



Assessment- It's Not a Bad Word

Elizabeth Sailer · Spring 2017

Today's Session Topics

Birth through Age 5

Position on Early Childhood Assessment

Ohio's Early Learning Assessment

Birth through Age 5





Birth through Age 5

**Environments
Matter**

**Relationships
Matter**

**Brain
Development
Matters**



Reflection

What do you think of when
you hear the word
assessment?



Early Childhood Assessment

Assessment is:
Authentic
Observational
Formative

What is Authentic Assessment in early childhood?



What is Authentic Assessment in Early Childhood?



Observation
Based

Engaging in
a real life
activity

Embedded in
learning

What is Observational Assessment?



What is Observational Assessment?



Opportunity
to identify
emerging
skills

Opportunity
to identify
interests

Opportunity
to identify
areas of
need

What is Formative Assessment?





What is Formative Assessment?



Process

Function of
the evidence

Focus on
next steps



Our Position on Early Childhood Assessment

- Assessment should be formative, authentic and developmentally appropriate
- Assessment should focus on both academic and developmental areas
- Assessment should allow us to observe child progress on a continuum



Our Position on Early Childhood Assessment

- Assessment should show us how learning is demonstrated differently for each child
- Assessment should support planning and implementing high quality learning experiences
- Assessment should allow teachers to reflect on the quality of their practice



Our Position on Early Childhood Assessment

- Assessment data should provide evidence of accountability
- Assessment data should provide the evidence of a child's learning and development
- Assessment data should be shared with families
- Assessment data should guide teacher practice
- Assessment data should inform program goals



“Observation is a process used by early childhood educators to watch, listen to, and record children’s actions, facial expressions, body language, sounds, words, and gestures...

Observation helps teachers get to know children so that they can build positive relationships with them. Observation provides information teachers can use to understand what and how a child is thinking, feeling, and learning and plan ways to support and enhance the child’s development of skills in all domains.” - NAEYC (2014)



Observing Young Children: Why?

- Each child is unique!
- Gain insights into a child's thinking
- See how children are developing and learning
- Witness a child's depth of knowledge and understanding
- Provide documentation
- Use the information to appropriately challenge and support children



Observing Young Children: How?

- Watch and listen...listen and watch
- Include different types of observation
- Focus on objectivity—just the facts!
- Avoid making assumptions and comparisons
- Use the information to enhance learning and development
- Give time and space for children to show their learning and development

Observing Young Children: Types of Observations

Spontaneous observations

- Informal
- Routines, discussions, activities

Planned observations

- Formal and informal observations
- Intentional
- Specific goals in mind
- Concrete evidence of skills in action
- See what and how a child learns



Planned Observations



- Planned observations are key for formal assessment using observation
- See what a child can do, what the child has the potential to do, and how to help support that child's growth
- Focus on a specific behavior or ability



Planning for Observation

- Identify when and where you will conduct the observations.
- Note this on the planning sheet.



Planning for Observation

Questions to consider:

Will I conduct this observation during a specific learning activity such as during a specific center?

During calendar time?

During transition time? During story time? During circle time? Can I observe this on the playground? etc.

Observation and Assessment

- Observational rubrics
- Validity
- Reliability





Reflection

How do you currently use information gathered through formative assessments, observation, and other techniques to guide instruction, make ongoing adjustment to instruction, and to further develop your understanding of children's skills?

