



# DLM Early Childhood Express

Assessment in Early Childhood

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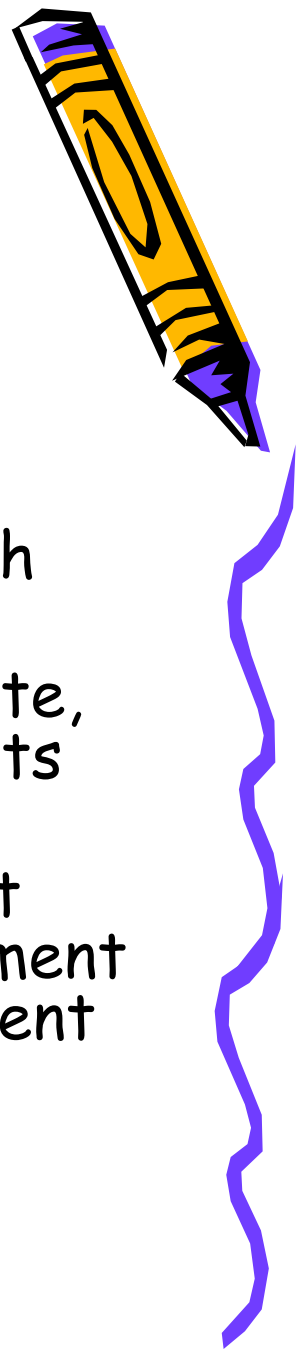
# What principles guide assessment for effectively improving student learning?



- Assessment is inherently a process of professional judgment.
  - Assessment is based on separate but related principles of measurement evidence and evaluation.
  - Assessment decision-making is influenced by a series of tensions.
  - Assessment influences student motivation and learning.
  - Good assessment enhances instruction.
  - Good assessment is valid.
  - Good assessment is fair and ethical.
  - Good assessments use multiple methods
  - Good assessment is efficient and feasible.
  - Good assessment appropriately incorporates technology.
- (Rudner, L.M., & Schafer, W.D. (2002). *What teachers need to know about assessment*. National Education Association: Washington, D.C.)



# DLM Principles of Assessment

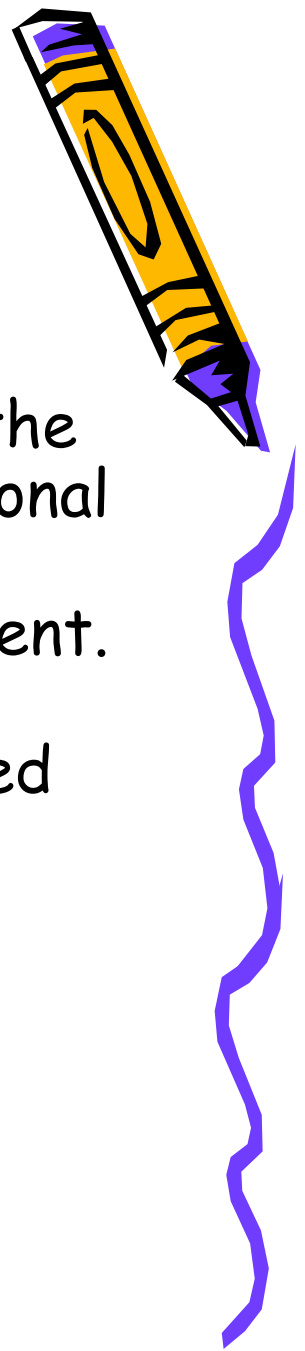


- Assessment should bring about benefits for children.
- Assessments should be age-appropriate in both content and the method of data collection.
- Assessments should be linguistically appropriate, recognizing that to some extent all assessments are measures of language.
- Parents should be valued source of assessment information, as well as an audience for assessment results. (Schiller & Irby, 2003- DLM Assessment Resource Guide)



