

NW Everett St. Portland, OR, | Phone: | Email: CPAAsupport@www.nxgvision.com

Assessment Assessment Guru Grant Wiggins on Measuring Student Progress All the talk about changing the way we measure student progress raises important questions. How do you design reliable assessments? Should you "teach to" standardized tests? How can you evaluate an individual performance on a cooperative project? And how do we explain it all to parents? Is the player a rookie who has a low batting average in general, but a high average for a rookie? Therefore, for student performance you report about such things as absolute achievement, relative progress, scores for specific writing skills not writing as a whole , and so on. Should teachers trade in their traditional assessment methods for profiles of achievement? Good assessment is about expanding the assessment repertoire because no single form is sufficient. There are reliability and validity problems with each. Every method has its strengths and weaknesses, and its place. Are parents comfortable with profiles of achievement? Parents at schools that have switched from report cards to narratives often say, "This is great, but how is Johnny doing? It may turn out that hitting three out of ten, which sounds poor, would land a player in the majors. In schools, teachers should report the profile of achievement and compare students to standards or norms. For example, a student in a second-grade class may be a year younger than classmates and therefore less experienced. There is no reason to compare this child flat out with others with no qualifying language or context of expectations. At the same time, teachers should report, for example, that a child who may not be a strong writer for his age has made progress in attitude and with some writing skills. Many schools report performance on a novice-expert continuum. Teachers draw up a rubric that describes what a student should have mastered from the novice to the expert level, with steps delineated and explained along the way. The evidence we used to support our assessment will help you see why. Teachers can say, for example, "Relative to other five-year-olds, your child is still behind. Begin where you know you have a mismatch between an outcome you value and the way you now assess it. What have you got to lose? Self-assessment and self-adjustment are at the heart of better performance. Back to top How will teachers know if an assessment is reliable? Will this assessment get at it? Could students not do the diorama well but understand the Civil War? What about assessing cooperative projects? Your team can lose ten games in a row, but the data for your best player still stands and vice versa. Where does standardized testing fit in with assessment? Many teachers think that they have to teach worse in order for their students to get better scores on standardized tests. The tests are usually simplistic and generic, so if teachers have a rigorous local curriculum and assessment system, their students should do very well. If you want to know more:

Chapter 2 : Montessori for Everyone Blog

Evaluating Your Child's Progress (First published in The Light Magazine September,) Getting kids ready for back-to-school can be a daunting task for any parent.

Background Information and National Standards for Assessment There are many reasons why children undergo assessments; among these is the desire to know how well children are learning, if they are making progress and meeting proficiency benchmarks, and if they are being taught effectively. Data from assessments provide valuable information for planning whole-group and individualized instruction, for determining program quality, and for communicating with others. Assessment practices encompass a range of instruments and techniques including structured one-on-one child assessments, standardized assessments, portfolios, rating scales, and observation. Comprehensive assessment is based on information from multiple sources, including measures that provide different types of information. In early childhood education, standards are outlined by two key organizations: Screening plays an important role in the assessment process, as it can be used to determine which children need further assessment and in what domains of development and learning National Joint Committee on Learning Disabilities, Additionally, teachers and other staff must be knowledgeable about the assessments they administer and should be able to connect assessment results with classroom practices NAEYC, Results of assessment should be incorporated into the curriculum and used to individualize instruction. Universal screening involves using low-cost tools that can be administered quickly and used repeatedly to gather data on each child in the classroom. While universal screening with all children is not yet a reality in most early education programs, early childhood teachers are moving in this direction. A good place for teachers to begin is to consider all of the assessment information that is already being gathered in their classrooms. Progress monitoring measures e. Currently, the majority of progress monitoring tools target language and early literacy skills rather than all domains of development and learning. Observation in Naturalistic Settings Teachers and parents are uniquely positioned to obtain information about how children function within different natural e. Through systematic observation over time, teachers are able to routinely observe children engaging in regular classroom routines and activities and reflect on the meaning of what they see Hills, For example, a teacher might observe that a child does not initiate book interactions or attempt writing and might reflect on what this means for that child. When conducting observations, teachers must take particular care to avoid allowing any preconceptions or biases color their impressions. When conducting systematic observations, teachers should be using their understanding of child development as a filter to identify expected behavior as well as pick up on red flags that indicate a child might be struggling with learning. The use of guided observations, like the ELORS, helps to ensure that observations conducted by teachers and parents are carried out in a systematic and objective manner. Occur multiple times over a period of time e. This is important because children often exhibit different behaviors and skills in different contexts. With this information, the teacher knows that the child is capable of using language in play and can then plan ways to encourage language use within the classroom. When teachers observe children in the classroom, they are afforded unique opportunities to understand how to enhance classroom routines and instructional practices. For example, if the teacher notices, through whole class observations, that many children seem to struggle with self-management during free time she may decide to teach specific routines to help children. These routines may be as simple as a guideline that you must wear goggles in woodworking and there are only two pairs of goggles provided to limit the number of children in woodworking to two. Through systematic observation of the whole class the teacher becomes aware of patterns of needs and can respond appropriately. While formal assessment methods are required for determining serious learning delays or disabilities, systematic observation is a promising method for screening children to recognize and respond to their needs. Observation allows teachers to record information about all areas of development and to identify areas of strength as well as areas of need. Use of Teacher Ratings to Identify Children at Risk The National Joint Committee on Learning Disabilities states that systematic observation can allow for meaningful assessment of interests and needs. With use of systematic observations, teachers can become very familiar with the interests,

