BUILDING A STATEWIDE, COMPREHENSIVE AND ALIGNED ASSESSMENT SYSTEM FOR ALL CHILDREN:

Birth to Kindergarten

National Early Childhood Inclusion Institute
Chapel Hill, NC
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This morning we will . . .

- Provide introductions and objectives (along with a humorous illustration of the topics we will discuss)

- Set the context by reviewing . . .
  - Program requirements related to assessment
  - A comprehensive framework for aligned assessment
  - Recommended practices

- Participate in a small group role play exercise

"Once is Enough" Players

presents

The Other Side of Comprehensive Assessment Systems

Jim Squires
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Mary McLean

Objectives

- Understand the components of a statewide comprehensive assessment system for all children birth to kindergarten

- Describe assessment requirements across early childhood programs 0-5

- Explain recommended practices for assessment of all children, including those with special needs

- Identify issues associated with the development, training, implementation, and utilizing information collected as part of a comprehensive assessment system

- Recognize the diverse experiences of practitioners, administrators, and others to develop and implement an aligned assessment system for children 0 - 5.

- Identify challenges and develop solutions to appropriately include all children in comprehensive assessment systems which result in improved experiences for children.

OVERVIEW OF ASSESSMENT REQUIREMENTS ACROSS EARLY CHILDHOOD PROGRAMS

Catherine Scott-Little

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A Starting Point for our Discussions

- Types of assessments

- Program requirements

Types/Purposes of Assessments

- Screening
  - Individual children
  - Community-level data on risk factors
- Diagnostic testing/evaluation
- Guiding intervention and instruction
- Evaluating a program or "society"

National Research Council, 2008

There are a Multitude of Early Childhood Initiatives with Interests/Requirements Related to Assessment

- Federal
  - IDEA
  - Head Start
- State
  - Pre-Kindergarten
  - QRIS

IDEA Requirements

- **Screening:** conducted as needed/requested or within 45 days of program enrollment
- **Diagnostic testing/evaluation:** determine eligibility for special education services
- **Instructional:** use of assessments to support curriculum development and monitoring of progress on ISFPs and IEPs

34 CFR 303.321
34 CFR 300.301 & 302

IDEA Requirements (continued)

- **Program evaluation:** Assess children at least twice to report the percent of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Plans (IEPs) who demonstrate improved:
  - Positive social-emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
  - Use of appropriate behaviors to meet their needs.

ECTA Center. Accessed 5/5/15 at
http://ectacenter.org/eco/pages/fed_req.asp

Head Start Requirements

- **Screening**: standardized health screening and developmental screening which includes speech, hearing and vision within 45 days of enrollment

- **Diagnostic testing/evaluation** (if needed): evaluation of a child who may have a disability as soon as possible

- **Guiding instruction**: periodic observations and recordings, as appropriate, of individual children's developmental progress

Head Start Act
CFR 1304.20 Child Health & Dev.
CFR 1308.6 Assessment of Childre

Head Start Requirements (continued)

- **Program evaluation**: measures of child progress should be collected at least three times per year* to inform the program's self-assessment and continuous improvement plans (along with other sources of data and input from families)
  - Curriculum decisions
  - Professional development
  - Other program decisions

  *Programs that operate less than 90 days must collect data at least twice

Head Start Act
CFR 1307.3 Open Competition

Pre-Kindergarten Programs

- Screening
  - 32 states have some type of state-wide requirement
  - 8 states have locally determined screenings
- Instructional assessment
  - 33 states have some requirement for assessment of learning and development during the year
  - 7 states do not have a requirement for assessment during the year
- Program Evaluation
  - 24 states measure child outcome data as part of program evaluation
  - 16 states do not use child outcome data in program evaluation

Barnett, et al, 2013

QRIS Requirements

- 24 out of 25 states with QRIS have requirements related to child assessment
  - 12 use NAEYC standards and 12 have their own standards
  - 17 require programs use assessment results to individualize instruction or target program improvement
  - 21 require programs to share assessment information with families
  - 2 states require assessments aligned with Early Learning & Development Standards

National Center on Child Care Quality Improvement, 2011

QRIS Requirements (Continued)

- Requirements for programs tend to vary by level within the QRIS
  - At the lower levels, programs typically are required to demonstrate that their staff have been trained
  - At the highest levels, credit may be given to programs that
    - Select a tool aligned with the Pre-K program and/or state's Early Learning and Development Standards
    - Document they are using formative assessments

