

# Module 1C: Session Handouts

## *Using Assessment to Support Development and Learning*

### Contents

Pre- and Post-Assessment.....	2
Facts vs. Assumptions .....	3
Teaching Strategies <i>GOLD</i> ® Objectives .....	4
Birth to Five-Year-Old Polling Cards.....	6
Practicing Assessing Sample Observation Documentation & Taking Quality Observation Notes .....	11
3-2-1 Action Plan.....	12
Glossary of Important Terms and Phrases.....	13
Adapt Scaffolding to Early Childhood .....	14

# Pre- and Post-Assessment

Module 1C: *Using Assessment to Support Development and Learning*

Date: \_\_\_\_\_

Trainer's Name: \_\_\_\_\_ Participant's Name: \_\_\_\_\_

Job Title:   Teacher                      Assistant Teacher                      Director                      Other: \_\_\_\_\_  
(circle one)

Ages you work with:   infants                      toddler: ones                      toddler: twos                      preschool                      pre-k  
(circle all that apply)   6 weeks to 12 months                      13 to 23 months                      24 to 35 months                      3 to 4 years                      4 to 5 years

**Instructions:** Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Understanding the importance of observation-based assessment and the connection between observation and lesson planning												
Understanding which activities in the daily schedule provide good opportunities for observing children's abilities												
Understanding what content should go into a high-quality observational note about a child's abilities												
Understanding how to use different strategies and techniques for taking observational notes about children's skills												
Using documentation and assessment to adjust curriculum, activities, and teaching strategies to promote children's development and learning more effectively												
Evaluating children's progress with reliability												

## Facts vs. Assumptions

1. Samantha didn't play with Amy and Elise in the blocks center.	Fact Assumption
2. Amy and Elise think Samantha doesn't want to play with them.	Fact Assumption
3. Samantha played in the dramatic play center alone again today (10 <sup>th</sup> day in a row).	Fact Assumption
4. Amy and Elise think Samantha is mad at them because she keeps playing by herself.	Fact Assumption
5. Samantha sat next to the other children and watched while they built with blocks and animals.	Fact Assumption
6. James put the rocks on the scale and weighed them evenly without help.	Fact Assumption
7. James weighed the rocks on the scale evenly because he's smart.	Fact Assumption
8. James played with the rocks because he likes them.	Fact Assumption
9. James counted the rocks one at a time while he evenly placed them on both sides of the scale.	Fact Assumption
10. James likes the way the rocks feel.	Fact Assumption

# Objectives for Development & Learning

## Social–Emotional

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

## Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

## Language

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

## Cognitive

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

## Literacy

15. Demonstrates phonological awareness
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations
  - b. Uses emergent reading skills
  - c. Retells stories
19. Demonstrates emergent writing skills
  - a. Writes name
  - b. Writes to convey meaning

## *Objectives for Development & Learning, continued*

### **Mathematics**

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

### **Science and Technology**

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

### **Social Studies**

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

### **The Arts**

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

### **English Language Acquisition**

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
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## Practicing Assessing Sample Observation Documentation & Taking Quality Observation Notes

**Picture 1 — Single girl with manipulatives:**

What are the different things you can observe and evaluate based on this photo documentation?

Which Teaching Strategies “Objectives for Development and Learning” are met by this observation?

**Picture 2 — Small group at puzzle table:**

What are the different things you can observe and evaluate based on this photo documentation?

Which Teaching Strategies “Objectives for Development and Learning” are met by this observation?

**Picture 3 — Child artifact sample:**

What are the different things you can observe and evaluate based on this documentation of student work?

Which Teaching Strategies “Objectives for Development and Learning” are met by this observation?

## 3-2-1 Action Plan

Training Topic: \_\_\_\_\_

Date of Training: \_\_\_\_\_

**3** – things that I learned in this training were...

**2** – things that I will share with a colleague and/or parent are...

**1** – thing that I will implement...

Name: \_\_\_\_\_

Center: \_\_\_\_\_

Director: \_\_\_\_\_

## Glossary of Important Terms and Phrases

### **Developmentally Appropriate**

Respectful of a child's age and stage of cognitive, emotional, and physical development.

### **DAP (Developmentally Appropriate Practice)**

Teaching and learning experiences that are grounded in the research-based knowledge about how children typically grow and develop. DAP requires careful and deliberate planning based on understanding the characteristics of a "typically developing" child, and recognizing that children vary within that norm.

