


Birth to Three Institute, June 2011


Connecting Observation to Assessment for Infants and Toddlers:


A Framework for Reflective Curriculum Planning (Kriener-Althen and Wiese, 06/23/2011)



Connecting Observation to Assessment for Infants and Toddlers:
A Framework for Reflective Curriculum Planning

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Agenda

- I. Introduction to Assessment: Screening vs. Developmental Assessment
- II. Small Group: Reflection on Selected Assessments for Infants and Toddlers
- III. Observation and Documentation in Assessment for Curriculum Planning
- IV. Self-Reflection: Using Assessment Based on Observation and Documentation
- V. Practicing Anecdotal Documentation
- VI. Closing Thoughts & Additional Resources

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Relevant Head Start Program Performance Standards

§ 1304.21 Education and early childhood development.

(a) **Child development and education approach for all children.**

(1) In order to **help children gain the skills and confidence** necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:


(i) Be developmentally and linguistically appropriate, **recognizing that children have individual rates of development** as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;

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Guiding Questions

- “Why is this assessment being done?”
- “What purpose does it have?”
- “Is this particular assessment optimal for meeting that purpose?”

Snow, C. E., & Van Hemel, S. B. (2008). *Early Childhood Assessment: Why, What, and How*

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**Possible Reasons
Why You Might Be Using Assessments**

- To meet reporting requirements of funding agencies.
- To document and evaluate outcomes of an early care and education program.
- To screen for possible developmental delays.
- **To track the progress of individual children to inform curriculum planning.**

Wyly, 1997

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Screening vs. Developmental Assessment

Screening Assessment	Developmental Assessment
<ul style="list-style-type: none">• Identification of potential risks for developmental delays• Investigation of areas of concern (Diagnostic Assessment)• Early intervention, when needed	<ul style="list-style-type: none">• Developmentally-appropriate: Highlights what children know and are able to do• Builds on children's existing strengths• Informs curriculum planning

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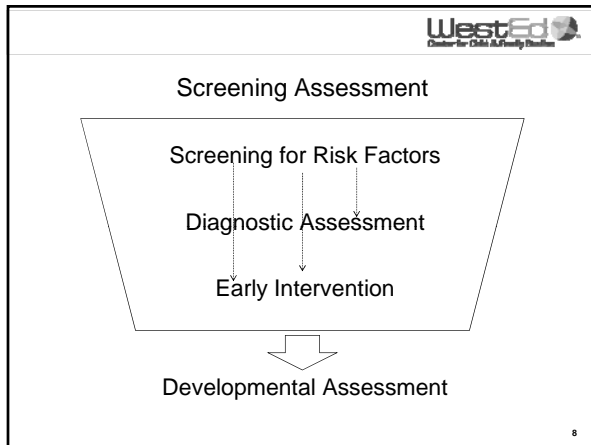
Screening Assessment

- Identify infants or toddlers who may be at risk for developmental delay,
- Identify an infant or toddler's specific abilities and skills,
- Determine appropriate intervention strategies.



Snow, C. E., & Van Hemel, S. B. (2008). *Early Childhood Assessment: Why, What, and How*


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Developmental Assessment . . .

is an organized process for gathering information about child learning and behavior.

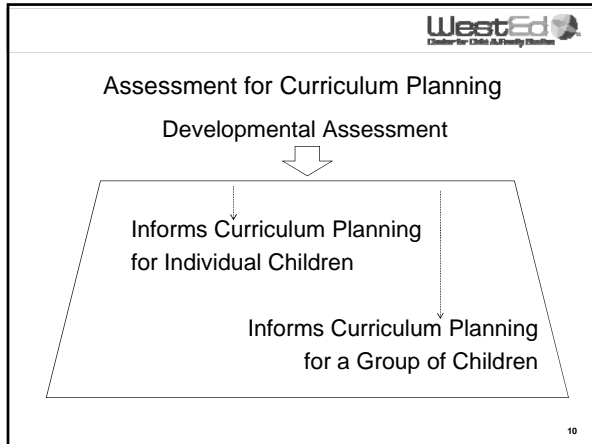


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Taking a Closer Look . . .

- Review descriptions in the “Summary of Assessments for Infants and Toddlers.”
- Discuss possible purposes for using each instrument.
- Discuss the strengths and challenges of each instrument.
- Be prepared to share an “aha” or insight from your discussion.

