South Dakota State University

ECE 465: Intro to Developmental Assessment

Concepts addressed in this course: *Different types of assessment and their purposes, scoring, uses, understanding related issues; the importance of sharing assessment results with families and communicating the different types of assessment*

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

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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-rater/test-retest)
Validity (the degree to which an assessment procedure actually measures the variable under consideration)

The 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