needs, and strengths of all of the children in their classrooms. Some children may exhibit observable patterns of behavior that indicate they are struggling with learning prior to formal identification as learning disabled, as young as age three Lowenthal, ; Steele, The National Joint Committee on Learning Disabilities states that systematic observation can allow for meaningful assessment of interests and needs. It is also important to consider the timely and ongoing manner in which screening and observation data will be shared among school personnel and with families. Teachers should provide regular child progress updates to families, hold periodic family-teacher conferences, and share general information about learning goals and expectations for children, by phone or in person during one-to-one conferences or at school open house meetings. And, leave a book where you keep your reusable shopping bags to make the shopping cart a rolling reading room.

Chapter 3 : 5 Ways to Evaluate Your Children's Ministry

Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. You are probably already familiar with the goals and objectives that must be included in the Individualized Education Plan (IEP) for each child who receives special education services.

Another important and related question is this: In other words, is the child truly receiving the full benefit of the prepared environment, the materials, and the Montessori philosophy? Knowing the answers to these questions will help us as we decide which materials to present, how to arrange or re-arrange the environment, and how to work with each child. The best assessment of each child will include several things: First of all, there should be some kind of chart, list, or schematic indicating what work has been completed by the child. To make it even more useful, you can indicate whether or not a child has been shown how to do the work, actually done it themselves, or even mastered it or all three, if indicated. Observation notes can be included to support the conclusions. What characteristics should we be looking for in a Montessori child? The Montessori method is practiced in dozens of countries around the world, in differing cultures and in many languages. Given those differences, are there consistent traits that show up in Montessori children regardless of the type of school they attend or area of the world in which they live? Regardless of where and how the child experiences Montessori, you should be able to see these the following traits – even if just in glimpses. Eight characteristics of the authentic Montessori experience: Independence Besides the obvious displays of independence like being able to choose work for oneself, there is a certain autonomy that marks the Montessori child. They are used to doing things themselves rather than having an adult do everything for them. They may not know the answer or solution to every problem, but they know where to find help if they need it. This is not an arrogant confidence that presumes to be right at everything, but the kind of confidence that allows a child to try new things and be adventurous. Self-discipline Self-discipline enables children to make the right choices without adult intervention. The child cannot achieve self-discipline without instruction and help from the teachers and parents. The teacher should never need to force or coerce a child into doing work. The child will instinctively know what they need to do. Nothing could be further from the truth. The child in the Montessori environment is treated with respect, but is expected to respect the teacher, the materials, and the other members of the class as well. Strong-willed children find it very difficult to handle external authority, but with time and patience can begin to graciously follow directions when necessary. Each child will develop differently, but there should always be some progress over time. Montessori may have more elastic boundaries when it comes to grade-level expectations, but there are still general skills to be mastered in the 3-year cycles. The child may be asked to complete the work or some part of it so that the adult can note whether or not further instruction is needed. These can be repeated if necessary, and progress can be noted from one evaluation to another. Spiritual awareness The Montessori philosophy recognizes that a child has more than just a mind and body: A Montessori child will have appreciation and respect for spiritual issues, and for other people as spiritual beings. Responsible citizenship Since the Montessori curriculum stresses the interdependence of all living things, global awareness will come quite naturally to the Montessori child. They will be interested in current events, in helping others less fortunate than themselves, and in treating our planet kindly. Rather, we are looking for glimpses of the above characteristics, as well as evidence that the child is progressing in each area. Posted by Lori Bourne.