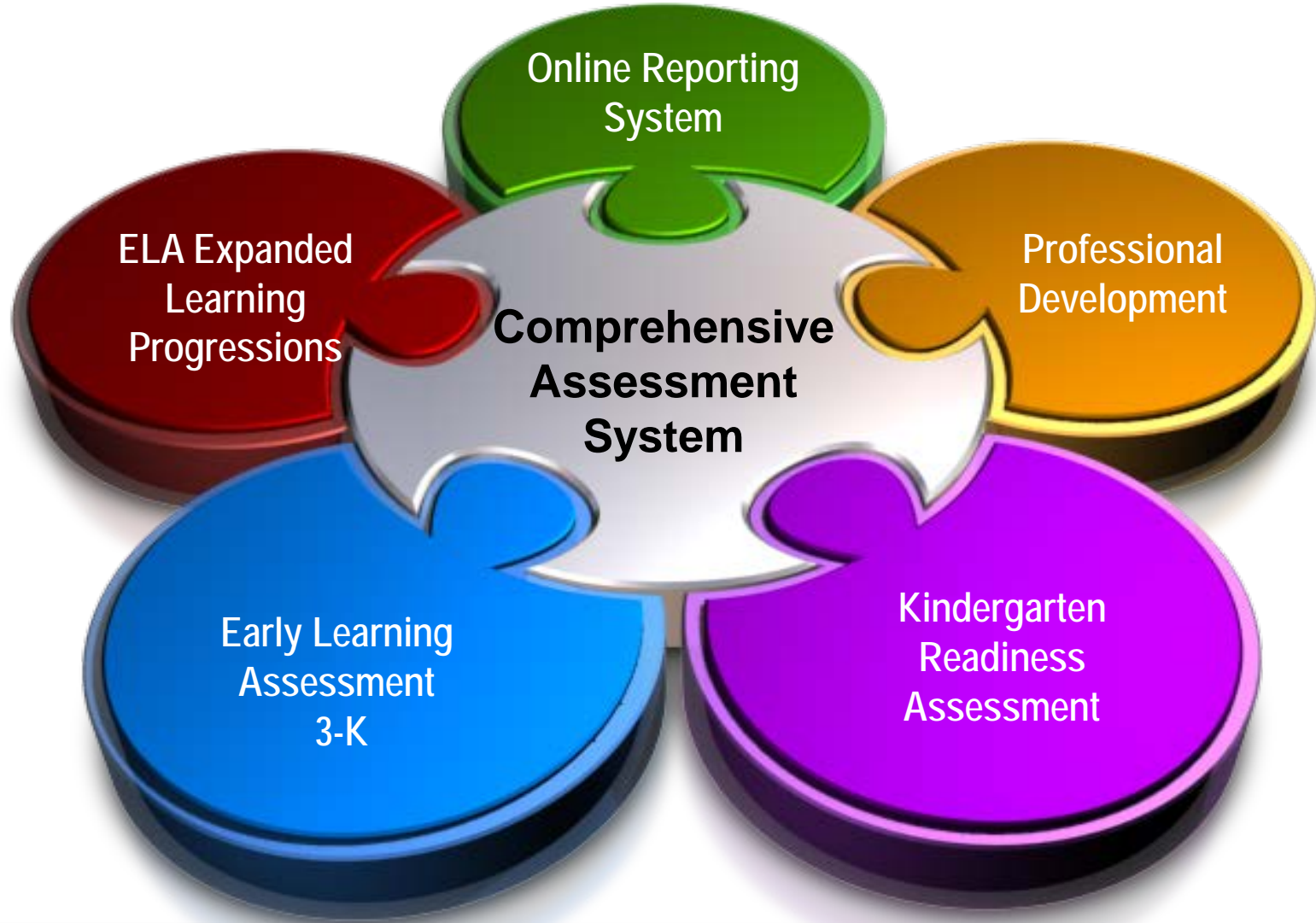




EARLY LEARNING ASSESSMENT

Ohio's Early Childhood
Comprehensive Assessment System

Assessment System Components





Ready for Kindergarten Goals

Support children's development and academic achievement to improve educational outcomes

Measure the progress of children in all areas of school readiness

Early Learning Assessment and the Kindergarten Readiness Assessment

- Both are formative assessments
- Both are aligned with the Early Learning Development Standards
- KRA is required for all kindergarten students
- Early Learning Assessment is for early preschool through kindergarten



ready for
KINDERGARTEN
OHIO

Early Learning Assessment

Ohio

Department of Education
Department of Job and Family Services

- Early preschool through kindergarten
- 7 Domains of growth and development
- 32 Learning Progressions





Seven Domains on the Early Learning Assessment

- Social Foundations
- Language and Literacy
- Mathematics
- Science
- Social Studies
- Physical Well-being and Motor Development
- Fine Arts



Early Learning Assessment Framework

Areas	Learning Progressions	Skills, Knowledge, Behavior
Social Foundations	9	14
Language and Literacy	7	18
Mathematics	5	15
Science	1	1
Social Studies	2	2
Physical Well-Being and Motor Development	4	9
Fine Arts	4	13
Total	32	73



