Assessment

Documentation gives insight to the learning process. Cameras, video, dictation (children's words, comments, thoughts, conversations), journals, portfolios, documentation panels, work products, artwork, writing, and thought provoking questions/reflections for home in newsletters or emails assist the teacher and child in revisiting their experiences and learning. Documentation fosters teacher observation, reflection, analysis/assessment and acts as the catalyst for future lessons and activities. Assessment provides the baseline for instructional needs, planning and activities.

Documentation of curriculum standards will be addressed within lesson plans and/or attached to projects/units of study. In addition to the aforementioned documentation, the reader is referred to the attached curriculum-based assessment sheets.

1. Brigance Early Childhood Screens III

The Screens provide quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills—all in just 10–15 minutes per child. Each teacher will administer this screening to each student in his/her class beginning the fall of 2014 and annually thereafter. This information will be used to inform instruction and give parents some suggestions for help at home.

2. Developmental Indicators of Assessment for Learning-4th Edition

The Developmental Indicators of Assessment for Learning-4th Edition will be used to screen incoming children new to the program March 2014. It is an individually administered developmental screener measuring motor, concepts, language, self-help and social development. It can be used for children ages 2.6 to 6.11 years old. It takes 45 minutes to an hour. It takes 10-15 minutes to score. It yields norm-based standard scores (including a General Development Score); percentiles, age equivalents, and descriptive ranges. The DIAL-4 was standardized on a nationally representative (in terms of ethnicity, geography, and socioeconomic status) sample of 2,216 children who were typically developing (based on 2005 US census data for national representative sample). This measure had been used by the school psychologists who serve the preschool classes. Upon their recommendation of the instrument along with the ease of use, time factor, and parent input, this instrument was chosen. This information will be used to inform instruction and give parents some suggestions for help at home.

3. Early Learning Assessment*

The Early Learning Assessment is the formative assessment component of Ohio's comprehensive early childhood assessment system called Ready For Kindergarten. Programs licensed under the Ohio Department of Education will be required to assess all preschool children using the new assessment twice per year. Assessment components assess skills, knowledge and behaviors in the following leaning progression areas: awareness/expression of emotion, relationships with adults, cooperation with peers, phonological awareness, communication, vocabulary, number sense, coordination/small motor, safety & injury prevention, and personal care tasks.

4. Ages and Stages Questionnaire/Social-Emotional (ASQ:SE)*

Under IDEA 2004, states report prescribed information to the Office of Special Education Programs (OSEP) in the U. S. Department of Education. One of the reporting requirements relates to monitoring child progress in the area of social-emotional and behavioral domains. Scores reported to the Ohio Department of Education (ODE) remain confidential with the use of student identification numbers. Analysis of the data is intended to identify trends and patterns in how preschool children with disabilities perform in relationship to same-aged, typically developing peers. At the local level, the Ages and Stages Questionnaire/Social-Emotional *(ASQ:SE)* is part of the ongoing assessment system.

5. Early Child Outcomes*

The Early Childhood Outcomes Summary Form (ECOSF) is used by preschool special education teachers rate every preschool child with a disability using a 7-point scale to document the child's progress in each of three categories. The ECOSF captures information on children's progress in the acquisition and use of knowledge and skills, (including early language, communication and early literacy), positive emotional skills (including social relationships) and the use of appropriate behaviors to meet their needs.

Districts report child outcomes data annually to ODE using the Early Childhood Outcomes Summary Form (ECOSF). This form was developed by the Early Childhood Outcomes (ECO) Center, funded by the federal Office of Special Education Programs (OSEP) in the U.S. Department of Education.

Information for ASQ and ECO assessments is gathered from teachers, therapists, parents and other caregivers. Most of this information is collected in a variety of ways such as correspondence with parents (e-mail, phone calls, home/school notes), home visits, individualized education plan meetings, consultation meetings with therapists, and during fall and spring parent/teacher conferences.

