

MODULE 4:

# ASSESSMENT FOR INDIVIDUALIZATION



## MODULE 4:

### Focus of this session

- Assessment to inform instruction
- Not assessment to identify possible special needs
- Not assessment for program evaluation



## MODULE 4:

Different assessment purposes require different methods/measures

### Major purposes:

- screening
- diagnosis
- progress monitoring
- program evaluation

### Measures vary by:

- administration conditions
- reference group or standard
- technical characteristics and score type

## MODULE 4:

Assessment is important for individualizing goals and experiences for *ALL* children.



## MODULE 4:



Assessment  
and  
teaching  
are  
inseparable.

## MODULE 4:

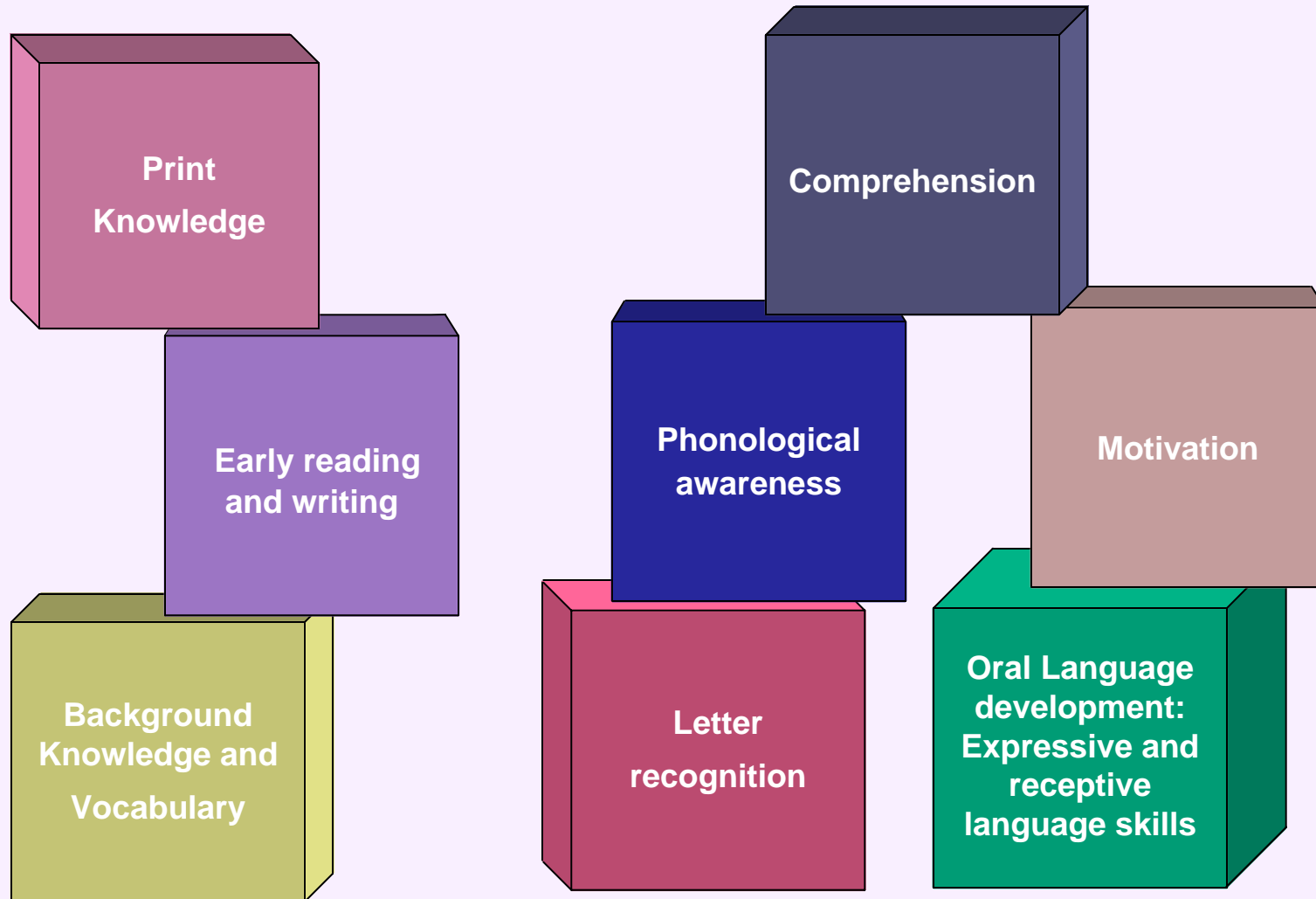
### Assessment should:

- Provide information on what child knows and does not know
- Be on-going and regular, throughout the school year
- Provide consistency in the types of information gathered
- Use multiple sources of information
- Avoid cultural bias



## MODULE 4:

# Important Language and Literacy Domains to Assess



## MODULE 4:

# Sources of Child Assessment Information



- Parent / family observations and insights
- Child's work
- Teacher anecdotal records
- Performance assessments
- Norm-referenced tests

## MODULE 4:



Parent report of child's literacy skills at age 3 and 4 years is predictive of the child's language and literacy performance in kindergarten and first grade (Dickinson & DeTemple, 1998)

## MODULE 4:

# Examples of Parent/Family Observations and Insights

- Does child pretend to read alone?
- Does child pretend to read to others?
- Does child have a favorite book?



- Has child memorized any books?
- Does child pretend to write?

