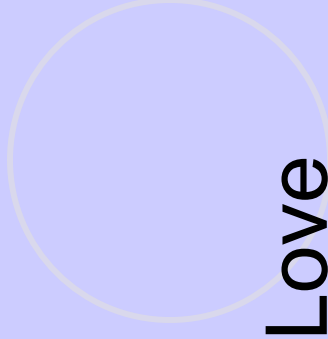


How Ongoing Assessment Supports Child Engagement in Inclusive Settings



Mary Lu Love

Lisa Van Thiel





Goals

- Use assessment data to inform curriculum development and implementation.
- Apply universal design principles to curriculum planning and implementation.
- Align curriculum goals and assessment using *Guidelines for Preschool Learning Experiences*.
- *What are your goals for today's session?*

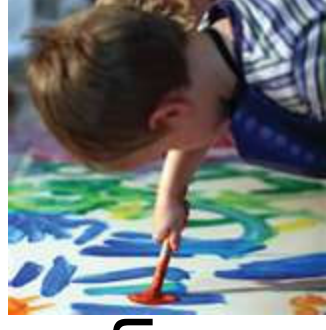
Reflection

- List the names of three students in your class.
- Answer the following questions for each student:
 - What are the student's interests?
 - How does the student prefer to learn?
 - What if any adaptations or accommodations have you made to meet each student's needs?
- What is the child's developmental level in counting?



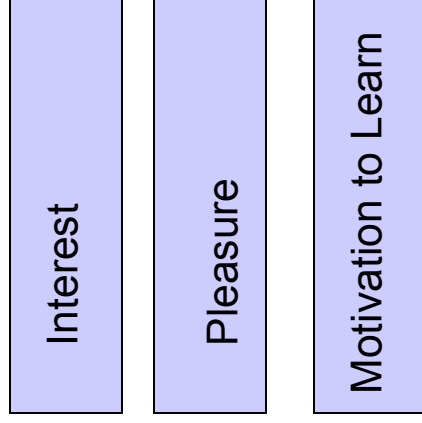
Why Is Student Enthusiasm and Engagement Important?

- Positive approaches to learning have been linked to academic success.
- Children's expressive and receptive vocabulary increases when they are enthusiastic and engaged.
- Children who demonstrate self-regulation and social competency in kindergarten have higher reading and math scores in later grades.

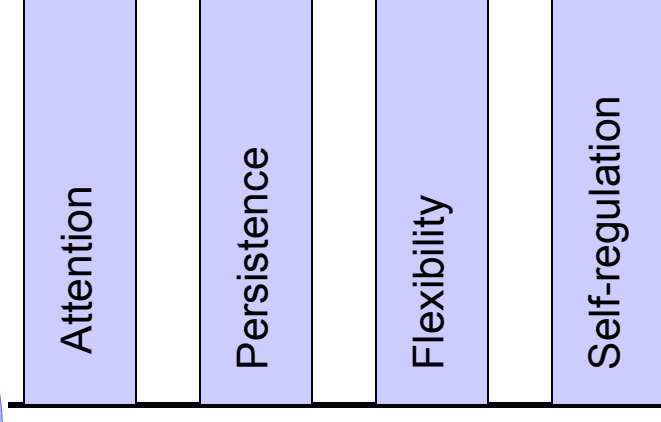


An Approaches-to-Learning Framework

Emotion/Motivation:
Enthusiasm for Learning



Action/Behavior:
Engagement in Learning



Hyson (2008)

Use Enthusiasm and Engagement to Inform Curriculum Planning....

- What are the child's interests?
- How does the student prefer to learn?
- What if any adaptations or accommodations are made?
- Use these hooks to inform planning.
- Refer to *Guidelines for Preschool Learning Experiences*



Adaptations and Accommodations

- Refer to your personal reflection sheet.
- What adaptations or accommodations did you list?



Could any of the adaptations and/or accommodations you listed support all learners?

Drawbacks of Accommodations

- Each solves only one student's problem.
- May take extra time to plan appropriate accommodation for each student.
- They **highlight** different learning styles.



