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
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
• 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

<table>
<thead>
<tr>
<th>Areas</th>
<th>Learning Progressions</th>
<th>Skills, Knowledge, Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Foundations</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Well-Being and Motor Development</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>73</strong></td>
</tr>
</tbody>
</table>
10 Required Progressions Framework

<table>
<thead>
<tr>
<th>Areas</th>
<th>Learning Progressions</th>
<th>Skills, Knowledge, Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Foundations</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Physical Well-Being and Motor Development</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
### 10 Required Learning Progressions

<table>
<thead>
<tr>
<th>Social Foundations Domain</th>
<th>1. Relationships with adults</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Awareness and expression of emotion</td>
</tr>
<tr>
<td></td>
<td>3. Cooperation with peers</td>
</tr>
<tr>
<td>Language &amp; Literacy Domain</td>
<td>4. Communication</td>
</tr>
<tr>
<td></td>
<td>5. Phonological awareness</td>
</tr>
<tr>
<td></td>
<td>6. Vocabulary</td>
</tr>
<tr>
<td>Mathematics Domain</td>
<td>7. Number Sense</td>
</tr>
<tr>
<td>Physical Well-Being and Motor Development Domain</td>
<td>8. Coordination-small motor</td>
</tr>
<tr>
<td></td>
<td>9. Personal care tasks</td>
</tr>
<tr>
<td></td>
<td>10. Safety and injury prevention</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Rhyming Words</td>
</tr>
<tr>
<td>8. Syllables/Onsets and Rimes/Phonemes</td>
</tr>
<tr>
<td>9. Initial/Final/Medial Sounds</td>
</tr>
<tr>
<td>10. Adding/Deleting/Substituting Sounds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Purposes and Situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Word Meanings</td>
</tr>
<tr>
<td>13. Word Relationships</td>
</tr>
</tbody>
</table>
Mathematics Domain

Required Learning Progressions and SKBs within this domain include:

<table>
<thead>
<tr>
<th>Number Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Number Words</td>
</tr>
<tr>
<td>15. Object Counting</td>
</tr>
<tr>
<td>16. Number Concepts</td>
</tr>
<tr>
<td>17. Subitizing</td>
</tr>
<tr>
<td>18. Numeral Identification/Writing</td>
</tr>
</tbody>
</table>
Physical Well Being and Motor Development

Required Learning Progressions and SKBs for this include:

<table>
<thead>
<tr>
<th>Coordinate-Small Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Tool and Object Manipulation</td>
</tr>
<tr>
<td>20. Writing Tool Grasp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and Injury Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Safe and Unsafe Behaviors</td>
</tr>
<tr>
<td>22. Safety Rules</td>
</tr>
<tr>
<td>23. Ways Adults Help Keep Children Safe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Care Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Personal Care and Basic Health</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>ODE-licensed preschool programs</th>
<th>ODJFS-licensed preschool programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ All ECE funded children in programs that are receiving ECE funding</td>
<td>➢ All ECE funded children in programs that are receiving ECE funding</td>
</tr>
<tr>
<td>➢ All PSE funded children in programs that are PSE providers</td>
<td>➢ All PSE funded children in programs that are PSE providers</td>
</tr>
</tbody>
</table>

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

Are you a Preschool Special Education Provider?

Yes.
Student data for PSE served children goes back to public school district to report to EMIS.

No.
Are you an ECE Grantee?

Yes.
Are you a JVS, Public School District, Community School or ESC?

Yes.
You report ELA ratings for ECE funded children to EMIS.

No.
Are you ODJFS licensed program, a Department of Developmental Disabilities or a Chartered Non-public school district?

Yes.
You report ELA ratings for ECE funded children to EAS.

No.
You are not required to report the Early Learning Assessment.
# Administration Guidance

<table>
<thead>
<tr>
<th>Assessment Window</th>
<th>Reporting Window</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong> Aug. 15 – Nov. 14 (required for reporting)</td>
<td>The reporting windows are determined by the Education Management Information System (EMIS) and Enterprise Application System (EAS).</td>
</tr>
<tr>
<td><strong>Winter:</strong> Nov. 15 – Feb. 14 (ongoing for best practice)</td>
<td><strong>As of this presentation:</strong> April 7 through June 30, 2017</td>
</tr>
<tr>
<td><strong>Spring:</strong> Feb. 15 – May 14 (required for reporting)</td>
<td><a href="mailto:emis@education.ohio.gov">emis@education.ohio.gov</a></td>
</tr>
<tr>
<td><strong>Summer:</strong> May 15 – Aug. 14 (ongoing for best practice)</td>
<td></td>
</tr>
</tbody>
</table>
• 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 cannot be assigned to a particular observational rubric, then score it an “N”
### Sample Learning Progression

#### Domain: Social Foundations

#### Strand: Social Emotional

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

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies emotions expressed by self and others (e.g., happiness, sadness, anger, fear).</td>
<td>Identifies common emotion-eliciting* situations and the emotions elicited in each.</td>
<td>Identifies and explains the reasons behind and the consequences of the emotions expressed by self and others.</td>
<td>Identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations.</td>
<td>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).</td>
</tr>
</tbody>
</table>

*attends to = notices or pays attention to
*emotion-eliciting = emotional
# Full Range Learning Progression

<table>
<thead>
<tr>
<th>PROGRESSION LEVELS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental levels preceding Level 1</td>
<td>Approximately three years of age</td>
<td>Progress toward kindergarten entry</td>
<td>Approximately entry to kindergarten</td>
<td>Approximately end of kindergarten</td>
<td></td>
</tr>
</tbody>
</table>
Assessment data = evidence which serves as the heart of decision making for next steps.
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

USERNAME:
elizabeth.sailer@education.ohio.gov

 Forgot password?

Technical support is available, please click here.
Download our mobile and desktop apps.
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

2011-2016
DEVELOPMENT, PILOT TESTING, FIELD TESTING, FULL IMPLEMENTATION (paper pencil)

2016-2017
PILOT (KReady system)
FULL IMPLEMENTATION (paper pencil)

2017/2018
FULL IMPLEMENTATION and use of KREADY ONLINE SYSTEM
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
Join the Conversation

OHEducation

@OHEducation

@OHEducationSupt

OhioEdDept
SIGN UP FOR PARENT TEXT TIPS

Elementary Students
Text "OHED EL" to 468311

Middle and High School Students
Text "OHED HS" to 468311