10 Required Progressions Framework

Areas	Learning Progressions	Skills, Knowledge, Behavior
Social Foundations	3	6
Language and Literacy	3	7
Mathematics	1	5
Physical Well-Being and Motor Development	3	6
Total	10	24

10 Required Learning Progressions



Social
Foundations
Domain

1. Relationships with adults
 2. Awareness and expression of emotion
 3. Cooperation with peers
-



Language &
Literacy Domain

4. Communication
 5. Phonological awareness
 6. Vocabulary
-



Mathematics Domain

7. Number Sense
-



Physical Well-
Being and Motor
Development
Domain

8. Coordination-small motor
 9. Personal care tasks
 10. Safety and injury prevention
-



Social Foundations Domain

Required Learning Progressions and SKBs within this domain include:

Awareness and Expression of Emotion

1. Emotion Identification
2. Response to Distressed Peer

Relationships with Adults

3. Separation from Familiar Adults
4. Seeking Emotional Support

Cooperation with Peers

5. Play/Work with Peers
6. Social Behaviors



Language and Literacy

Required Learning Progressions and SKBs within this domain include:

Phonological Awareness

- 7. Rhyming Words
- 8. Syllables/Onsets and Rimes/Phonemes
- 9. Initial/Final/Medial Sounds
- 10. Adding/Deleting/Substituting Sounds

Communication

- 11. Purposes and Situations

Vocabulary

- 12. Word Meanings
- 13. Word Relationships



Mathematics Domain

Required Learning Progressions and SKBs within this domain include:

Number Sense
14. Number Words
15. Object Counting
16. Number Concepts
17. Subitizing
18. Numeral Identification/Writing



Physical Well Being and Motor Development

Required Learning Progressions and SKBs for this include:

Coordination-Small Motor

19. Tool and Object Manipulation

20. Writing Tool Grasp

Safety and Injury Prevention

21. Safe and Unsafe Behaviors

22. Safety Rules

23. Ways Adults Help Keep Children Safe

Personal Care Tasks

24. Personal Care and Basic Health



Science

Learning Progressions for this domain include:

- Inquiry and Observation



Social Studies

Learning Progressions for this domain include:

- Responsible Behavior
- Events in the Context of Time



Fine Arts

Learning Progressions for this include:

- Music
- Visual Arts
- Theater
- Dance

Track learning progress

Individualize learning

Ensure on path to readiness

Gather required federal data



Early Learning Assessment Guidance

ODE-licensed preschool programs	ODJFS-licensed preschool programs
<ul style="list-style-type: none">➤ <u>All ECE funded children</u> in programs that are receiving ECE funding➤ <u>All PSE funded children</u> in programs that are PSE providers	<ul style="list-style-type: none">➤ <u>All ECE funded children</u> in programs that are receiving ECE funding➤ <u>All PSE funded children</u> in programs that are PSE providers

Further guidance will be forthcoming.



Early Learning Assessment Use in SUTQ Programs

The 10 minimum Learning Progressions will not meet the Step Up to Quality requirement for a comprehensive assessment.

Programs who already use a comprehensive assessment aligned to a curriculum may continue to use that assessment to meet this requirement for SUTQ.

Alternatively, these programs could also use the full Early Learning Assessment (28 Learning Progressions without the Fine Arts, 32 Learning Progressions including the Fine Arts).



ELA Reporting Requirements 2017-2018

Which
programs?

ODE-licensed programs

ODJFS-licensed programs

Who?

ECE funded children

PSE funded children

What data?

