



Early Childhood: Observation & Assessment

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Introduction

Welcome to *Early Childhood: Observation & Assessment*, an interactive distance learning course that explores observation and assessment instruments, along with recommended practices and available resources for infants, toddlers, preschoolers, and early elementary students. Content includes an emphasis on observing young children and on authentic assessment of their development and of early childhood learning programs. It also includes discussion of the three major components of assessment: 1) measuring developmental levels of children, 2) assessing for special education disabilities, and 3) program evaluation.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Early Childhood: Observation & Assessment*
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Instructor: Dr. Marrea Winnega
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Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, and tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout. A participant who fails to complete the entire course in the manner intended and as outlined, may have their grade reduced or fail the course. It is the student's responsibility to contact the facilitator, instructor-of-record, or VESi registrar if there is any question as to the manner in which this course is to be completed.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed as one part of a five-part series on early childhood education. After completing the five-course series, you will have covered most competencies found in a Child Development Associates (CDA) program; however, completion of all five courses does not earn participants a CDA unless they are formally enrolled in a program that recognizes these courses within that program. This course specifically covers competencies 1–9, 12, and 13 (**it is recommended you check on individual state competencies**), which all relate to the establishment of well-run, purposeful programs for young children that are responsive to individual needs and advance the development of the whole child. This course also incorporates the applicable Division for Early Childhood (DEC) recommended practices in early intervention/early childhood special education that were recently released. It is designed for anyone planning programs for young children: child-care providers, early childhood educators, and healthcare or social services providers, to name a few.

Expected Learning Outcomes

As a result of taking this course, you will demonstrate your ability to:

- Become aware of your own biases to become skilled in objective observation.

- Describe the cycle and functions of observation and assessment in early childhood settings.
- Learn best practices for observing and assessing the development of young children.
- Identify a variety of observation recording tools for developmental screening and program assessment.
- Learn advantages and disadvantages of each tool along with guidelines for choosing the most appropriate tool for different goals.
- Understand how to summarize and interpret observation data to assess children and programs.
- Apply observation data to planning for individual children and programs.
- Develop formats for documenting, sharing, and explaining observation and assessment practices and information to parents and colleagues.
- Design a personal strategy for gathering information and keeping records in a specific early childhood setting.
- Understand the process of a special education assessment for disabilities.
- Be able to conduct a program evaluation assessment.

Course Description

This course is designed to help educators, paraprofessionals, and others who care for children to observe and assess various aspects of children's development and programs. Participants will learn the components needed for strong observation skills, such as self-awareness, objectivity, confidentiality, and ethical guidelines. Web links to videos and other observation and assessment resources will be included.

The course then presents various types of observation and recording tools, along with the advantages and disadvantages associated with each. Students will learn how to set goals, plan, and choose the best instrument for specific situations. Included will be tools for assessing environments, programming, and child-staff interactions. The why, when, where, what, and how of conducting appropriate observations and authentic assessments will be covered.

Participants will gain techniques for organizing, analyzing, and interpreting observation data. This course will teach participants how to apply assessment information to improve program quality and to best meet the needs of individual children.

Students will discuss proper methods for displaying observations and sharing assessments. Included will be portfolio development and other documentation methods that make children's experiences visible. The course will then show ways to communicate observation and assessment information to parents and other appropriate adults. Students will apply course concepts by creating an observation and assessment plan for their own classroom environment.

Students will learn how to conduct a developmental standardized assessment for eligibility for special education services and about the federal rules concerning eligibility for special education services.

Finally, the advantages of program evaluation will be discussed.

Student Expectations

As a student, you will be expected to:

- Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also achieve an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Topics

General Overview of Chapters 1 through 6 Topics

- 1) Introduction to Observation & Assessment: What and why?
- 2) Definitions, History, and Trends in Early Childhood Assessment
- 3) Personal Ethical and Legal Guidelines: Best practices
- 4) Observing and Recording Tools: Using and choosing
- 5) Authentic Assessment of Children and Environments
- 6) Interpreting for Meaning: Analyzing and applying data
- 7) Documentations and Communication: Showing and sharing
- 8) Special Education: Standardized assessments and eligibility for services in special education
- 9) Program Evaluation: The components
- 10) Course Summary and Conclusion

Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade, since your required writing assignments have not been reviewed. Exceptionally

written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Because this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may affect your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary of a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined in each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words, with a 400-word maximum, per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission, you may go back at any point to edit your summaries—but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Facilitator Description

The original text for *Early Childhood: Observation & Assessment* was created by Darcie Donegan, and was then significantly updated by Joan Halverstadt in 2025. Joan has over 50 years' experience working with young children and their families. She also has taught child development, and mental health courses on the graduate college level for the past 30 years. Joan was a preschool-first grade teacher, owner of 11 daycares, school counselor, and director of Special Programs for over 50 years. She has her BA in elementary education from Whitman College, her master's in elementary education from George Mason University, and her educational associate degrees in school counseling (Seattle Pacific University) and school psychology (Seattle University). Joan is a Nationally Certified School Psychologist. Please contact Professor Halverstadt if you have course content or examination questions.

Instructor Description

Dr. Marrea Winnega is a licensed clinical psychologist with 20 years of experience in the field of autism spectrum disorders. Currently, she is an assistant professor of clinical psychology in the University of Illinois at Chicago's Department of Psychiatry. She consults for schools and agencies serving individuals with autism spectrum disorders, including Asperger's Disorder. She has also conducted numerous workshops, in-services, and trainings throughout the United States. Please contact Professor Halverstadt if you have course content or examination questions.

Contacting the Facilitator

You may contact the facilitator by emailing Joan Halverstadt at joanh@virtualeduc.com or calling her at 509-891-7219, Monday through Friday, 8:00 a.m.–5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists, please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance, then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom

left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

YouTube Video Links:

Assessment Practices: The ABC's of Comprehensive Early Childhood Assessments.

<https://www.youtube.com/watch?v=quFXICDhAJI>

Assessment Procedures: Special Education Best Practices for Transitioning to Preschool.

<https://www.youtube.com/watch?v=mhkxznGOoYo>

Authentic Assessment in Early Intervention. <https://www.youtube.com/watch?v=CjE3tSxhDDg>

5 Progress Monitoring Tips to Improve Instruction.

<https://www.youtube.com/watch?v=9YOyLPY82sA>

“Why Observation?” <https://www.youtube.com/watch?v=fAaS-vljDL0>

Web Resources and Assessment Systems

Ages & Stages Questionnaires®, Third Edition (ASQ-3™) is a parent-completed developmental and social-emotional screener used to pinpoint delays as early as possible. For use from 1 month to 5½ years. <http://www.brookespublishing.com/resource-center/screening-and-assessment/asq/>

Assessment and curriculum for children from birth to age 8 (grade 3). Early Learning Standards Task Force and Kindergarten Assessment Work Group, Pennsylvania BUILD Initiative & Standards for Learning, Pennsylvania's Departments of Education and Public Welfare Harrisburg, PA – December 2005. This state has great resources on the web, including recommendations, definitions, and curriculum.

The Battelle Developmental Inventory 2nd Edition (BDI-2™) is used to assess developmental progress from birth to 7 years, 11 months to screen for school readiness and eligibility for special education services. <https://psycnet.apa.org/doiLanding?doi=10.1037%2F05527-000>

Bayley Scales of Infant Development – BSID-II (Bayley, 1993). An update of the classic Bayley Scales, this test offers a comprehensive assessment of early childhood development for ages 1–42 months. Bayley Infant Neurodevelopmental Screener (BINS) is an instrument designed specifically for high-risk infants and contains items from the BSID-II Scales that assess cognitive, social, language, gross, and fine motor skills.

Brigance Preschool Screen III (2013) is a quick and easy screener for skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills. Early Childhood Screens III 0–35 months includes screens for infants, toddlers, and 2-year-olds; 3–5 years includes screens for 3-, 4-, and 5-year-olds; and K & 1 includes screens for 5- and 6-year-olds.

