Building a Comprehensive Assessment System for Early Childhood Programs

Gloria Maccow, Ph.D.
Assessment Training Consultant
Objectives

Select assessment measures to

1) make decisions about teaching and learning for all children;

2) identify and implement appropriate interventions for individual children; and

3) determine the effectiveness of interventions.
Factors to Consider
Comprehensive System

- **Curriculum**
  - What will we teach?

- **Assessment**
  - Are children learning?

- **Program Evaluation**
  - Is the program effective?
Areas for Instruction and Assessment

- Physical Development/Health/Self-help Skills
- Approaches to Learning
- Mathematical Thinking
- Scientific Thinking
- Social-Emotional Development
- Language and Literacy
- Social Studies
- Cognitive Abilities

(National Association for the Education of Young Children; The WSS)
## Let's Look at Language

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>What should children know and/or be able to do?</th>
<th>How do we know a student knows it and/or can do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Develop skills in listening</td>
<td>• Attends to language during conversations, stories, songs, and poems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comprehends increasingly complex and varied vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comprehends different forms of language such as questions or exclamations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comprehends different grammatical structures or rules for using language.</td>
</tr>
</tbody>
</table>
# Let's Look at Language

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>What should children know and/or be able to do?</th>
<th>How do we know a student knows it and/or can do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Develop skills in expressing thoughts and ideas.</td>
<td>• Engages in communication with others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses language to express ideas and needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses increasingly complex and varied spoken vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses different grammatical structures for a variety of purposes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engages in story telling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engages in conversations with peers and adults.</td>
</tr>
</tbody>
</table>
Assessment Methods

- Developmentally Appropriate
- Culturally and Linguistically Responsive
- Tied to children’s daily activities
- Inclusive of families
- Supported by PD
## Speaking by Age/Grade

### Age 3 years
- Speaks clearly enough to be understood by most listeners.
- Follows rules for conversation.
- Uses expanded vocabulary and language for a variety of purposes.

### Kindergarten
- Speaks clearly and conveys ideas effectively.
- Uses rules for conversation and discussion.
- Uses expanded vocabulary and language for a variety of purposes.
- Begins to present knowledge and ideas.

### Grade 3
- Uses conventions of standard English when speaking.
- Follows agreed-upon rules for discussions and adjusts language to match context.
- Uses expanded vocabulary and language for a variety of purposes.
- Presents knowledge and ideas effectively.

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**Developmental Appropriateness**
Assessment Methods

- Observation
- Documentation of Children’s Work
- Checklists and Rating Scales
- Portfolios
- Norm-referenced tests
# Observational Assessment

<table>
<thead>
<tr>
<th>TOOL</th>
<th>AGES/ GRADES</th>
<th>AREAS ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ounce Scale</td>
<td>Birth - 3:6</td>
<td>Personal connections, Feelings about Self, Relationships, Communicating, Exploration, Movement</td>
</tr>
</tbody>
</table>
Anecdotal record (4-year-old, cooking)

11/5/05 Dwight

Dwight is at the table cooking cranberries with Brian and Nancy (assistant). He is seated on his chair leaning over the table with his elbows on his chin. His lips are pursed and he is frowning a little bit. He watches. B stirs with the wooden spoon. D says, “I see smoke.” Sugar, water, and cranberries are heating on the hot plate. N says, “This is steam, Dwight. Not smoke.” D says, giggling, “Brian that steam's getting on your face.” He sits up on his knees, his two hands on the table. “I want to stir now. I want steam in my face.” He takes the spoon and begins to stir, putting his face near the pot.
Observe with Intentionality

Focus on Maria’s speaking.
Maria is 3 years old.

– Record one thing you saw.
– Record one thing you heard.

Write your observations in the chat box.
# Checklists & Rating Scales

## Social Skills Improvement System (SSIS)

<table>
<thead>
<tr>
<th>TOOL</th>
<th>AGES/ GRADES</th>
<th>AREAS ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Improvement System (SSIS)</td>
<td>3:0 - 18:0</td>
<td>Social skills, Problem Behaviors</td>
</tr>
</tbody>
</table>
Prosocial Behaviors

Think of the children in your classroom. Who does and who does not

- communicate and cooperate with others.
- initiate and sustain conversations/interactions with others.
- exercise self-control.
- show concern for others.