# DLM and Assessment

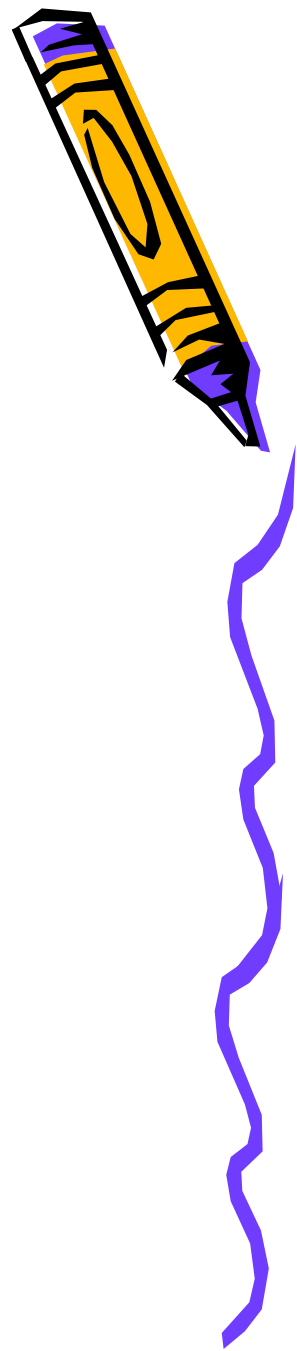
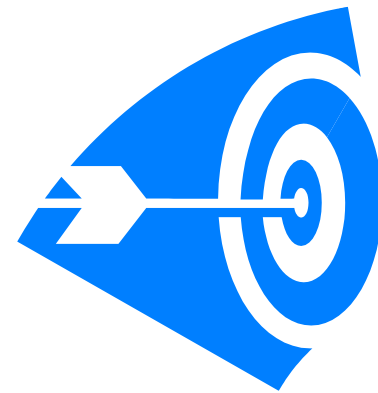
- Assessment is inherently a process of professional judgment.
- DLM truly places the teacher's professional judgment at the center of assessment. We know that assessment is based upon the teacher's professional assumptions and values.



# How?

- Versatility in use of the curriculum

Let's Look.





- Understanding this principle helps teachers and administrators realize the importance of their own judgments in evaluating the quality of the assessment and the meaning of the results.



Assessment is based on separate but related principles of measurement evidence and evaluation.

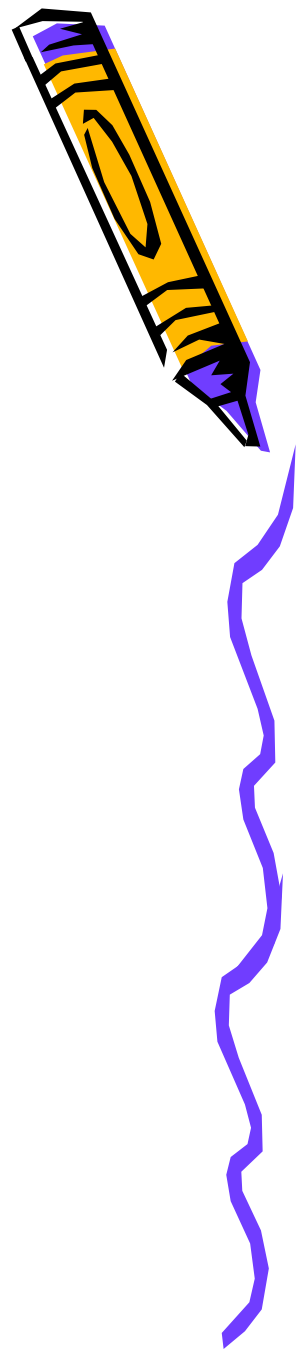


- This means that there is systematic analysis of evidence.
- Teachers are able to use their analytical skills to effectively interpret evidence and make value judgments about the meaning of the results.



# How does this happen with DLM?

- OPPORTUNITIES FOR OBSERVATION AND RECORDED DATA ON THE CHILD.