<https://www.curriculumassociates.com/products/BRIGANCEoverview.aspx>

Caregiver Interaction Scale (Arnett, 1989) has been widely used to measure the quality of caregiver–child interactions. There are 26 items and 4 subscales, each of which measures a different aspect of adult–child interaction: positive relationships (warmth and enthusiasm); punitiveness (harsh or over-controlling behavior); permissiveness (avoidance of discipline and control); and detachment (indicating lack of interactions).

https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/assessments-and-instruments/SmartStart_Tool6_CIS.pdf

Classroom Assessment Scoring System – CLASS (Teachstone, 2015). CLASS uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences. This observation instrument assesses the quality of teacher–child interactions in center-based preschool classrooms in three domains: Emotional Support, Classroom Organization, and Instructional Support. Used by Head Start programs and part of many states’ Quality Rating and Improvement System (QRIS) now.

<http://teachstone.com/class/>

The Colorado Department of Education website has assessment information. See for an optional 3-minute video titled *What Is Authentic Assessment?* This video is part of the Results Matter Video Series on Early Childhood Assessment. <https://www.cde.state.co.us/resultsmatter>

Creative Curriculum Teaching Strategies, Inc. Offers training programs, parenting and staff resources, and curriculum and assessment tools. The organization produces curriculum and teaching guides for infants through school agers and for family child caregivers. Materials are developmentally appropriate, straightforward, and easy to use. The assessment tool is called GOLD. The general website: <http://www.teachingstrategies.com>

- *The Creative Curriculum® Developmental Continuum Assessment Toolkit for Ages 3–5* is a kit with forms to assess up to 25 children in programs that implement The Creative Curriculum®.
- *The Creative Curriculum® for Infants, Toddlers & Twos Developmental Continuum Assessment Toolkit* has 21 objectives and enough forms for 25 children, along with step-by-step instructions.
- *The Creative Curriculum for Family Child Care* covers infants–school age with tips on working with multi-ages.
- *The Creative Curriculum for Kindergarten*. A single, powerful platform that integrates all the ingredients of a high-quality kindergarten program is available only from Teaching Strategies.

The Denver Developmental Screening Test (DDST) II (1992). This is a screener that looks at all four developmental areas and has been widely used, especially by healthcare professionals, to screen for disabilities.

The Devereux Early Childhood Assessment Initiative (DECA, 2nd ed.). The organization promotes partnerships among early childhood educators, families, and others who work with young children to enhance social and emotional development. This site has many resources and offers training, information, and products, including research-based observational assessment kits for infants and toddlers and for preschoolers. Includes tips for use during COVID-19. <https://www.centerforresilientchildren.org>

Developmental Indicators for the Assessment of Learning™, 4th ed. (DIAL™-4). This is a global screener developed by Mardell and Goldenberg (2011) for assessing large groups of children quickly and efficiently from ages 2.6–5.11 years. <https://www.pearsonclinical.com/childhood/products/100000304/dial-4-developmental-indicators-for-the-assessment-of-learning-fourth-edition-dial-4.html>

Early Childhood Assessment: Resources for Early Learning. This site covers informal and formal assessment methods and links: <http://resourcesforearlylearning.org/fm/early-childhood-assessment/>

The Early Childhood Environment Rating Scale (ECERS-3). (Harms, Clifford, & Cryer, 2013, Teachers College Press). This scale is designed to rate childcare program environments and practices and is divided into sections: personal care routines of children, furnishings and display for children, language–reasoning experiences, fine and gross motor activities, creative activities, social development, and adult needs. **ECERS-3** is the third revision of the ECERS, designed to assess group programs for preschool–kindergarten-aged children, from 2–5 years of age. Total scale consists of 43 items. (Also available in Spanish.) <http://www.ersi.info/index.html>. There are also other scales:

- **ITERS-3** *The Infant/Toddler Environment Rating Scale-3* (Harms, Cryer, Clifford, & Yazejian, 2017), the third revision of the ITERS, is designed to assess group programs for children from birth to 2½ years. Total scale consists of 39 items. (Also available in Spanish.)
- **FCCERS-3** *The Family Child Care Environment Rating Scale-3* (Harms, Cryer, & Clifford, 2019). A thorough revision of the FCCRS, designed to assess family childcare programs conducted in a provider’s home. Total scale consists of 38 items. (Also available in Spanish.)
- **SACERS-U** *The School-Age Care Environment Rating Scale Updated* (Harms, Jacobs, & White, 2013). Designed to assess before- and after-school group care programs for school-age children, 5–12. The total scale consists of 47 items, including 6 supplementary items for programs enrolling children with disabilities.

