



Early Learning Assessment

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Ohio | Department of Education
Department of Job and Family Services

Topics Covered Today

- Early Learning Assessment as a process of formative assessment
- Observational Assessment
- Structure of the assessment
- Technology and reporting
- Focus on Accountability

Contact Information

ELAHelp@education.ohio.gov

Email questions about:
ESCs
Board of DDs
Itinerant Teachers

Security Requirements

- The ELA materials should be available only to teachers who work at authorized centers and who complete the training.
- Materials should not be shared with anyone outside of your program, beyond families during conferences,
- Teachers may use the Learning Progressions to discuss results with families, though focus skill content, alignment with the standards and continued development
- Materials may be copied to be used within the program, but not to be shared with other programs
- When an employee leaves, the ELA materials need to stay with the program

Importance of the Early Learning Assessment

- Important part of a high quality preschool program that supports children’s growth and development
- **Teacher tool** to determine children’s developmental levels and guide planning for activities

Importance of the Early Learning Assessment

- **Program tool** to determine the efficacy of curriculum and strategies
- Aligns with Ohio’s Early Learning Development Standards
- Facilitates reporting on federal requirements (IDEA required Early Childhood Outcomes)

What is the Early Learning Assessment?

- A formative assessment that addresses all essential domains of school readiness
- Developed as part of a comprehensive assessment system (Ready for Kindergarten)
- Built-in accommodations for ALL students
- Aligned to state and national standards

Purposes

- Monitor learning over time, ongoing observations
- This assessment is intended to be used over an extended period of time, not completed quickly
- Individualize learning and plan for intervention
- Ensure a path to readiness, for school and life
- Report on Federal Requirements including IDEA required Early Childhood Outcomes

Pair-Share: What is assessment?

- Assessment is the process of observing, recording and documenting what children know and do and how and when they do it.
- Learn about skills, knowledge and behaviors
- Provide feedback to plan learning activities
- Data driven decision making

It's a Process

- Assessment is a process.
- Forms an understanding of children's progress.

Formative Assessment

What is formative assessment?

Why is it important?

What does it look like in an early childhood classroom?

Formative Assessment

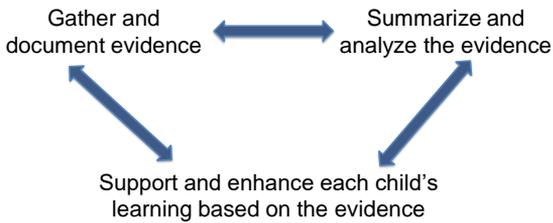
- This is a process, not a test.
- Gathering data, reflecting on data and using data to plan activities and learning.
- Teachers design their environment so that children are able to grow in all skills at their own pace.

Formative Assessment

Formative assessment is a **process** used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

-FAST SCASS (2008)

Formative Assessment Cycle



Let's talk about observation...

- Do your teachers know how to observe effectively?
- What is observation?
- What does authentic observation mean?
- How does it work?
- What is the purpose?
- What are you looking for?
- When should you observe children?
- Planned or spontaneous?
- Observation is the foundation of intentional teaching.

Effective Observation

- May incorporate multiple sources of information
- Involves reflecting on notes and evidence based on multiple domains
- All critical practices for accurately rating children on the skills, knowledge and behaviors of each Learning Progression

What is Authentic Assessment in early childhood?

What do teachers learn from observation?

- We can learn at least **five key attributes** of children when we observe them closely:
 - Interests and preferences
 - Developmental progress
 - Strategies for creating learning
 - Skills and accomplishments
 - Personalities and temperaments

What is required for authentic observation?

- **TIME to observe**
 - Do you ensure that your teachers have time to plan and observe?
 - Allow teachers the time to observe.
- An objective approach
- Awareness of own mental filters and bias
- A descriptive summary

Types of Observation

Descriptive

Requires being specific with details (no filters or bias) on what you:

- Observe
- Read
- Hear
- Record facts of observation only

Interpretive

Is influenced by personal filters or bias when you:

- Observe
- Read
- Hear
- Draws potentially judgmental conclusions

Ready for Kindergarten Goals

Support Development

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

Measure progress

Measure the progress of children in all areas of school readiness

Assessment System Components

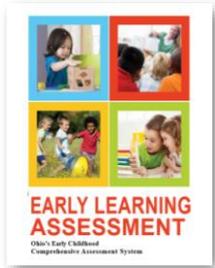


Assessed Areas (Domains)

