



Colorful star

The Right Stuff

Resources to Help Realize the Promise of Each Vermont Child



Featured Topic: Effectively Assessing Each & Every Young Child Issue No. 24 September 2018

The **Vermont Early Learning Standards (VELS)** remind us that when curriculum, instruction, and assessment are linked through the early childhood years, children do better (page 5). In addition, the **Vermont Guiding Principles** underscore the importance of “*equitable access to experiences that acknowledge and build on their uniqueness.*” This means that the ways in which we use assessment to gather and use information about each child reflect consideration of that child’s culture, language, abilities, and family heritage, values, and circumstances.

This issue of *The Right Stuff* has state and national resources related to screening, evaluation, and assessment. You’ll find print, audiovisual, and online sources for learning more about how to use assessment to support each and every child, including those with different home language, different abilities, and different life experiences. For more free resources on assessment go to <https://fpg.unc.edu/presentations/vermont-resource-collections>

Help Me Grow Vermont (0-8) <http://www.helpmegrowvt.org/>

Help Me Grow Vermont is a multi-faceted resource site, the purpose of which is connecting those who love Vermont's children to information and support. The website is divided by audience, with specific sections dedicated to the needs and interests of families and caregivers, health care providers, educators, and community service providers. The Help Me Grow program is committed to providing a centralized access point for information and referral and linkage to services, promoting family engaged developmental monitoring and screening for all children, training providers on use of the Universal Developmental Screening Registry, building collaboration among community programs, and educating and informing the community.

Vermont Early Childhood Comprehensive Assessment System Framework (0-9)

<http://education.vermont.gov/student-support/early-education/assessment>

The purpose of Vermont Early Childhood Comprehensive Assessment System (VECCAS) is to provide a framework of currently utilized assessments and current initiatives that support child assessment and screening, as well as an initial plan for implementation of a statewide early childhood comprehensive assessment system for Vermont. The VECCAS framework is intended to be referenced and used over an extended period of time for reflection, self-evaluation, and improvement in early childhood (birth-grade 3) efforts. This framework helps to address key questions facing those who are developing birth-grade 3 assessment approaches in their schools, districts, and communities.

Infant and Toddler Development, Screening, and Assessment Module (0-3)

<https://www.zerotothree.org/resources/72-infant-and-toddler-development-screening-and-assessment#downloads>

This online module provides child care consultants with information about screening and assessment of infants and toddlers. Content and activities address development, family engagement, observation/screening/ongoing assessment, and red flags.

DEC Recommended Practices Module: Assessment (0-5) <https://rpm.fpg.unc.edu/module-7-assessment>

Completion of this module will enable you to: 1) explain what assessment practices are, and describe how they support children’s short-term and long-term goals; and 2) describe key assessment principles to make optimal data-driven decisions related to intervention practices. The module introduces and illustrates the practices grouped in the assessment topic area in the DEC Recommended Practices. The DEC Recommended Practices were developed to provide guidance about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.

Pathways Awareness Foundation Motor Development Videos (0-6)

<https://www.youtube.com/user/PathwaysAwareness/videos>

If you’re looking for excellent video footage that shows what development looks like for children who are typically developing and those who aren’t, these are a great instructional resource. Print information accompanies each video and all are available in English and Spanish.

BIRTH TO 5: WATCH ME THRIVE! An Early Care and Education Provider's Guide for Developmental and Behavioral Screening (0-5)

https://www.acf.hhs.gov/sites/default/files/ece/ece_providers_guide_march2014.pdf

This guide includes information for early childhood leaders and professionals about how to implement universal developmental and behavioral screening that will reach every child. Accompanying the guide is a list of standardized developmental and behavioral screening tools and the Birth to 5: Watch Me Thrive! Toolkit, which includes information about healthy development, developmental and behavioral concerns, where to go for help, how to talk to families, and tips on how to best support children.

Using Child Assessment Data to Achieve Positive Outcomes (3-5)

https://youtu.be/PtR24V8z9_w

Administrators and teachers illustrate how they use authentic child assessment data to 1) inform classroom level instruction, 2) support teachers, and 3) meet the needs of individual children and their families.

Observing, Planning, Guiding: How an Intentional Teacher Meets Standards through Play (3-6)

<https://www.naeyc.org/resources/pubs/yc/mar2018/observing-planning-guiding>

The author shares examples of how children can meet and exceed standards through playful learning that combines open-ended experiences, child-directed initiatives, and teacher-guided activities.

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation (0-8)

<https://www.decdocs.org/position-statement-promoting-positi>

The Division for Early Childhood developed this document to be used in conjunction with the NAEYC-NAECS/SDE position statement (Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children), which puts forth general recommendations and guidance intended to apply to all young children, including those with disabilities. The recommendations in this document expand on and reinforce the recommendations in the more general position statement. By reading and implementing both sets of recommendations, practitioners and policy makers will have the benefit of complementary perspectives and expertise.

Early Childhood Assessment: Implementing Effective Practice: A Research-Based Guide to Inform Assessment Planning in the Early Grades (3-9)

<http://info.nwea.org/rs/nwea/images/EarlyChildhoodAssessment-ImplementingEffectivePractice.pdf>

This paper will help you understand the 'big ideas' early childhood thought leaders believe should guide assessment decisions for the youngest school-aged students (pre-kindergarten – 3rd Grade), discover what the research shows to be effective in terms of assessment in the early grades, and come away with a clear sense of next steps you can take to apply the research and best practices to your own assessment planning process.

Perspectives on Assessment the Development & Learning of Children Who Are Dual Language Learners (DLLs), PreK-Third Grade (3-9)

<http://www.cal.org/content/download/3373/41810/version/1/file/NRSECDLL2014-Espinosa.pdf>

The chronic academic underachievement of the DLL population across the nation, and their lower school readiness scores in mathematics and literacy at kindergarten entry clearly reveal the need for more effective assessment approaches that are linked to improved instruction for young DLLs. Linda Espinosa's 2016 paper is organized around the following questions: 1) What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs? 2) What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)? 3) What technical considerations are required for testing DLLs? 4) What do teachers need to know about the valid assessment of young DLLs?

The Right Stuff is a free, one-way listserv that is distributed monthly. Each issue features resources for supporting the learning and development of young children who are culturally, linguistically, and individually diverse, birth to Grade 3, and their families. All resources are readily available and free. **The Right Stuff** may be freely shared or reproduced. Past issues are available at <http://fpg.unc.edu/presentations/right-stuff>

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