# Assessment decision-making is influenced by a series of tensions.

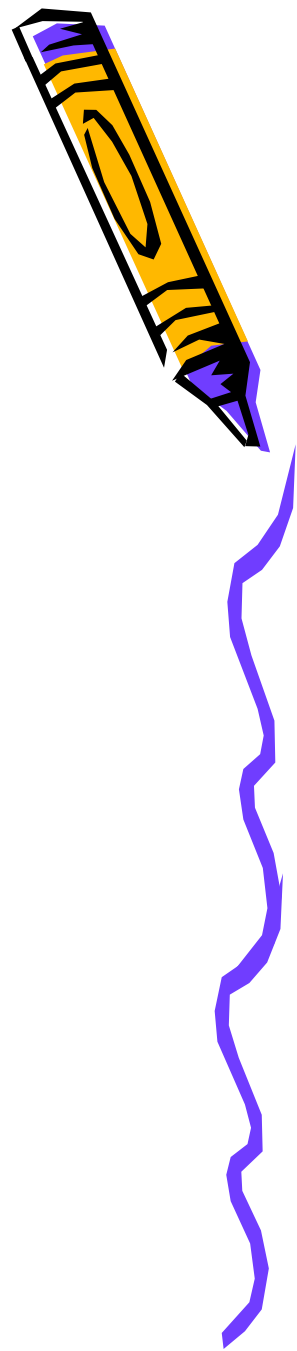


- Good teaching is characterized by assessments that motivate and engage students in ways that are consistent with teachers' philosophies of teaching and learning and with theories of development, learning, and motivation.



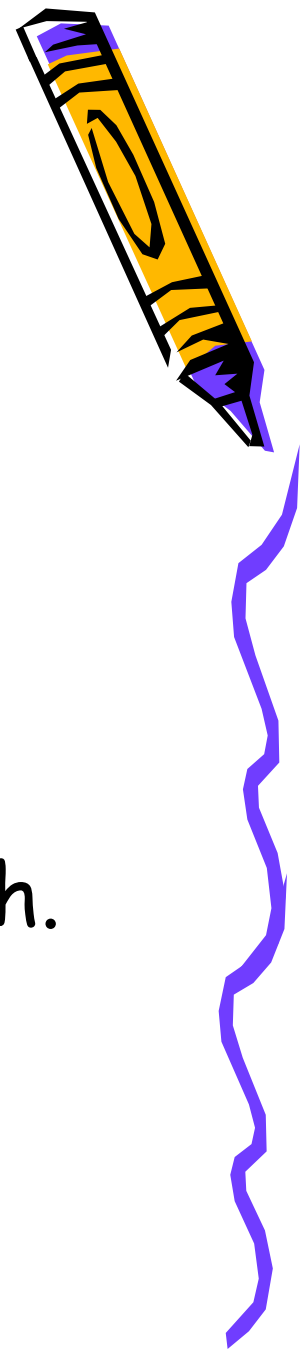
# Tensions Include

- Learning vs. auditing
- Formative vs. summative
- Criterion vs. norm-referenced
- Value-added vs. absolute standards
- Traditional vs. alternative
- Authentic vs. alternative
- Speeded tests vs. power tests

