## Assessment for Decision Making: *Assessment Types*

## WHAT'S IN THIS PD2GO PACK?

Learn about the purposes of different types of assessments. This pack helps teachers/providers understand their roles in conducting assessment and how to use information from various assessments to make decisions.

**Your Participants Will…** increase their capacity to understand the purposes of different types of assessments and how to use information from different assessments to make decisions.
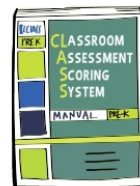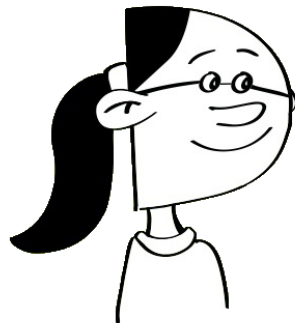
**SUPPORTING MATERIALS**

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on *Assessment Types,* including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

## HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend opening the pack presentation as you go through this Facilitator's Guide.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ **Steps**

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.

Assessment for Decision Making

**Assessment Types**

1 START
2 CONNECT
3 LEARN
4 PLAY
5 PRACTICE
6 EXPAND

### DOWNLOADABLE MATERIALS

■ **In This Pack**

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ **In This Bundle**

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

### EXPANDING ON THIS PD2GO PACK

This presentation on *Assessment Types* can be used individually or in conjunction with related packs in the bundle, including *Everyday Evidence* and *Making Decisions*. Additional resources and materials in this bundle (*Digging Deeper, Resource Links,* and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

**MATERIALS**

**In this pack, you will find:**                    **Download all** (2 MB)

⊕ **Facilitator's Guide** (2 MB)
Everything you need to facilitate this PD2GO presentation on Assessment Types including an interactive presentation page along with step-by-step presenter's notes.

⊕ **Coaching Corner** (170 KB)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

⊕ **Handout: Assessment Types** (170 KB)

**In this bundle, you will find:**                    **Download all** (260 KB)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
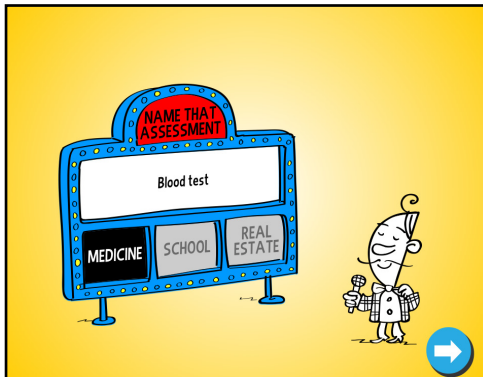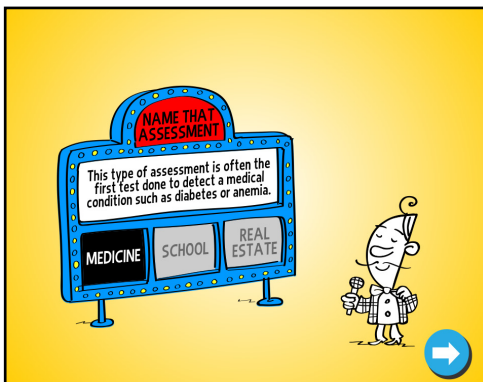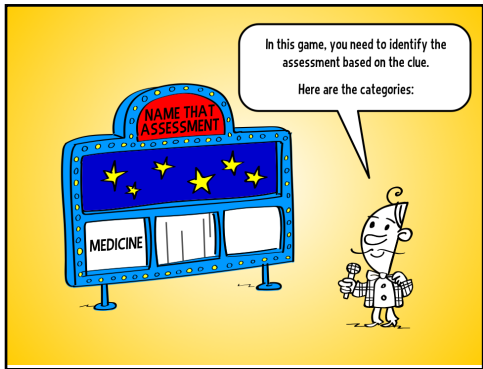
⊕ **Digging Deeper** (120 KB)

⊕ **Family Connections** (170 KB)

⊕ **Resource Links** (130 KB)