Chapter 4 : Early Childhood Assessment: Resources for Early Learning

Monitor and evaluate progress Introduction Having ways to check on your progress (monitoring) and take stock of where things are at on a regular basis (evaluation), are important for your group to function effectively.

Learn about process and outcome measures, the observational system, and regular feedback on performance. What does it mean to monitor your progress? Why do you need to monitor your progress? How do you monitor progress? Monitoring your community initiative can help you weigh your actions against the results to see if you are meeting the goals of the community and your initiative. In a sense, monitoring data helps you understand how well the initiative is functioning. That is, monitoring can help pinpoint where the actions of the initiative are not producing the desired effects. Additionally, the monitoring system can help you. Better understand the initiative Make decisions concerning the programming of the initiative Promote awareness of accomplishments Recruit support Secure funding Despite the scary sound of "monitoring system," you have probably already observed examples of monitoring in a variety of ways. Political candidates monitor the status of their campaigns by conducting polls and analyzing the results. Teachers monitor the progress of their students by giving tests at the beginning and end of the school year to see if they have mastered the secrets of long division. You might monitor your utility bills by keeping track of the monthly increases and decreases. Monitoring has a wide variety of applications. As a member of a community initiative, monitoring means a way of tracking major events and accomplishments of the initiative. There are three key parts to the monitoring system: Process measures Process measures are the activities that take place during the initiative which help you determine how well things are going. Process measures can include many aspects of your initiative, such as: At the last general meeting of the initiative, 17 people attended. Of these folks, 10 were regular members, and 7 were sitting in on a meeting for the first time. The action plan for the coalition was approved by the coalition and will be implemented immediately. Financial resources also can include "in-kind" services, such as free advertising or products that an individual or business might offer instead of money. Services that are ultimately provided: Nutrition education workshops were conducted by child care providers. Merchants were asked to display signs describing the penalty for selling alcohol to minors and the need for proper identification. Outcome measures While process measures document the specific methods you use to create change, outcome measures explain the overall impact that occurs as a result of these individual actions. Outcome measures highlight the changes that happen in the community as a result of the work done by your initiative. Changes in programs, such as a new or modified service program. A parenting class was implemented by the initiative. Changes in policies, such as a new or modified policy. A city ordinance was passed requiring owners of cigarette vending machines to place on every machine a sign that states "No cigarette sales to minors. Changes in practices, such as a new or modified practice. Merchants displayed signs describing the penalty for selling alcohol to minors and the need for proper identification. Read on for more! Now you might be thinking to yourself, "You want me to gather information about our initiative. But what will I do with all of those numbers and comments? Why is this important for the success of our group? Data can tell you where the initiative places its emphasis. For example, the monitoring system might reveal that your initiative focuses on services, rather than change. If change is what you want, the monitoring system will help you detect this at an early date. Data can point out which groups in the community are affected by your initiative. Is your initiative producing a lot of change in the schools, but little change in the criminal justice system? Is this what you and the community want and need? Who is being targeted? With the results of the monitoring system, you might be able to better answer these questions. Data can reveal which strategies are being addressed. The monitoring system can determine whether your initiative is offering information without following through with peer support or access to other resources. Data can be used by the staff to achieve a variety of results. How do you monitor your progress? Before you can start analyzing your data, you first have to collect it. What follows is a guide to creating the observational monitoring system that you will need to collect the data. The event log might include important information such as: At the next coalition meeting, Maggie B. They met with the high school principal to get permission to organize a Teen Action Committee in