(Elliott & Gresham, 2007)
**Prosocial Behavior Ratings**

**Definition of Prosocial Behavior:** Behavior directed toward other people that involves effective communication skills, cooperative acts, self-control in difficult situations, and empathetic or supportive responses to others who experience a problem. For example, children who consistently act in a prosocial manner compromise in conflict situations, invite others to join activities, volunteer to help others, and listen when others are speaking.

**Instructions: (Collapse)**

1. Complete these evaluations only after several weeks of classroom experience with your students.
2. Assign each student to a level based on his or her performance. While a few students are likely to be assigned to each performance level, there is no need to assign equal numbers of students across the five performance levels.
3. For each skill performance area, read the definition and the performance-level descriptions. Select the performance level that best describes the current level of functioning of each student in your classroom. Select 1, 2, 3, 4, or 5 for each student in the appropriate column for each skill area.

<table>
<thead>
<tr>
<th>Students at each performance level will demonstrate most of the following traits:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><em>very limited communication or cooperation skills</em></td>
</tr>
<tr>
<td><em>extreme difficulty initiating and sustaining conversations/interactions in an age-appropriate manner</em></td>
</tr>
<tr>
<td><em>poor self-control</em></td>
</tr>
<tr>
<td><em>little or no concern for others</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Name</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frater, Kaylee</td>
<td>3</td>
<td>Jonston, Johannah</td>
<td>3</td>
</tr>
<tr>
<td>Girish, Tabitha</td>
<td>3</td>
<td>Lundeen, Joseph</td>
<td>3</td>
</tr>
<tr>
<td>Hanov, Sponsor</td>
<td>3</td>
<td>Maxwell, Alisha</td>
<td>3</td>
</tr>
<tr>
<td>Hughes, Katelyn</td>
<td>3</td>
<td>Murray, Jessica</td>
<td>3</td>
</tr>
<tr>
<td>Johnson, Jacky</td>
<td>3</td>
<td>Olson, Jenna</td>
<td>3</td>
</tr>
</tbody>
</table>
## Norm-Referenced Tests

<table>
<thead>
<tr>
<th>TOOL</th>
<th>AGES/ GRADES</th>
<th>AREAS ASSESSED</th>
</tr>
</thead>
</table>
Record Form

Carol Mardell, PhD
Dorothea S. Goldenberg, EdD

Child's Name: Susie Cue
Address: 0000 Learning Lane
Phone Number: 000-000-0000
Caregiver's Name: Susanne Cue
Coordinator's Name: Mary Jones
School/Daycare Center: Learning Center

Child's ID Number: 
Child's Sex: X Female ______ Male
Teacher: Ms. K
Child's Primary Language: English

<table>
<thead>
<tr>
<th>Child's age in years and months (do not round)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>Test date</td>
</tr>
<tr>
<td>Birth date</td>
</tr>
<tr>
<td>Age</td>
</tr>
</tbody>
</table>
### Score Summary

<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>TOTAL SCORE</th>
<th>Decision</th>
<th>Percentile Rank</th>
<th>Standard Score</th>
<th>Intelligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td>31</td>
<td>x</td>
<td>65</td>
<td>106</td>
<td>Good</td>
</tr>
<tr>
<td>Concepts</td>
<td>27</td>
<td>x</td>
<td>41</td>
<td>97</td>
<td>Good</td>
</tr>
<tr>
<td>Language</td>
<td>21</td>
<td>x</td>
<td>15</td>
<td>84</td>
<td>Good</td>
</tr>
<tr>
<td>DIAL-4 Total</td>
<td>79</td>
<td>x</td>
<td>38</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Behavioral Observations (max = 54)</td>
<td>1</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Decision (circle)

- **Potential Delay:** OK
- **Scoring decision based on:**
  - x DIAL-4 Total
  - Other scores: One or more other scores (specify): 

### Comments

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Behavioral Observations: Language Area

Mark the option that best describes the child's behavior during Language Area screening. If unsure, use your best judgment.