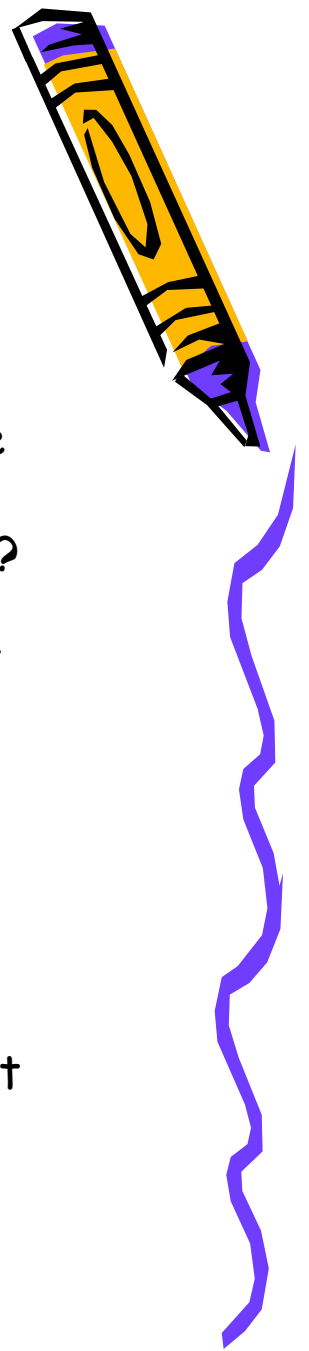


# How with DLM?

- Curriculum is motivational—
- And is consistent with theories of early childhood development and learning.
- It is based in brain-based research.



# Assessment influences student motivation and learning.



- Wiggins (1998) indicated that the nature of assessment influences what is learned and the degree of meaningful engagement.

Will the students be more engaged if assessment tasks are problems-based?

What is the nature of the feedback and when is it given to the students?

Recent research by Black and Wiliam (1998) indicated that students self-assessment skills, learned and applied as part of formative assessment, enhance student achievement.

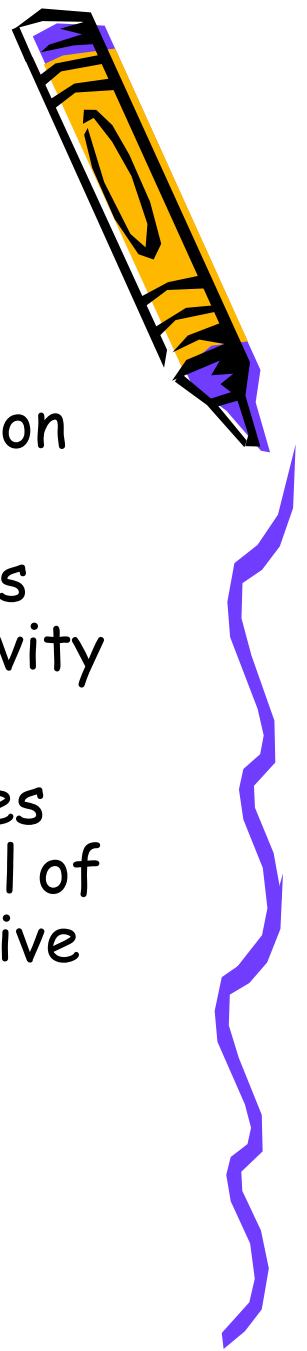


# How?

- There are built in opportunities for teaching the young child self-assessment skills through the reflect and assess and the questioning that is inherent in the curriculum.



# Good assessment enhances instruction.

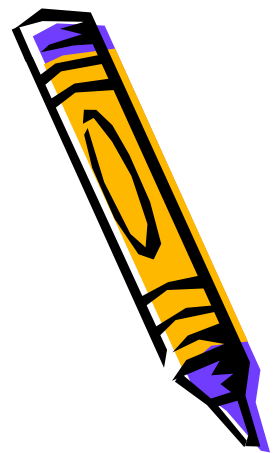


- Assessment influences the nature of instruction in the classroom.
- Many promote assessment as something that is integrated with instruction, and not as an activity that audits learning.
- It can inform the teacher about what activities and assignments will be most useful, what level of teaching is most appropriate, and how summative assessments provide diagnostic information.