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



10 Required Learning Progressions
Spiral Bound

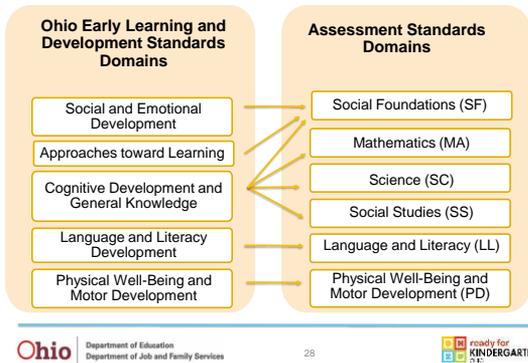


Full version
32 Learning Progressions

Early Learning Assessment Format

- Domain
- Strand
- Learning Progression
- Operational Definition
- Skills, Knowledge or Behaviors (SKB)
- Developmental Levels

Standards vs. Assessment



Learning Progression Vocabulary

Each domain contains one or more Learning Progressions.

Each Learning Progressions consists of one of more Skills, Knowledge, or Behaviors which are further defined by Level Descriptions.

SKB

- Skills
- Knowledge
- Behaviors

Full Range of Progressions

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

Completing the Assessment

Do you provide your teachers with time to:

Read, Plan and Prepare?

- Read and become familiar with the Early Learning Assessment
- Think about when SKBs can be observed within each day
- Determine who could contribute information
- Prepare materials and create a plan for collecting evidence
- Intentionally plan class environment to support the SKBs

Completing the Assessment

How do your teachers observe and collect?

- Look for or create “authentic opportunities” to observe children
- Observe often and use a variety of ways for collecting evidence
- Take notes without interpreting actions and then record them as soon as possible to ensure details are not lost

Completing the Assessment

Do your teachers do the following?

Organize and Review

- Establish a regular time for organizing materials
- Maintain confidentiality
- Intentionally plan observations, focusing on specific SKBs
- Review documentation and verify which SKBs still needed to be observed for each child

Guiding Reflections

- How do your teachers analyze their data?
- Purpose of observation?
- Any similarities or patterns?
- What other influences on the child?
- Do you need follow-up observations?
- Does data make sense with other information collected?
- What is the documentation?

Completing the Assessment

How do you support teachers when they reflect, rate and record?

- Review all evidence collected for an SKB
- Identify the level within the SKB that has been consistently met
- Rate the child and record
- Reflect on the rating and information collected to determine where additional support or intervention is needed

Universal Design - UDL

- Allowable supports for administration
- Assessment items developed so that the progressions are written in a way that does not preclude most children with disabilities
- Access to allowable supports should still be available for children if they regularly use them in the classroom or they are listed on their IEP

Adaptations

- Early Learning Assessment Adaptations follow the same Learning Progressions and level descriptors as the full Early Learning Assessment.
- Adaptations provide examples of possible observational variations of each Skill, Knowledge and Behavior (SKB)

Adaptations

- Examples include alternate communication techniques and assistive devices
- Early learning professionals are encouraged to refer to these adaptations when interpreting observational evidence

English Language Learners

- The assessment is designed so English Language Learners may be assessed
- Teachers should reflect on what each learning progression is measuring regardless of language

Locus of Control



<http://justcoachit.com/surviving-friendly-fire/>

Points to Remember

- Children construct their learning by being actively engaged in interesting activities within supportive environments with positive interactions
- Assessment should occur in the context of their learning, during every day activities
- Observing children's learning as it is unfolding provides a natural opportunity to assess their knowledge, skills and abilities
- Early Learning Assessment and high quality early childhood curricula encourage activity-based learning and assessment

Understanding and Using Assessment in Natural Environments

- Requires intentional observation of children engaging in everyday activities in familiar surroundings.
- Requires intentional planning of the environment to support the development of specific skills, knowledge and behaviors.
- Requires talking with the people who know the child best, their families.

Key Points Using Assessment in Natural Environments

- Be objective/factual: Note and describe exactly what you see and hear
- Avoid subjective/opinion statements: Monitor your impressions of what you see and hear
- Take notes on key details you want to remember later, including the setting, situation and direct quotes

How can you support your staff?

- Professional learning communities
- Coaching and mentoring efforts
 - Support instructional practice and data analysis to make improvements
 - Learning environment, experiences, strategies and activities

How do you support teachers?

- Strategies to inform families, board members and other stakeholders about appropriate early learning environments and experiences
- Ensuring that the environment and experiences reflect the goals of the program, goals of the classroom, goals of individual students and addressing children’s holistic needs (emphasizing social foundations)

How do you support teachers?

- Using data analysis and the curriculum and instruction cycle
- Creating a culture in which everyone can continually assess and improve the learning environment
- Advocating for and educating others about learning environments and experiences

How do you support teachers?

