



ASSESSMENT PLAN

Introduction

Assessment is the process of gathering information about individual children to help teachers make educational decisions.

Upon a child's enrollment, an intake assessment is completed by the child's teacher.

Assessments are completed at least annually and developmental screenings are completed twice a year; fall and spring. Informal parent/teacher conferences are offered at least twice a year upon the completion of screenings and/or assessments. All the data collected from screenings and assessments are implemented into our curricula to help reach individual goals of children.

Developmental Screening

Screenings are used to help with the process of assessing young children. Penny Lane uses "Ages and Stages" from *The National Early Childhood Technical Assistance Center* (nectac).

This is a developmental screening instrument that emphasizes on social and emotional development for young children ages birth to age five. Screening instruments include multi-domain and social-emotional tools that may be completed by families or other caregivers, as well as professionals. Parents will be asked to sign the "Parent Acknowledgement Form" to complete the screening process. Sources used are:

- nectac@unc.edu
- www.nectac.org



Assessment Process

Penny Lane uses assessments to support learning, identify special needs, program evaluation and monitoring trends, plus program accountability. The Developmental Continuum Assessment system is used to support children's learning using the goals and objectives of *The Creative Curriculum*. Teachers obtain useful information about individual children's knowledge, skills, and progress by observing, documenting, analyzing, and reviewing their work over time. The three essential steps to the assessment process are collecting data, analyzing and evaluating data, then utilizing what is learned.

Introducing ISTAR-KR Assessments (Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness).

Portfolio Assessment

A portfolio is a system we use to organize material of individual children's artwork & writing samples, observations, anecdotal records, dictations, etc. This is an ongoing assessment; the items used are concrete and represent examples of children's efforts, achievements, as well as approaches to learning. Teachers use portfolios to share information with families, review and encourage children to reflect on their own work to help recognize skills and progress. Furthermore, this system supports individual goals and instructional planning for teachers.

Parent/Teacher Conferences

It is very important for the teacher and parent to be committed in the assessment/screening process. Any information pertaining to each child and family is kept confidential, yet available and updated in each classroom. Teachers keep all data in each child's portfolio to use as a resource during parent/teacher conferences. If there is any area of concern with a child, teachers may request help in finding out the source of needs or behaviors. Refer to our Inclusion Plan for further detailed information. Teachers and/or directors are always available for informal parent/teacher conferences because we are here for you and your child. Parent/teacher conferences help us to work closely with children and their families, which is essential to each child's learning and developmental progress.

Conclusion

Assessments and conferences help our program set goals for the future. All the data used in this process helps teachers gain understanding and knowledge about children in their classroom. If there is any concern with a child, our program support team may wish to meet with parents. If a meeting should take place, it will be supportive and will include positive communication between directors, teachers, and families.

Resources

Resources are always available for parents and/or teachers. Please refer to our *Child Recruitment Procedures Referrals and References* section in the enrollment packet. Penny Lane strives to provide services, work together, and help support families in any way possible.

Infant/Toddler/Preschool Assessment:

- Allow time for your child to complete each activity that he/she begins
- Teachers and parents need to promote a healthy and safe environment to support positive learning experiences.
- Teachers and parents need to engage and show interest to learn more about children's development

Assessment Purpose/Information:

- Children need to be observed and assessed to support learning and development
- Assessment/screenings help teachers learn the needs of individual children
- Material/documents can be gathered to help teachers understand what children know and can do

Why Assess Young Children:

- Assessments/screenings are completed to learn where children are in their development
- -We assess children to help plan instruction/activities
- To communicate with families and build positive relationships; work together
- To help identify children who might benefit from special services

Components of Observation Skills:

- -Objectivity
- Specificity
- Directness
- Mood
- Completeness

How to Observe:

- Choose a focus for the observation/assessment
- -Allow plenty of time for practice
- Be open and ready for children
- Allow time to reflect
- Document facts

Teachers: Preparing for Assessment

- Set up and develop a system to complete assessments/observations
- Organize notes/data
- Create a portfolio for each child
- Collect data/materials; records, weekly sheets, dictation notes, observations, etc.
- Analyze and evaluate facts
- Tie observations to curriculum planning
- A variety of assessment tools may be used in the classroom
- Resources/tools used:
 - The Creative Curriculum Developmental Continuum Assessment System
 - Ages and Stages Questionnaires
 - CASY (Resource & Referral Agency)
 - www.casyonline.org

Observations are more than just a teaching technique. Observing/assessing children can provide new ways of thinking about learning and teaching, plus a way of making children visible as they are, and not as we expect them to be.