The Early Childhood Education Assessment (ECEA) Consortium, Council of Chief State School Officers (CCSSO) began in 2000 to guide policy makers on appropriate assessment systems in efforts to promote and ensure high-quality learning opportunities for young children.

Early Childhood News. Online resource for parents and teachers of infants to age 8.

<https://earlychildhoodnews.wordpress.com>

The Early Childhood Technical Assistance Center (ECTA Center) has a page dedicated to the screening, evaluation, and assessment of young children. Myriad sources are available, including reports with recommended practices, policy briefs from federal agencies such as the Administration for Children and Families, research articles, and more. <http://ectacenter.org>

Early Years Foundation Stage. (Department for Children, School & Families in the United Kingdom.) EYFS sets the standard for early learning and care from children from birth to 5. Its resources include areas of learning, an early years framework, and assessment. <https://www.gov.uk/early-years-foundation-stage>

Early Screening Inventory-Revised (ESI-R). This screener is for preschoolers ages 3:0–4:5, and kindergarteners ages 4:6–5:11.

Educational Resources Information Center: This is the home page for ERIC, a search engine connected to multiple sites on educational topics of all sorts. It's a great place to look for research articles or information. <https://eric.ed.gov>

edTPA (formerly referred to as the Teacher Performance Assessment) is a partnership between Stanford University and the American Association of Colleges for Teacher Education (AACTE). It is an assessment for would-be teachers conducted through a documented assessment process at the end of a teacher preparation program and before certification. It is consistent with NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs and the National Board for Professional Teaching Standards for Early Childhood. <https://www.pearsonassessments.com/teacherlicensure/edtpa.html>

Fluharty Preschool Speech and Language Screening Test–Second Edition (FLUHARTY–2). A screener for receptive and expressive language disorders in 3–6.11 year-olds.

A Guide to Assessment in Early Childhood. (2008). Office of Superintendent of Public Instruction (OSPI), Washington State. A guide to assessment of children from infancy to age eight. Most states have something similar online.

https://www.k12.wa.us/sites/default/files/public/earlylearning/pubdocs/assessment_print.pdf

Hawaii Early Learning Profile (HELP) is widely recognized as a comprehensive, ongoing, family-centered, curriculum-based assessment process for infants and toddlers and their families.

There are two different versions for different ages: [HELP: 0–3 years \(Hawaii Early Learning Profile\)](#) & [HELP: 3–6 years \(2nd ed.\)](#). Extends HELP 0–

3. <https://shineearly.store/collections/help-0-3-years-hawaii-early-learning-profile>

High Scope Educational Research Foundation. *The High/Scope Child Observation Record (COR)*® (1992) The High/Scope Foundation. These highly respected materials support active learning; the Foundation publishes the Cognitively Oriented Preschool Curriculum in addition to observation kits. https://highscope.org/wp-content/uploads/2018/03/COR-Advantage-to-KDIs_March-2018-SS.pdf

- *COR Advantage* (birth–age 6) is an observational assessment tool that measures developmental progress over time in eight areas. <https://highscope.org/what-we-offer/assessment/child-assessment/> It was made more user-friendly in 2018.
- *COR for Kindergarten* measures kindergarten readiness at entry and achievement of national standards throughout the kindergarten year in five domains.
- *Program Quality Assessment (PQA)* is designed to evaluate program quality and aids in identifying teachers' strengths and needs. Ensures compliance with national standards and data-driven guidance.

Making Learning Visible Project, a research group based at Project Zero at the Harvard Graduate School of Education, focuses on how observation and documentation promote and make visible children's learning. The site includes tools to help teachers understand different types of documentation and ways to develop and present meaningful documentation in and outside the classroom. Also included are protocols for documentation, including how to develop a question to guide documentation and ways to review and revise documentation throughout the process. <https://pz.harvard.edu/projects/making-learning-visible>

Mullen Scales of Early Learning (Mullen, 1995). This test measures cognitive ability and motor development quickly for children from birth to 68 months.

