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

**Stage 1:** Identify appropriate:
- Science-related goals and concepts
- Activities and experiences
- Classroom settings

**Stage 2:** Collect evidence of children’s learning including:
- Records of children’s language
- Children’s work samples (drawings, constructions, and diagrams)

**Stage 3:** Describe evidence of children’s learning:
- Without judgment
- With colleagues

**Stage 4:** Interpret evidence of individual and group understanding by:
- Connecting to learning goals
- Identifying patterns of learning

**Stage 5:** Apply new information and understanding to the improvement of:
- Instruction and curriculum
- Future assessment

**Classroom-Based Data**
- Records of children’s language
- Children’s work samples (drawings, constructions, and diagrams)
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
“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