## STEP 1:
## START

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|

**[3 min]**   **CLICK** ➡️   **Step 1 - Start**

**Facilitator:**   *Let's play Name That Assessment!*

**CLICK** ➡️

**Facilitator:**   *In this game, you need to identify the assessment based on the clue. Here are the categories:*

- ◼   *Medicine*
- ◼   *School*
- ◼   *Real Estate*

*When you know the answer, raise your hand. Who would like to choose the first category?*

**CLICK** ➡️

Allow a volunteer to choose a category. Click on the clue for the chosen category, and read the clue. Call on the participant who stands up first for the answer. Click on the clue to reveal the answer. Repeat this process for all three clues.
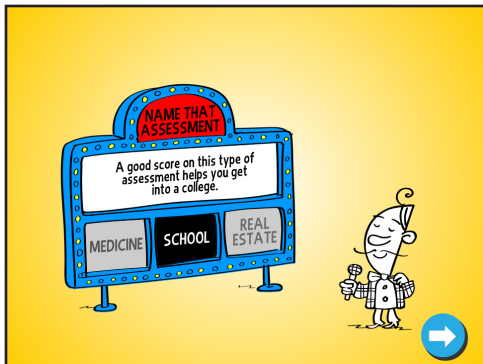
**CLICK** ➡️

**CLICK** ➡️

## STEP 1: *Continued*
## START

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
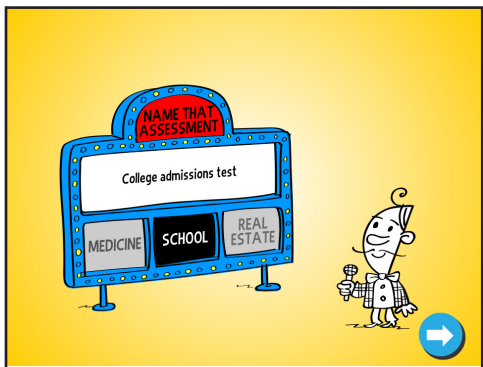


CLICK ➡



CLICK ➡



CLICK ➡



Make note of the name of the participant who answers the final clue correctly. This participant will start the second round of Name that Assessment in Step 4.

CLICK ➡

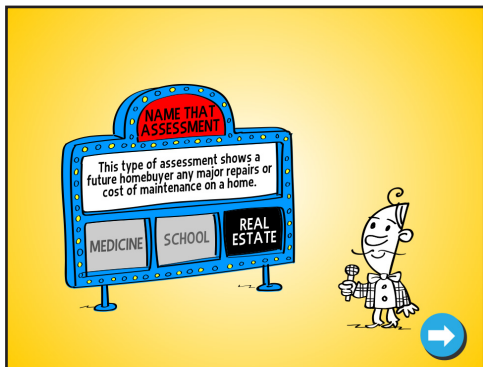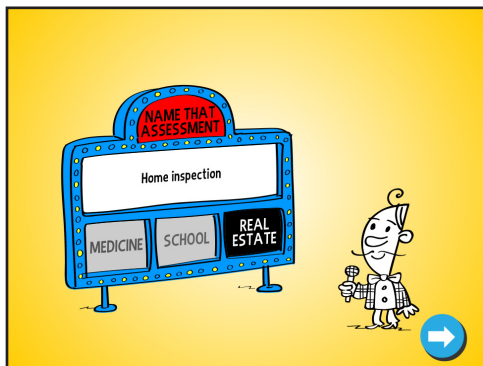## STEP 1:
## START   *Continued*

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
| We encounter different types of assessments that serve different purposes.<br><br>Go to step 2: CONNECT | **Facilitator:** *Throughout life, we encounter different types of assessments that serve different purposes. Assessments may alert us to a medical condition, open doors to college, or detect needed repairs before buying a home.*<br><br>*Assessments should be used for their intended purposes. You wouldn't use a college entrance exam to diagnose diabetes, and you wouldn't use a blood test to determine if a house needs repairs.*<br><br>*Stay tuned for more Name That Assessment.* |