National Association for the Education of Young Children (NAEYC). NAEYC is a nonprofit professional organization dedicated to improving the quality of care and education provided to our nation's young children. It has many excellent publications on all aspects of early development and learning, including these assessment resources: www.naeyc.org

- Accreditation Assessment Tools: <https://www.naeyc.org/accreditation/early-learning/tools> (Must be a member to access the page)
- NAEYC Early Learning Program Accreditation Standards and Assessment Items: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_0.pdf
- Curriculum, Assessment, and Program Evaluation position statements webpage, which offers the full NAEYC and NAECS/SDE joint position statement (including a glossary of assessment terms); the NAEYC supplement, "Screening and Assessment of Young English Language Learners" (in Spanish and English); and a Where We Stand Summary for each (the supplement's summary in Spanish and English). The website provides the DEC companion paper, *Promoting Positive Outcomes for Children With Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation*, by the Division for Early Childhood of the Council for Exceptional Children.
- NAEYC articles and resources:
 - Assessment: <https://www.naeyc.org/resources/topics/assessment>
 - Observation: <https://www.naeyc.org/search/observation>
- *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8: Position statement with expanded resources* (November 2003) is based on the 2003 Joint Position Statement of NAEYC and the National Association of Early Childhood Specialists in State Departments of

Education (NAECS/SDE). This resource has research-based recommendations for assessment policies and practices, including indicators of effectiveness, trends and issues, principles with rationale, and developmental charts.

- “The Words We Use: A Glossary of Terms for Early Childhood Education Standards and Assessments” by Jana Martella (2004). In D. Koralek (Ed.), *Spotlight on young children and assessment* (Chapter 9). NAEYC. A list of the common vocabulary for observations and assessment.
- *Classroom Observation Assessment Tool* (2006) is the instrument used in NAEYC’s new accreditation system and covers infants–kindergartners. Used by many state QRIS systems. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/co_sv_itpks_-_2022.pdf
- NAEYC article, “Choosing an Appropriate Assessment System” by Amy Lynn Shillady (2004). In D. Koralek (Ed.), *Spotlight on young children and assessment* (Chapter 11). NAEYC. It includes a chart showing the most common assessment instruments.
- NAEYC article (2011), “Developing Kindergarten Readiness and Other Large-Scale Assessment Systems”; <http://www.readingrockets.org/articles/researchbytopic/51241>

NIEER (National Institute for Early Education Research) provides an informative page that includes the latest research findings, presentations, policy briefs, and reports focusing on the assessment of young children. The site includes a data bank with information on content standards for early education. Its mission is to improve the learning and development of young children by producing and communicating knowledge that transforms policy and practice. The group networks with local, state, national, and international leaders to design, conduct, and disseminate rigorous research, evaluation, and policy analysis. <https://nieer.org>

NWEA has many resources on assessment in addition to *75 digital tools and apps teachers can use to support formative assessment in the classroom*: <https://www.nwea.org/blog/2024/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/> It also has great resources on assessment basics.

Office of Head Start’s website includes resources for educators and program administrators on ways to assess child outcomes, ongoing assessment, and screening. Materials include the Head Start Child Outcomes Framework and related FAQs; tip sheets focusing on various assessment topics, including the difference between screening and assessing of infants and toddlers; and more. <https://www.acf.hhs.gov/ohs> or <https://eclkc.ohs.acf.hhs.gov>

- The Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF) has five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. It is grounded in comprehensive research about what young children should know and be able to do during their early years. To explore the ELOF, as well as resources within each of the central domains, check out the [Interactive Framework](https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework). <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>
- High/Scope’s Preschool Program Quality Assessment – PQA (High/Scope Educational Research Foundation, 1989). Resources and guidelines for program assessments.

Ounce Scale, Pearson Early Learning. (Meisels et al., 2003). This is an observational assessment instrument for infants and toddlers from birth to age 3½. Three elements and six developmental areas are included; the elements are the observation scale, the family album, and the developmental profile. Guidelines and useful information are also provided for parents and professionals. Also available in Spanish.