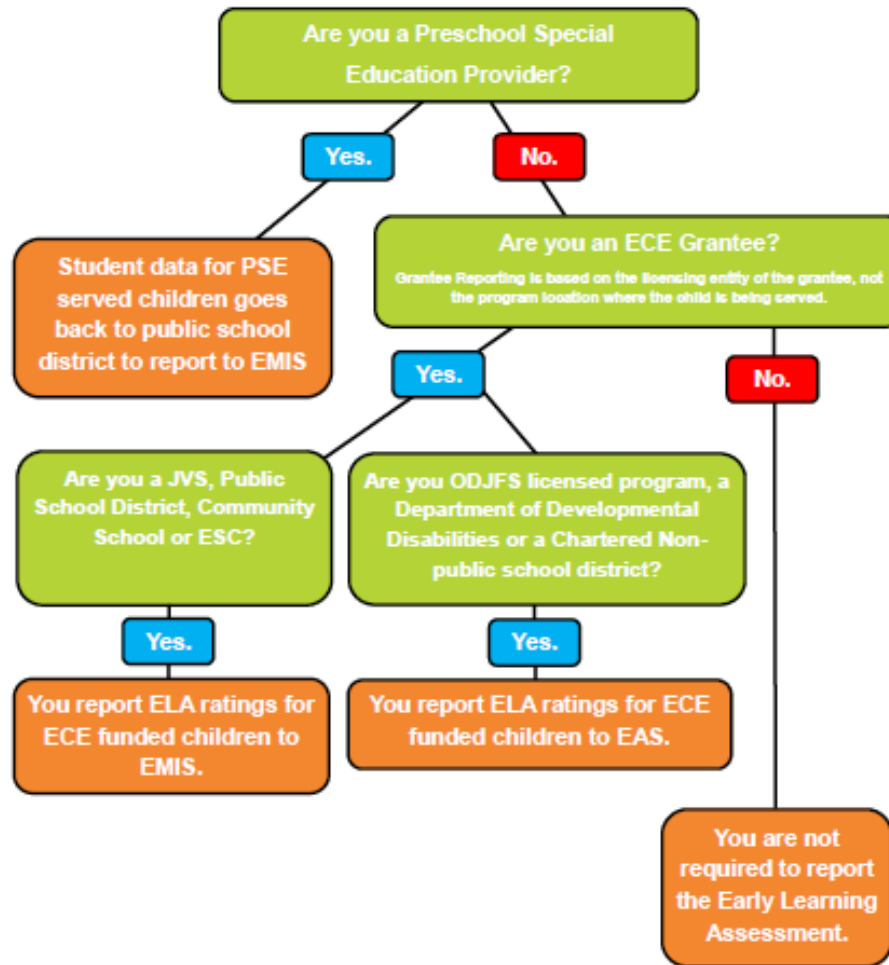
10 Required Learning Progressions

Where?

EMIS

EAS

ELA Reporting Decision Tree





Administration Guidance

Assessment Window	Reporting Window
<p>Fall: Aug. 15 – Nov. 14 (required for reporting)</p> <p>Winter: Nov. 15 – Feb. 14 (ongoing for best practice)</p> <p>Spring: Feb. 15 – May 14 (required for reporting)</p> <p>Summer: May 15 – Aug. 14 (ongoing for best practice)</p>	<p>The reporting windows are determined by the Education Management Information System (EMIS) and Enterprise Application System (EAS).</p> <p>As of this presentation: April 7 through June 30, 2017 emis@education.ohio.gov</p>



- For each of the 10 learning progressions, required users must:
 - Gather a minimum of one piece of evidence for each observational rubric
 - Assign a score for each observational rubric
 - If a score can not be assigned to a particular observational rubric, then score it an “N”

Sample Learning Progression

DOMAIN | SOCIAL FOUNDATIONS

STRAND | SOCIAL EMOTIONAL

LEARNING PROGRESSION | AWARENESS AND EXPRESSION OF EMOTION

SKB Operational Definition | Identifies and labels emotions of self and others and responds with empathy to others' expressions of emotion

Emotion Identification	Level A	Level B	Level C	Level D
	Attends to* emotional expressions of others.	Changes responses in relation to emotional expressions of others.	Uses the emotional expressions of others as a guide for how to act in a situation.	Uses simple words or gestures to describe own and others' feelings (e.g., happy, sad).

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies emotions expressed by self and others (e.g., happiness, sadness, anger, fear).	Identifies common emotion-eliciting* situations and the emotions elicited in each.	Identifies and explains the reasons behind and the consequences of the emotions expressed by self and others.	Identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations.	Identifies and explains own conflicting feelings in a specific situation (e.g., is excited for trip to the park but is sad that best friend can't come).