## STEP 2:
## CONNECT

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
| Step ② <br><br> We use different types of assessments in our work with children. | [1 min]   CLICK   **Step 2 - Connect**<br><br>**Facilitator:** *Just like different assessments serve different purposes in our everyday lives, we use different types of assessments in our work with children.* |
| What is the purpose of each assessment? | CLICK<br><br>**Facilitator:** *These different assessment types include:*<br><br>☐   *Ongoing child assessment*<br>☐   *Developmental screening*<br>☐   *Diagnostic evaluation*<br>☐   *Program assessment*<br><br>CLICK |

## STEP 2:
## CONNECT *Continued*

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
| Let's learn about the purposes of each of these assessments. <br><br> Go to step 3: LEARN | **Facilitator:** *Let's learn about the purposes of each of these assessments.* |

## STEP 3:
## LEARN

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
| Step 3 <br><br> Notice how and why Ingrid uses assessment in her classroom. | [1 min]   CLICK   **Step 3 - Learn** <br><br> Reference handout. <br> 📄 "***Assessment Types***" <br><br> **Facilitator:** *Notice how and why Ingrid uses assessment in her classroom. As you listen to Ingrid's experiences with assessment, refer to your handout to follow along. Fill in the blanks with the assessment type.* <br><br> CLICK <br> **Facilitator:** *Ingrid closely observes Nico and other children in her care during their day-to-day interactions and documents examples of their development and learning, which is called* **ongoing child assessment.** |
| Ongoing Child Assessment | *Ingrid uses ongoing child assessments and documentation to follow children's developmental progress. She may use this information to complete the* <u>Desired Results Developmental Profile-Preschool</u> *© (DRDP-PS ©), which is an assessment of children's developmental progress.* |

**STEP 3:**
**LEARN**    *Continued*
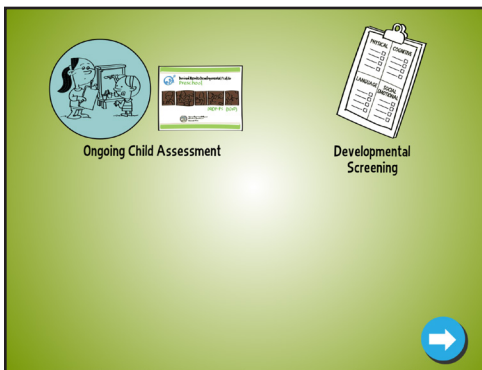
| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
| | **Facilitator:** *Knowledge of children's development informs Ingrid's interactions with children and helps her plan individual and group learning experiences. Ongoing child assessment is used to inform instructional decisions and is sometimes called formative assessment.* |

CLICK ➜



**Facilitator:** *Early in the school year, Ingrid works with children's families to complete a **developmental screening** to check for any potential developmental concerns. Some screenings are completed by the child's family, like the Ages & Stages Questionnaires™ (ASQ™), while other screenings are conducted by the teacher/provider. The screening indicates Nico has not met some developmental milestones in language development.*

CLICK ➜
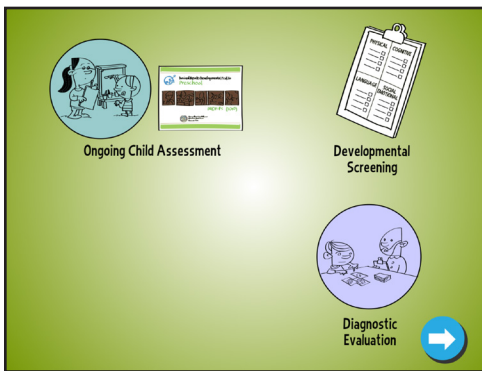


**Facilitator:** *Ingrid refers Nico to a specialist for further **diagnostic evaluation** to determine if he has any developmental delays.*