What is Universal Design?



Consider the needs of the broadest possible range of users from the beginning.

Universal Design in Every Day Life

1. **Who** is the number one user of closed captioning?
2. Why do **you** use curb cuts?
3. What are the benefits of unisex bathrooms?

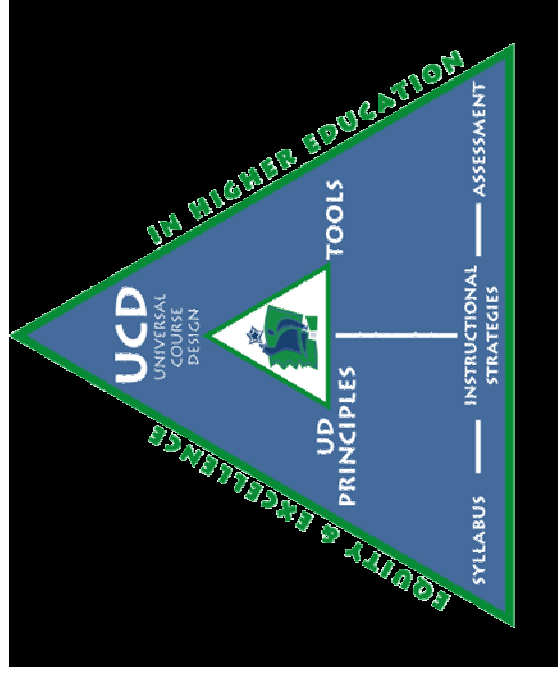


What Is Universal Curriculum Design?

Universal Curriculum Design (UCD) includes curriculum, instruction, assessment and the environment usable by all students, to the greatest extent possible, *without* the need for accommodations.

Universal Curriculum Design Website:

www.eeonline.org



Common Accommodations in Preschool Classrooms

Curriculum

- Shortening/lengthening timeframes in schedule
- Providing concrete objects, books and pictures for exploration of new concepts

Instruction

- Modeling
- Coaching

Assessment

- Observe children performing tasks in multiple settings
- Evaluating verbal and performance responses

Environmental

- Child size chairs/tables
- Tables of various heights



Universal Curriculum Design

- Emphasizes meeting individual needs of a broad range of students.
- Provides alternative ways students can engage in the learning process.
- Enhances access to the curriculum and instruction for all students.
- Removes physical barriers to successful learning.
- Provides flexibility without watering down the curriculum.

Approved EEC Assessments

- Creative Curriculum
- Work Sampling
- Ages & Stages
- High/Scope COR





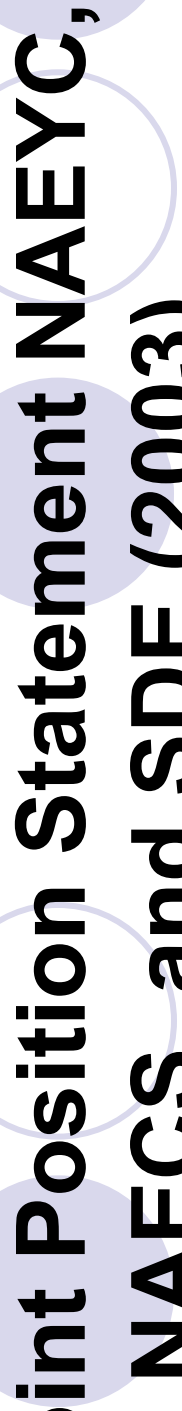
Assessment Tools Inform Instruction

When using the appropriate criteria on the assessment tool used by your program to determine each child's mathematically development, ask yourself....

- What do I know about this child's ability to count?
- What, if any, information is missing?
- What is the next step in this child's developmental level of counting?
- How will I scaffold a math activity to focus on the needs of all children?

How will you scaffold a math activity the three children you listed?

- How will the children be actively engaged?
- What materials are needed? (different/same)
- How will the teacher prompt higher level thinking?
- What modality will be used? (visual, auditory, kinetic, etc.)



