

Early Childhood Assessment System and AZ Dash

Director's Institute
September 13-15, 2016



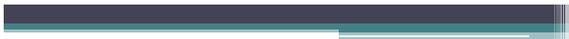


Objectives

Participants will:

- Receive information on why conducting assessment is important
- View AZ Dash
- Gain an understanding of each type of assessment in a comprehensive assessment system
- Explore the link between Pre-K and K-3 data

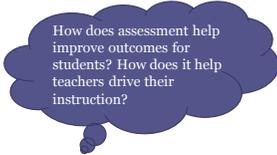




What assessments do we use in our local programs and why?

Examples from the field:

- DIBELS- literacy for K-3
- AZMerit- state assessment
- Galileo-benchmark assessment
- TSG-ongoing progress monitoring for preschool
- Locally developed assessments- meet the needs identified by the LEA

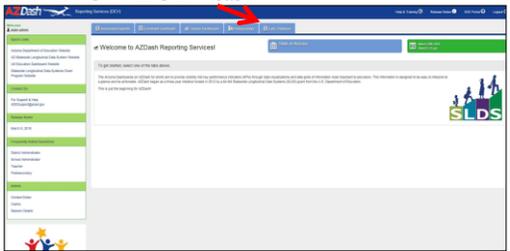


How is ADE's ECE unit helping to improve outcomes for students and drive teacher's instruction?



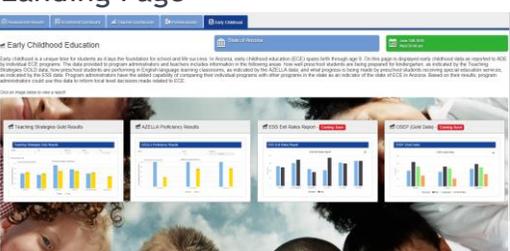
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AZ DASH-ECE Tab



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Landing Page



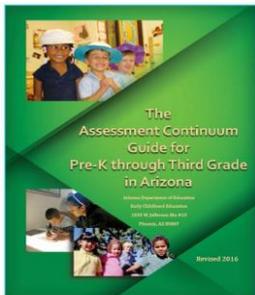
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AZ Kids Can't Wait

"We need to re-examine why we test students at all.....while some testing is useful, we are over doing it. The savings in instructional time and money will allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course."

-Arizona Superintendent of Public Instruction
Diane Douglas

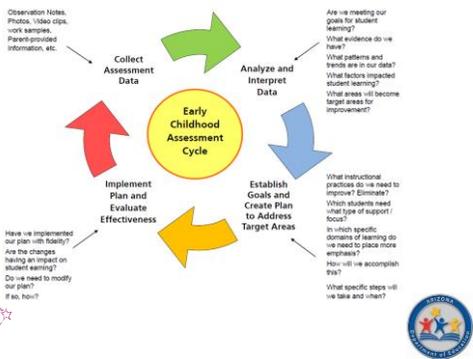




To develop a local assessment system, as defined by the U.S. Department of Education, "the program should have a coordinated and comprehensive system of multiple assessments"

Assessment Continuum Guide, 2016







- Universal Screener
- What to do after a screening if there are concerns?



- Ongoing Progress Monitoring/
Formative Assessment Process



- KDI
- K-3 Formative Assessment





- Universal Screener

***Identification (screening for possible disabilities) shall be completed within 45 calendar days after:**

- Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
- Notification to the public education agency by parents of concerns regarding developmental or educational progress by their child aged three years through 21 years (AAC. R7-2-401.D.5).



All Children should be screened, not just ones the parents have brought to the program





- Universal Screener

- List of developmental screening tools:
- ASQ-Ages and Stages Questionnaire-3rd edition
 - Brigance Screens
 - DAYC-Developmental Assessment on Young Children-2nd edition
 - Early Screening Profiles
 - FirstSTEP Screening Test for Evaluating Preschoolers
 - Learning Accomplishment Profile
 - Parents' Evaluation of Developmental Status





• Universal Screener



Arizona Department of Economic Security
Your Partner for a Stronger Arizona

Common Question from the field:
"Do we have to rescreen children that come in from AzEIP?"





• Ongoing Concerns After Screener?

CDA-Evaluation

Not every child is going to have an evaluation completed. It is based on the results of the screener. Often referred to as Comprehensive Development Assessment (CDA); a full and individual evaluation of the child in all developmental areas must be conducted:

1. Cognitive
2. Physical
3. Communication
4. Social/emotional
5. Adaptive development
6. Sensory (hearing and vision)





• Diagnostic

There are mandatory components to administering a CDA:

- Uses at least two measures
 - one must be a norm-referenced standardized instrument
- Is administered by at least 2 certified professionals as part of an evaluation team
- Includes parent input and collaboration



Screener

- Universal Screener
- Diagnostic

Formative

- Ongoing Progress Monitoring/
Formative Assessment Process

Link to K-3

- KDI
- K-3 Formative Assessment




Formative

- Ongoing Progress Monitoring





Formative

- Ongoing Progress Monitoring







Formative • Ongoing Progress Monitoring



The current identified Ongoing Progress Monitoring tool for ECE classrooms. It is mandated* for all:

- ECE IDEA children (Special Education)
- PDG programs
- Title 1 programs



*Any program can opt into utilizing this tool.



Formative • Formative Assessment

Characteristics of Formative Assessment

- Learning Progressions
- Goal setting
- Evidence of Learning
- Descriptive Feedback
- Self- and Peer- Assessment
- Collaboration
- Sharing with families



Screener • Universal Screener
• Diagnostic

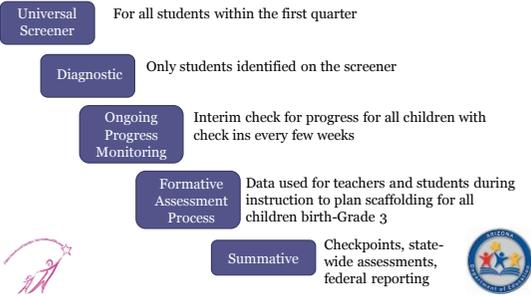
Formative • Ongoing Progress Monitoring/
Formative Assessment Process

Link to K-3 • KDI
• K-3 Formative Assessment





Coordinated and Comprehensive System of Multiple Assessments





Discuss with a colleague the statement:
"The reason behind assessment is...."



Questions?



Resources

Supporting Formative Assessment for Deeper Learning: A Primer for Policymakers. CCSO (2014)

Distinguishing Formative Assessment from other Educational Assessment Labels. CCSO (2012)

Using Formative Assessment to Improve Student Achievement in the Core Content Areas Southeast Comprehensive Center - Brief Paper (January 2012)

Formative assessment and next-generation assessment systems: Are we losing an opportunity? Paper prepared for the Council of Chief State School Officers. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing. (2010)

Formative Assessment: Making it Happen in the Classroom - Margaret Heritage (2010)

Connecting Formative Assessment Research to Practice: An Introductory Guide for Educators. Learning Point Associates (2009)

Assessment-Driven Instruction: A System Approach - Linda Diamond (2005)