



This guide walks you through presenting the **Ongoing Child Assessment** overview. These are suggestions, so please use the materials as you see fit. This presentation includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter's PowerPoint slides (18)
- Optional slides (1)
- Projector and audio equipment
- *Learning Activity: Planning for Assessment*
- *Learning Activity: Steps in Ongoing Child Assessment*
- *Learning Activity: The Role of Families in Assessment*
- *Tips for Teachers*
- *Tools for Supervisors*
- *Helpful Resources*

BEFORE YOU BEGIN:

- The purpose of this presentation is to provide an overview of the role ongoing child assessment plays in supporting quality teaching and learning.
- This is one in a series of in-service suites on *Ongoing Child Assessment*.
- Learning activities introduce participants to basic assessment procedures including: planning assessment, collecting assessment information, understanding data, and adjusting teaching.
- Participants are encouraged to share examples of their own assessment practices.
- Presenters may want to help participants to discuss and apply ongoing assessment procedures using their own program's assessment.



SLIDE 1: ONGOING CHILD ASSESSMENT: OVERVIEW

Introductions:

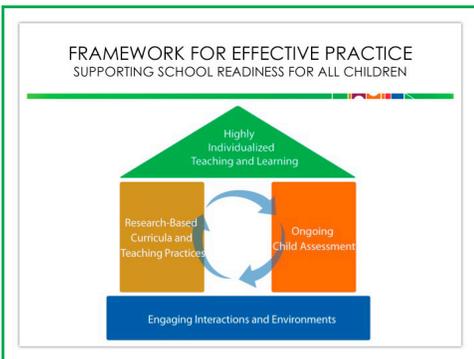
- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).
- Provide an idea for an ice breaker related to the topic (e.g., tell us about something a child in your classroom did or said recently that surprised you and why).

Introduce topic:

In this presentation, we provide an overview of ongoing child assessment. Ongoing child assessment is a continuing process of observing children and documenting progress that teachers carry out to inform teaching.

NOTE

Remind participants that any record of child progress (including video, work samples and photographs) must be treated consistent with their program's record-keeping policies, especially in regards to ensuring appropriate confidentiality of information [cf. § 1304.51(g) Record-keeping systems].

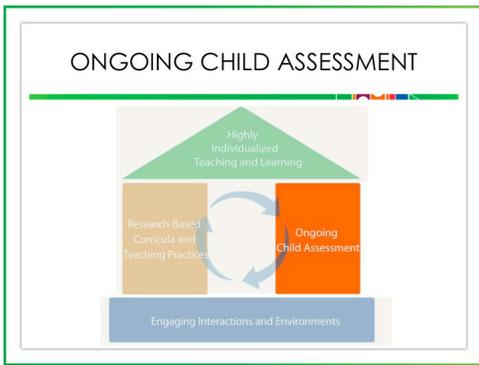


SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Review NCQTL framework for effective practice.

- The House structure supports 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 components interact with each other and are essential for effective everyday practice for all children.





SLIDE 3: ONGOING CHILD ASSESSMENT

Explain how *Ongoing Child Assessment* fits into the House.

The children in your Head Start classroom have many things to learn so that they will be ready for kindergarten.

- Let's think about this important question: "How do you use ongoing child assessment to help you teach and help children learn?"
- You do this by purposefully watching children during everyday activities in your classroom to figure out whether they are learning.
- Then you use this assessment information to adjust your teaching, making use of research-based curricula and teaching practices.

Observing children's development and learning and using the information you gather to help you get children ready for kindergarten is the *Ongoing Child Assessment* component of the House. Ongoing child assessment is important to quality teaching and learning.

How can you use assessment in your classroom?

- In this presentation you'll get an overview of the role ongoing, intentional child assessment plays in providing quality teaching and learning.

NOTE

If applicable, mention to participants that, in the future, they may participate in other in-service suites designed to provide more details about the overview topics.