<https://www.pearsonclinical.com/childhood/products/100000403/ounce-scale-the.html>

“Q-Sort Assessment of Child-Teacher Attachment Relationships and Social Competence in the Preschool” (Copeland-Mitchell, 1997). Looks at the relationship between the quality of child-teacher attachment relationships and positivity of emotions, prosocial behavior, peer-rated likability, and teacher-rated social competence. Results show that attachment security with the teacher is related to prosocial behavior and teacher-rated social competence in preschool, and a secure attachment with a preschool teacher may partially compensate for an insecure mother-child relationship. <https://psycnet.apa.org/record/1997-02142-003>

Quality Rating and Improvement System (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. Resource guides and state-by-state information. <https://www.naeyc.org/our-work/public-policy-advocacy/states-quality-rating-and-improvement-systems>

Rossetti Infant-Toddler Language Scale. Identifies preverbal and verbal language development problems in infants to 3-year-olds and provides essential information to early intervention team members.

[Stanford-Binet Intelligence Scales for Children is a cognitive-ability test that is used to diagnose developmental or intellectual deficiencies in young children.](#)

Teaching Strategies GOLD™ is a tool selected by many states for measuring child outcomes because it meets federal data collection and reporting requirements, and is a research-driven, criterion-based tool that uses authentic assessment practices around 38 objectives. The same company that produces the Creative Curriculum books (see above). <http://www.teachingstrategies.com>

Wechsler Intelligence Scale for Children | Fifth Edition WISC-V. Pearson Assessments. It is an intelligence test that measures a child’s intellectual ability and five cognitive domains that affect school performance. The [Wechsler Individual Achievement Test | Fourth Edition \(WIAT-4\)](#) is an individually administered achievement.

Woodcock-Johnson Tests of Cognitive Abilities – Fourth Edition and Woodcock-Johnson Tests of Achievement (WJ IV ACH). The Woodcock Johnson Cognitive Abilities test assesses a child’s overall cognitive ability and oral language skills. The Achievement tests measure a person’s academic skills in reading, writing, and mathematics, as well as other academic knowledge and oral language abilities.

The Work Sampling System, Rebus, Inc., is an assessment system that measures and documents development and curriculum in preschool through 5th grade. This ongoing system focuses on performance assessment, including personal and social development, language and literacy,

mathematical thinking, scientific thinking, social studies, the arts, and physical development. <https://www.worksamplingonline.com>

You Tube. *Early Childhood Assessment Purposes.*

<https://www.youtube.com/watch?v=TQanyOvGumg>

You Tube. *What is Assessment in Early Childhood Education?*

<https://www.youtube.com/watch?v=e1E2EeNeHUQ>

ZERO TO THREE/National Center for Infants, Toddlers, and Families is a national organization focused just on infants and toddlers. Many resources, links and more! <http://www.zerotothree.org>

Webpages of special interest to students of this course:

- The Infant-Toddler Developmental Assessment–Second Edition (IDA–2) is a comprehensive, multidisciplinary, family-centered six-phase process designed to identify children birth to 3 years of age who are developmentally at risk. The IDA–2 includes the Provence Birth-to-Three Developmental Profile, a criterion-referenced measure of development in eight areas. May be used for screening and to develop an initial Individualized Family Service Plan (IFSP). <https://www.wpspublish.com/ida-2-infant-toddler-development-assessment-second-edition.html>
- Achieving the Promise of a Bright Future: Developmental Screening of Infants and Toddlers: <https://www.zerotothree.org/resources/71-achieving-the-promise-of-a-bright-future-developmental-screening-of-infants-and-toddlers>
- Developmental Screening and Assessment – A collection of recent resources. <https://www.zerotothree.org/early-development/developmental-screening-and-assessment>
- Infant and Toddler Development, Screening and Assessment: <https://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment>
- Developmental Screening, Assessment & Evaluation: Key Elements for Individualizing Curricula in Early Head Start Programs: <https://headstart.gov/sites/default/files/pdf/finaltap.pdf>

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- Bentzen, W. R. (2009). *Seeing young children: A guide to assessing and recording behavior* (6th ed.). Thomson- Delmar Learning. This resource contains detailed information about observation tools with many examples, forms, and tips. Also, it has informative observational exercises for students, organized by stage.
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Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

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COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letters will be assigned as follows:

90% to 100%	A
80% to 89%	B
70% to 79%	C
69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

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- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.
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