Measurement and Assessment Strategies

Checking In

Fieldwork

- Forum on Domestic Violence
- Family Literacy Nights
  - 5:30 - 7:00 PM
  - Group story & activity
- Class business

Family Literacy Nights

<table>
<thead>
<tr>
<th>DATE</th>
<th>SITE</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>November 9, Tuesday</td>
<td>Buena Park</td>
<td>Starbucks 1951 West Malvern Buena Park 92833</td>
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<td>November 17, Wednesday</td>
<td>Schweitzer</td>
<td>Pending</td>
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<td>November 23, Tuesday</td>
<td>Placentia</td>
<td>Placentia Head Start 840 South Melrose Street Placentia 92870</td>
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<td>November 30, Tuesday</td>
<td>Brea</td>
<td>Pending</td>
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<td>December 1, Wednesday</td>
<td>Topaz</td>
<td>Starbucks 3316 Yorba Linda Blvd, Fullerton 92831</td>
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<td>December 7, Tuesday</td>
<td>Magnolia</td>
<td>Starbucks 2219 W. Ball Road Anaheim 92804</td>
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**Purposes of Assessment**

- Used to:
  - Document success
  - Evaluate alternative programs
  - Motivate stakeholders
- Effective practice
  - Ongoing process
  - Planning → Practice → Assessment

**Informed DAP**

Information ➔

Planning ➔

Practice ➔

Assessment

effective practice = ongoing process

**The Process**

- Determine objectives
- Identify assessment strategy
- Collect/interpret information
- Develop response
Effective Assessment
- Guided by ethical principles
- Used appropriately
- Based on realistic setting
- Incorporates multiple sources

Assessment Choices
- Systematic vs. naturalistic setting
- Independent vs. participant observer
- Quantitative or qualitative measure
- Appropriate comparison
  - Norms
  - Success criterion
  - Individual progress

Qualitative Anecdotes
- Emphasize detail/context
- Minimize standardization
- Quality:
  - Objectivity
  - Specificity
  - Concrete examples
    - Observed behaviors
    - Direct quotes
  - Completeness
For Each Activity

- Observe child during activity
- Immediately record events
- Evaluate process
  - Child’s change/progress
  - Goals/completion of activity
  - Multiple perspectives
- Revise future plans

Effective Records

- Present facts not judgments
- Contain relevant information
  - Adequate context
  - No irrelevant detail

Quantitative & Rating Scales

- Emphasize standardization
- De-emphasize
  - Individuality
  - Context
- Quality
  - Reliability
  - Validity
Confidentiality Issues

- Assumed confidentiality
- Legal limitations (consent form)

Jumpstart Objectives

- Children will be ready for school
  - Language
  - Literacy
  - Social Skills
  - Initiative
- Teaching will be DAP
  - Session elements
  - Planning
  - Adult-child interaction
  - Family involvement

Jumpstart Assessments

- Child measure: School Success
  - "Questionnaire" for teachers
  - "Guide" for CMs
- Session measures:
  - Quality Standards
  - LITT
School Success Guide

- Combines 2 assessment approaches
  - Rating scale
  - Anecdotal records
- Used to
  - Identify target child
  - Measure progress
  - Plan appropriate activities

Quality Standards

- Specific focus every 2 weeks
- Deep (rather than broad)
- Uses qualitative information to support quantitative rating

Adult-Child Interaction Standards

- Warm & caring atmosphere
- Adults participate as partners
- Encourage children’s communication
- Effective reading strategies
- Allow child exploration
- Encourage child initiative
- Facilitate problem solving
- Respectful classroom management
**Environment Standards**

- Integrate language and literacy
  - In all/most activities
  - In all areas of classroom
- Consistent routines
- Active learning elements
  - Engaging materials
  - Exploration and manipulation
  - Child autonomy

**LITT**

- Language & literacy focus
- Broad rather than deep
- Entirely quantitative
- Reading
  - 1:1 & small group
  - Session & class assistance time
- Related activities
  - Exposure to print
  - Writing
  - Phonemic awareness

**Reflection**

- Goals
  - Practice observation & recording
  - Become familiar with target child
- Complete School Success Guide
  - Observe child
  - Record anecdotal notes
  - Complete scale items
- Write short qualitative summary