According to NAEYC, three things should be taken into consideration to ensure DAP:

1. Knowing and understanding typical development and learning at different ages
2. Knowing what is appropriate for the individual children in the group
3. Knowing what is culturally appropriate for the children's families and community

### **Domain**

A specific area of knowledge.

### **Intentional (or with intentionality)**

To be deliberate or do with a purpose in mind – essential to DAP. Developmentally appropriate teachers are intentional about what they do and say in their classrooms, making decisions based on the researched typical progression of children's skills and growth.

### **Objective (objectivity)**

Lacking in bias or judgment, open-minded.

### **Scaffolding**

Refers to the support a teacher or peer provides in order for a student to learn how to do something on her or his own. The support can be verbal or physical.

For example, a teacher helps break down activities and tasks into manageable steps, thereby creating an opportunity for scaffolding. This means talking through the steps with students and showing examples. For instance, a child wants to learn how to zip a jacket on her own. The teacher will show the child each step she needs to take in order to do that: first, how to put the pin into the slider, and then how to hold the bottom of the zipper while pulling the slider up. Then the teacher talks through the steps as the child does it herself.

### **Learning or Development Standard**

A specific concept or skill that is expected to be known or performed by a specific time.

## Adapt Scaffolding to Early Childhood

*As a teacher, being responsive to each child's needs, strengths and interests requires knowing each child and the developmentally appropriate strategies for each child.*

October 13, 2011  
Lisa Dewey Wells

Web Version: <https://www.tolerance.org/magazine/adapt-scaffolding-to-early-childhood>

As a teacher, being responsive to each child's needs, strengths and interests requires knowing each child and the developmentally appropriate strategies for each child.

Scaffolding instruction is a tool that can help provide a natural way to model expectations and allow the student to practice meeting these expectations before turning over more responsibility to the student. Teachers can document lessons with photos.

The goal of scaffolding instruction is to explore concepts in the classroom by starting with the strengths of each learner. In most classrooms, you'll find a wide range of both social and academic skills. You will be able to tailor lessons to each child, build on their skills and help boost their confidence with scaffolding.

For example, if a child feels shy and afraid to speak, you can crouch down to make eye contact and model a simple greeting while acknowledging their feelings.

As you build a rapport, you can say, "Today, I want to hear your voice when you greet me at morning meeting." This provides a way to challenge the child and give him more control and input into the process.

Scaffolding can be used in an early childhood setting. Begin by exploring subject matter through projects and hands-on learning. A teacher can guide a child by asking questions, nudging children to explore concepts and building upon prior knowledge. This analysis and synthesis embeds knowledge beyond simple memorization or recall.

Teachers should realize that each child brings his own set of experiences and ideas to a lesson, regardless of the lesson's subject matter. And teachers can assess what learners know through dialogue, an understanding of the child's family and observations with children.

The next stage in scaffolding is to ask students what they know. This can be done on an individual basis, in small groups or with the whole group.

Let's say the subject of a lesson is light. By using flashlights, light bulbs of various colors or a light table with several objects to explore, a teacher can ignite a child's innate curiosity. Mining for what they know and what theories they are testing out as they explore these objects becomes easier.

Once you have a sense of what children know and what they want to know, it's time to begin nudging them. For children actively engaged with flashlights parts at the light table, a teacher silently observing students may be able to document in writing or with an audio recording what is said.

A teacher can use open-ended questions that help children connect ideas and use materials. For children who need practice sharing and engaging with peers, this is a good time to model this behavior. Scaffolding for the important social skills can be as simple as modeling language such as, “Lisa, tell Mary that you’d like a turn with the magnifier when she is finished.”

The first few times, Lisa may need you to provide this type of modeling language, “Lisa, I see that when you asked Mary for the magnifier, she gave it to you as soon as she was done.” As Lisa exhibits more of the desired behavior, be sure to let Lisa know you notice her effort.

Over time, children begin to learn the give and take requisite to play. Next you can focus on how to use materials in more creative ways or how to problem-solve when exploring materials or issues.

While children explore materials and test their theories about light and objects, it’s important that teachers are documenting what is said and heard. These notes can be shared with children through follow-up conversations or posted on the wall with photographs that document their progress.

By viewing themselves from the outside, children are often better able to make connections about learning or reflect back on where they have come from. “Oh yeah! I used to think the light came from a switch inside! Now I know the metal thing touches the metal on the bottom of the teeny tiny light bulb!”

Careful scaffolding enables this kind of connected, engaging learning to unfold for each learner.