- What is your policy for scheduling of the assessment?
- Do your teachers have common planning time to support implementation of developmentally appropriate practice?
- How do you know whether what you are seeing in the classroom is developmentally appropriate practice and what it looks and sounds like in an early learning environment?

Based on Observations

- Information (data) taken from observations should be used by teachers to accommodate and differentiate for the needs of the individual children and the group as a whole
- Teachers will adapt:
 - Environment
 - Teacher strategies
 - Children’s activities

Strategy or Activity?

Strategy:

- Actions, concepts and approaches of the teacher, carefully and intentionally planned to support the children's learning.

Activity:

- Children's hands-on, engaging learning activities throughout the learning environment.

Aligning Curriculum with ELA

Observing children in natural environments allows us to identify children's functional abilities and see how they are applied to various meaningful actions and interactions across settings.

- 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"

Using Results to Drive Instruction

As you consider the results of observations, what might the next step be to support growth?

- Consider the **environment**
- Consider your **lesson planning**
- Consider your **daily schedule**

Revisit Guiding Reflections

- Purpose of observation?
- Any similarities or patterns?
- What other influences on the child?
- Do you need follow-up observations?
- Does data make sense with other information collected?
- What is the documentation?

ELA Technology Overview



<https://player.vimeo.com/video/213528932>

Administration of Assessment and Reporting Scores

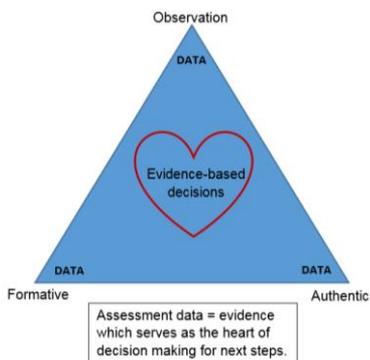
- Administration of the assessment is a period of time in which teachers observe and collect data.
- Reporting scores is a period of time in which the teacher enters the data into the reporting system.

Administration of Assessment and Reporting Scores

- Know that this assessment is **ongoing and connected to the teaching and learning process**; reporting assessment data to the state is required twice a year.
- There are **four assessment windows** during which teachers collect information about how children are growing and developing.

Rating and Reporting

- For each of the 10 learning progressions, required users must:
- Gather a minimum of one piece of evidence for each SKB
 - Assign a rating for each SKB
 - If a rating cannot be assigned to a particular SKB, then score it an "N" for "Not Yet Evident" or "Not Scorable"
 - Teachers must indicate a reason with the appropriate reason code and share this information with those reporting the date within EMIS and EAS.
 - Teachers must select one reason code for each non-scorable item.
 - The following slide provides a list of all reason codes.



Rating and Reporting

Assigned Letter	Reason Code	Meaning of Reason Code
A	Medical Reason	The child has an on-going medical reason that prevented the child from being assessed.
B	Parental Refusal	The parent/guardian refused to allow the child to be assessed.
D	Suspension/Expulsion	The child was suspended or expelled during the assessment window.
F	Other (reason not listed)	Any other reason than those identified in the other allowable reason codes.
J	Student moved in or out of district before assessment administered	Student was not enrolled in the district at the time of the assessment.
M	Medical Emergency	Circumstances beyond the Local Education Agency's control prevent a child from being assessed at any time during the assessment window due to a significant medical emergency (e.g. child is hospitalized due to an accident). Ongoing medical conditions should be reported using the A – Medical Reason code.
R	Parent requests results not be reported to the state	Parent allows child to be assessed, but does not want results reported.
S	Non-Scorable item	Student did not exhibit any skills, knowledge or behaviors that resulted in a score being able to be recorded.

EMIS & EAS Reporting Window

- **EMIS**
 - April 7 through June 30, 2017
- **EAS**
 - Always open

Required Assessment and Reporting

- Programs are required to assess and report fall and spring ratings
 - Fall: Aug. 15 through Nov. 14
 - Spring: Feb. 15 through May 14

Optional Use

- Programs may choose to complete more than the required 10 Learning Progressions, individually or as a set, at any time.
- Programs may choose to use the assessment with all preschool children enrolled in the program.

Early Learning Assessment & SUTQ

Rating Level	Program Standard	Assessment Meets Requirement	Notes
3, 4, and 5-Star	Program ensures that all children (except school-age children) receive a comprehensive developmental screening that is valid and reliable within 60 business days of entry into the program and annually thereafter.	No	The ELA is not a screening tool.
3, 4, and 5-Star	Program administers assessments that meet state requirements for all enrolled preschool children.	Yes, by completing the 10 required LP.	Required for ECE and PSE children in fall 2016 and spring 2017, optional for all others.
