

PREFACE

We live in a challenging time for American education. Some of the important issues facing educators of the day include accountability (Common Core State Standards, Head Start Outcomes), outcomes-based curricula, high-stakes tests, management of scarce resources, and shortage of highly qualified early childhood teachers—particularly ones skilled in multicultural curricula, inclusion and teaching English learners. For early childhood educators, the first formal teachers in the lives of young children, the challenges are enormous. Family collaboration, respect for cultural diversity, appropriate early intervention assessment, and appropriately matching curricula to assessment practices are just a few of the demands.

ASSESSMENT IS A REQUIRED COMPETENCY FOR EARLY CHILDHOOD TEACHERS

Crafting an assessment system is one of the most important tasks and challenges for early childhood educators. Early childhood teachers must, therefore, be mindful of the responsibilities they assume as they assess and participate in teaching, evaluating, and placing the young children and families they serve. Thorough knowledge of child development, formal and informal assessment measures, standards and benchmarks, data collection, statistics, characteristics of standardized measures, variables in consultation with families, and portfolio and performance assessments are required competencies for the professional early childhood educator. Early childhood assessment decisions affect infants, young children, and their families for life.

ABOUT THIS TEXT

This text is written for the teacher who wants to understand the broad range of assessment issues in early childhood and deliver an effective educational program for all young children from birth through age 8. Accordingly, it reflects the knowledge base of early childhood education and early childhood special education. It provides illustrations of appropriate practice for prospective teachers and discusses current trends for experienced teachers. It approaches assessment as an integral part of the teaching and learning process. Key components of the assessment system include cultural competence, family collaboration, and a vision of inclusionary practice in all early childhood environments. Relevant professional standards are addressed throughout. The text is written in nontechnical language with support from the most current research. All “hot topics” are included as well—standards-based and outcomes-based teaching, high-stakes testing, Response To Intervention (RTI), coping with legislative demands, as well as relevant technology in the assessment process.

ORGANIZATION OF THIS TEXT

The text is organized holistically. Chapter 1 begins with an orientation to assessment through the age span of early childhood: birth through age 8. Family collaboration and involvement are introduced in Chapter 2 as important elements in assessment. Chapter 3 discusses observation as the heart of all assessment. Chapters 4 and 5 describe the basic concepts of measurement and where and how an educator can put them into practice. Chapter 6 addresses the use of assessment strategies to facilitate individualization of instruction and behavioral management. Chapter 7 shows how to record and report assessment results to others, with an emphasis on learner empowerment and family involvement. Chapter 8 consists of real-life examples as well as child

studies showing how such studies aid in understanding child progress by providing formative assessment data. The chapter guides the student in building a child study. Chapters 9 through 11 focus on the special assessment issues for infants and toddlers, preschoolers, and children in the primary grades. Appendixes illustrate assessment concepts and show broad, specialized resources.

NEW TO THIS EDITION

New CoAuthor for This Edition

Lee Ann Jung joins this edition as coauthor. Dr. Jung brings a wealth of experience and expertise related to early childhood inclusionary practice and family collaboration. Her contributions to this edition are substantive, important, and thoughtfully implemented.

Key Features of the Text NEW to this Edition

- Videos integrated in the Pearson eText
- Learning outcomes
- Cultural Connections feature
- Increased emphasis on English learners
- Portfolio template with examples from the field (in the Appendix and throughout the text)
- Technology Connections with ideas for classroom implementation
- All chapters have updated research, suggested online searches, and recommended readings

FEATURES UPDATED

- Spotlight on inclusion of children with disabilities
- Collaboration with families
- Learner empowerment and self-assessment
- Each chapter includes Terms to Know, Learning Outcomes, Reflection Questions, web links, field activities, case vignettes, Voices From the Field (teacher stories), activities for classroom discussion, and suggested additional readings
- The text includes a child development milestone guide, a test review guideline, reviews of commonly used tests, a glossary, guidelines for choosing technology and software, and practical examples throughout

New Chapter Updates in This Edition

Chapter 1: This chapter provides the landscape of assessment, including a focus on the purposes of assessment. The focus on standards, and in particular the Common Core State Standards, is discussed within the process of assessment.

Chapter 2: In this chapter there is a shift from the topic of parent involvement to reciprocal, collaborative family involvement. Current recommended practice for family-centered care is a theme throughout the chapter. There is detailed discussion of ecomaps and routines-based interviews as methods for collaborating with families with examples of each. A new focus on suggested procedures to use when interviewing families is included. This chapter now addresses the topic of challenging interactions with families, giving the reader detailed suggestions for navigating this issue. Expanding on the emphasis on families as experts, attention is drawn to communicating with families who are English learners and those whose children face developmental and learning challenges. Featured is an example of a school district in transition as it strives toward best child and family practice in an accountability atmosphere. There are also family vignettes.

Chapter 3: Observation at the heart of assessment includes attention to the variables of classroom setting and life as well as a focus on individual children. This chapter features an

expanded observation checklist based on the Transdisciplinary Play-Based Assessment. A new discussion of learning stories as a method for recording observations is included in this chapter. The technology connections portion of this chapter discusses ways to use videography and photography as part of the assessment system.

Chapter 4: Updates in this chapter feature a streamlined and updated discussion of the concepts of reliability and validity. New examples are included to help readers gain a solid understanding of measurement concepts involved in selecting, administering, and scoring norm-referenced instruments. There is an expanded discussion on types of test scores for the purpose of helping readers explain test results to families and others.

Chapter 5: This chapter includes an expanded discussion of Response To Intervention and the use of screening measures in that process. There is an enhanced discussion of formative and summative assessments to support the reader's understanding of which measure is appropriate for various purposes. The discussion of measurement for accountability is extended to include discussions of current initiatives, such as the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium.

Chapter 6: This chapter is now organized around five purposes for assessment:

1. to address a challenging behavior
2. to collect information for referring a child to a multidisciplinary team
3. to collect information for a child who is receiving intervention in a Response To Intervention (RTI) model
4. to select outcomes and interventions for a child who has developmental delay or disability
5. to increase the language skills of an English learner (EL)

There is an example of a functional assessment of behavior with discussion on how to use the results to plan instruction. The discussion of Response To Intervention is expanded, updated, and supported with current research and practice. The *WIDA MODEL (Measure Of Developing English Language)* is presented in this edition.

Chapter 7: In this chapter, there is a new focus on standards-based grading with up-to-date guidelines for practice. Also, the Inclusive Grading Model is introduced as a method for grading exceptional and struggling learners. There is an increased focus on nontraditional conferences, such as student-led conferences, with a sample student-led conference agenda.

Chapter 8: This chapter includes a revised description for the preparation of child study, including child study in the RTI process. There are new child study examples showing informal and formal assessment and stakeholder reports—demonstrating the gamut of ways such studies offer teaching starting points as well as child progress documentation.

Chapter 9: The discussion on early intervention has been significantly expanded in this chapter to include additional details on referral and early intervention services. In particular, there is a focus on the development of an Individualized Family Service Plan and the use of a consultative model for delivering services. The discussion of the Individuals with Disabilities Education Act requirements for early intervention is extended.

Chapter 10: This chapter now begins with a description of several evidence-based approaches to preschool. Then it includes approaches to assessments that are consistent with the philosophies of these evidence-based approaches. New discussion of preschool special education and teachers' roles in assessment and service delivery are included.

Chapter 11: The Common Core State Standards are discussed in detail in this chapter with a link to implications for assessment in the primary grades. A focus on learning disabilities—the disability most likely to be identified in primary grades—is added.

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