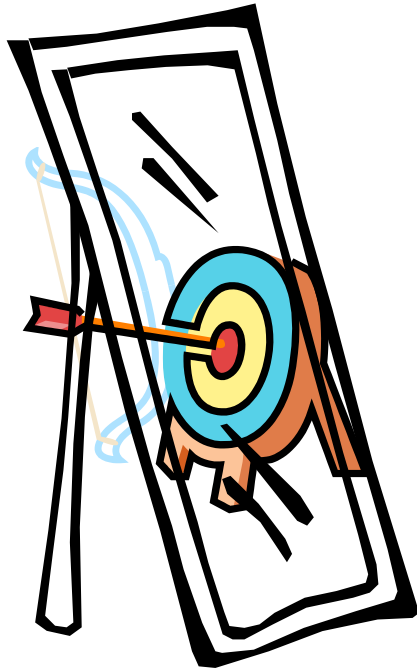


# How?

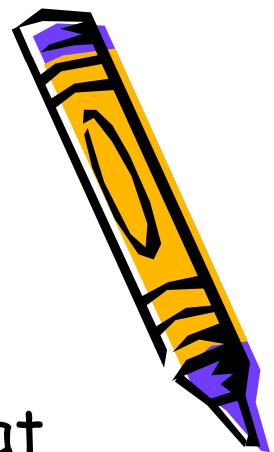
- Because there is continuous observation and feedback loops built in, the assessment of the child's progress allows for improved instruction. Additionally, the portfolio analyses assist in analyzing instruction.



# Good assessment is valid.



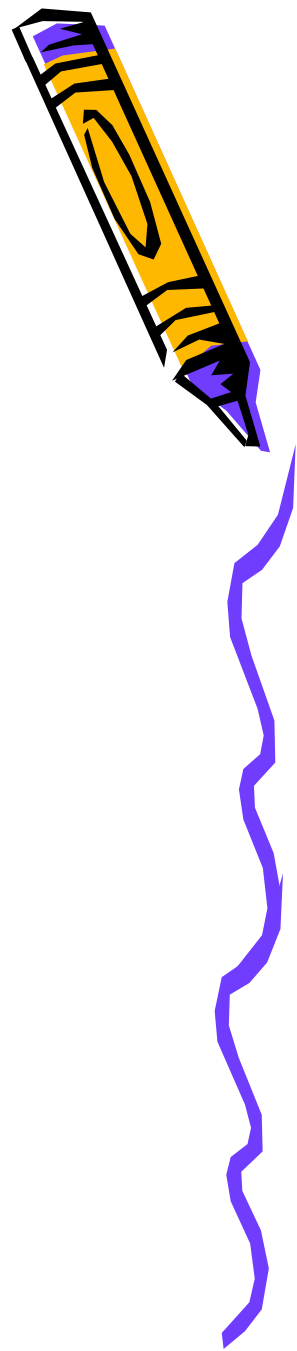
It is important that we infer appropriately from the results of the assessment and that we understand our roles in gathering and interpreting the evidence.



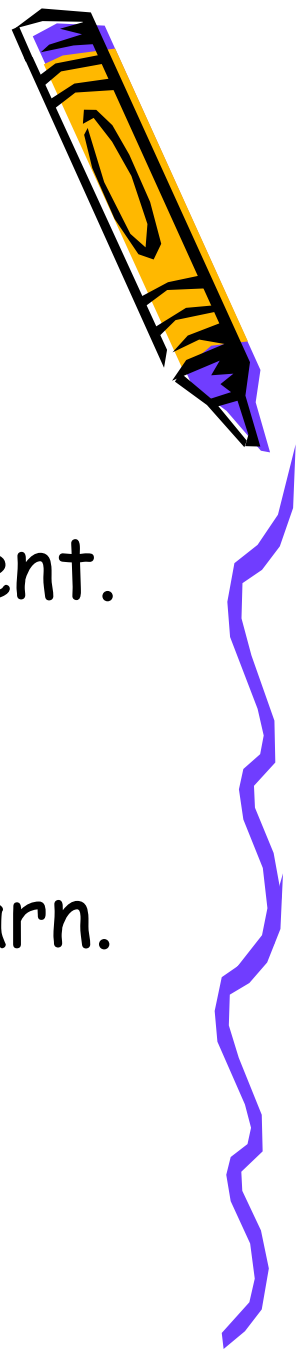


# How?

- Teachers have tools in DLM that assist in gathering valid data.



