South Dakota State University

ECE 465: Intro to Developmental Assessment

Concepts addressed:
Assessment

Education of Young Children & PLT

*Aligning assessment with teaching goals and curriculum
  Choose assessments that best represent what you want to accomplish
  How will they enhance your teaching and student learning
  Will they give input on teaching techniques

*Making fair and reasonable judgment about student learning
  The use of multiple measures and techniques to obtain evidence of student development
  and learning
  Use quantitative (standardized scores) and qualitative (work samples/observation) in
  combination
  Be objective so as not to decide on a student’s ability

*Involving students in assessment
  Children choosing portfolio samples
  Children can do self-report/report cards
  Being a part of conferences
  Ask children to report their own successes/weaknesses

*Importance of sharing assessment results with families and communicating the meaning
  of different types of assessment
  Remember that developmental assessments can not diagnose and exceptionality; they are
  only used for further referral
  Explain what percentile rank means
  Be honest but sensitive
  Involve parents in the screening process
  Explain all results
  Show parents how they can track progress
  Show them where to see regression

*Recognition of the cognitive tasks demanded from a lesson, teaching practice, or
questioning techniques
  Use children’s learning to assess teaching effectiveness
  Are goals being met
  Are you being effective
  Ask students their opinions
  Techniques should be sensitive to all learning styles

*Instruction connected to children’s personal experiences; assumptions that ALL children
have had certain experiences are not made
Concept map
Webbing
KWL

Preview a child’s background knowledge before planning and as a lesson progresses.
Assessing previous knowledge helps guide curriculum development so as to provide the most meaningful experiences.

*Importance of using self-assessment techniques to reflect on teaching practices and the learning environment.*

Refer to the teaching/learning/assessment braid. Each aspect feeds into the cycle. As you teach and children learn, practices and content are constantly being assessed as to teacher effectiveness and student learning.

Observation
Self-report
Reflection
Teacher/action research

*Different types of assessment and their purposes*

Portfolios – show collections of work samples and children’s abilities in all developmental areas; parent friendly yet with professional terminology
Documentation – shows work samples, typically tracks the project of on going projects
Formal – typically standardized assessments conducted in a controlled environment; must follow rigid instructions or results not valid
Informal – daily observation, running records, parent report
Developmental – only for screening or for recommending children for further diagnostic assessment
Diagnostic – to clinically determine an exceptionality (typically performed by doctors/clinicians)
Observation – daily glimpse into a child’s day, can be done to support formal assessment
Anecdotal records - Specific behavior or an event is recorded usually after it occurs from memory, using as many details as possible.
  • Advantage: takes less time than a specimen record (descriptive narrative)
  • Disadvantage: because it is recorded after it occurs, it can be distorted.
Rubrics – to justify a specified quality of work
Authentic assessment – Learning process oriented
  • Products that emerge from DAP, relevant curriculum, and meaningful events
Formative - Assessment of student learning that takes place as learning occurs and informs current instructional practices
  • Summative - Summary information concerned with broad outcomes attained over time

*Scoring*

Consideration of context
Percentile rank
T-score
Mean
Standard Deviation

*Uses*
Parent information
Screening
Diagnosis of exceptionality
Evaluation of curriculum/goals
Reflection of teaching
Program evaluation

*Understanding related issues*
   Funding
   Program viability
   Teacher efficacy
   Standards
   Reliability (inter-rator/test-retest)
   Validity (the degree to which an assessment procedure actually measures the variable under consideration)

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