Scott-Little & Maxwell, in press

Programs Can Easily Have Multiple Requirements for Assessment
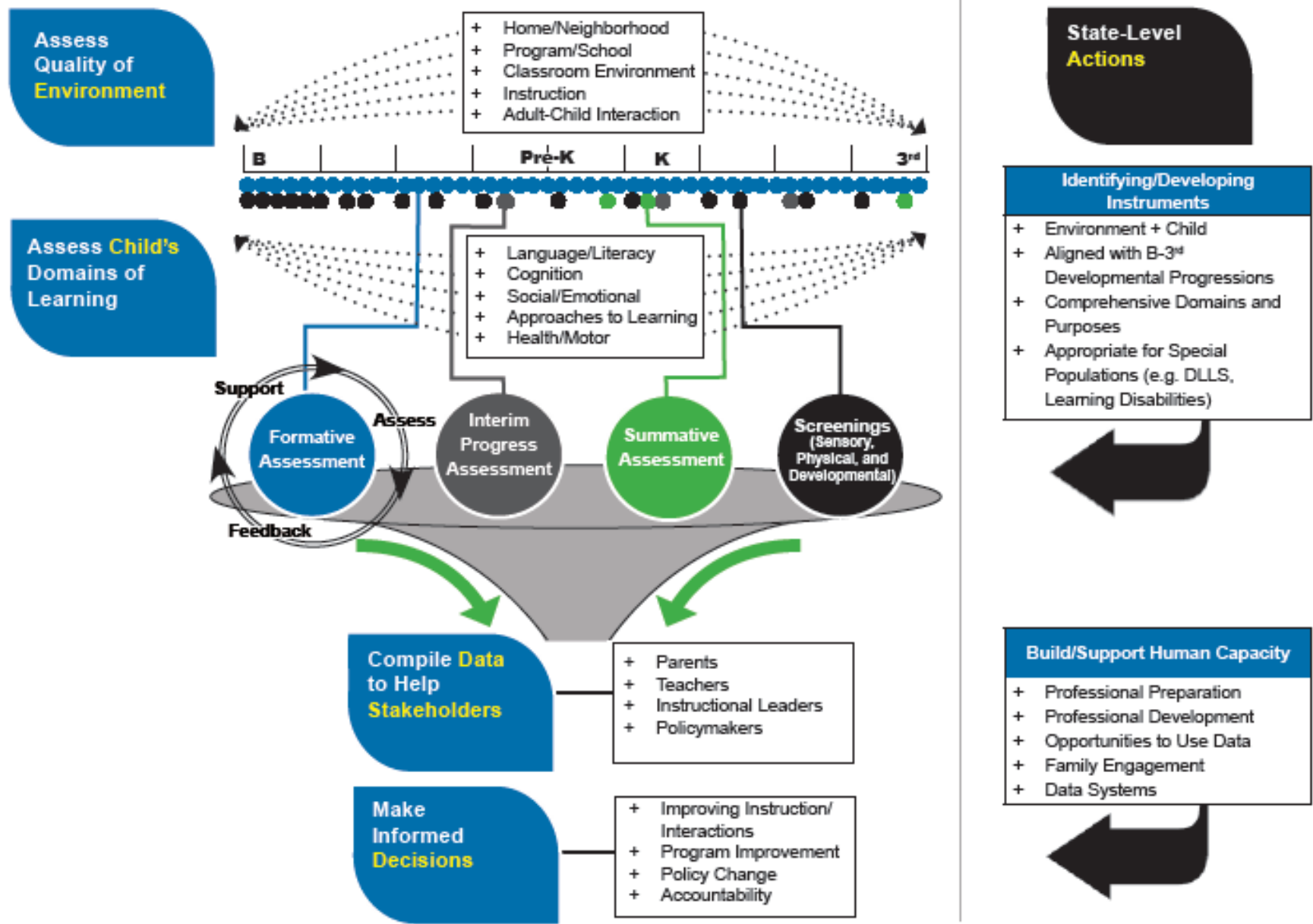