## MODULE 4:

# Child's Work

- Name-writing attempts
- Writing sample (such as a journal)
- Drawings, paintings, or other art samples
- Drawings with dictated stories
- Audiotapes of pretend storybook readings or story retelling
- Child's word box or word collection

## MODULE 4:

# Teacher Anecdotal Records

**“You can observe a lot by watching”  
– Yogi Berra**



## MODULE 4:

### Example of Teacher Anecdotal Record

“Sammy learned a new word (“frost”) during yesterday’s group time, and he used it today when dictating a story to the assistant teacher about his drawing made during free choice time.”

## MODULE 4:

# Examples of Performance Assessments Functions of Print (FPT) (Weiss and Hagan, 1988)

- Show children 10 different types of print (menu, phonebook, dictionary) 3 objects at a time.



- Ask: “Show me the \_\_\_\_\_.”
- Ask: “Why do people read \_\_\_\_\_?”

MODULE 4:  
The Narrative Comprehension  
Assessment (NCA)  
(Paris & Paris, 2003)



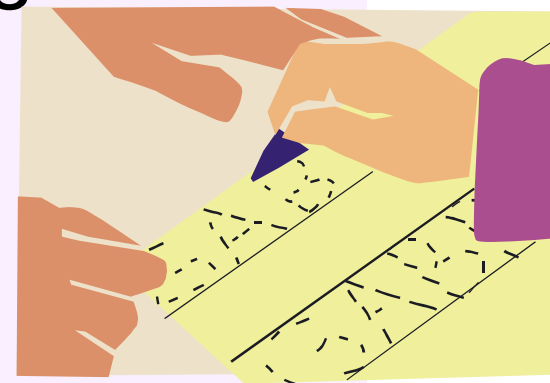
- Child is asked to look through storybook and “read” story.
- Child retells story with book closed.
- Child and adult go through the book. Adult asks 5 literal and 5 inferential questions about story structure (i.e., characters, setting).

## MODULE 4:

# Example of Norm-Referenced Test Items

From Test of Early Reading Ability 3  
(Reid, Hresko, & Hammill, 2001)

- Which letter is this?
- Point to the picture that starts with the letter *c*.
- Point to the first letter in the word *bike*.
- Which one (picture) is Jell-O?



## MODULE 4:

# English Language Learners Sequence of Development

Consider whether ability in English limits evidence of child progress AND consider progress in learning English. Many children go through a **sequence** like the following:

- only uses home language
- understands but does not speak in English
- telegraphic and formulaic English utterances
- full use of English, but not on demand in tests
- full use of English anytime anywhere



## MODULE 4:

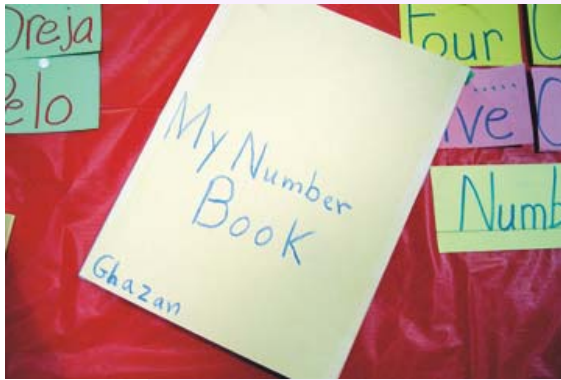
# Assessment Consideration for English Language Learners

- Understand proficiency level in first language
- Allow more time
- Be alert to different reasoning strategies



## MODULE 4:

# Tips on Organizing Assessment Information



- A portfolio to keep all materials in one location
- Anecdotal reports on easy-to-use forms
- Put date and child's name on each item
- Confer with individual children about contributions to their portfolio
- Maintain a master list indicating when an item has been added to each child's portfolio

## MODULE 4:

# When Determining Individual Objectives:

- Consider assessment information in relation to age- and culturally-appropriate language and literacy benchmarks
- Develop challenging yet achievable objectives
- Review individual objectives frequently



## MODULE 4:

# When Determining Individual Objectives:

- Build on the child's existing strengths and interests
- Develop in collaboration with the parent/caregiver
- For children with Individualized Education Program (IEP), develop objectives within IEP framework

## MODULE 4:

# Approaches to Individualizing

- Curriculum modifications, including embedded learning opportunities
- Child-focused instructional strategies



## MODULE 4:

### Examples of Curriculum Modifications:

- Target letter recognition by using blocks in the block area
- If child never uses the book area during free choice time, introduce child to area by having the child's small group meet in the book corner
- Use card or board games to enhance phonological awareness

## MODULE 4:

### Example of Child-focused Strategy

Teach a child who is making the transition to kindergarten to write his or her name using direct instruction or graduated guidance



## MODULE 4:

# Communicating With Parents

- Jointly review **individualized goals** for the child
- Emphasize the **child's strengths** and **progress**
- Teachers initiate **regular communication** with parents



## MODULE 4:

### Example of Involving Parent in Assessment

Encourage and provide supports for parent and child to develop literacy items that become a part of the classroom (for example, a family album)



## MODULE 4:

### Links to Other Even Start Components

- **Adult Education:** Parents keep a daily journal on parent-child storybook reading experiences at home. (What read? How selected? How did child respond to book?)
- **Parent-Child Interaction:** Parents prepare daily reflections on child's behaviors and suggestions for tailoring activities to child's interests.
- **Home Visits:** Second language (e.g., Spanish speaking) families talk about what it means for child to learn English at program.

## Program Implications

- **Professional development** on key concepts and practices related to assessments
- **Staffing arrangements** that provide time for assessments and planning, including team meetings



## MODULE 4:

# Program Implications

- **Consultants with expertise** on
  1. English language learners,
  2. children with special needs, and
  3. uses of assessment instruments, including norm-referenced tests.
- **Teacher time** for individualized communication with parents