# Good assessment is fair and ethical.

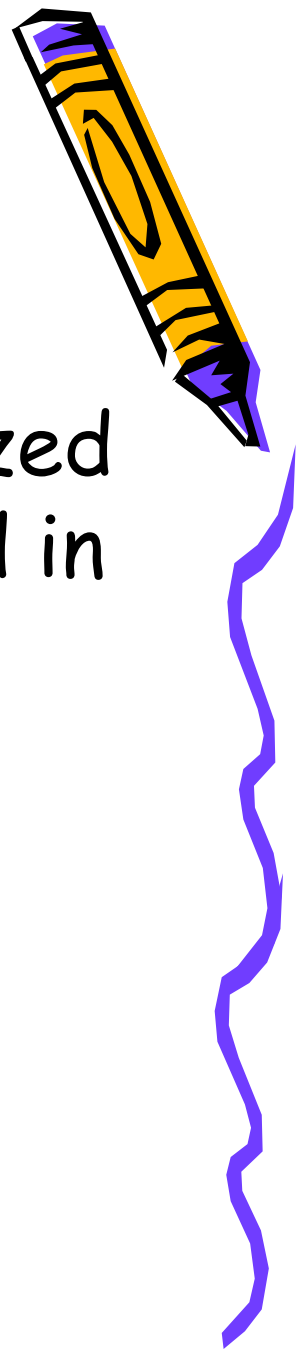


- It should be absent of bias.
- There should be equitable treatment.
- There should be equality of outcomes.
- There should be opportunity to learn.



# How?

- Portfolio assessment is individualized and is unbiased because it is based in the strengths of each individual child.



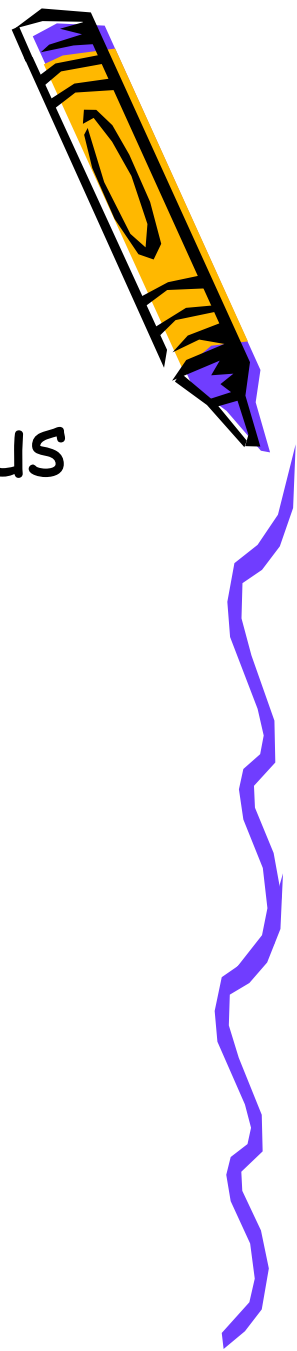


- There should be student knowledge of the learning targets and the nature of the assessment prior to instruction.
- Teachers should pay close attention to the students' prerequisite knowledge and skills, including test-taking.
- There should be avoidance of stereotypes in assessment.