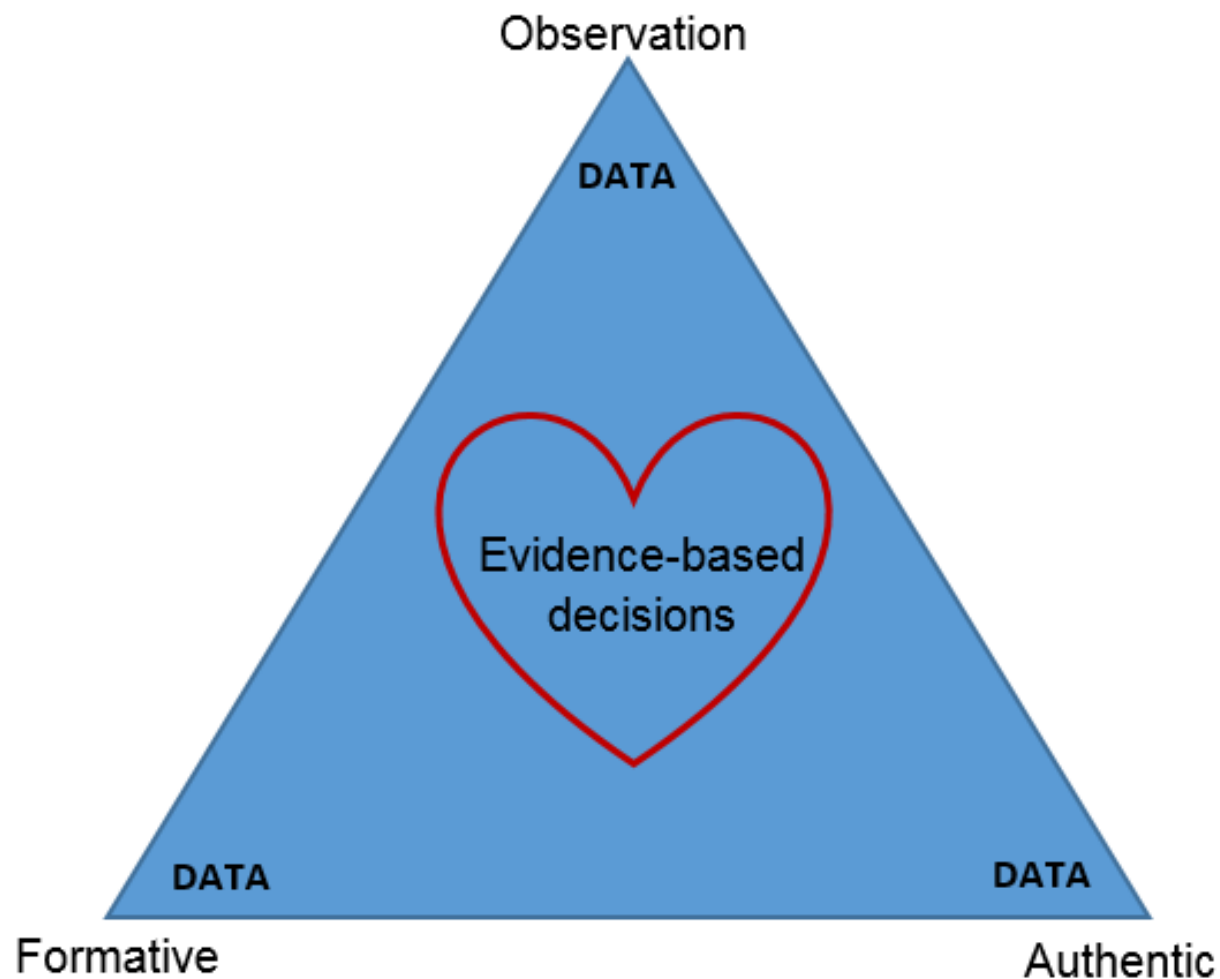
*attends to = notices or pays attention to

*emotion-eliciting = emotional



Full Range Learning Progression

PROGRESSION LEVELS								
A	B	C	D	1	2	3	4	5
Developmental levels preceding Level 1				Approximately three years of age	Progress toward kindergarten entry		Approximately entry to kindergarten	Approximately end of kindergarten



Assessment data = evidence which serves as the heart of decision making for next steps.



