CHAPTER 6: Using Standards and Assessment in Early Childhood Education

The Whole Child: Developmental Education for the Early Years
Tenth Edition
Patricia Weissman
Joanne Hendrick
What Are Early Learning Standards?

• **Learning Standards:**
  
  ○ Teachers are Responsible for Organizing the Educational Program so That Children Learn
  
  ○ Specify What That Learning Involves
  
  ○ Outline Expectations for Children’s Learning and Development
  
  ○ Should Cover Many Areas of Development, Not Solely Cognitive Domain
  
  ○ No Universal Set of Early Learning Standards
Look at page 155

Head Start Child Development & Early Learning Framework

1. Mathematic Knowledge and Skills
2. Scientific Knowledge and Skills
3. Social Studies Knowledge & Skills
4. Physical Development & Health
5. Social & Emotional Development
6. Creative Arts Expression
7. Approaches to Learning
8. Language Development
9. English Language Development
10. Literacy Knowledge & Skills
11. Logic & Reasoning
Where Do Standards Come From?

Program and School Standards

• Different state agencies have different program standards such as:
  1. type of training teachers & directors need in the facility
  2. number of preschoolers allowed in the facility to the number of square feet of outdoor space per child.

NAEYC Program Accreditation Standards

• NAEYC accreditation is voluntary
• Can be completed in 1 year
• Involves families, teaching staff, and program administrators
• 10 standards include:
Where Do Standards Come From?

State Early Learning Standards

• In 2003 federal legislation known as “Good Start, Grow Smart” required states to develop early learning guidelines in order to qualify for child care and development funds (money)

• There is no national set of standards. Each state is left to create its own criteria and forms of assessment

Federal Early Learning Standards

• The Individuals with Disabilities Education Act

• No Child Left Behind (NCLB) Act

• Developmentally Appropriate Practices and Standards Recommended by National Organizations
What is Assessment?

“observing, recording, and otherwise documenting work that children do and how they do it, as a basis for a variety of educational decisions that affect the child”

NAEYC

1. Gathering observations on a child. How can you do this?
2. Interpreting the information
3. sharing it with others that are involved in the child's learning. Who?
4. making educational and curriculum decisions based on that information.
What Is Assessment?

• Effective, Appropriate Assessment in Early Childhood Education
  ○ Understand What Is to Be Assessed
  ○ Ongoing, Multiple Types of Observations
  ○ Align Assessment with Standards and with Curriculum
  ○ Use Assessment to Benefit the Children
Types of Assessment

• Developmental Screening
  ○ Brief Test to Determine if Child Needs More Extensive Assessment
  ○ Used to Identify Children who may Need Special Services
  ○ Only Staff with Proper Training Conduct Developmental Screening Tests
  ○ Developmental Screening is Only First Step and Does Not Determine Special Needs
  ○ Must be careful in jumping to conclusion when screening a young child's mental capacities when the child doesn't speak English as their first language.
  ○ Screenings should be done with hearing, vision and medical tests.
Types of Assessment

• Assessment That Supports Learning and Development

  ○ Observing and Listening to Children

    ▪ Important Skill for Teachers to Develop
    ▪ Part of Intentional Teaching Approach
    ▪ Gives Information About the Children and Each Child
    ▪ Informs Curriculum Planning
Types of Assessment

• Assessment That Supports Learning and Development
  ○ Authentic Assessment
    ▪ Observations in Real-Life Natural Situations
    ▪ Keep Notes of Informal Anecdotal Observations
    ▪ Use to Align With Early Learning Standards
    ▪ Use to Align With Curriculum
Types of Assessment

• Assessment That Supports Learning and Development

  ○ Authentic Assessment (cont.)
    ▪ Use Conversations and Discussions to Gather Information About the Child
    ▪ Use Checklists to Gather Information About the Child
    ▪ Portfolio Assessment
    ▪ Documentation Boards
Types of Assessment

• Assessment That Supports Learning and Development

  ○ Standardized Tests
    ▪ Developed According to Scientific Standards
    ▪ Conform to Standards of Reliability and Validity
    ▪ Strict Procedure for Administration
    ▪ Numerical Scoring System Based on Comparison to Others
    ▪ Used in 3rd Grade as Part of NCLB Requirements
    ▪ Several Drawbacks With Testing Young Children
Important Principles About Assessment

• Children’s Records Are Private and Should Be Kept Confidential

• Use Assessment to Connect with Families

• Carry Out Assessments More Than One Time

• Take Varying Ethnic/Cultural Backgrounds into Account
Important Principles About Assessment

• Make Sure Assessments Are Comprehensive and Include Measures for All Five Selves

• Put Assessment to Good Use in Planning Curriculum

• Use Assessment to Benefit Children with Disabilities

• Interpret Assessment Results Cautiously