Good Practices
Systems
Framework
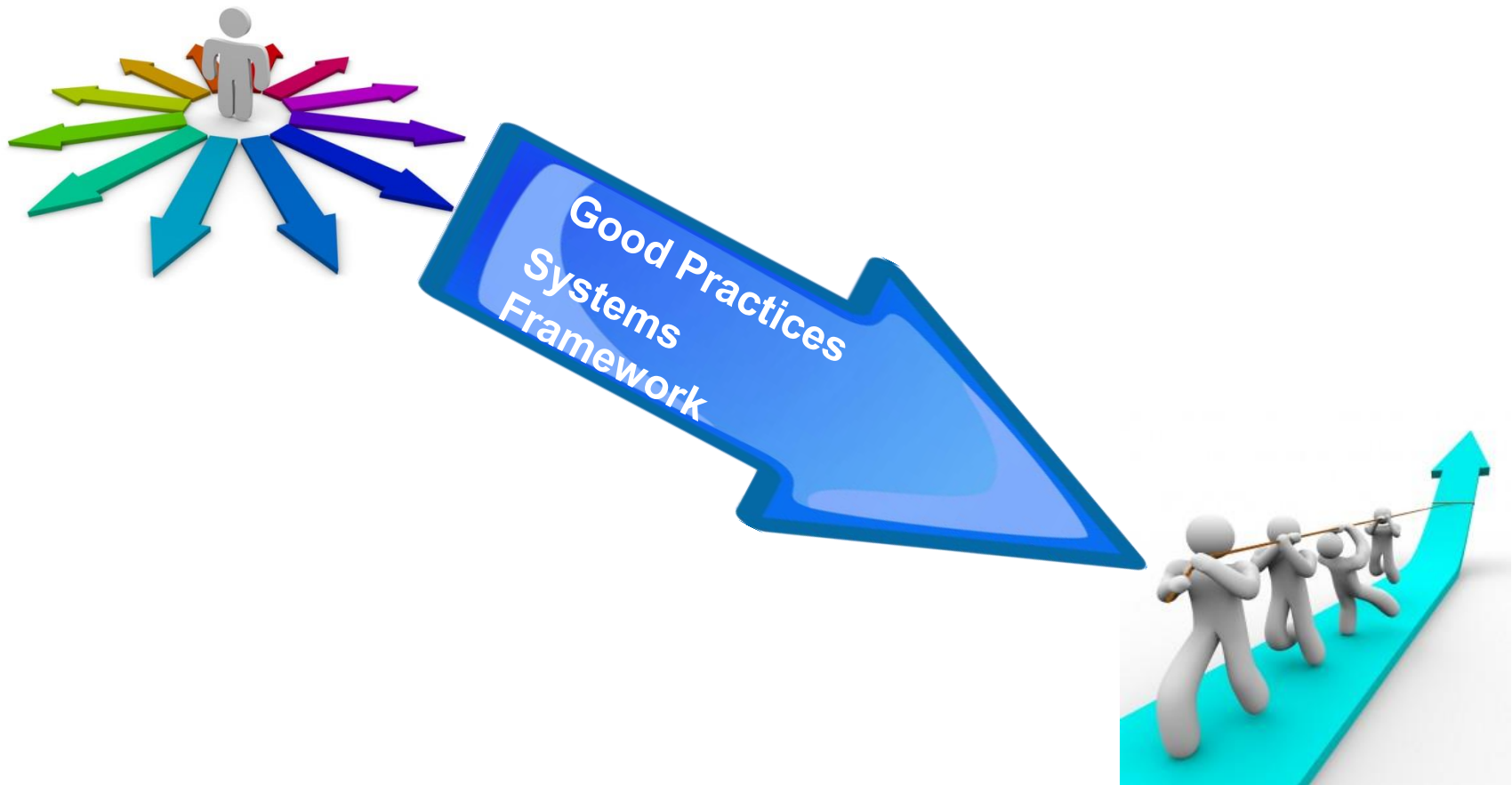
OVERVIEW OF FRAMEWORK FOR COMPREHENSIVE AND ALIGNED B-3RD GRADE ASSESSMENT SYSTEM

Jim Squires

Center on Enhancing Early Learning Outcomes

National Institute for Early Education Research

Rutgers University

Framework for a
Comprehensive & Aligned B-3rd Grade Assessment System – A Working Draft

Assess Quality of Environment

- Home/Neighborhood
- Program/School
- Classroom Environment
- Instruction
- Adult-Child Interaction

B | Pre-K | K | 3rd

Assess Child's Domains of Learning

- Language/Literacy
- Cognition
- Social/Emotional
- Approaches to Learning
- Health/Motor