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Overview of Selected Assessments for Infants and Toddlers

- Ages and Stages Questionnaires (ASQ and ASQ-SE)
- Bayley Scales of Infant Development (BSID-III)
- Desired Results Developmental Profile – Infant/Toddler (DRDP-IT® (2010))
- Devereux Early Childhood Assessment - Infant/Toddler (DECA-I/T)
- Hawaii Early Learning Profile (HELP)
- The Ounce Scale
- Teaching Strategies GOLD™

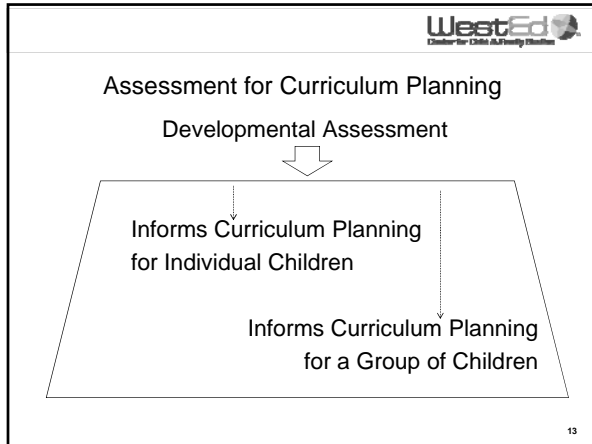
See Document: **Summary of Assessments**

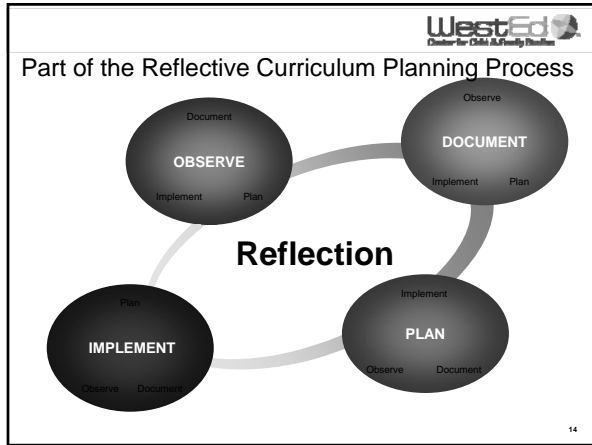
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Responsive, Reflective Teaching

Research shows the most effective way for children to gain the social and intellectual competence needed in early care and education settings is for teachers to be responsive to the children's interests rather than teach specific lessons.


Eg: You observe that children in your care have been interested in water, so you plan to use the water table, paper cups and water toys for them to use tomorrow to transition during drop-off time.

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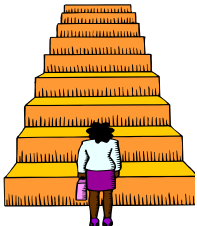
Assessment Based on Observation and Documentation

Teachers **regularly add** observational anecdotes, photos, or samples to a **child's portfolio**, which provides a basis to assess each infant's or toddler's **developmental progress**. Teachers use such **evidence to complete formal assessments** according to a **regular schedule**, such as every four months or every six months.

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Using Assessment Based on Observation and Documentation: Where Are You?



- **Think:** Take a few minutes to read the handout and reflect.
- **Pair & Share:** Talk with a colleague on where you place yourself and why. Where do you go from here?


See Document: Using Assessment Based on Observation . . .

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Background Observer

- Plans to watch and document child behaviors for extended periods
- Does not interact with children while observing



Ari looks very interested in his project.

Claire is watching Ari play.

Ari is balancing the blocks with both hands.

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Documentation
and
Observation
go
Hand-in-Hand




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Simple Suggestions for Gathering
Documentation for Assessment

- Observe Children
- Record Observations
- Ongoing Reflection



*See Document:
Simple Suggestions . . .*

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Beyond Written Anecdotal

Be intentional about how you use **technology**
to document children development.

What does each type tell you?

- Photography: Motor activities
- Audio recorder: Language
- Video: Social interactions



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Participant Observer

- Intentionally watches children
- Keeps assessment in mind while interacting with children
- Intersperses documentation with interactions

Lucas is holding the scanner in his hands... how is he using it? (Motor)

How will he respond when I press this button? (Self)



If I say '\$4' will he know which button to push? (Cognitive)

I wonder if he remembers this from the grocery store... (Memory)


Maybe I should add more grocery items or set up a store in the dramatic play area...

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Documentation Made Easy

Lucas is holding the scanner in his hands... (Motor)



Lucas uses both hands to hold and manipulate the cash register scanner.


May 3, 2011
 - Fine motor development
 - Imaginative play

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Practicing Anecdotal Documentation

1. Watch the video clip
2. Write "anecdotal notes" onto sticky notes
3. Discuss "anecdotal notes" with the large group



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