

# Office of Head Start

## Training and Technical Assistance

### Ongoing Child Assessment System Profile

This questionnaire is designed to assist you with reflecting upon your program's ongoing child assessment system. It is divided into four (4) sections reflecting the key training presentations in the "Learning From Assessment (LFA) Toolkit." Please take a few moments to read each question and circle the number that most reflects your thoughts. At the end of each section, add up the value of each response and divide the total by 12. After you complete each section, you can compare the scores of the four sections to give you an idea of which module of the LFA Toolkit you should consider the best place to start (the section receiving the lowest score being the highest priority).

#### *Getting Ready to Get the Most out of Your Child Assessments*

*Focuses on key preparations for developing an effective assessment system including: (1) planning for assessment, (2) organizing for assessment, and (3) assuring assessment quality. It also addresses how to motivate and support teachers' assessment activities and how to use information at a group level to make decisions and identify needed resources to support children's development.*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4
My program's chosen assessment instrument(s) captures all of the appropriate and necessary data for analyzing <b>child developmental progress</b> .	1	2	3	4
My program's chosen assessment instrument(s) captures all of the appropriate and necessary data for analyzing <b>classroom quality</b> .	1	2	3	4
My program's frequency of conducting analysis of ongoing assessment data is manageable for our ECE staff.	1	2	3	4
Our teachers have adequate time to plan for data collection (what will be assessed/observed, who, method, etc.).	1	2	3	4
My program's frequency of conducting analysis of ongoing assessment data is effective.	1	2	3	4
My program's chosen assessment instrument(s) is appropriate for all of the children we serve.	1	2	3	4
Our teachers have the necessary resources to conduct assessments.	1	2	3	4
My teachers consistently capture information on all areas of child development.	1	2	3	4
All areas of child development are consistently covered in our current system of ongoing assessment.	1	2	3	4
I am able to effectively facilitate teachers' analysis of, reflection on, and responses to assessment data.	1	2	3	4
My program is effective in making decisions and identifying needed resources that will support children's development based upon assessment data.	1	2	3	4
Our program provides ongoing training and mentoring for teachers on ongoing assessment.	1	2	3	4
<b>TOTAL</b>			<b>SCORE (avg.)</b>	

Notes:



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## Training and Technical Assistance

### *But What Does It All Mean? Key Concepts for Getting the Most out of Your Assessments*

*Focuses on “Formative” Assessment: using information collected to inform and improve program practice. This module defines and describes a number of important terms associated with research and assessment with the intention of leaving managers feeling comfortable and empowered to make the best decisions at the local, regional, and national levels.*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4
I am comfortable with reading and interpreting various forms of data reports (i.e. charts, graphs, summaries, etc.) to assess <b>developmental progress of individual children</b> .	1	2	3	4
I am comfortable with reading and interpreting various forms of data reports to assess <b>quality of instruction for classrooms</b> .	1	2	3	4
I am able to identify trends in data and their significance (including: averages, score distribution, which groups of children are learning the most/least, similarities/consistencies, differences/inconsistencies, etc.).	1	2	3	4
I am comfortable with connecting data with:				
<input type="checkbox"/> Curriculum Emphasis	1	2	3	4
<input type="checkbox"/> Teacher Experience	1	2	3	4
<input type="checkbox"/> Characteristics of Children (i.e. age, home language, disability, etc.)	1	2	3	4
<input type="checkbox"/> Need for services	1	2	3	4
I am comfortable with the quality* of my teachers’ data documentation.	1	2	3	4
I am comfortable with the quality of my teachers’ data interpretation.	1	2	3	4
I am able to identify the missing pieces to current data (for individual children and classrooms).	1	2	3	4
I am able to look at data in the context of special groups (i.e. dual language learners, children with disabilities, etc.).	1	2	3	4
I am able to clearly explain the significance of data to teachers, parents, etc.	1	2	3	4
	<b>TOTAL</b>		<b>SCORE (avg.)</b>	

Notes:

\*Quality includes: correct (information recorded accurately); complete (important characteristics are not left out); and consistent (what is recorded in one place, is recorded in every place – different sources of information tell the same story).



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## Training and Technical Assistance

### *Ongoing Assessment: Capturing the Progress of Children's Learning*

*Focuses on collecting, understanding, and using assessment information in the classroom to inform what you do with children and how you communicate with others (like parents and technical assistance specialists) about the children in your class.*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4
I am confident in our teachers' ability to use assessment data/information in the classroom to inform what they do with children.	1	2	3	4
I am confident in our teachers' ability to read a variety of data reports/formats.	1	2	3	4
I am confident in our teachers' ability to use assessment data/information to inform how they communicate with others (parents, technical assistance specialists, etc.) about the children in their classes.	1	2	3	4
I am confident in our teachers' ability to notice patterns in their data/observations.	1	2	3	4
I am confident in our teachers' ability to notice errors/inconsistencies in their data/observations.	1	2	3	4
I am confident in our teachers' ability to identify areas where more information is needed.	1	2	3	4
I am confident in our teachers' ability to be objective with their observations.	1	2	3	4
Our teachers are consistent with the following elements of an assessment cycle:				
<input type="checkbox"/> Observation	1	2	3	4
<input type="checkbox"/> Documentation	1	2	3	4
<input type="checkbox"/> Interpretation-Hypothesis Setting	1	2	3	4
<input type="checkbox"/> Instruction (informed and intentional)	1	2	3	4
I am confident in my teachers' ability to incorporate concrete knowledge of child development into their interpretation of documentation and data.	1	2	3	4
<b>TOTAL</b>			<b>SCORE (avg.)</b>	

Notes:



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### Documenting Observations

*Focuses on multiple strategies for efficiently documenting behavior and development over time and illustrates some of the advantages of different techniques (i.e. how best to organize and use the products of our documentation for subsequent steps, such as interpreting the data, setting hypotheses, and using the information to improve children's learning). It helps teachers link what they need to know and how to select the documentation tool they deem the best option.*

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4
Our teachers are <b>knowledgeable</b> about the purpose and benefits of various forms of child assessment documentation.	1	2	3	4
Our teachers are <b>comfortable</b> with using various forms of child assessment documentation.	1	2	3	4
Our teachers' methods of collecting data are appropriate for what they are trying to observe (the information being sought).	1	2	3	4
Our teachers are proficient with using various forms of collecting child assessment data.	1	2	3	4
Our teachers consistently use more than one form of collecting data on each child.	1	2	3	4
Our teachers' system of collecting data includes methods that can be easily summarized.	1	2	3	4
Our teachers' system of collecting data allows them to look at children in their classrooms in a variety of ways (i.e. multiple children, child/children over a period of time, within different contexts/settings, etc.).	1	2	3	4
Our teachers consistently conduct objective observations.	1	2	3	4
Our teachers consistently collect child assessment data from parents/caregivers.	1	2	3	4
Our teachers have a system for effectively storing child assessment data/documentation.	1	2	3	4
Our program encourages teachers to use a variety of different methods of collecting child assessment data.	1	2	3	4
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
It would be beneficial to expose our staff to various ways of documenting child/classroom observations. <i>[Please note response changes]</i>	1	2	3	4
	TOTAL		SCORE (avg.)	
Notes:				

