Objectives

- Describe different types of assessments and their purpose(s).
- Discuss the importance of selecting assessments that meet specified criteria.
What is Assessment?

A systematic process for measuring student achievement.

1. Identify learning goals and objectives.
2. Plan and implement learning activities.
3. Use tests and other assessment tools to assess students’ learning progress.

(Linn & Gronlund, 1995)
What is Assessment?

Assessment = Documentation + Evaluation

Early Childhood

What should we teach children ages birth through age 8?

How will we know if they are developing as expected and learning what we want them to learn?

How will we decide if programs from infancy through primary grades are doing a good job?

(Joint Position Statement NAEYC and NAEC/SDE)
### Deciding What to Teach

### Predictors of Later Achievement

<table>
<thead>
<tr>
<th>Language and Literacy</th>
<th>Mathematics</th>
<th>Social and Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Knowledge</td>
<td>Knowledge of numbers</td>
<td>Independence</td>
</tr>
<tr>
<td>Alphabet Knowledge</td>
<td>Knowledge of number sequence</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td>Self-regulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperation</td>
</tr>
</tbody>
</table>
Predictors for Identifying Young Children At Risk – Child/Academic Variables

10. Inability to follow directions (executive functioning)
9. Poor gross motor skills (clumsy)
8. Trouble interacting with peers
7. Late talking
6. Slow vocabulary growth
5. Easily distracted/lack of attention (executive functioning)
4. Articulation difficulties
3. RAN difficulty
2. Poor phonemic awareness
1. Lack of letter naming/math skills

Vocabulary = Critical to Reading

Children learn word meanings through conversations with other people.

- They often hear adults repeat words and use new and interesting words.
- The more words they hear, the more word meanings they learn.

(National Reading Panel Report, 2000)
### Self-Regulation

- The internal mechanism that enables mindful, intentional, and thoughtful behaviors.
- Self-regulation involves:
  - the ability to control one’s impulses and to *stop* doing something.
  - the capacity to *do* something (e.g., awaiting one’s turn).

(Bodrova & Leong, 2008)

![Cat](cat.jpg)

### NAEYC Domains

- Physical Development/Health/Self-Help Skills
- Social-Emotional Development/Self-Help Skills
- Approaches to Learning
- Cognitive Skills
- Language
Head Start Domains

- Physical Development & Health
- Social & Emotional Development
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Mathematics Knowledge & Skills
- Science Knowledge & Skills
- Creative Arts Expression
- Logic & Reasoning
- Social Studies Knowledge & Skills
- English Language Development

Think about your assessments!

- Fairness
- Multiple Sources of Information
- Familiar Context and Setting
- Continuity
What is the position of early childhood organizations with respect to assessment?

Position Statements

- NAEYC (2009)
- Head Start Child Development and Early Learning Framework
- Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC)
- NASP
- Zero to Three
Position Statements: Themes

Assessment Measures Should be

- Developmentally Appropriate
- Authentic
- Technically Adequate
- Inclusive of families
- Used to improve instruction
- Guided by ethical principles
- Connected to beneficial purposes
- Culturally/Linguistically Appropriate
- Multi-source, multi-method

Supported by PD

NAEYC (2003)

Make

- ethical
- appropriate
- valid
- reliable

assessment a central part of all early childhood programs.
Ethical Principles

1. Young children are not denied opportunities or services.
2. Use multiple assessments to make decisions about children.

Appropriate Assessment

Select assessments that are designed for and validated for use with children whose ages, cultures, home languages, socioeconomic status, abilities and disabilities, and other characteristics are similar to those of the children with whom the assessments will be used.
Who Are We Comparing?

Developing an assessment tool for 4-year-olds.

To whom would you want to compare the performance of a child in preschool?

Reliability & Validity

• What would you want to know about the test, its items, and its scores?
• What makes a test “good?”
Reliability & Validity

Think of your car key.

• When you put the key in the ignition, does it start the engine?
• In other words, does the key do what it’s supposed to do?
• If it does, then the key is valid: it starts the engine.

Reliability & Validity

Think of your car key.

