

**The Learning from Assessment Toolkit:
Materials, Supports, and Tools for Assessing Children and Improving Outcomes**

**18th Annual Birth to Three Institute
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Navigating the Learning from Assessment Toolkit Website

The Learning from Assessment (LFA) Toolkit is located at the following link, within Head Start's Early Childhood Learning & Knowledge Center (ECLKC): <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/lfa.html>

Welcome

The above noted link will bring you to the LFA Toolkit "Welcome" tab. Here you will find a brief summary of the LFA Toolkit and its resources.

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Welcome to the Learning from Assessment (LFA) Toolkit

The LFA Toolkit is a collection of presentations, handouts, guided practice exercises, and descriptions of additional resources designed to support program staff in enhancing, conducting, and interpreting child assessments. It builds upon the assessment knowledge and expertise programs already possess, and the materials can be used selectively to design trainings that will meet programs' particular needs.

No matter what tools are being used to assess children in a program, the materials can expand a program's capacity to gather and use information to identify its strengths and needs and improve outcomes for children and their learning environments. The LFA Toolkit is NOT an assessment instrument nor is it intended to replace what programs are already doing.

This website will allow you to access all of the LFA Toolkit resources. It is divided into the following sections, accessed by selecting the tabs above:

- Getting Started:** Materials to assist you with developing a deeper understanding of the LFA Toolkit, how it is organized, how it can be used with your program, and where to begin based upon your program's needs.
- Presentations:** Presentations for managers and teachers that discuss the importance of conducting frequent child assessment and highlights key strategies and concepts for gaining the most from the information you collect.
- Guided Practices:** Exercises intended for use by managers and education coordinators in training sessions with teachers on data collection, analysis, and planning.
- Resources:** Additional materials to support your use of the LFA Toolkit and ongoing child assessment activities.
- New Materials:** New resources developed by the OHS National Centers to further enhance the content of the LFA Toolkit to ensure it addresses the current needs of programs, as well as reflects best practices and research associated with ongoing child assessment activities. As new resources are developed, they will be introduced under this tab prior to being added to the appropriate section of the toolkit.

So, let's start exploring the LFA toolkit — select the "Getting Started" tab above. Enjoy!

Was this page helpful?

YES NO

Getting Started

The “Getting Started” tab contains a more detailed introduction to the LFA toolkit, an ongoing child assessment system profile questionnaire, and a warm-up exercise that highlights the importance of making focused observations and documenting what you observe.

The screenshot shows the HEAD START website interface. At the top, it displays the U.S. Department of Health & Human Services and the Administration for Children & Families. The HEAD START logo is prominent, along with the text "An Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)". A search bar and a "Español" link are also visible. The main navigation menu includes "About Head Start", "Grants & Oversight", "Policy & Regulation", "T/TA Resources", "Collaboration & Partnerships", and "Data & Reports". The "T/TA Resources" section is expanded, showing a breadcrumb trail: "ECLKC Home > Quality Teaching and Learning > Early Childhood Development > Assessing > Ongoing Assessment > Learning from Assessment". A red arrow points to the "Getting Started" tab in the sub-navigation menu, which also includes "Welcome", "Presentations", "Guided Practices", "Resources", and "New Materials". The "Getting Started" page content includes a description of the section, a list of resources with brief descriptions, and a "Required Viewers" section with icons for PDF, Word, and PowerPoint. A sidebar on the left lists various categories like "Quality Teaching and Learning", "Disabilities", and "Early Childhood Development".

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Getting Started

This section contains materials to assist you with developing a deeper understanding of the LFA Toolkit, how it is organized, how it can be used with your program, and where to begin based upon your program's needs.

- ▶ **READ ME FIRST – An Introduction to the LFA Toolkit**
START HERE for an overview and recommendations on how to use the LFA Toolkit.
- ▶ **Ongoing Child Assessment System Profile**
This tool is designed to assist you with reflecting upon your program's ongoing child assessment system and to give you an idea of which LFA presentation is the best place to start.
- ▶ **Rectangle Exercise – Observing to Learn**
This short, warm-up exercise highlights the importance of making focused observations and documenting what you observe.

Last Reviewed: April 2013
Last Updated: April 23, 2014

Required Viewers:

Checking Children's Progress

EHS Tip Sheet No. 6: What is Screening? REVISED

Learning from Assessment

Readiness and Relationships: Issues in Assessing Young Children, Families, and Caregivers

Using What You Learn from Observation

Presentations

The “Presentations” tab contains presentations for both managers and teachers. The first teacher presentation focuses on collecting, understanding, and using assessment information in the classroom to inform what teachers do with children and how they communicate with others about the children in their classrooms. This presentation introduces the assessment-instruction cycle, which includes observation, documentation, interpretation and hypothesis setting, and instruction. The second teacher presentation identifies multiple strategies for efficiently documenting behavior and development over time and illustrates some of the advantages of different techniques. Strategies discussed include: anecdotal records and forms, journals, checklists, level of assistance records, time samples, language samples, parent information, functional behavior assessment, photographs, videos, and work samples. The presentation also considers how best to organize and use the products of documentation for subsequent steps, such as interpreting the data and setting hypotheses, and using the information to improve children’s learning.

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Welcome Getting Started **Presentations** Guided Practices Resources New Materials

Presentations

This component continues your orientation to the LFA toolkit. It includes presentations that discuss the importance of conducting frequent child assessment and highlights key strategies and concepts for gaining the most from the information you collect. There are two (2) sections: Presentations for Managers, and Presentations for Teachers. Click on the titles to reveal materials for each audience.