1. Separation from adult
   - 0 easy
   - 1 hesitant
   - 2 unable to separate

2. Crying/whining
   - 0 none
   - 1 a little
   - 2 a lot

3. Verbal response to questions
   - 0 willing
   - 1 reluctant
   - 2 no response

4. Persistence (nonverbal)
   - 0 stays with task
   - 1 attempts task
   - 2 refuses task

5. Attention
   - 0 pays attention throughout task
   - 1 pays attention some of the time
   - 2 pays attention only briefly

6. Activity level
   - 0 sits quietly
   - 1 some wiggling
   - 2 excessive wiggling

7. Participation
   - 0 willingly participates
   - 1 needs encouragement
   - 2 unwilling to try tasks

8. Impulsivity
   - 0 waits for directions
   - 1 begins before directions are finished on some tasks
   - 2 begins before directions are finished on most/all tasks

9. Understands directions
   - 0 easily understands
   - 1 needs some repetition
   - 2 unable to understand

Total Score (max = 18) [ ]

10. Please rate the overall intelligibility of the child's speech in this area.

   - ☒ Good (You can understand everything the child says.)
   - ☐ Poor (You cannot understand what the child says.)
   - ☒ OK (You can understand the child about 50% of the time.)
   - ☐ Child did not say anything.

Can understand most of what she says.
Check and Connect
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## Developmental Appropriateness
Observe with Intentionality

Focus on Maria’s speaking.
Maria is 3 years old.

– Record one thing you saw.
– Record one thing you heard.

Write your observations in the chat box.
How do we know children are mastering developmentally appropriate skills?
Analyze Data

Classroom Instruction

- Classroom Teacher
- Periodic, large-scale screening

School-Wide Screening Level 1

Targeted Interventions Level 2

- Classroom Teachers
- Content Specialists
- Ed Diagnosticians
- Targeted Research-based Curriculum Modifications & Progress-Monitoring Methods

Comprehensive Individual Assessment Level 3

- Pre-referral Team
- Determine underlying causes for lack of progress

Students not making AYP

Students at risk of not meeting AYP

Students not responding to targeted intervention

Students on path to achieve AYP
Data Set 1
**Prosocial Behavior Ratings**

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</table>

| Freter, Kaylee | 3 | Johnston, Johannah | 3 |
| Gralish, Tabitha | 3 | Lundeen, Joseph | 3 |
| Hanvey, Spencer | 3 | Maxwell, Alisha | 3 |
| Hughes, Katelyn | 3 | Murray, Jessica | 3 |
| Johnson, Jacky | 3 | Olson, Jenna | 3 |
What do the Data Indicate?
Teach Prosocial Skills

1. Listen to others
2. Follow the Steps
3. Follow the Rules
4. Pay Attention to Your Work
5. Ask for Help
6. Take Turns When You Talk
7. Get Along With Others
8. Stay Calm With Others
9. Do the Right Thing
10. Do Nice Things for Others

(Elliott and Gresham, 2007)
Listen to Others

Unit 1: Listen to Others
Student Booklet
Listen to Others

Skill Steps

1. look
2. hear
3. do

What’s Wrong?
The teacher is

The girl is not
Listen to Others

How Am I Doing? How well do you listen? The best listeners are at the top of the mountain. If you need to try very hard, you are at the bottom.