• Does the key start the engine every time?
• If it doesn’t do the same thing every time, would you think of it as being reliable?
• If it does do the same thing every time, then the key is reliable.
Reliability & Validity

Think of a broken scale, that always reports your weight as 10 pounds less than your actual weight.

If the scale is always off by 10 pounds, it is reliable.

... BUT ...

If it’s always off by 10 pounds, it is not valid.

Two Purposes of Assessment

Assessment to support learning and instruction.

Assessment to identify children who may need additional services.
Different Types of Assessment Are Used to Answer Different Questions

Questions about Children

- How much have the students in my Pre-K class learned this month?
- Does Susie have a disability that interferes with learning?
- Has James made progress this month?
- What is Juan’s rank relative to the other children in my class?
- Has James mastered the skills that will allow him to be successful in Kindergarten?
### Different Types of Tests

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>• Demonstrates child’s previous accomplishments.</td>
</tr>
<tr>
<td></td>
<td>• Compares child’s performance to</td>
</tr>
<tr>
<td></td>
<td>– the average scores of a comparison group (norm-referenced), or to</td>
</tr>
<tr>
<td></td>
<td>– clearly defined criteria of performance (performance-based).</td>
</tr>
<tr>
<td>Readiness</td>
<td>Identifies a child’s knowledge of specific skills and information.</td>
</tr>
<tr>
<td>Developmental Screening</td>
<td>Identifies children who may be at risk for school failure and who,</td>
</tr>
<tr>
<td></td>
<td>therefore, may need early intervention.</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>Confirms the presence and extent of a disability.</td>
</tr>
</tbody>
</table>

### Performance-Based Assessment

- Performance-Based Assessment
  - On-Demand Assessment
  - Curriculum–Embedded or Authentic Assessment
**Performance-Based Assessment**

### On-Demand

- Teacher determines when it's time for children to demonstrate their skills and knowledge
- Children perform skills or demonstrate concepts on demand
- Correct answers or responses may be predetermined

### Curriculum–Embedded or Authentic

- Teacher embeds learning opportunities throughout the curriculum and classroom environment
- Children engage in classroom activities while teachers and assistants observe and document children’s learning
- Children engage in and demonstrate learning in different ways
Are child’s accomplishments consistent with expectations?

### Examples of Achievement Tests

<table>
<thead>
<tr>
<th>Tool</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb Test of Early Literacy</td>
<td>K - 1st gr.</td>
<td>Letter Naming, Letter Sound, Phoneme Segmentation, Nonsense Word</td>
</tr>
<tr>
<td>AIMSweb Test of Early Numeracy</td>
<td>K - 1st gr.</td>
<td>Oral Counting, Missing Number, Number Identification, Quantity Discrimination</td>
</tr>
<tr>
<td>Kaufman Survey of Early Academic and Language Skills (K-SEALS)</td>
<td>3:0–6:11 yrs.</td>
<td>Expressive, Receptive, Number, Letter &amp; Word</td>
</tr>
<tr>
<td>Work Sampling System</td>
<td>Pre3-Grade 3</td>
<td>Personal &amp; Social Development, Language &amp; Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Physical Development and Health</td>
</tr>
</tbody>
</table>
The Work Sampling System

Authentic Performance-Based Achievement Test

Norm-referenced Achievement Test

Wechsler Individual Achievement Test-III
What is the child’s knowledge of readiness skills?

Kindergarten Readiness

(Klein & Knitzer, 2007)
## Examples of Readiness Tests

<table>
<thead>
<tr>
<th>Tool</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boehm-3 Preschool</td>
<td>3:0–5:11 yrs.</td>
<td>Basic Concepts</td>
</tr>
<tr>
<td>Boehm-3</td>
<td>K–Grade 2</td>
<td>Basic Concepts</td>
</tr>
<tr>
<td>Bracken School Readiness Assessment-III</td>
<td>3:0–6:11 yrs.</td>
<td>Early Academic Concepts (colors, letters, numbers/counting, sizes/comparisons, shapes)</td>
</tr>
<tr>
<td>Metropolitan School Readiness Test-6th</td>
<td>PreK–beg K</td>
<td>Literacy Development</td>
</tr>
<tr>
<td>Edition: Level I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan School Readiness Test-6th</td>
<td>Mid, end K–beg Gr 1</td>
<td>Beginning reading and mathematics development</td>
</tr>
<tr>
<td>Edition: Level II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## School Readiness

![Boehm-3 Preschool](image1.png)  
![Bracken School Readiness Assessment](image2.png)  
![Metropolitan Readiness Test](image3.png)
Is the child at risk for school failure?

