPORT LEARNING

Suggested placement is after Slide 17.

The purpose of this activity is to help participants understand the connection between collecting assessment information and improving children's learning. Photographs for this activity are found with the additional slides, *What Next? Using Data to Support Learning*, included in this in-service suite.

This activity has two options. Refer to the *What Next? Using Data to Support Learning: Facilitator Guide* for specific details.

Option 1: In this option participants work in pairs. They practice making observations, and then use those observations to identify the next steps in supporting children's learning.

HANDOUT

Distribute the *What Next? Using Data to Support Learning* activity and review the directions.

SLIDES

Pause after each slide to allow participants to write their observations and next steps on their handout. Ask volunteers to share examples with the larger group.

DISCUSSION

Ask volunteers to comment on the following question: How does collecting assessment information help teachers improve children's learning?

Option 2: In this option, participants match photographs, assessment observations, and next steps to support children's learning. A template is provided.

SLIDES

Pause after each slide and ask the small groups to share their observations and next steps related to the photograph.

DISCUSSION

Ask volunteers to comment on the following question: How does collecting assessment information help teachers improve children's learning?