**These assessments are mandated by the state of Ohio for children who receive special education services due to a disability.*

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Shares/Talks about experiences with others. (SC1, SC2, EL1, EL5a, EL5e, EL6, WAC4)								
Initiates and sustains a conversation through turn-taking (SC1, SC2, SE12)								
Uses age- appropriate grammar when speaking (EL5)								
Follows simple two-step directions (RLC3)								
Explores relationships between word meanings ___ uses words acquired through conversations and shared reading experiences (categories, opposites, similarities) (EL6, EL8, EL9)								
Explores relationships between word meanings ___ determines the meaning of unknown words using context of conversation, text, pictures, or objects (EL6, EL8, EL9)								
Answers "wh" questions after listening to text or information (RC1, EL5c, CGK9)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Demonstrates concepts of print: understanding of book orientation (top/bottom, front/back) (PC2)								
Demonstrates concepts of print: identifies where to begin reading in a book (PC2)								
Demonstrates concepts of print: demonstrates understanding that print carries meaning (PC3)								
Recognizes and reads familiar words in the environment with modeling and support (LWC1)								
Recognizes rhyme in familiar stories, poems, songs and words (PA1, PA5)								
With modeling and support, identify, blend, and segment syllables in spoken words. (PA3)								
Recognizes when words share the same initial phoneme (e.g. ball, box) (PA6)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Identifies letters of the alphabet: ___uppercase letters (LWC2, LWC3)								
Identifies letters of the alphabet: ___lowerase letters (LWC2, LWC3)								
Recognizes letter-sound relationships (LWC4)								
Retells or reenacts a story with picture cues/props (EL5a, RC2, F1, EL6, CGK2)								
Retells or reenacts a story without picture cues/props (EL1, EL2, EL3, EL6, EL9)								
Demonstrates understanding of shared reading and informational text ___ Ask/Answer questions and make comments about text. (RC1, RC3, RC4, RC7, RC8, RC9, RC10)								
Speaks audibly and expresses thoughts, feelings and ideas clearly. (EL2)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Demonstrates understanding of shared reading and informational text ___ Identifies characters and major events in a story (RC1, RC3, RC4, RC7, RC8, RC9, RC10)								
Demonstrates understanding of shared reading and informational text ___ Identifies a topic with modeling & support (RC1, RC3, RC4, RC7, RC8, RC9, RC10)								
Demonstrates understanding of shared reading and informational text ___ Compare/contrast information in text (s) with modeling & support (RC1, RC3, RC4, RC7, RC8, RC9, RC10)								
Demonstrates understanding of shared reading and informational text ___ Understands differences between fantasy and reality (RC1, RC3, RC4, RC7, RC8, RC9, RC10)								
Compare own characteristics to than of others. (SE4)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Demonstrates understanding of shared reading and informational text ___ Name author and illustrator with modeling & support (RC1, RC3, RC4, RC7, RC8, RC9, RC10)								
Demonstrates understanding of shared reading and informational text ___ Actively engages in group reading with purpose and understanding (RC1, RC3, RC4, RC7, RC8, RC9, RC10)								
Writes first name legibly (WP1,WP3)								
Draws or writes to express ideas (WP1, PC3, WP3, WP3, WP4, WAC3, WAC4)								
Uses writing tools for a purpose (WP1, PC3, WP3, WP3, WP4, WAC3, WAC4)								
With modeling/support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. (WAC6)								
With modeling/support show awareness that one letter or a cluster of letters represents one word. (WP5)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Explores/investigates unfamiliar objects (ATL1, ATL3, CSC2,CSC14, CSC15, CSC1)								
Offers ideas and explanations (EL1, EL2, EL3,CSC10, CSC11)								
Rote counts to 20 (CM1)								
Demonstrates 1:1 correspondence when counting objects to 10 (CM4)								
Recognizes last number counted as the total quantity for sets of 10 or less (CM5)								
Identifies and names numerals 1 through 10 (CM2)								
Names shapes: circle, triangle, square, rectangle (CM16)								
Sorts objects by 1 attribute (CM8)								
Recognizes and extends simple patterns (CM9)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Understands basic measurement techniques, vocabulary, and tools (CM12, CM 13, CM14)								
Recognizes and uses positional words (up/down, over/under, in/on, below/above, beside/between, in front of/behind, next to (CM15, EL5d)								
Identifies without counting small quantities up to 3 items ___1, ____2, ____3 (CM3)								
Understands basic graphing (CM14, CM 6)								
Describe/Compare objects using measurable attributes (length, size, weight, and capacity (CM11)								
Takes responsibility for care of self (toileting, washing hands, eating, etc.) (ATL2, SE8, PM14)								
Takes care of own belongings (ATL2, SE8)								
Manages/expresses own feelings in socially acceptable ways (SE1, SE2)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
Understands and follows classroom routines (SE8, ATL2)								
Follows classroom rules and guidelines (ATL2)								
Transitions easily between activities (SE6)								
Demonstrates flexibility; able to accept change (SE2, SE5, SE6)								
Is willing to attempt new experiences (ATL1)								
Engages with materials without adult support (ATL2,ATL4)								
Engages purposefully with materials for a developmentally appropriate length of time-completes a task (ATL4, ATL6, ATL7)								
Demonstrates cooperative behaviors and fairness in social interactions (CSS7)								