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Early Learning Assessment

Ohio

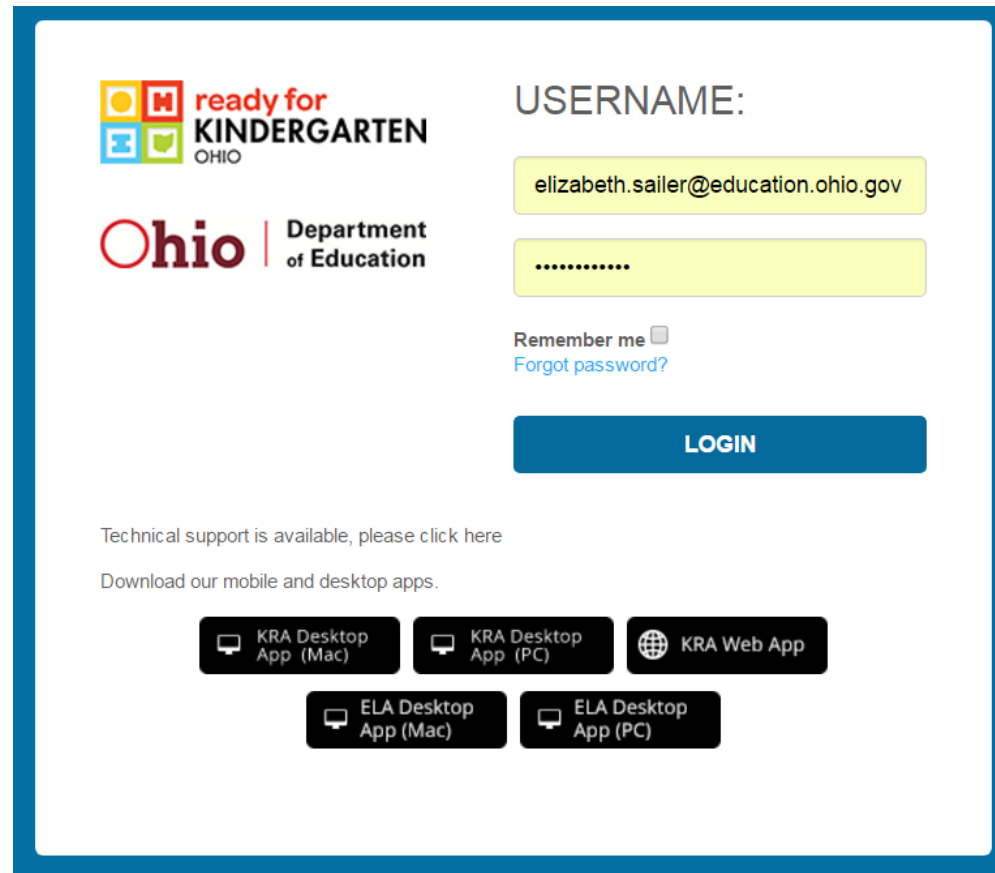
Department of Education
Department of Job and Family Services

Teachers are trained to reliably administer the assessment for more accurate results


Scores move with them from program to program within the KReady online system

Use of the assessment allows for a common measure for pre-k through kindergarten

Ready for Kindergarten (KReady) Online System



The screenshot shows the login interface for the KReady Online System. On the left, there are two logos: 'ready for KINDERGARTEN OHIO' with a colorful icon, and the 'Ohio Department of Education' logo. The login form on the right includes a 'USERNAME:' label, a text input field containing 'elizabeth.sailer@education.ohio.gov', and a password input field with masked characters. Below the password field are links for 'Remember me' and 'Forgot password?'. A blue 'LOGIN' button is positioned below these links. At the bottom of the form, there is a link for 'Technical support' and a section for downloading mobile and desktop apps, which includes buttons for 'KRA Desktop App (Mac)', 'KRA Desktop App (PC)', 'KRA Web App', 'ELA Desktop App (Mac)', and 'ELA Desktop App (PC)'.

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USERNAME:

elizabeth.sailer@education.ohio.gov

.....




Remember me ☐



[Forgot password?](#)

LOGIN

Technical support is available, please click [here](#)

Download our mobile and desktop apps.