- ▶ Presentations for Managers*
- ▼ Presentations for Teachers*
 - Discover the importance of assessment, the assessment-instruction cycle, and the identification of effective, efficient assessment tools and methods that teachers use in their own classrooms.
 - ▶ **Ongoing Assessment: Capturing the Progress of Children's Learning - Video**
Learn the importance of collecting, understanding, and using assessment information in the classroom to inform what teachers do with children and how they communicate with parents and specialists about children in the class or learning environment.
 - ▶ **Documenting Observations**
Examine strategies for observing children and different methods for documenting what has been observed.

Guided Practices

The “Guided Practices” tab contains exercises that provide teachers the opportunity to reflect on the strengths and weaknesses of different observational assessment techniques that can be used in the classroom throughout the year, and provides practice in interpreting and planning based on documented observations. Guided practices are intended for use by managers in training sessions with small groups of teachers, although they can be adapted for larger groups as needed. The exercises are not meant to be used as handouts, but instead as starting points for dialogues and group conversations, so that participants can learn from one another’s experience and expertise. Guided practices are organized by the type of documentation technique(s) featured in each exercise. Each guided practice exercise contains an accompanying handout and presentation.

The screenshot shows the HEAD START website interface. At the top, it displays the U.S. Department of Health & Human Services and the Administration for Children & Families. The HEAD START logo is prominent, along with the text "An Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)". A search bar and a "Español" link are also visible. The navigation menu includes "About Head Start", "Grants & Oversight", "Policy & Regulation", "T/TA Resources", "Collaboration & Partnerships", and "Data & Reports". The main content area is titled "Guided Practices" and features a breadcrumb trail: "ECLKC Home > Quality Teaching and Learning > Early Childhood Development > Assessing > Ongoing Assessment > Learning from Assessment". A red arrow points to the "Guided Practices" tab in the navigation bar. Below the title, there is a paragraph explaining the purpose of the Guided Practices component. A section titled "About the Guided Practices" lists several key points. At the bottom, a list of documentation techniques is provided, each with a right-pointing arrow icon.

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Guided Practices

This component of the Toolkit contains exercises intended for use by managers and education coordinators in training sessions with teachers. These exercises provide teachers the opportunity to reflect on the strengths and weaknesses of varied observational assessment techniques that can be used throughout the year to build on what is learned in the periodic assessments conducted to meet federal requirements.

About the Guided Practices

- All of the exercises have the same format and all have accompanying slide presentations and handouts.
- Exercise content varies widely in terms of the type of child outcome being assessed, the documentation technique employed, and the complexity of the exercise.
- Exercises vary in length from 15 to 40 minutes.
- Exercises work best with small groups but can be adapted for larger groups.
- We have organized the Guided Practices by the type of documentation technique(s) featured in each exercise. If there is more than one technique explored in a particular Guided Practice, the additional techniques are noted in parentheses next to the guided practice.

- ▶ Anecdotal Records
- ▶ Checklist
- ▶ Event Sampling
- ▶ Picture
- ▶ Running Record
- ▶ Table
- ▶ Tally Sheet
- ▶ Time Sampling

Resources

The “Resources” tab contains suggested training sessions to introduce teachers to assessment as well as a guided practice roadmap that identifies key elements of each guided practice exercise (name of exercise, domains of development, type(s) of documentation, and emphasis for special groups – dual language learners, infant/toddler, home visiting). The tab also contains handouts that address how to report accurate and objective information and how to compile portfolios. Finally, the annotated bibliography contains useful sources for improving assessment practices and for obtaining background information.

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New Materials

The “New Materials” tab will eventually contain the additions to the LFA Toolkit that are currently under development. Any new materials will be placed under this tab for 45 days and then will be moved to their appropriate tab of the LFA Toolkit. Multiple guided practices will cover a range of topics to include different age groups (infants/toddlers, preschoolers), special populations (dual language learners, children with special needs, cultural considerations), and different types of service provision (center based, family child care settings, home visits). The guided practices will also relate to the areas of child development in the 2010 Head Start Child Development and Early Learning Framework. Presentations will cover a variety of assessment topics, such as assessing dual language learners and using photo and video technology for assessments. Finally, the current annotated bibliography will be updated to provide the latest resources.

The screenshot shows the HEAD START website interface. At the top, it displays the U.S. Department of Health & Human Services and the Administration for Children & Families. The HEAD START logo is prominent, along with the text "An Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)". A search bar and social media links are visible. The main navigation bar includes "About Head Start", "Grants & Oversight", "Policy & Regulation", "T/TA Resources", "Collaboration & Partnerships", and "Data & Reports". The "T/TA System" sidebar lists various categories, with "Assessing" under "Early Childhood Development" selected. The main content area features a breadcrumb trail: "ECLKC Home > Quality Teaching and Learning > Early Childhood Development > Assessing > Ongoing Assessment > Learning from Assessment". A navigation bar with tabs for "Welcome", "Getting Started", "Presentations", "Guided Practices", "Resources", and "New Materials" is shown, with a red arrow pointing to the "New Materials" tab. Below this, the "New Materials" section is titled, followed by a message: "This section contains supplements to the LFA Toolkit and new resources associated with ongoing child assessment created by the OHS National Centers. New materials are introduced here before transitioning to the appropriate tab of the LFA Toolkit.*" and "New Materials Coming Soon". A note states: "*New materials will be introduced and located here for approximately 45 days before transitioning to the appropriate tab of the LFA Toolkit." Metadata includes "Last Reviewed: April 2013" and "Last Updated: April 23, 2014". A "Required Viewers:" section lists icons for PDF, Word, and PowerPoint. The content area lists several items: "Checking Children's Progress", "EHS Tip Sheet No. 6: What is Screening? REVISED", "Learning from Assessment", "Readiness and Relationships: Issues in Assessing Young Children, Families, and Caregivers", and "Using What You Learn from Observation".