Joint Position Statement NAEYC, NAECS, and SDE (2003)

*Early Childhood Curriculum, Assessment, and
Program Evaluation – Building an Effective,
Accountable System in Programs for Young
Children Birth Through Age 8*

Assessment: Process Versus Product

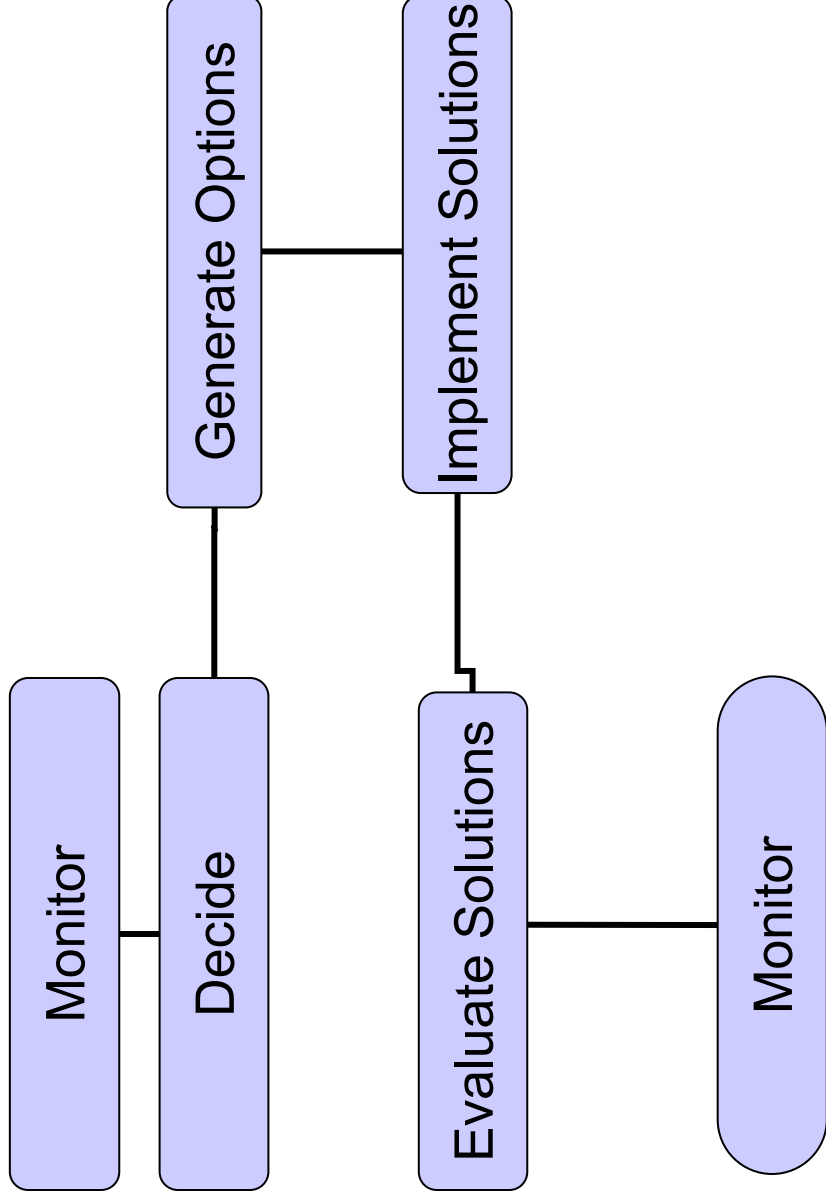
- What do we need to know about this child?
- What information do we already have?
- What questions do family members want answered?
- What environments are important to child's successful participation in the community?
- How can the child's participation be reliably assessed?

