

CHILD SCREENING AND ASSESSMENT

As children grow and develop it is important to maintain a record of their development to help you, family members and other caretakers understand and appreciate progression. This is accomplished by using child screening and assessment tools.

Child Screening

A child screening is a tool for identifying areas of developmental concerns. When a concern is identified, screening tools can help your program make referrals for additional evaluation from a trained professional and/or a doctor. The results from a screening tool also help you make appropriate planning decisions. A screening tool should also align with the Ohio learning standards.

Child Assessment

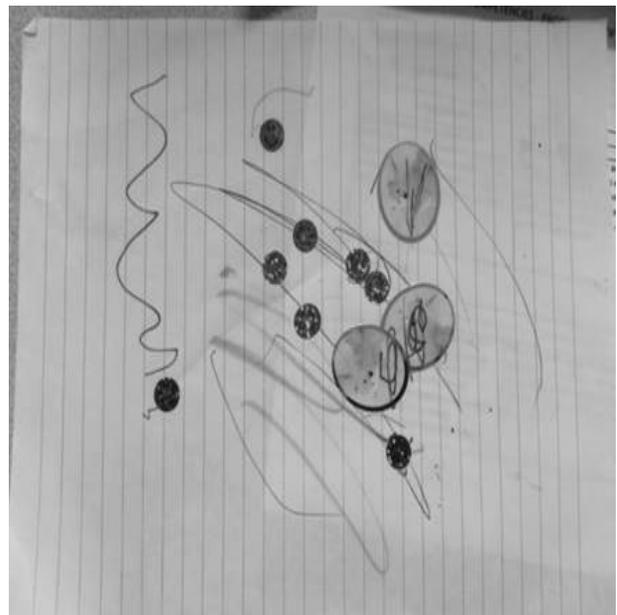
Assessment is an ongoing process that includes observation and provides information about development over time. There are two types of child assessment: informal and formal. Below are descriptions of these two types.

Informal Assessment

You can use collected materials and observation notes made while engaging with children to track their ongoing progress. This is called informal assessment. Informal assessment provides ongoing documentation, or evidence, of where children are developmentally and should occur on a daily or weekly basis. The informal assessment evidence is then used to support the formal assessment.

Photographs and Videos

Pictures can be used to capture the development of a child when work cannot be collected such as three-dimensional art or physical activity. This is a great tool to help you capture events in the moment.



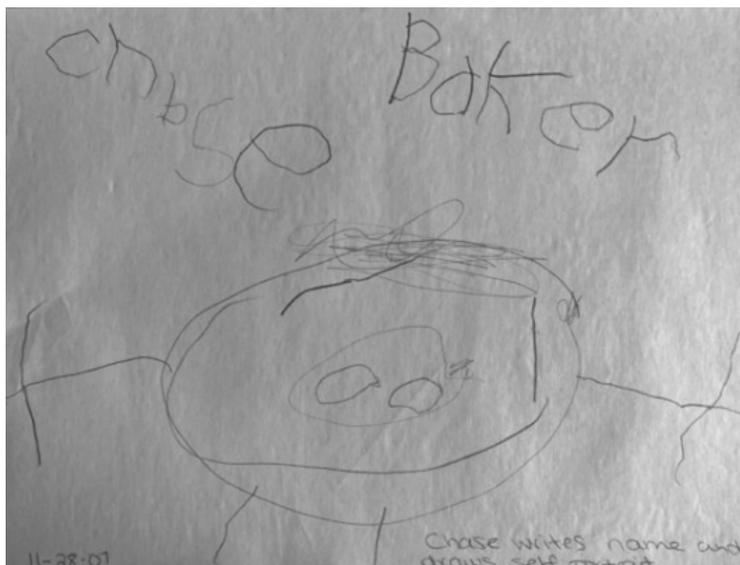
Anecdotal Notes

An anecdotal note is used to record specific observations of skills and knowledge while children are in your care. Anecdotal notes inform teachers as they plan learning experiences, provide information to families, and give insights into identifying possible developmental delays.

