Today’s One-Hour Agenda

Part 1  Noting The Things Children Do
Part 2  Assessing Children’s Learning in Their Natural Environment
Part 3  Linking Assessment and Instruction
Part 4  Designing Activities for Groups
Riding a Bike

What is Assessment?

Assessment = Documentation + Evaluation
Authentic Assessment

use actual classroom experiences, activities, and products
to evaluate children’s skills, knowledge, and behaviors

Reading Books

Sue has been reading independently for five minutes while I’ve been working with Jeremy on word naming.

Sue is able to sustain attention to her reading. I should check her understanding.
Stringing Beads

This is the first time Jenny has sorted the beads into three different colors.

She is beginning to recognize patterns.

Building with Blocks

Looks like Max used the blocks to create a pattern. I am really curious to hear his reasoning.
Measuring Growth Over Time

This is a science project. Wow! I am also seeing math and writing.

Interacting With Peers

What am I learning about their social skills?
Reading with Expression

She attempted three times to read a difficult word on the last page.

She reads with expression.

Participating in Conversation
Jot Down Your Ideas

How do you know what a child can do?

______________________________
______________________________
______________________________

Some Ways To Tell What Children Can Do

- Ask Them Questions
- Watch and Listen as They Converse with Others
- Watch and Listen as They Play
- Hold Conferences with Them
- Listen as They Describe Their Thinking
- Study Their Work
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In a naturalistic setting, the child reveals learning in an authentic, representative, or typical way that reflects who he or she is as an individual.
What to Teach
(from Preschool Activity Cards, Pearson Early Learning)

Lesson Plan: Ms. T. P4 Class: August 31

MATCHING BEGINNING SOUNDS

PURPOSE/SKILLS
To provide the experience of listening to and matching initial sound in words; to perceive sounds and initial phonemes; to begin associating sounds and words.

MATERIALS
Self-adhesive notes, marker

VOCABULARY
listen, sound, letter, first, same, different

LITERATURE SUGGESTION
Read *Can I Keep Him?* By Steven Kellogg or any book that features animals children can name.
Structure of the Lesson

1. **Warm Up** with a simple introduction
2. **Experience** a fun activity
3. **Enrich** the experience
4. **Assess** children’s learning

What and How to Assess

**OBSERVATION ASSESSMENT**

+ Child says the initial sound clearly and finds an object that has the same initial sound as his/her name.

+/- With help, the child says the initial sound and finds an object that has the same initial sound.

- Child says a sound other than the initial sound of his/her name and/or finds an object with a different initial sound.

Lisa

Lamp

Light
What and How to Assess

OBSERVATION ASSESSMENT

- Child says a sound other than the initial sound of his/her name or finds an object with a different initial sound.

Lesson Plan From:
New York: Pearson Early Learning.

<table>
<thead>
<tr>
<th>Name</th>
<th>Pointed to</th>
<th>Code</th>
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<tbody>
<tr>
<td>Ah</td>
<td>Apple</td>
<td>+</td>
</tr>
<tr>
<td>An</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cu</td>
<td>Cup</td>
<td>+</td>
</tr>
<tr>
<td>Da</td>
<td>Daffodil</td>
<td>+</td>
</tr>
<tr>
<td>De</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ja</td>
<td>Jumprope</td>
<td>+</td>
</tr>
<tr>
<td>Jas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ke</td>
<td>Comic book</td>
<td>+</td>
</tr>
<tr>
<td>Ko</td>
<td>Cubby</td>
<td>+</td>
</tr>
<tr>
<td>La</td>
<td>Lamp/light</td>
<td>+</td>
</tr>
<tr>
<td>Ma</td>
<td>Cubby and shoes</td>
<td>-</td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mi</td>
<td>Mirror</td>
<td>+</td>
</tr>
<tr>
<td>Ro</td>
<td>Window</td>
<td>?</td>
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</table>

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Which Skills Did We Teach/Assess?

- Demonstrates phonological awareness.
- Begins to develop knowledge of letters.
- Related Skills: Listening, speaking, eye-hand coordination.

In general, . . .

Deciding what to teach is influenced by what YOU want to learn!

. . . What you want to learn about the children in your classroom.
Jot Down Your Ideas

What would you like to learn about the children in your classroom?

____________________________________
____________________________________
____________________________________

Questions About Children’s Learning

Are the children in my P4 classroom recounting key ideas and details from text?

Are the children in my P3 classroom following rules for conversation?

Do the children in my 2nd grade classroom understand the base ten system (place value)?
### Code: ✓ = yes  x = no

<table>
<thead>
<tr>
<th>Date(s) of Observation</th>
<th>Does s/he give accurate response to simple comprehension questions (who, what, when, where)?</th>
<th>Does she glue shapes onto paper to make silly scarecrow?</th>
<th>Does she point to a word beginning with /s/?</th>
</tr>
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<tbody>
<tr>
<td>8/31</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>Ah</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>An</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cu</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>Da</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
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<td>De</td>
<td>Sometimes</td>
<td>x</td>
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<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Mi</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sa</td>
<td>Beginning to</td>
<td>x</td>
<td>X</td>
</tr>
</tbody>
</table>

Notes: De and Sa performed the skills sometimes. Eight of 15 children will work on gluing shapes. Six of nine children will work on pointing to word beginning with /s/.

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Assessment is a Cycle

Taking Action Requires Data

Using Data to

- Inform Instruction and Planning
- Establish a Baseline
- Measure Progress
- Report to families, administrators, and stakeholders
Planning Instruction

<table>
<thead>
<tr>
<th>How many</th>
<th>Purpose</th>
<th>Data source</th>
</tr>
</thead>
</table>
| Small group | • Reinforce a prior skill  
             |       | • Scaffold to next level  
             |       | • Provide extra practice  
             |       | Reflect on class profile. Mixed or matched skill levels?       |
| Whole group | • Introduce new skills or concepts in a domain  
             |       | • Introduce new domain or component of the domain  
             |       | Refer to children’s work samples. Missing data or no data?       |

Class Profile

The names of the children are listed according to the Checklist rating they received.

Note: These are fictional children used for illustrative purposes only.
Creating Strategies for Instruction

- Demonstration
- Intervention
- Shared Response
- Combination

(Opitz & Ford, 2001)

Video: Building with Shapes
### The teacher wants to know...

#### Building with Shapes Behind a Barrier – Cindy and Marvin June 2

<table>
<thead>
<tr>
<th>Skills Observed</th>
<th>Cindy</th>
<th>Marvin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed 2-step directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created pattern block design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Described design</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Interactive Segue

Does your group have a favorite game or activity, such as “Simon Says” or using a recipe to make a snack?

Please type your group’s favorite game or activity into the chat box.

Why is it a favorite?

- Familiar
- Encompasses multiple domains
- Interactive
- Other
Planning Activities

- Repeat favorites
- Adapt favorites
- Build on strengths
- Design for multi-entry
- Consider what data may result from the activity

Video: Words for Pictures
Skills Demonstrated . . .

- Use words to describe pictures
- Organize words to tell a story about the pictures
- Sound out words
- Write words
- Work together

Let’s Review

- Part 1: Noting The Things Children Do
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