Two Views on Monitoring a Child's Progress

- Critical Skills Mastery (point in time)
- General Outcomes Measurement Approach (progress over time)



General Outcome Measurement Model



Authentic Assessment (Monitor)

- Child-Centered and Interactive
- Yield Information about Child's Behaviors and Preferences with People Objects, Events and Settings
- Links Development, Curriculum Planning and Implementation
- Evaluates Child within in the Context of Play, Social Interactions, Routines, Focusing on Demands and Expectations of the Environment

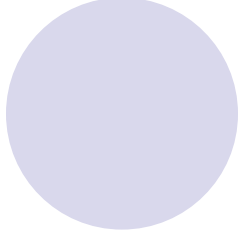
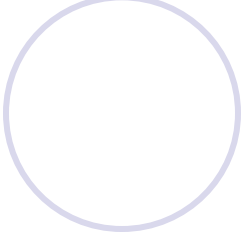
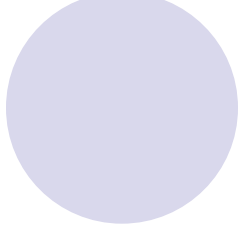
Reflection, Decision Making, and Planned Course of Action



Apply Universal Design Principles to Curriculum (Generation Options)

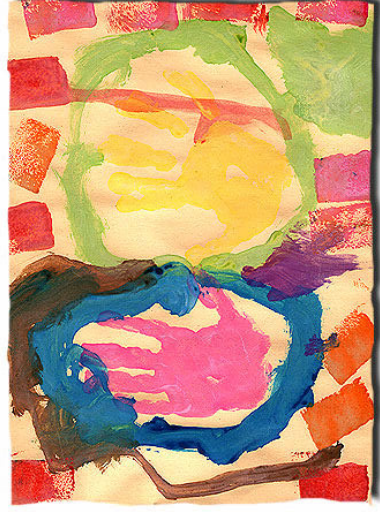
- Multiple Means of Representation
- Multiple Means of Engagement
- Multiple Means of Expression
- Multiple Settings
- Multiple Modalities

Implement



Reflect on Assessment Data to Support Child Engagements (Evaluation Solutions)

- Was the student engaged?
- Did the curriculum increase the child's conceptual development or skills?
- Was the instructional format appropriate for the child?
- What feedback was useful to the child?

