

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. Teachers follow the curriculum planning cycle of observing and assessing Ohio's Early Learning and Developmental Standards; Reflecting and Planning; Implementing Strategies & Investigations; and Reviewing. The cycle is continuous with teachers observing/assessing, reflecting, planning, implementing strategies and reviewing.

Documentation of curriculum standards will be addressed within lesson plans and/or attached to projects/units of study, teacher-made assessments, and the progress report card aligned with Ohio's June 2022 Early Learning and Developmental Standards.

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 spring or fall 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 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.

4. Child Outcome Summary*

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.*

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

Social-emotional and behavioral domains may be measured through the criterion age based assessment of the Ages and Stages Questionnaire/Social-Emotional (ASQ:SE). Scores. Analysis of the data is intended to identify trends and patterns in how preschool children perform in relationship to same-aged, typically developing peers. At the local level, the Ages and Stages Questionnaire/Social-Emotional (ASQ:SE) may be a part of the ongoing assessment system.

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 child 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:

E	This skill/behavior is Emerging at this time
D	This skill/behavior is Developing at an expected rate
C	This skill/behavior is Consistently demonstrated
A	This skill/behavior is Above age-appropriate expectations

Language & Literacy	2 nd Qtr	4 th Qtr
Shares and talks about experiences with others (LL.1.c)		
Participates in conversations with increasing turn-taking skills (LL.1.d)		
Demonstrates concepts of print: (LL.3.a) <ul style="list-style-type: none"> • understanding of book orientation (top/bottom, front/back) • identifies where to begin reading in a book • demonstrates understanding that print carries meaning 		
Recognizes rhyme in familiar stories, poems, songs and words (LL.2.c)		
Develops an awareness of syllables in spoken words (LL.2.a)		
Identifies letters of the alphabet: ___ uppercase letters ___ lowercase letters (LL.3.b)		
Recognizes letter-sound relationships (LL.3.b)		
Develops comprehension of read-aloud text (LL.1.e) <ul style="list-style-type: none"> • Participates in book reading, storytelling, and singing • Demonstrates understanding of a read-aloud text by answering literal questions (who, what, where) • Demonstrates understanding of read-aloud text by answering inferential questions (why, how, and making predictions) 		
Writes first name legibly (L.L.4.b) ___scribbling ___tracing ___independent with model ___independent with uppercase ___independent with upper and lowercase		
Draws or writes to express ideas (LL.4a, CO.2.a)		
Uses an increasingly sophisticated grasp (LL.4.b, PW.1.b) <ul style="list-style-type: none"> ___ Fisted: Student holds writing utensil with whole fist ___ Four Finger: Student holds writing utensil with four fingers, typically at the end of the fingers ___ Alternate: Student holds writing utensil using a grasp not described ___ Tripod: Student hold writing utensil with three fingers 		

Mathematics	2 nd Qtr	4 th Qtr
Rote counts to 20 (MA.1.a)		
Demonstrates 1:1 correspondence when counting objects to 10 (MA.1.b)		
Identifies without counting small quantities up to 5 (MA.1.c)		
Identifies and names numerals 1 through 10 (MA.1.d)		
Develops ability to recognize shapes and their attributes (MA.4.a)		
Sorts and classifies objects by one or more attributes (MA.3.b)		
Recognizes, duplicates, and extends simple patterns (MA.3.c)		
Develops knowledge of measurement to compare and describe objects (MA.3.a)		
Recognizes and uses positional words (up/down, over/under) (MA.4.b)		
Develops understanding of number relationships and operations (MA.2.a) <ul style="list-style-type: none"> • compares two small groups of objects and describes using "more than" "less than" or "same" • adds and subtracts within a total set of up to six concrete objects 		

Science Inquiry and Application	2nd Qtr	4th Qtr
Explores and investigates new and unfamiliar objects and events in the environment (SC.1.a, AL.1.a)		
Offers ideas and explanations (SC.1.b)		

Social and Emotional Development	2nd Qtr	4th Qtr
Begins to understand and manage emotions and actions (SE.1.b, SE.2.a)		
With modeling and support, negotiate to resolve social conflicts with peers (SE.4.b, SE.4.c, CO.3.a)		
Demonstrates cooperative behaviors and fairness in social interactions (SE.3.a, SE.4.b)		
Stage of Play <input type="checkbox"/> Solitary: Student plays alone <input type="checkbox"/> Onlooker: Student plays alone, but observes peers <input type="checkbox"/> Parallel: Student play alongside peers with the same toy <input type="checkbox"/> Associative: Student plays with other peers, not working toward the same goal in play. <input type="checkbox"/> Cooperative: Student plays with other peers, working toward the same goal and negotiating roles		

Approaches to Learning/Cognitive Development/Social Studies	2nd Qtr	4th Qtr
Develops ability to take care of materials in the environment (SS.1.d)		
Follows classroom rules and guidelines (SS.1.b, SS.1.c)		
Transitions easily between activities (SE6)		
Develops ability to be flexible in own thinking and behavior (CO.4.a)		
Completes activities with increasingly complex steps (AL.1.b, AL.1.c, AL.2.a)		

Integrated Arts & Well-Being (Physical, Art, Music)	2nd Qtr	4th Qtr
Expresses individuality, ideas, and feelings through visual art, music, dance, and dramatic play (CR.1.a, CR.1.b, CR.1.c)		
Participates in physical activities-demonstrating age appropriate motor skills (PW.1.a-d)		
Understands and identifies some basic health practices at an age appropriate level (Toileting, hand washing, safety, nutrition, physical activity) (PW.2.a-f)		

2nd Qtr	4th Qtr
<u>Strengths:</u>	<u>Strengths:</u>
<u>Next Steps/Goals:</u>	<u>Next Steps/Goals:</u>
<u>Additional Comments:</u>	<u>Additional Comments:</u>