EMPHASIZE



Using ongoing child assessment to keep track of children's learning is important to be sure they will be ready for kindergarten and to be sure that teaching is as effective as possible.





Length of video: Approximately 5 minutes and 22 seconds

SLIDE 4: VIDEO: DEVELOPING YOUR DATA COLLECTION SYSTEM

Introduce the video: Inform participants that they will view a video that shows how ongoing child assessment is used in the classroom.

VIDEO 

DISCUSSION 

Ask participants what kinds of assessment activities they noticed in the video. Highlight the main points.

NOTE 

After Slide 4, show the optional slide *Ongoing Child Assessment in Your Program*.

PURPOSES OF ONGOING ASSESSMENT

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

SLIDE 5: PURPOSES OF ONGOING ASSESSMENT

Describe the purposes of ongoing child assessment.

- Collecting assessment information helps teachers monitor children's progress toward their goals.
- It helps teachers generate questions about how children are learning, and it helps teachers think about why a child might not be making good progress and what the teachers might change in order to help a specific child.
- Assessment information is vital for sharing with parents and other specialists.
- It informs teaching.
- It helps teachers and families support children's development and learning beyond the classroom.

NOTE 

Provide examples of assessment serving some of these purposes based on your own experiences or information your participants have just shared. Alternately, ask participants to share examples of their own practices in relation to the items listed.





LEARNING ACTIVITY: COLLECTING ASSESSMENT INFORMATION

Have participants divide into small groups of 2–4. If there are a small number of participants, the entire group may engage together in the activity.

HANDOUT

Distribute the *Collecting Assessment Information* handout. Review directions. Remind each group to take notes and be prepared to revise ideas with the larger group.

DISCUSSION

Have a person from each group share a couple of ideas from the small group discussion with the larger group.

NOTE

Record ideas on a large sheet of paper divided into four columns: *Planning Assessment*, *Collecting Data*, *Understanding Data*, and *Adjusting Teaching*. Summarize which aspects of assessment participants found to be easier or more difficult.

PLANNING ONGOING CHILD ASSESSMENT

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.

EMPHASIZE *

Progress information is collected during everyday activities.

SLIDE 6: PLANNING ONGOING CHILD ASSESSMENT

Just as you plan classroom lessons, it is important to make a plan for gathering information about children’s development and learning. Teachers plan how to gather information about each child’s progress in relation to the Head Start Child Development and Learning Framework and all areas of their program’s chosen assessment instrument(s).

Progress information is collected during everyday activities. Teaching teams organize their collection of data in different ways. In one classroom, assessment information is gathered about all the children with a focus on one domain per week. In another classroom the teaching team instead decides to gather information about a small group of children each week, but during the week they collect information about these children across domains.

Many teachers find that it is most practical to collect assessment information during activities that do not require their full attention. For example, it is often easier to gather information as children interact in centers rather than while leading a large group activity. Gathering data when several adults are available is another helpful approach.

One teaching team might decide to collect a large amount of ongoing assessment information during a single activity, while another might find that it works better to gather a small amount of information during several different everyday activities. Remember that some children in the classroom may have highly individualized goals and objectives that require daily or weekly collection of assessment information.

GATHERING INFORMATION FOR ONGOING CHILD ASSESSMENT

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

	Activity	Sharing with peers	Total
10/20/2011 9:00–9:15	Center time	////	4
10/20/2011 10:30–10:45	Outdoor play	//	2

EMPHASIZE *

Use a variety of methods to collect information.

SLIDE 7: GATHERING INFORMATION FOR ONGOING CHILD ASSESSMENT

There are a number of ways to gather information for ongoing child assessment.

- Teachers write anecdotal records to document key information about what they see or hear children doing.
- Other common strategies for documenting observed behavior are collecting samples or photos of children’s work, recording videos of pertinent classroom activity, and using checklists to note children’s progress in specific skill areas.
- Teachers also gather information about children’s development and learning from families.