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
With modeling and support, negotiate to resolve social conflicts with peers (SE15, SE16)								
Carries out tasks, activities, projects, or experiences from beginning to end. (ATL7)								
Participates in music (group singing, dancing, shared text to rhythm, and movement activities) (ATL1, ATL2, ATL12, PM4)								
Participates in physical activities-demonstrating age appropriate motor skills (PM3, PM4,PM5, PM10, PM1, PM2)								
Understands and identifies some basic health practices at an age appropriate level (toileting, hand washing, safety, nutrition, (toileting, hand washing, safety, nutrition, physical activity) (PM11-PM20)								
Expresses individuality, knowledge, and life experiences through a variety of media. (ATL1, ATL2, ATL9, ATL12)								

CENTERVILLE CITY SCHOOLS
2013-2014 Preschool Progress Report

Student name: Teacher name:

This Preschool Progress Report is designed to look at the development of the whole child yet represents only a portion of the development a young [illegible] experiences during the preschool years. The report includes select skills/behaviors that are measured and does not represent the entire scope of the preschool curriculum or the Early Learning Content Standards. This Progress Report is used for children of varying ages and developmental levels; therefore, each item may not be applicable for all children.

Key:		
	P	*Student participates in activities that address this skill/behavior*
	D	*This skill/behavior is developing at an expected rate*
	C	*This skill/behavior is consistently demonstrated*

