

# 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. The following are Ohio Department of Education mandated preschool assessments for children with disabilities.

## **1. 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 learning 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.

## **2. 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.

## **3. 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.*