ORGANIZING INFORMATION GATHERED FOR ONGOING CHILD ASSESSMENT



SLIDE 8: ORGANIZING INFORMATION GATHERED FOR ONGOING CHILD ASSESSMENT

Teachers use the areas of the Head Start Child Development and Learning Framework and their program's chosen assessment instrument(s) to organize the information they have gathered about children's progress.

- They might use a portfolio, a notebook, a computerized assessment system, or some other method to organize the assessment information about each child.
- Teachers share the progress information they have organized with children's families, supervisors and other members of their teaching team.

EMPHASIZE



Organize and share information.

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.

UNDERSTANDING ONGOING CHILD ASSESSMENT DATA

Look at all the information you have gathered.

- Do you see patterns in the data?
- Do you notice any inconsistencies?

Early Writing Skills				
	Scribbles	Letter-like forms	Letters	Invented spelling
John	✓			
Anna	✓	emerging		
Tyler		✓		
Bethany	✓			
Max	✓			

SLIDE 9: UNDERSTANDING ONGOING CHILD ASSESSMENT DATA

Once 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.

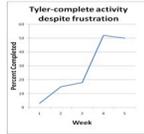
Sometimes teachers detect patterns or inconsistencies in the assessment data, and they adjust their teaching accordingly.



UNDERSTANDING ONGOING CHILD ASSESSMENT DATA

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

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



EMPHASIZE



Summarizing information helps teachers understand how children are learning and assists teachers in making informed decisions on whether and how to adjust their teaching.

SLIDE 10: UNDERSTANDING ONGOING CHILD ASSESSMENT DATA

By examining all the information that has been collected, the teaching team can determine whether or not children are making progress toward learning goals.

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

In this way, your program's chosen assessment instruments summarize the information you have collected about children's development and early learning and help you to see the progress they have made.

NOTE



If you are familiar with the chosen assessment instrument(s) of your participants' state or program, you may use specific examples of using ongoing assessment data to inform ratings on an assessment instrument. Programs may be using various assessment tools including commercially available assessments such as *Teaching Strategies GOLD*, *High/Scope Child Observation Record*, *Learning Accomplishment Profile*, *Galileo Pre-K Online*, or *Work Sampling System*.

Help participants use their program's assessment instrument to summarize data to answer questions about how children are doing, and to determine if children are making adequate progress.

ADJUSTING TEACHING BASED ON ONGOING CHILD ASSESSMENT DATA



SLIDE 11: ADJUSTING TEACHING BASED ON ONGOING CHILD ASSESSMENT DATA (1)

Based on their understanding of ongoing child assessment information, teachers determine whether their teaching needs to be adjusted to help children learn better. Through the use of research-based curricula and teaching practices, teaching teams support children's learning.



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 12: ADJUSTING TEACHING BASED ON ONGOING CHILD ASSESSMENT DATA (2)

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

If ongoing child assessment shows that a child or subgroup of children in a classroom is not progressing as expected, teachers work to improve learning by changing what or how they are teaching.



LEARNING ACTIVITY: STEPS IN ONGOING CHILD ASSESSMENT

Participants sequence steps in the ongoing child assessment process and then discuss examples with a partner or in a small group.

HANDOUT

Distribute the *Steps in Ongoing Assessment* handout. Have each participant sequence the four steps.

DISCUSSION

After participants have sequenced the steps, have them share brief examples of each step in the sequence with a partner or in a small group.

SUPPORT FOR ONGOING CHILD ASSESSMENT

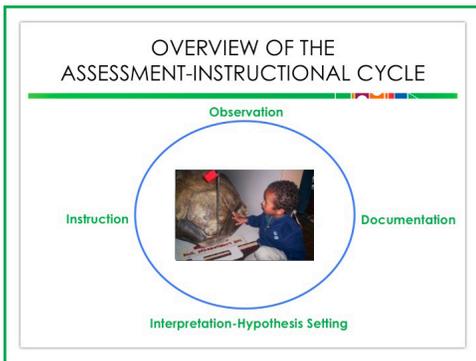


SLIDE 13: SUPPORT FOR ONGOING CHILD ASSESSMENT

Support for teaching teams carrying out ongoing child assessment comes in many forms:

- Administrators make sure that training, technical assistance, and other resources are available so that teachers may successfully plan, implement, and improve ongoing child assessment.
- Individualized assistance in the form of reflective supervision, coaching, or mentoring has been used successfully.
- Teachers also find great value in arrangements that allow them to support one another and share ideas.





