

# **Child Assessment Information**

**Jacqueline Jones, Ph.D.  
Assistant to the Commissioner  
for Early Childhood Education  
NJ State Department of Education**

# TOPICS

- **Classroom-level Assessment**
- **Sharing Documentation**
- **Improving Practice**



# Assessment

The process of collecting and interpreting evidence of learning in order to make *informed* judgments

# Purposes of Assessment

Support learning

Identify special needs

Evaluate program

High-stakes accountability

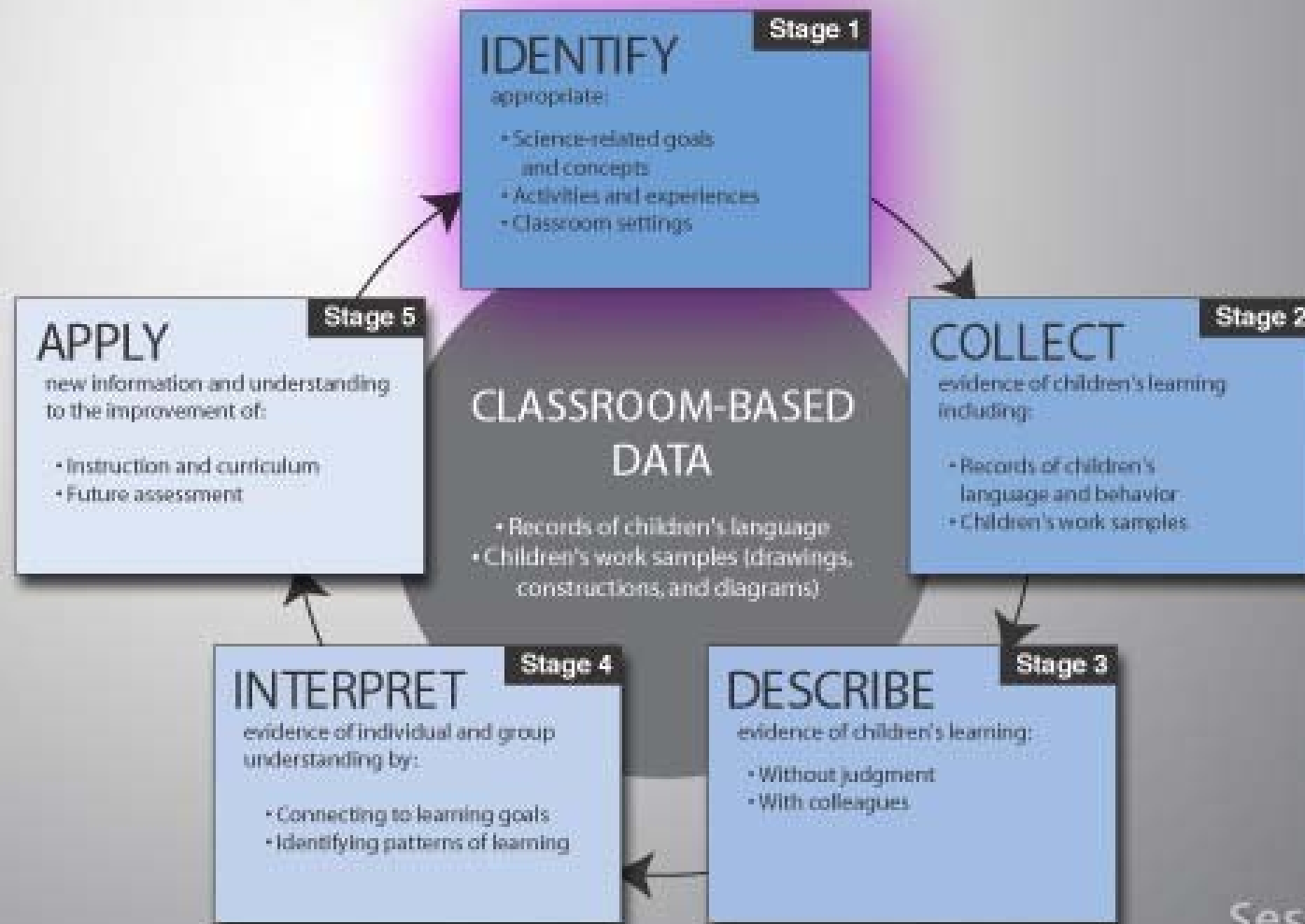
# Classroom-level Assessment

- What does it look like?
- How is it collected?

# Guiding Principles

- Variety of evidence from multiple sources
- Evidence of learning is collected over time

# The Documentation-Assessment 5-Stage Cycle



Session 2

# Sharing Documentation

In Small Groups:

- Context of the work sample  
(prompt, group size, etc.)



# In Small Groups

- Description of the work sample
  - First impressions
  - Summarize descriptive statements and general themes

# In Small Groups

Interpreting evidence against  
standards

# Sharing Documentation

Across Groups:

- Blind scoring
- Comparing ratings

# Improving Practice

“Do use assessment results to individualize instruction so that it matches today's needs, not yesterday's.”

McAfee, Leong, & Bodrova 2004

# Improving Practice

“Don’t use assessment results to form unchanging ability groups or skill groups that track children and narrow their opportunities to learn.” McAfee, Leong, & Bodrova