Examples of Developmental Screening Tests

<table>
<thead>
<tr>
<th>Tool</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral and Emotional Screening System (BASC-2 BESS)</td>
<td>PreK–grade 12</td>
<td>Behavioral and emotional strengths and weaknesses</td>
</tr>
<tr>
<td>CELF-5 Screening Test</td>
<td>5:0–21:11 yrs.</td>
<td>Morphology, syntax, semantics, pragmatics</td>
</tr>
</tbody>
</table>
What are the Causes for Persistent Learning Difficulties? Does the Child Have a Disability?

Examples of Tests for Classification and Diagnosis

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaufman Assessment Battery for Children-Second Edition</td>
<td>3:0–18:0 yrs.</td>
<td>Sequential, Simultaneous, Planning, Learning, Knowledge</td>
</tr>
</tbody>
</table>
## Examples of Tests for Classification and Diagnosis

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical evaluation of Language Fundamentals-Fifth Edition</td>
<td>5:0–21:11 yrs.</td>
<td>Core Lg, Receptive Lge, Expressive Lge, Lge Content, Lge Structure, Lge Memory</td>
</tr>
<tr>
<td>Expressive Vocabulary Test-Second Edition (EVT-2)</td>
<td>2:6–90:0+ yrs.</td>
<td>Expressive Vocabulary</td>
</tr>
<tr>
<td>Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)</td>
<td>2:6–90:0+ yrs.</td>
<td>Receptive Vocabulary</td>
</tr>
</tbody>
</table>

## Examples of Tests for Classification and Diagnosis

<table>
<thead>
<tr>
<th>Tool</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
</table>
Developing a Comprehensive, Balanced Assessment Program

Balanced Assessment

... strategic use of formative, interim, and summative measures of student performance in a way that

– addresses immediate student needs,
– informs ongoing instructional adjustments, and
– guides long-term educational improvement.
Balanced Assessment

<table>
<thead>
<tr>
<th>Formative</th>
<th>Benchmark</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Daily/Ongoing</td>
<td>Three times a year</td>
</tr>
<tr>
<td>Purpose</td>
<td>Immediate feedback to students</td>
<td>Feedback to teachers on student progress</td>
</tr>
<tr>
<td>Level</td>
<td>Student-centered</td>
<td>Classroom/school-centered</td>
</tr>
</tbody>
</table>

In Summary . . .

1. Specify what will be assessed.
2. Select assessment procedure that is most effective for measuring the content to be assessed.
3. Use a variety of procedures.

(Linn & Gronlund, 1995)
A Balanced Assessment Program

Ensure your assessment program includes interacting quality assessments and assessment methods that
– inform instruction,
– enhance student learning and engagement, and
– guide continuous educational improvement.

Selecting Assessments

<table>
<thead>
<tr>
<th>Tool</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance-Based Assessment</td>
<td>What are child’s previous accomplishments?</td>
</tr>
<tr>
<td>School Readiness Assessment</td>
<td>What is child’s relative knowledge of specific skills and information?</td>
</tr>
<tr>
<td>Developmental Screening</td>
<td>Is the child at risk for school failure?</td>
</tr>
<tr>
<td>Norm-referenced Tools</td>
<td>Does the child have a disability? What are the causes for persistent learning difficulties?</td>
</tr>
</tbody>
</table>
Selecting Assessments

- Fairness
- Multiple Sources of Information
- Familiar Context and Setting
- Continuity

Resources


Resources


Comments and Questions
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