CLICK ➜
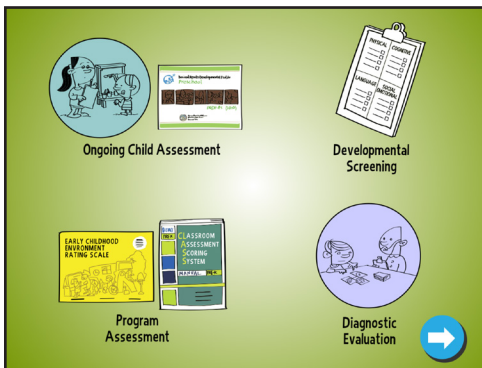


**Facilitator:** *In addition to assessment that focuses on children, **program assessment** (sometimes called program evaluation) also can be useful. To set and monitor goals for program improvement, staff or outside evaluators can assess the quality of program practices such as the design of learning environments or interactions between teachers/providers and children. Ingrid can use information from this type of assessment to improve her teaching practices.*

## STEP 3:
## LEARN    *Continued*

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
| <br><br>Early childhood assessments should be used for the specific purposes for which they were designed.<br><br>Go to step 4: PLAY | Reference handout.<br>📄 ***"Assessment Types"***<br><br>**Facilitator:**  *Refer to your Assessment Types handout as a reference on the types and purposes of assessment. The answers to the fill-in-the-blank are: 1. Ongoing child assessment; 2. Developmental screening; 3. Diagnostic evaluation; and 4. Program assessment.*<br><br>**CLICK** ➡<br><br>**Facilitator:**  *Ingrid used each assessment type for the distinct purpose for which it was designed. For example, Ingrid may have a concern about a child's development from ongoing child assessment, but she uses a developmental screening tool to decide if a child needs further diagnostic evaluation.*<br><br>*Similarly, Ingrid strives to have positive interactions with children, and she uses information from program assessment to continually improve the quality of her interactions with children.*<br><br>*By the same token, she does not use an ongoing child assessment instrument, like the DRDP-PS ©, to conduct developmental screening, and she does not use a developmental screening to diagnose a developmental delay.*<br><br>**CLICK** ➡<br><br>**Facilitator:**  *Early childhood assessments should be used for the specific purposes for which they were designed.* |

## STEP 4:
## PLAY

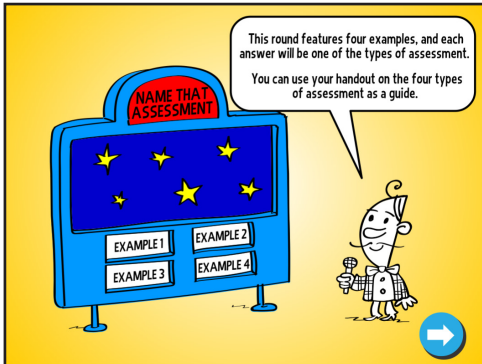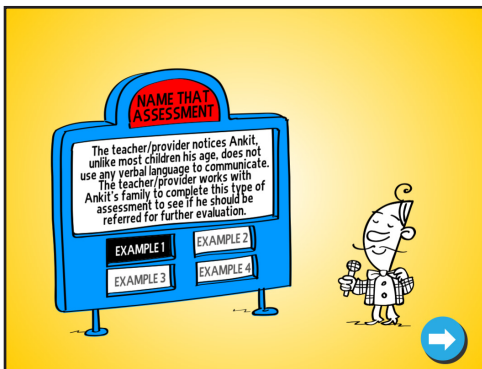| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
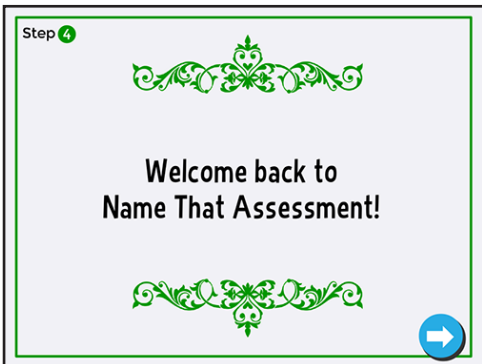