Great 4
Better 3
Good 2
Okay 1

What’s Happening?
The teacher is

The children are
**Listen to Others**

**Practice.** Use what you learned at school and at home. After you do it, put a smiley face 😊 in the “I did it!” box.

<table>
<thead>
<tr>
<th>Place</th>
<th>I did it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Play Area</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Lunch Area</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>Home</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Car/Bus</td>
<td><img src="image5.png" alt="Image" /></td>
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<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• very limited communication or cooperation skills&lt;br&gt;• extreme difficulty initiating and sustaining conversations/interactions in an age-appropriate manner&lt;br&gt;• poor self-control&lt;br&gt;• little or no concern for others</td>
<td>• frequent difficulty communicating or cooperating with others&lt;br&gt;• frequent difficulty initiating and sustaining conversations/interactions with others&lt;br&gt;• limited self-control&lt;br&gt;• little concern for others</td>
<td>• occasional difficulty communicating or cooperating with others&lt;br&gt;• occasional difficulty initiating and sustaining conversations/interactions with others&lt;br&gt;• somewhat less than expected self-control&lt;br&gt;• some concern for others</td>
<td>• a general competence when communicating or cooperating with others&lt;br&gt;• adequate skills to initiate and sustain conversations/interactions with others&lt;br&gt;• adequate self-control&lt;br&gt;• an appropriate level of concern for others</td>
<td>• excellent skills to communicate and/or cooperate with others&lt;br&gt;• excellent skills to initiate and sustain conversations/interactions with others&lt;br&gt;• excellent self-control&lt;br&gt;• a high level of concern for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Name</th>
<th>Rating</th>
<th>Name</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freter, Kaylee</td>
<td>5</td>
<td>Jonston, Johannnah</td>
<td>5</td>
<td>Girlish, Tabitha</td>
<td>4</td>
</tr>
<tr>
<td>Hanvor, Spencer</td>
<td>5</td>
<td>Maxwell, Alisha</td>
<td>4</td>
<td>Hughes, Katelyn</td>
<td>4</td>
</tr>
<tr>
<td>Johnson, Jacky</td>
<td>3</td>
<td>Olson, Jenna</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Set 2
Provide Effective Instruction

Objectives

– Students will identify letters of the alphabet.
– Students will name letters of the alphabet.

(Bracken Concept Development Program)
School-Wide Screening
Letter-Naming Fluency

u D P S R A X y l n
C V g W A G J z c E
r W Z F M c L t u f
g c T Y U b d p S o
c G S U J d a T K m

(AIMSweb)
## Universal Screening

### AIMSweb – Test of Early Literacy

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentile Rank / Comparison</th>
<th>Instructional Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.0</td>
<td>96.0 / 96.0</td>
<td>Well Above Average - Consider Need for Individualized Instruction</td>
</tr>
<tr>
<td>30.0</td>
<td>75.0 / 75.0</td>
<td>Above Average - Consider Need for Individualized Instruction</td>
</tr>
<tr>
<td>30.0</td>
<td>75.0 / 75.0</td>
<td>Above Average - Consider Need for Individualized Instruction</td>
</tr>
<tr>
<td>28.0</td>
<td>69.0 / 69.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>28.0</td>
<td>69.0 / 69.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>19.0</td>
<td>51.0 / 51.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>17.0</td>
<td>49.0 / 49.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>15.0</td>
<td>46.0 / 46.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>14.0</td>
<td>43.0 / 43.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>11.0</td>
<td>38.0 / 38.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>8.0</td>
<td>33.0 / 33.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>7.0</td>
<td>29.0 / 29.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>6.0</td>
<td>25.0 / 25.0</td>
<td>Average - Continue Current Program</td>
</tr>
<tr>
<td>4.0</td>
<td>20.0 / 20.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>4.0</td>
<td>20.0 / 20.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>3.0</td>
<td>16.0 / 16.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>2.0</td>
<td>11.0 / 11.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>2.0</td>
<td>11.0 / 11.0</td>
<td>Below Average - Further Assess and Consider Individualizing Program</td>
</tr>
<tr>
<td>1.0</td>
<td>4.0 / 4.0</td>
<td>Well Below Average - Begin Immediate Problem Solving</td>
</tr>
</tbody>
</table>
Targeted Intervention

Targeted Concept

Aa

Name: ____________________________

(Bracken Concept Development Program)
Develop Lesson Plan

• Target Skill
• Materials Needed
• Presentation
  – Tell
  – Show
  – Do
  – Practice
Effect of Intervention
Building a Comprehensive Assessment Program
### Purpose of Assessment

<table>
<thead>
<tr>
<th>Purpose of Assessment</th>
<th>Assessment Instrument(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make decisions about teaching and learning for all children.</td>
<td></td>
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<td>Identify and implement appropriate interventions for individual children.</td>
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<td>Determine effectiveness of interventions.</td>
<td></td>
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Customer Service
1-800-627-7271 (USA)
1-866-335-8418 (Canada)

Comments and Questions
gloria.maccow@pearson.com