Absences	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	total

Language & Literacy	***2nd Qtr***	***4th Qtr***
Shares and talks about experiences with others (SC1, SC2, EL1, EL2, EL5a, EL5e, EL6, WAC4)		
Initiates and sustains a conversation through turn-taking (SC1, SC2, SE12)		
Uses age- appropriate grammar when speaking (EL5)		
Follows simple two-step directions (RLC3)		
Explores relationships between word meanings ___ uses words acquired through conversations and shared reading experiences (categories, opposites, similarities) ___ determines the meaning of unknown words using context of conversation, text, pictures, or objects (EL6, EL8, EL9)		
Answers "wh" questions after listening to text or information (RC1, EL5c, CGK9)		
Demonstrates concepts of print: understanding of book orientation (top/bottom, front/back) (PC2) identifies where to begin reading in a book (PC2) demonstrates understanding that print carries meaning (PC3)		
Recognizes and reads familiar words in the environment with modeling and support (LWC1)		
Recognizes rhyme in familiar stories, poems, songs and words (PA1, PA5)		
With modeling and support, identify, blend, and segment syllables in spoken words. (PA3)		
Recognizes when words share the same initial phoneme (e.g. ball, box) (PA6)		
Identifies letters of the alphabet: Identifies ___uppercase letters Identifies ___lowercase letters (LWC2, LWC3)		
Recognizes letter-sound relationships (LWC4)		
Retells or reenacts a story ___with picture cues/props (EL5a, RC2, F1, EL6, CGK2) ___ without picture cues/props (EL1, EL2, EL3, EL6, EL9)		
Demonstrates understanding of shared reading and informational text (RC1, RC3, RC4, RC7, RC8, RC9, RC10) ___ Ask/Answer questions and make comments about text ___ Identifies characters and major events in a story ___ Identifies a topic with modeling & support ___ Compare/contrast information in text (s) with modeling & support ___ Understands differences between fantasy and reality ___ Name author and illustrator with modeling & support ___ Actively engages in group reading with purpose and understanding.		
Writes first name legibly (WP1,WP3)		
Draws or writes to express ideas (WP1, PC3, WP3, WP3, WP4, WAC3, WAC4)		
Uses writing tools for a purpose (WP1, PC3, WP3, WP3, WP4, WAC3, WAC4)		

Strengths:

Steps/Goals:

Cognitive General Knowledge	2nd Qtr	4th Qtr
Explores/Investigates unfamiliar objects (ATL1, ATL3, CSC2,CSC14, CSC15, CSC1)		
Offers ideas and explanations (EL1, EL2, EL3,CSC10, CSC11)		
Rote counts to 20 (CM1)		
Demonstrates 1:1 correspondence when counting objects to 10 (CM4)		
Recognizes last number counted as the total quantity for sets of 10 or less (CM5)		
Identifies and names numerals 1 through 10 (CM2)		
Names shapes: circle, triangle, square, rectangle (CM16)		
Sorts objects by 1 attribute (CM8)		
Recognizes and extends simple patterns (CM9)		
Understands basic measurement techniques, vocabulary, and tools (CM12, CM 13, CM14)		
Recognizes and uses positional words (up/down, over/under) (CM15, EL5d)		
Identifies without counting small quantities up to 3 items ___1, ___2, ___3 (CM3)		
Understands basic graphing (CM14, CM 6)		

Strengths:

Next Steps/Goals:

Approaches to Learning/Social Emotional Skills	2nd Qtr	4th Qtr
Takes responsibility for care of self (i.e. toileting, washing hands, eating, etc.) (ATL2, SE8, PM14)		
Takes care of own belongings (ATL2, SE8)		
Manages/expresses own feelings in socially acceptable ways (SE1, SE2)		
Understands and follows classroom routines (SE8, ATL2)		
Follows classroom rules and guidelines (ATL2)		
Transitions easily between activities (SE6)		
Demonstrates flexibility; able to accept change (SE2, SE5, SE6)		
Willing to attempt new experiences (ATL1)		
Engages with materials without adult support (ATL2,ATL4)		
Engages purposefully with materials for a developmentally appropriate length of time-completes a task (ATL4, ATL6, ATL7)		
Demonstrates cooperative behaviors and fairness in social interactions (CSS7)		
With modeling and support, negotiate to resolve social conflicts with peers (SE15, SE16)		

Strengths:

Next Steps/Goals:

Integrated Arts & Well Being (Physical, Art, Music)	2nd Qtr	4th Qtr
Expresses individuality, knowledge, and life experiences through a variety of media. (ATL1, ATL2, ATL9, ATL12)		
Participates in music (group singing, dancing, shared text to rhythm, and movement activities) (ATL1, ATL2, ATL12, PM4)		
Participates in physical activities-demonstrating age appropriate motor skills (PM3, PM4,PM5, PM10, PM1, PM2)		
Understands and identifies some basic health practices at an age appropriate level (Toileting, hand washing, safety, nutrition, physical activity) (PM11-PM20)		

Additional Comments :