[4 min]    CLICK    **Step 4 - Play**

**Facilitator:**    *Welcome back to Name That Assessment!*

CLICK

**Facilitator:**    *This round features four examples, and each answer will be one of the types of assessment. You can use your handout on the four types of assessment as a guide.*
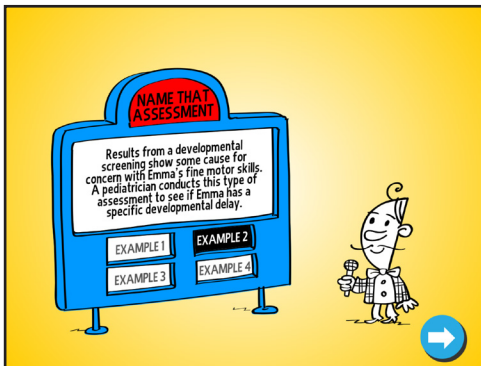
Invite the participant with the final correct answer from Step 1 to start off the second round by choosing a category. Click on the clue for that category, and read the clue. Call on the participant who raises his or her hand first for the answer. Click on the clue to reveal the answer. Repeat this process for all four clues.
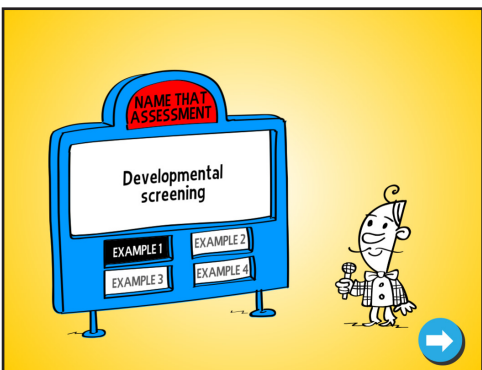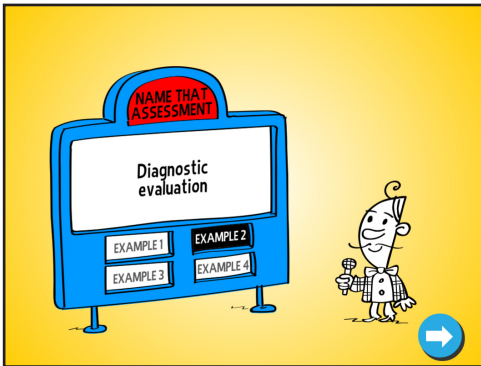
CLICK

CLICK

CLICK

## STEP 4:
### PLAY  *Continued*

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
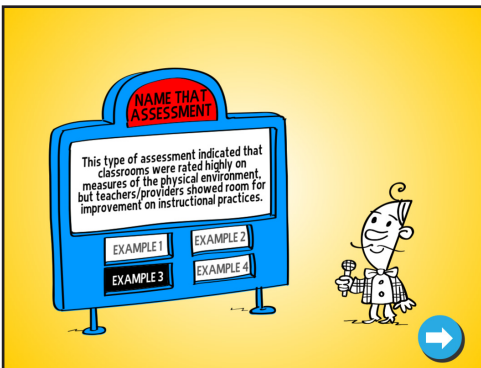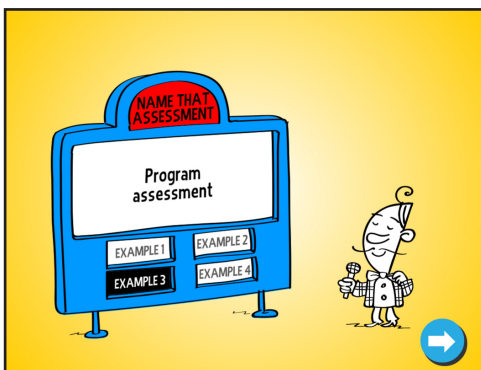


