



ASSESSMENT MATRIX

Activity Overview: The purpose of this activity is to help the participants start to think about how they would use a weekly assessment matrix in their own classrooms.

Directions: Read the following description of some of the learning areas Crystal and her assistant Ellen will assess this week.

Add an assessment task in the learning area of *expressive English language skills* to help the teaching team determine how the children are progressing in using English to request materials during small group time. Referring to the Head Start Child Development and Early Learning Framework may be helpful.

Be sure to include **what, how, who, and when** components.

Attached is a blank version of this form for you to use in your own classroom.

Weekly Assessment Matrix		
Daily routine	All children	Dual language learners
Free play	What: Conversation skills How: Checklist Who: Teacher When: All children by end of week What: Early writing How: Work samples Who: Assistant When: All children by end of week	
Circle time	What: Attends and participates How: Video to watch later Who: Assistant When: Wed., Fri.	
Small groups	What: How: Who: When:	
Snack time	What: Counts objects How: Checklist Who: Adults at tables When: All children by end of week	

Weekly Assessment Matrix

Daily routine	All children	Children with individual needs
Arrival		
Free play		
Circle time		
Small group		
Outside		
Snack/meal		
Free play		
Circle time		
Departure		
Transitions		
Self-help (toileting, dressing, etc.)		





LESSON PLAN WITH ASSESSMENT PLAN

Activity Overview: The purpose of this activity is to help the participants think about how they will gather assessment information while teaching.

Directions: Read the following description of a small group lesson Jason and his two assistants have designed for their outdoor play area.

Jason and his two assistants have set up a number of gross motor games that the children in their class may use during outdoor play time. There are balls to bounce and throw into a low basketball hoop. There are beanbags to toss into basket. There is also an area with balls of various sizes to catch and throw. In addition to introducing the activities to the class, the teaching team plans to provide guided practice to small groups of children. Later in the week, these games will be available as choices during outdoor play time.

In the chart below, Jason and his assistants have begun to fill in their assessment process for this lesson. Spend about 5 or 10 minutes filling in the rest of the chart in relation to the planned small group activity described above. A blank version of this chart is attached. If your current lesson plans do not include a plan for assessing the learning that is occurring, use this chart to add to your plans.

Assessment Plan	
WHAT to assess (Important content to inform instruction. List the skills to be assessed.)	
HOW to assess (Be organized, select effective assessment strategies.)	
WHEN to assess (Find convenient times for data collection.)	During outdoor play time Wednesday, Thursday, Friday
WHO will assess (Decide who can help gather information.)	

Assessment Plan

<p>WHAT to assess (Important content to inform instruction. List the skills to be assessed.)</p>	
<p>HOW to assess (Be organized, select effective assessment strategies.)</p>	
<p>WHEN to assess (Find convenient times for data collection.)</p>	
<p>WHO will assess (Decide who can help gather information.)</p>	





TEAM COLLABORATION: OPTIONAL ACTIVITY

Activity Overview: The purpose of this activity is for the participants to practice explaining to classroom staff about collecting assessment information.

Directions: Find a partner for this activity. Using the bulleted points listed below, take turns with your partner to explain each of the steps in relation to the assessment ideas for Literacy, Mathematics and Social-Emotional.

For example, when thinking about Mathematics, with all children in the class in mind, tell your partner why counting objects is important. Additionally describe how to collect the data on a checklist and so on, as you move through the bulleted points.

- Tell why the assessment information to be collected is important.
- Give clear instructions for how to collect the data.
- Describe what the information collected will include or look like.
- Think about how team members might help if a colleague has difficulty gathering quality information.

1. Literacy

- What to assess: early writing (all children in the class)
- How to assess: work samples
- When to assess: during free play time in the course of the week
- Who will assess: assistant teacher

2. Mathematics

- What to assess: counting objects (all children in the class)
- How to assess: checklist
- When to assess: during snack time in the course of the week
- Who will assess: adults at snack tables

3. Social-Emotional

- What to assess: successfully joining small group (Carla)
- How to assess: anecdotal notes
- When to assess: during free play time Tuesday and Thursday
- Who will assess: any adult