Support / Assess / Feedback

Formative Assessment

Interim Progress Assessment

Summative Assessment

Screenings (Sensory, Physical, and Developmental)

Compile Data to Help Stakeholders

- Parents
- Teachers
- Instructional Leaders
- Policymakers

Make Informed Decisions

- Improving Instruction/Interactions
- Program Improvement
- Policy Change
- Accountability

State-Level Actions

Identifying/Developing Instruments

- Environment + Child
- Aligned with B-3rd Developmental Progressions
- Comprehensive Domains and Purposes
- Appropriate for Special Populations (e.g. DLLS, Learning Disabilities)

Build/Support Human Capacity

- Professional Preparation
- Professional Development
- Opportunities to Use Data
- Family Engagement
- Data Systems

10 ECE Fundamentals of an ECE Data System

- Unique statewide child identifier
- Child-level demographic and program participation information
- Child-level data on development
- Ability to link EC child-level data w/ K-12, other systems
- Unique program site identifier (link to workforce)
- Program site data on structure, quality, & work. environ.
- Unique workforce identifier; link with sites and children
- Individual workforce demographics (educ., prof. deve)
- State governance body to manage data collection/use
- Transparent privacy protection and security policies/pract.

CAS Mapping Tool

Policy Mapping Tool - Where is Your State on the Path to Developing a Comprehensive Assessment System?			
Program and Classroom-Level Assessments			
Does Your State....	**Children from Birth through Age Three**	**Children from Age Four through Kindergarten**	**Children From First through Second Grades**
Screenings – Require screenings to Identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs?			
Assessment of Development and Learning – Require assessment in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors towards learning)?			
Assessment of Progress and Growth – Require assessment in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)?			
Formative Assessment - Assess formatively across all domains in order to guide instructional decisions?			
Program and Classroom-Level Assessments			
Does Your state....	**Programs for Children from Birth through Age Three**	**Programs for Children from Age Four through Kindergarten**	**Programs for Children From First through Second Grades**
Assessment of Environmental Quality – Require assessments of environmental quality?			
Assessment of Adult-Child Interactions – Require assessments of adult-child interactions?			
Assessment of Teacher Fidelity – Require assessment of teacher fidelity to Early Learning Standards & to K-3 Content/Process Standards			

These are just sample descriptions for illustration. We could modify as necessary to align with the National Research Council's 2008 report recommendations or other sources.

Capacity to Support Assessment Systems			
Does your state....			
Technical Support for Child Assessment - Provide training and technical support to providers, teachers, trainers and administrators to support the administration of child assessments and screenings?			
Data System for Child Assessment – Have a data systems to support the collection, management and reporting of child assessment data?			
Technical Support for Program/Classroom Assessment - Provide training and technical support to providers, teachers, trainers, assessors and administrators to support reliable administration of assessments of environmental quality and adult-child interactions.			
Data System for Program/Classroom Assessment – Have a data systems or use a vendors data system to support the collection, management and reporting of assessments of environmental quality and adult-child interactions?			

RECOMMENDED PRACTICES IN ASSESSMENT

Mary McLean

University of Florida

What are recommended practices?

The term *recommended practices* refers to lists or compilations of practices designed to help practitioners and families make informed decisions about practice implementation.

Snyder, McLaughlin & McLean, 2014

Recommended practices in early childhood assessment can be used to help inform decisions about:

- assessment approaches and strategies
- the selection and use of instruments
- how assessment information is used

Recommended Practices in Assessment

2003   NAEYC & NAECS/SDE

Early childhood curriculum, assessment and program evaluation: Building an effective, accountable system in programs for children birth through age 8.

2005   NAEYC Screening and assessment of young English-language learners.

2007   Division for Early Childhood. *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment and program planning.* Missoula, MT: Author.

Recommended Practices in Assessment

2008 National Research Council. *Early childhood assessment: Why, what and how.*   Committee on Developmental Outcomes and Assessments for Young Children.

2009   National Association of School Psychologists. *Early childhood assessment (Position statement)*. Bethesda, MD: Author.