 KRA Desktop
App (Mac)  KRA Desktop
App (PC)  KRA Web App

 ELA Desktop
App (Mac)  ELA Desktop
App (PC)



Data Manager Accounts

Add Teachers to create accounts

Add Students to the system

Add Enrollment to link up
students-teachers-organizations



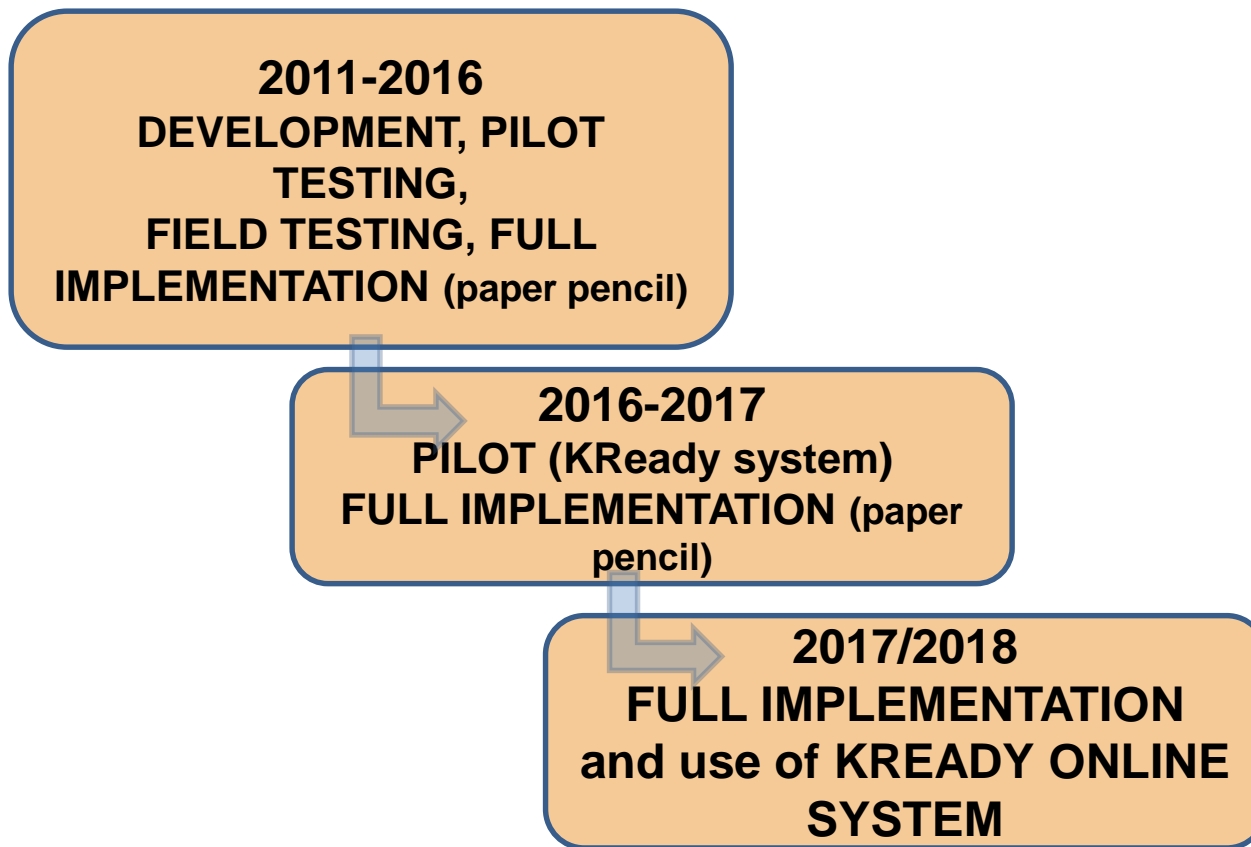
Teacher Accounts

Create groups of children

Create activities to include SKBs to observe, assign activities to children

Assign SKB performance level ratings to individual children

Proposed EC-CAS Timeline



2016

2017

Early Learning Assessment



Universal Design





English Language Learners



System of Support



EARLY LEARNING ASSESSMENT HELP DESK

844-K12-OHIO
(844-512-6446)

<https://www.ohio-k12.help/>

Reflection

What is your role in the comprehensive early childhood assessment system?

Who supports you?

Who do you support?

What additional support is needed?

Early Learning Assessment





Final Reflection and Check for Understanding

Exit Ticket: Muddiest Point

education.ohio.gov

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ELAHelp@education.ohio.gov



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