

ASSESSMENTS

Documentation gives insight to the learning process. Cameras, video, dictation (children's words, comments, thoughts, and 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, and analysis/assessment.

Brigance Early Childhood Screens-III (0-35 Months & 3-5 years)

It is an individually administered developmental screener measuring physical, academic/cognitive, language, self-help and social-emotional skills. It takes 10 to 15 minutes to administer. This is an approved ODE screening assessment tool. This instrument will be used within 60 days of enrollment and annually thereafter. Each teacher will administer the measure prior to 60 days of enrollment. The parents are given a letter informing them that their child will be screened as a part of the program. Parents receive a copy of the front page of the assessment overall score and next steps. Teachers are available daily through phone calls and email. Meetings can also be scheduled. Parent teacher conferences occur in November and March. However, meetings can occur throughout the year at teacher or parent request. Parents are welcome to contact the program staff with any questions.

The Developmental Indicators of Assessment for Learning-4th

The Developmental Indicators of Assessment for Learning-4th Edition (DIAL-4) is used to screen *social emotional and self-help skills* for incoming children new to the program in the spring/summer. Parents complete a rating scale for both self-help and social development. The DIAL-4 is used for children ages 2.6 to 6.11 years old. It yields norm-based standard scores; percentiles, and descriptive ranges. A low average score indicates a weakness but not a potential or significant delay. Parents receive a copy of the front page of the assessment overall score and next steps.

Early Learning Assessment

Ohio's Early Learning Assessment (ELA) is a tool for teachers of preschool-age children to identify the current level of each child's skills, knowledge and behaviors in the areas of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, as well as the Fine Arts. The Early Learning Assessment is not a test. Your child will not have to complete questions or provide test answers. Teachers use the information they collect to plan activities and opportunities that will support the continued growth of each individual child. Teachers complete the assessment by observing children during everyday activities and routines. The Early Learning Assessment is part of a continuous process of knowing about each child's learning and development throughout the year, and using that information to help plan learning opportunities that are just right for each child. Programs that are required to complete the assessment must do so twice a year, once during the fall and once during the spring for all preschool age children as a standard based comprehensive assessment to all students. Teachers share information regarding each child's progress within Ohio's Early Learning Developmental Standards during parent/teacher conferences and on the standards-based progress report card.

Child Outcome Summary

The Early Childhood Outcomes Summary (COS) 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 COS 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. The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations. Districts are required to report child outcomes data within 30 days of the determination of eligibility and annually thereafter to ODE.

Information for ASQ and COS 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.