<p>Name: <u>Natalie</u></p> <p>Date: <u>1.07.19</u></p> <p>MR Outside Art Special Activity Music Writing Science Books Manipulatives Puzzles Math Dramatic Play Blocks Sensory Table Meals</p> <p>Domain: Language/Literacy Cognitive Physical Social/Emotional Approaches Toward Learning</p> <p>With: Peer Teacher Other Adult Independent Small Group Large Group</p> <p>Notes: <u>Natalie was sitting in the rocking chair with her feet propped up on another chair. Her friend Alex would tell her to put her feet down and then help her move them. She would put them back up and say, "My feet hurt."</u></p> <p>Initials: <u>MEV</u></p>	<p>Name: <u>Natalie</u></p> <p>Date: <u>1.17.19</u></p> <p>MR Outside Art Special Activity Music Writing Science Books Manipulatives Puzzles Math Dramatic Play Blocks Sensory Table Meals</p> <p>Domain: Language/Literacy Cognitive Physical Social/Emotional Approaches Toward Learning</p> <p>With: Peer Teacher Other Adult Independent Small Group Large Group</p> <p>Notes: <u>Natalie came out of the bathroom and tried to hop on one foot. She then went to wash her hands and when she was finished she continued to hold onto the tables hopping on one foot.</u></p> <p>Initials: <u>MEV</u></p>
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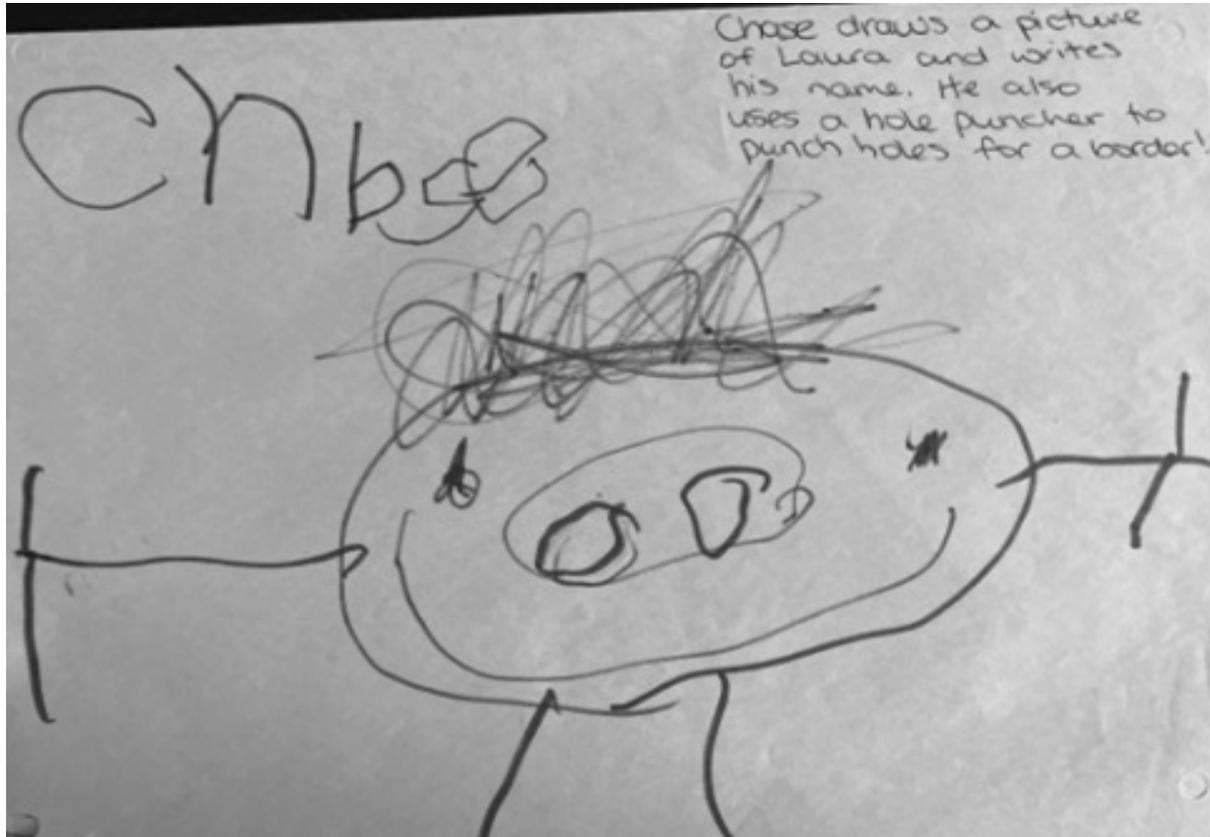
Writing Samples

Writing samples are collected to show the progress a child is making in the developmental stages of writing and how drawings or scribbles become letter-like forms.



Work and Art Samples

Work and art samples capture a child's exploration of cause and effect using different art mediums and natural materials.



Portfolios

Portfolios can be used to collect all the evidence (described above) that illustrates progression of the child's development and growth. Be intentional with items that are used for this purpose to show development of specific skills as related to the learning standards.



Formal Assessment

Formal assessments are research-based, valid and reliable tools that your program can use to measure a child's developmental progress. They are typically completed one-to-four-times per year and show where a child is at that moment in time. You will use the information gathered (anecdotal notes, pictures, work samples, etc.) from the informal assessment process to inform the formal assessment. Some popular formal assessment tools are listed below. This should not be considered an endorsement of these assessment tools and it is up to each program to determine what is appropriate for them.

Tool Name	Publisher
<i>GOLD</i>	Teaching Strategies
COR Advantage	HighScope

Best Practice in Assessment

Best practice encourages educators to collect evidence that is captured in the moment. When you collect evidence—writing an anecdotal note or taking a video—while a child is engaged at play, you allow for the child to be themselves and show you the skills that they can successfully utilize without the pressures of needing to get the “right” answer. This is called **authentic assessment**.

Consider these questions to help you implement a strong assessment process:

- How will I collect these “in the moment” observations? What is my process?
- How can I use this information to guide my planning process?
- Does this documentation or evidence support my formal assessment evaluation process?
- What systems will I put in place to organize this documentation?
- How and when will this information be shared with families?

★ *For additional supporting documentation on anecdotal notes, see the Best Practices section beginning on page 43. For more information on child portfolios, see the Child Portfolios section beginning on page 32.*

Informal Child Assessment Check-In

Once you begin your informal assessment process, conducting a check-in is a reflective way to evaluate your systems.

Questions	Material/Area Examples	Teacher Notes (Changes to make)
Do I have a system in place to ensure documentation has been collected for all children?		
Are my observations focused on the whole child?		
Am I dating all pieces of informal assessment?		
Are my systems working for me? Do I need to make modifications?		
Am I using observations to help guide my planning process and set goals for children?		
Does my informal assessment documentation support the needs of my program's formal assessment tool?		
Am I giving myself enough time to complete the formal assessment?		
Do I have a plan for partnering with and sharing results with families?		