

Assessment Overview and Directions that Apply to All Constructs

Teacher Materials

Document Name	Contents/Purpose
Construct Progression	Understandings, skill levels, performance descriptors, examples, background, rationale, resources
Assessment Means Form	Teacher instructions for Observation (including skill-level teacher guidelines and examples), Situation, and Task (if applicable)
Single Child Documentation Form	Skill levels and “watch fors,” place to document evidence for a single child over multiple times
Multiple Child Documentation Form	Skill levels and “watch fors,” place to document evidence for multiple children

Assessment means (Observation, Situation, Task): The preferred method of determining a child’s learning status is through Observation, the most naturalistic demonstration of the child’s skills. The next preferred methods are the Situation and the Task in that order. Only a few constructs have an associated Task, and most have a Situation.

What is evidence: Evidence refers to anecdotal notes, photographs, videos, work products, or anything else that provides documentation for what the child did and/or said with regard to the skill levels of the construct progression. The teacher collects and then interprets evidence to identify the child’s learning status on the progression.

Documenting evidence: The teacher should document what she/he sees a child do and/or hears a child say with regard to each construct. A teacher can enter descriptive notes on a child’s behavior on the documentation form or in the web-based platform. Additionally, evidence captured in pictures or videos can be uploaded to the platform. Finally, children’s work products can serve as documentation. Pictures or the work product itself can be included in a folder for the child, and pictures of the work products can also be uploaded to the platform. There must be supporting evidence for each child for each construct because the teacher needs to use the evidence to determine the child’s learning status.

How much evidence to collect: The teacher needs to collect enough evidence to be confident that the child’s learning status on the progression is identified correctly. A confident identification requires multiple examples of the child demonstrating the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate the skills at the next highest level.

Determining a child's learning status on a progression: The goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when learning a new skill, the correct placement is at a lower level where the child's performance is consistent. Children who are not yet at Skill A should be marked as "Emerging" for that progression. Children who demonstrate skills at the highest level of a progression or beyond should be marked at the highest level.

Instructions for Assessing All Children:

To collect evidence about the child's skills, the teacher should:

- Communicate with the child in a language and method the child understands and can respond in. This could be a language other than English (which could involve an interpreter), sign language, picture cards, electronic communication devices, or any augmentative or alternative communication system that allows a teacher to gain insight into what the child knows and can do.
 - As needed, involve an adult who speaks the child's language in collecting observational data, especially for those constructs that rely more heavily on language and communication.
- Interact with children as a teacher normally would. Unless the directions with the assessment means for a particular construct indicate specific restrictions, the teacher should:
 - Use or modify activities and materials to make them interesting and engaging for the child, given his or her background and individual interests.
 - Use feedback and other strategies to support a child's attention and engagement.
 - Repeat a question if needed or use different words to make a question more understandable (as long as the words do not tell the child how to do the skill being assessed).
 - Modify the situation or task directions as appropriate to reflect the racial and cultural norms of the children in your classroom.
 - For a child with a visual impairment, make sure the lighting is good, the materials are large enough, and marks on the paper are big enough for the child to see.
- Incorporate any accommodations, specialized equipment or other assistive technology that a child uses in daily classroom activities into the Observation, Situation, or Task for that child.
 - Note that the various situations developed to help a teacher pinpoint a child's skill level should be used as appropriate given the child's disabilities.
- When appropriate, remind a child to sit up straight with both feet on the floor so he/she can engage with the materials. Provide appropriate support with positioning for children who need it.
- Collect evidence at various times of the day and in various kinds of activities. If one particular time or activity seems especially challenging for a child, use a different one. If the child is tired, stop and try another time.

As part of the process of determining the child's learning status, the teacher should ***not*** model a skill for the child, allow the child to practice, or tell the child the answer. The evidence is being collected in context of ongoing classroom activities so, of course, instruction will be taking place every day. The goal for each child is to collect evidence to find out where the child is before instruction, review the evidence to determine the child's initial status, use the progression to guide instruction, and then document subsequent learning on the progression.