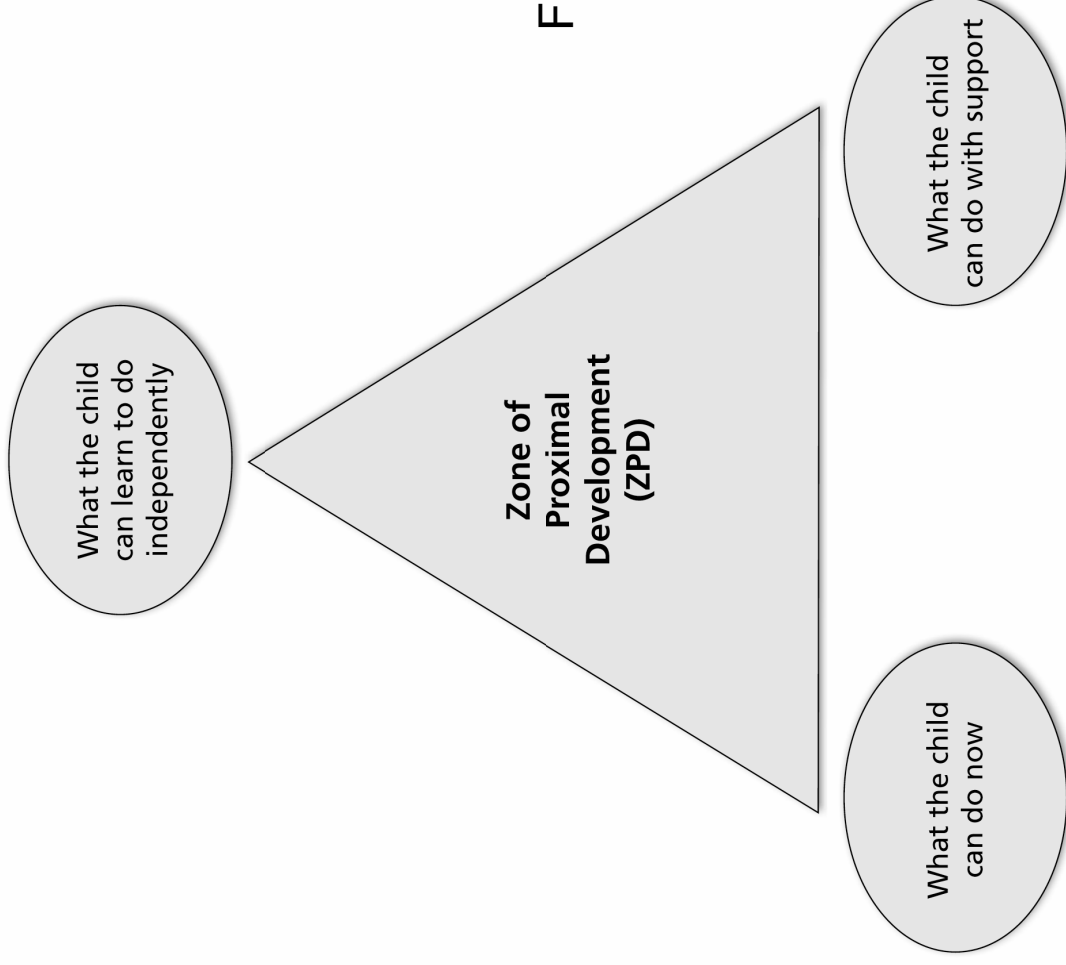




Document Progress

- Checklists
- Anecdotal Notes
- Portfolio Items
- Photographs
- Audio or Visual Recordings

Zone of Proximal Development



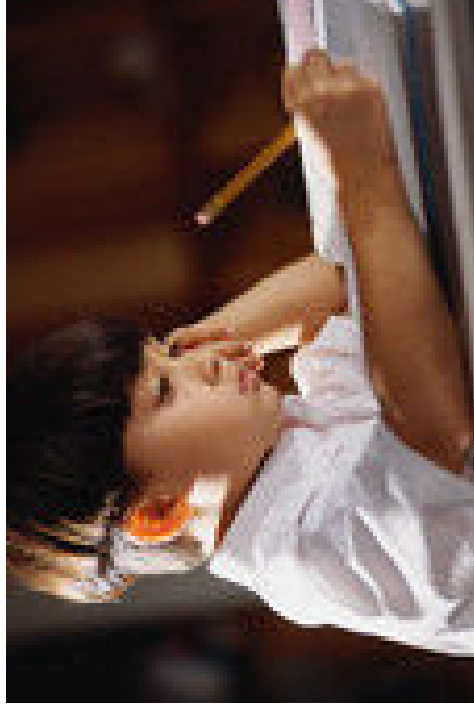
From Gronlund and James (2008)

Universal Curriculum Design Strategies

- Create **more than one activity** for every goal.
- Incorporate **student interests** into the curriculum.
- Value the process of **exploration and discovery**.
- Provide students with a **choice** for engaging with the curriculum.
- Choose books, materials, and activities that are **culturally responsive**.

Assessment

- Systematically Assess Children's Learning and Development.
- Monitor Progress Consistent with Specific Content, Skills, Strategies and Supports.
- Use Both Formal and Informal Assessment/Observation.



Effective Assessment System

- Review of Child's Prior Records
- Involve Families
- Use Systematic Observations
- Reflect on Documentation
- Monitor Progress Using Criterion on Checklist
- Use Assessment Information to Inform
 - Instructional Practices and Set Goals



Uses of Assessment

Ongoing Assessment Systems Is Used for:

- **Instructional Program Planning**
- **Placements/Groupings**
- **Progress Monitoring**
- **Program Evaluation**

Ongoing Assessment Is *Not* Used for:

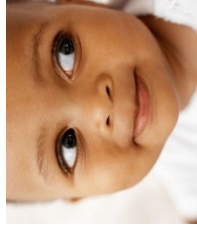
- Screening
- Diagnosis of Disability
- Eligibility for Services

Use Assessment Data To Engage All Learners



Individually

Seeing



Moving



Direct Instruction



Playing

Listening



Discussing



Doing