2014   Division for Early Childhood *DEC recommended practices in early intervention/early childhood special education*.   (Prior versions 1993, 2000 and 2005)

Key Dimensions of Quality Assessment from Position Statements (Snyder, McLaughlin & McLean, 2014)

- Utility
- Technical adequacy
- Quality and Training of Assessors
- Sensitivity
- Congruence
- Alignment
- Authenticity
- Equity
- Meaningful Content
- Collaboration
- Convergence
- Information Sharing

DEC Recommended Practices

- 2014 Recommended Practices

- Online at www.dec-sped.org

- Glossary and examples about to be added

- Evidence syntheses are under development

- System for ongoing review and revision of practices

Small Group Role Play

- Scenario
  - You are part of a Comprehensive Assessment Planning Committee responsible for developing an assessment plan for all programs in your community

  - Your plan should take into consideration:
    - All programs for birth through Kindergarten
    - Appropriate measures/tools for assessment
    - Professional development needed to assess children appropriately
    - Data storage and sharing procedures
    - Supports for teachers to use the assessment data
    - Community-level use of the data

Small Group Role Play

- Roles represented
  - 619 Coordinator
  - Part C Coordinator
  - Head Start Director
  - Director of state-funded Pre-K program
  - Principal from a school with a kindergarten program
  - Childcare director
  - Family members

Small Group Role Play

- Directions:

1. Identify a facilitator, timekeeper, scribe, and someone who will report to group.

2. Have each person introduce her/himself. Each person should describe the following based on the role description s/he received:
   - What role you are playing
   - What your program/role's basic requirements related assessment are;
   - What your concerns are.

3. Discuss what are some **COMMONALITIES** you heard among the participants/roles in terms of the concerns expressed
   - The requirements persons from the different roles have
   - The interests/priorities that were expressed or implied (i.e., what you think each person/role might be interested in or want to see happen)

4. Discuss **DIFFERENCES** across the roles/programs

5. **RECOMMENDATIONS** for strategies/ideas to make this work

Selected Resources

Bagnato, S., Neisworth, J, & Pretti-Frontczak, K (2010). *LINKing authentic assessment and early childhood intervention: Best measures for best practices.* Baltimore: Paul Brookes.

Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K. (2013). *The state of preschool 2013: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

Division for Early Childhood. (2014). DEC recommended practices in early intervention/early

childhood special education 2014. Retrieved from

http://www.dec-sped.org/recommendedpractices.

Division for Early Childhood (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment and program planning.* Missoula, MT: Author.

Early Childhood Technical Assistance Center (ECTA). (n.d.). *Early identification: Screening, evaluation, and assessment*.

Resources, cont'd

- National Association for the Education of Young Children and National Association of Early Childhood Specialists in Stat Departments of Education, (2003). *Early childhood curriculum, assessment and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Washington, DC: National Association for the Education of Young Children.

- National Association for the Education of Young Children, (2005). *Screening and assessment of young English-language learners: Supplement to the NAEYC and NAECS/SDE joint position statement on early childhood curriculum, assessment and program evaluation.* Washington, DC: Author.

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- National Center on Child Care Quality Improvement. (2011). *State Program Quality Standards about Child Assessment.* Author: Available at http://qrisnetwork.org/sites/all/files/resources/gscobb/2012-03-19%2013:32/Report.pdf

- National Education Goals Panel. (1999) Principles and Recommendations for Early Childhood Assessments

Resources, cont'd

National Research Council. (2008). *Early childhood assessment: Why, what, and how*. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Scott-Little, C., & Maxwell, K. (in press). Improving Systems of Learning Through the use of Child Standards and Assessments. In H. Dichter (Ed.). Rising to the Challenge: Building effective systems for children and families. Boston, MA: The BUILD Initiative.

Snyder, P., McLaughlin, T. & McLean, M (2014). Recommended practices in assessment. In M.McLean, ML Hemmeter & P Snyder (Eds). Essential elements for assessing infants and preschoolers with special needs. Boston, MA: Pearson.

Technical Assistance

Center on Enhancing Early Learning Outcomes

http://ceelo.org/

National Institute on Early Education Research

http://nieer.org/

National Center on Quality Teaching and Learning

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching

Early Learning Challenge TA Center

http://www.acf.hhs.gov/programs/ecd/news/early-learning-challenge-technical-assistance

Early Childhood Technical Assistance Center

http://ectacenter.org/

NCDPI K-3 Assessment Wiki

http://rtt-elc-k3assessment.ncdpi.wikispaces.net/

Thank you for your interest, participation, and commitment.