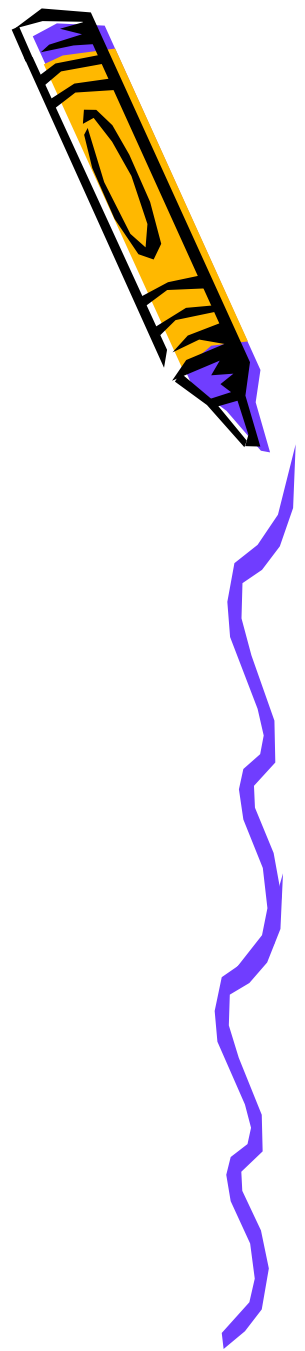


# How?

- Each lesson builds upon the previous one. Skills develop over time with the program.



# Good assessments use multiple methods.

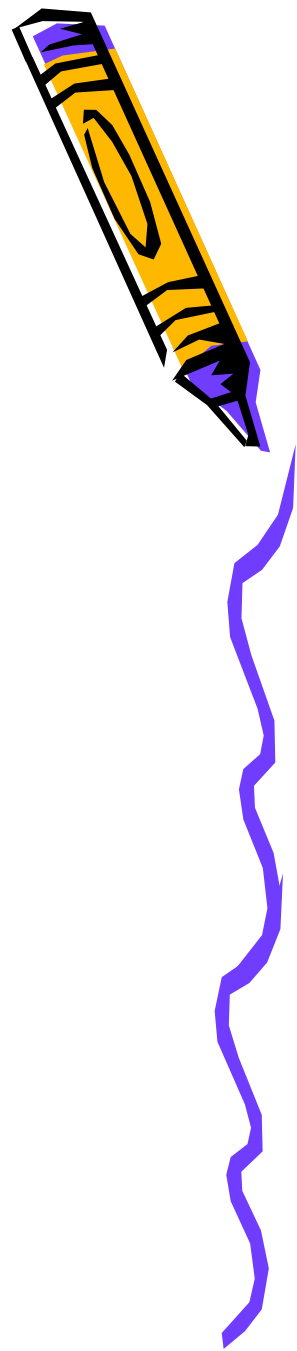


- Assessment that is fair, leading to valid inferences with a minimum of error, is a series of measures that show student understanding through multiple methods.

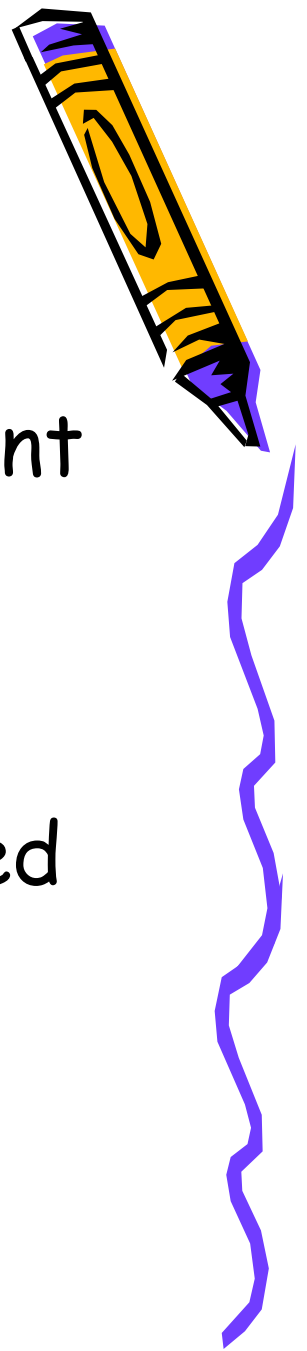


# How?

- Portfolio assessment includes:
  - Teacher report
  - Student report
  - Parent report
  - Standardized test data
  - Formative data
  - Summative data



Good assessment is efficient and feasible.



- Consider the efficiency of different approaches to assessment and balance needs to implement the methods required to provide a full understanding with the time needed to develop and implement the methods and score results.