the school. The Teen Action Committee was approved by the principal. This was important because it will create leadership opportunities for youth. Have several people, such as project staff and active members, complete the logs. The people who fill out logs will be those members who are taking action on behalf of the initiative. Ideally, everyone who is doing something for the initiative will complete event logs. Event logs should be completed no later than one week after the event took place. The completed event logs can then be given to the people in the group who are in charge of evaluation. Of course, if your initiative is working on a particularly involved project one week, you might spend twice or even three times that amount of time gathering data. Carefully gathering your information will mean that the results that are generated will be more accurate, and therefore more valuable to your initiative. Organize the data so that it can be used. Once the information has been gathered, it needs to be turned over to the people in your group who will put the data into some kind of organized form so that the initiative can use it in a beneficial way. As you have heard many times already, the benefits you receive from the evaluation process will only be helpful if you spend the time to carefully analyze the results. Summarize the data and distribute that summary to the group. Those who organize the information that is gathered will then take time to summarize the event logs. The results will then be distributed to members of the group. Keep reading to see examples of event logs, and other monitoring charts. More exciting sections await you and your initiative. The next chapters will introduce the constituent survey of goals, process, and outcomes, and other methods to measure the progress and success of your initiative. Remember, monitoring your initiative helps your group be the best that it can be! It offers information, templates, and resources to assist in planning your own data collection for program evaluation. *Evaluating Your Community-Based Program* is a handbook designed by the American Academy of Pediatrics and includes extensive material on gathering information. An extensive table is included in the PDF that provides the advantages and disadvantages of various data collection methods. *The Magenta Book - Guidance for Evaluation* provides an in-depth look at evaluation. Part A is designed for policy makers. It sets out what evaluation is, and what the benefits of good evaluation are. It explains in simple terms the requirements for good evaluation, and some straightforward steps that policy makers can take to make a good evaluation of their intervention more feasible. Part B is more technical, and is aimed at analysts and interested policy makers. It discusses in more detail the key steps to follow when planning and undertaking an evaluation and how to answer evaluation research questions using different evaluation research designs. It also discusses approaches to the interpretation and assimilation of evaluation evidence. The first section of the tool gives a brief overview of the role of health departments in public health policy, followed by an introduction to performance measurement within the context of performance management. It also includes a framework on page 5 for conceptualizing the goals and activities of policy work in a health department. The second section of the tool consists of tables with examples of activities that a health department might engage in and sample measures and outcomes for these activities. The final section of the tool provides three examples of how a health department might apply performance measurement and the sample measures to assess its policy activities. Print Resources Fawcett, S. Work group evaluation handbook:

Chapter 5 : Assessment in Early Childhood

Evaluating children to determine eligibility for special education services is an issue with which many parents and educators struggle. There are many factors to consider during a comprehensive evaluation of a child for possible eligibility for special education services.

In Massachusetts, licensed early childhood programs are now required to include a child assessment component in their programs. Here we have included information and resources to inform educators on early childhood assessment programs. What is childhood assessment? Childhood assessment is a process of gathering information about a child, reviewing the information, and then using the information to plan educational activities that are at a level the child can understand and is able to learn from. Assessment is a critical part of a high-quality, early childhood program. When educators do an assessment, they observe a child to get information about what he knows and what he can do. With this information, educators can begin to plan appropriate curriculum and effective individualized instruction for each child. Why is assessment important? Provide a record of growth in all developmental areas: Identify children who may need additional support and determine if there is a need for intervention or support services. Help educators plan individualized instruction for a child or for a group of children that are at the same stage of development. Identify the strengths and weaknesses within a program and information on how well the program meets the goals and needs of the children. Provide a common ground between educators and parents or families to use in collaborating on a strategy to support their child. What are different child assessment methods? Educators can observe all facets of development, including intellectual, linguistic, social-emotional, and physical development, on a regular basis. Portfolios are a record of data that is collected through the work children have produced over a period of time. Portfolios can be an important tool in helping facilitate a partnership between teachers and parents. These ratings can be linked to other methods of assessment, such as standardized testing or other assessment tools. See the next question below. Parent Ratings integrate parents into the assessment process. Standardized Tests are tests created to fit a set of testing standards. These tests are administered and scored in a standard manner and are often used to assess the performance of children in a program. What are different types of child assessment systems? There are two different types of assessment systems. The following assessment systems, used by early education and care programs across the state, are recommended by and available through the Massachusetts Department of Early Education and Care:

Chapter 6 : 5 Important Areas For Evaluating Your Child's Progress

Most Montessori schools and homes do not use grades or test scores as a way to evaluate children's progress. While it's wonderful that we don't subject children to these sorts of assessments, which are often arbitrary and biased, it can be hard to find a meaningful way to estimate their progress.

Chapter 7 : Measuring Student Progress

Evaluating and communicating about children's learning an example of tracking children's progress a summative evaluation called a Transition Learning and.

Chapter 8 : Children's Progress - CPAA

You are using a browser that CPAA does not support. Supported browsers include Internet Explorer, Firefox, and Safari. You may continue, but please note that your.