SLIDE 14: OVERVIEW OF THE ASSESSMENT- INSTRUCTIONAL CYCLE

In this presentation, you have learned about the importance of observing and documenting.

You have also learned that the value of documented observations comes when the teaching team interprets and uses the assessment information to plan instruction and to make changes in teaching so that every child will learn.

Provide an example from your own experience of the assessment-instructional cycle leading to improvement of teaching.

DISCUSSION

Ask participants to share examples of when they have changed their teaching based on ongoing assessment information.



Length of video: Approximately 1 minute and 4 seconds

SLIDE 15: VIDEO: WEAVING IN DATA COLLECTION

Let's consider the importance of ongoing child assessment in quality teaching and learning.

VIDEO

DISCUSSION

Summarize main points.





LEARNING ACTIVITY:

THE ROLE OF FAMILIES IN ASSESSMENT

Have participants divide into small groups of 2–4. If there are a small number of participants, the entire group may engage together in the activity.

HANDOUT

Distribute the *Role of Families in Assessment* handout. Review directions. Remind each group to take notes and be prepared to revise ideas with the larger group.

DISCUSSION

Have a person from each group share a couple of ideas from the small group discussion with the larger group.

NOTE

Refer to *Family Engagement and Ongoing Child Assessment from the National Center on Parent, Family, and Community Engagement* for more information.

SUMMARY: ONGOING CHILD ASSESSMENT: OVERVIEW (1)

- Plan how to gather information about children's learning.
- Gather data during everyday activities.
- Analyze assessment data.
- Decide whether children are progressing.

SLIDE 16: SUMMARY: ONGOING CHILD ASSESSMENT: OVERVIEW (1)

Let's summarize our overview of ongoing child assessment:

- An assessment plan is used to make sure that information is collected about all children in relation to all areas of a program's chosen assessment instrument(s).
- Information about children's progress is gathered from families and by using a variety of documentation strategies during everyday activities.
- Teachers analyze all the information they have gathered to determine what children know and can do.
- Ongoing child assessment information is used to decide whether children are learning what they need to know.



SUMMARY: ONGOING CHILD ASSESSMENT: OVERVIEW (2)

- Decide how to adjust teaching to improve learning.
- Plan informed, intentional teaching.
- Continue to collect assessment information and use it to inform teaching.

SLIDE 17: SUMMARY: ONGOING CHILD ASSESSMENT: OVERVIEW (2)

- Once teachers determine whether or not children are making enough progress, they decide whether adjustments in teaching could help children learn better.
- Teaching teams purposefully plan teaching for groups as well as for individual children.
- Finally, remember that the cycle of assessment and teaching is ongoing; you continue to check on children's progress and make improvements in teaching to help children be ready for kindergarten.

HANDOUT

Based on participant roles:

Distribute and review *Tips for Teachers* handout.

Distribute and review *Tools for Supervisors*.

Distribute *Helpful Resources* list and review key resources.

NCQTL



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764
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SLIDE 18: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.



ONGOING CHILD ASSESSMENT
IN YOUR PROGRAM

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

OPTIONAL SLIDE: ONGOING CHILD ASSESSMENT IN YOUR PROGRAM

Suggested placement after Slide 4.

Now that we have heard from some teachers, you can share ideas from your own program.

DISCUSSION

Ask participants:

- "How do you currently collect and use ongoing child assessment information in your program?"
- "Take a moment to think about or jot down your answer before we begin sharing."

Have participants share examples about the use of ongoing child assessment in their program.