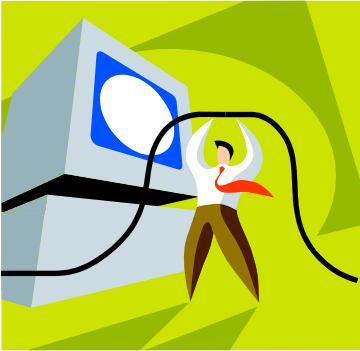


# How?

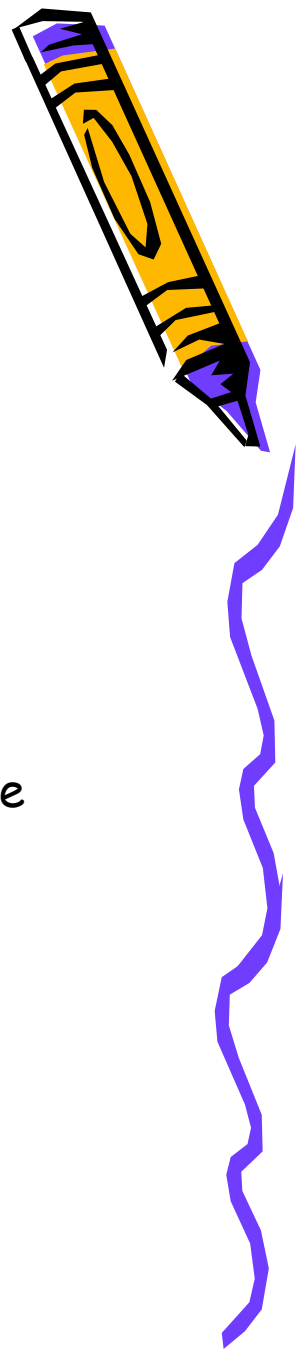
- Each TE has the assessments at the end which are connected to the skills taught in the units.
- Suggestions are made for how to streamline portfolio development.



# Good assessment appropriately incorporates technology.

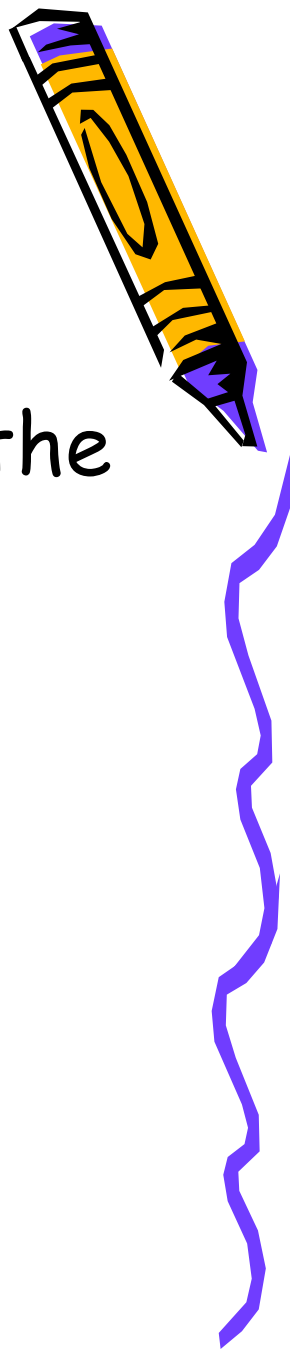


Reporting results using technology will become more and more prominent.



# How?

- Portfolios can be incorporated on the computer.
  - Let's look.



# DLM INCORPORATES



- All of the principles outlined herein.
- At the end of each Teacher Manual there are performance assessment items related to the standards and the instruction within the teaching units.
- Within each unit there is ample opportunity built in for formative assessment.
- Additionally, performance assessment is also supported by fair and equitable process of portfolio development for young children. Portfolio assessment is discussed at the end of each Teacher Manual.



# Additionally, DLM

- Can assist you with incorporating technology into your assessment within the portfolio process and into your own instruction.