CLICK ➡



CLICK ➡



CLICK ➡



CLICK ➡

## STEP 4:
**PLAY**     *Continued*
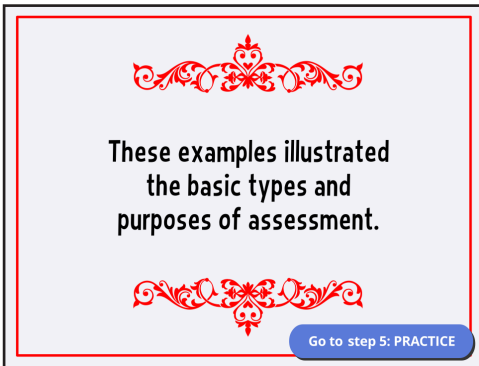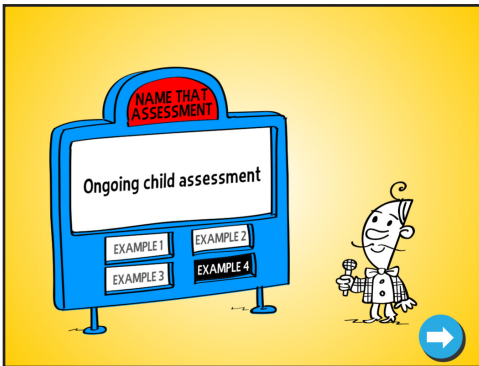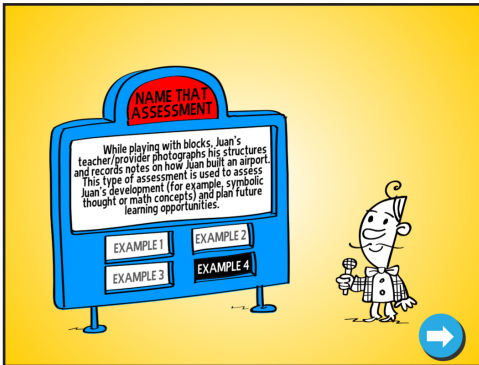
| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
|  | |
| | **CLICK** |
|  | |
| | **CLICK** |
|  | **Facilitator:** *Thank you for playing Name That Assessment. These examples illustrated the basic types and purposes of assessment.* |

**STEP 5:**
# PRACTICE

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|



Step 5

Let's think about how we can use information from assessment to make decisions.

[4 min]   **CLICK** →   **Step 5 - Practice**

**Facilitator:**   *Let's think about how we can use information from assessment to make decisions. The four parts of the room we are sitting in will represent the four different types of assessment.*

Use printed copies of the signs attached to the end of this Facilitator's Guide to divide the room you are using for this PD2GO session. For example, you can place one sign—Ongoing Child Assessment, Developmental Screening, Diagnostic Evaluation, or Program Assessment—in each of the four corners of the room.

Point out which parts of the room will be each type of assessment.

**Facilitator:**   *Pair up with the person sitting next to you.*

According to the size of your group, assign pairs to the four corners of the room. For example, if you have a small group with only two pairs, send pairs to Ongoing Child Assessment and Developmental Screening. If you have a larger group with eight pairs, send two pairs to each area.

**Facilitator:**   *On the paper signs in each part of the room, you will find the brief scenarios from Name That Assessment.*

**CLICK** →   *Discuss the following question with your partner: If you were the teacher/provider in each scenario, what are some possible decisions you can make from this type of assessment?*

Give participants time to discuss their responses. Ask for volunteers from each of the four corners of the room to share their responses.



What are some possible decisions you can make from this type of assessment?

## STEP 5:
# PRACTICE  *Continued*

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|
| | Invite participants to move clockwise to the next corner and answer the question again with the new scenario. Repeat this process until you have heard from volunteers from each corner of the room. For example, if you have small group of one pair, you will do this process four times. If you have a larger group of four pairs, you only do this process once. |

Here are some suggested responses to the discussion question for each example. Feel free to add your own!

- ◼ Ongoing child assessment
  - ◯ Use this information to complete the Desired Results Developmental Profile-Preschool © (DRDP-PS ©) for Juan, add more props to block area such as airplanes or people, interact with Juan while he builds with blocks to assess his understanding of math concepts (for example, shapes or size) and scaffold his learning in-the-moment

- ◼ Developmental screening
  - ◯ Discuss results of screening with Ankit's family, refer Ankit for further evaluation if needed, discuss how to support Ankit's language development with co-teachers

- ◼ Diagnostic evaluation
  - ◯ Find resources (for example, books or specialists) to learn how to support Emma's fine motor development

- ◼ Program assessment
  - ◯ Sign up for professional development on instructional practices, observe and learn from colleagues who are knowledgeable about instructional practices, ask director or colleague to observe you and give you feedback focused on your instructional practices

**Presentation box:**

Understanding the purposes of different assessments helps us know which assessment type to use to make different types of decisions.

Go to step 6: EXPAND

CLICK ➡

**Facilitator:**

*Understanding the purposes of different assessments helps us know which assessment type to use to make different types of decisions.*

# STEP 6:
## EXPAND

| PRESENTATION SEQUENCE | FACILITATOR'S NOTES |
|---|---|

**Step 6**

Learning about the different types of assessments and their purposes takes time and practice, but it has a meaningful payoff.

[1 min]    CLICK    **Step 6 - Expand**

**Facilitator:** *Learning about the different types of assessments and their purposes takes time and practice, but it has a meaningful payoff. When we use assessments for the specific purposes for which they were designed, we gain valuable information to make valid decisions.*

CLICK

Colleagues    Websites    Books    PD2GO

**Facilitator:** *Reflect on the type of assessment that you'd like to learn more about, and come up with **one idea** for how you can learn more about it from existing resources. Resources could be books, colleagues, websites, or PD2GO packs. Be creative!*

Give participants 30 seconds to reflect.

**Facilitator:** *We will do a quick round robin where we each state our one idea for learning more from an existing resource. Listen and make note of any additional resources that you didn't consider.*

Ask for a volunteer to start, and go around the room.

CLICK

Using an assessment for the right purpose gives us information that helps us make valid decisions.

**Facilitator:** *Be thoughtful about how and why you use the different types of assessments. Before using an assessment, think about its purpose and how you might use the information to make decisions. Using an assessment for the right purpose gives us information that helps us make valid decisions.*

**FIRST 5 CALIFORNIA**    **WestEd** Center for Child & Family Studies

## THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES

Scott-Little, C., Kagan, S. L., & Clifford, R. M. (2003). *Assessing the state of assessments: Perspectives on assessing young children*. Greensboro, NC: SERVE Center at UNCG. Retrieved from http://www.serve.org/FileLibraryDetails.aspx?id=77

National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education. (2003). *Early childhood curriculum, assessment, and program evaluation*. Washington, DC: National Association for the Education of Young Children. Retrieved from http://goo.gl/Z6K4bg

National Training Institute for Child Care Health Consultants. (2010). *Infant/toddler development, screening, and assessment*. Chapel Hill: Zero to Three.

Snow, C. E., Van Hemel, S. B., & Committee on Developmental Outcomes and Assessments for Young Children, and National Research Council (2008). *Early childhood assessment: Why, what, and how*. Washington, DC: National Academies Press.

# Ongoing Child Assessment

While playing with blocks, Juan's teacher/provider photographs his structures and records notes on how Juan built an airport. Ongoing child assessment and documentation is used to assess Juan's development (for example, symbolic thought or math concepts).

# Developmental Screening

**The teacher/provider notices Ankit, unlike most children his age, does not use any verbal language to communicate. The teacher/provider works with Ankit's family to complete a developmental screening.**

# Diagnostic Evaluation

Results from a developmental screening show some cause for concern with Emma's fine motor skills. Emma's teacher/provider refers her for further evaluation. A pediatrician conducts a diagnostic evaluation to see if Emma has a developmental delay. The teacher/provider follows up with her family to review the results of the diagnostic evaluation.

# Program Assessment

A recent program assessment by outside evaluators indicated that classrooms were rated highly on measures of the physical environment, but teachers/providers showed room for improvement on instructional practices. The teaching staff reviewed the results of the program assessment and developed an improvement plan.