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# Learning Guide 7.4 Assessment-

# Using Assessment

## **Objectives**

Learners will differentiate between the four uses of assessment:

* Using assessment for determining eligibility and educational planning
* Using assessment for planning educational activities
* Using assessment for monitoring child progress
* Using assessment for evaluating child progress.

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| **Related Content:** [Module 7, Lesson 3 Take Action](https://rpm.fpg.unc.edu/module-7-assessment-plan/lesson-3-take-action)  **Instructional Method:** Problem-solving  **Level:** Beginner  **Estimated Time Needed:** 5 min. instructor preparation; 15 min. learner activity |

## **Description**

In this activity learners will identify the purpose of assessment (determining eligibility and educational planning, planning educational activities, monitoring child progress, evaluating child progress) based on different scenarios.

## **Materials/Resources**

* Learning Guide 7.4 Activity Handout: Use of Assessment
* Learning Guide 7.4 Activity Handout: Answer Key

## **Facilitator Instructions**

1. Learners can work individually, in pairs, or in small groups.
2. Instruct learners to read each short scenario and then select the type of assessment the practitioners are using. For each scenario, the learner can enter the assessment type’s corresponding letter into the anagram at the bottom of the page to solve the puzzle.
3. Go through the answers (see Answer Key) and have learners either exchange handouts or correct their own handout. Allow time for discussion on any scenarios that may be confusing.

## **Suggested Assessment**

**Performance Indicator**

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| **If the learner…** | **Then provide feedback…** |
| Cannot differentiate between the four uses of assessment | Have the learner identify if there is a specific use of assessment in which they are unclear. Ask the learner to review the content in [Module 7, Lesson 3](https://rpm.fpg.unc.edu/module-7-assessment-plan/lesson-3-take-action) – especially specific uses in which they struggled the most. |

## **Distance Learning Tips**

* Have learners work independently.
* After the activity, assign peers to review each other’s handout using the Answer Key.
* Provide individual feedback in a timely manner.

## **Learning Guide 7.4 Activity Handout: Use of Assessment**

Name:

Date:

**Directions:** Read each scenario and determine the specific use of assessment. Within each box, the use of assessment will correspond to a letter. Enter that letter into the puzzle at the bottom to solve!

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| 1. An intervention team has been working with the family to identify John’s abilities and strengths as well as their concerns and goals. The team has also made a plan to observe John throughout various activities and routines in his Head Start classroom.  Determine eligibility – E  Plan educational activities – A  Monitor child progress – I  Evaluate child progress – O | 4. Brian is a two-year-old who has received early intervention services for developmental delays. He and his mother are meeting with the IEP team at the local school district to complete assessments.  Determine eligibility – O  Plan educational activities – A  Monitor child progress – E  Evaluate child progress – Y | 7. An early intervention services coordinator has contacted the physical therapist and speech language therapist to compile their therapy notes in anticipation of the next IFSP update.  Determine eligibility – I  Plan educational activities – L  Monitor child progress – R  Evaluate child progress – E | 10. A provider conducts a routines-based interview with a family to identify the child’s functioning across a variety of daily routines and activities in order to best serve the needs of the family and child in providing services.  Determine eligibility – T  Plan educational activities – I  Monitor child progress – F  Evaluate child progress – R |
| 2. Anneliese is an 18-month-old child with developmental delays. During home visits the early interventionist observes the parents’ use of intervention practices (e.g., prompting) as well as Annaliese’s use of targeted skills. The interventionist then provides supportive feedback.  Determine eligibility – S  Plan educational activities – D  Monitor child progress – E  Evaluate child progress – T | 5. Tracy is a preschool teacher and has a four-year-old girl, Paula, with an intellectual disability. She has been observing Paula using anecdotal records during play to see how she is developing in initiating and maintaining play with her peers.  Determine eligibility – S  Plan educational activities – T  Monitor child progress – R  Evaluate child progress – C | 8. Francine has developmental and learning concerns about a five-year-old in her kindergarten classroom. After meeting with the family and providing additional instruction, she has referred the child to the school’s psychologist for additional support.  Determine eligibility – D  Plan educational activities – R  Monitor child progress – S  Evaluate child progress – L | 11. A home visitor reviews the IFSP goals and how Bella, 2 years old, has been doing over the last 6 months with the family. She elicits the family’s feedback often and uses non-jargon language to explain assessment results as well as general development information.  Determine eligibility – S  Plan educational activities – O  Monitor child progress – R  Evaluate child progress – I |

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| 3. An IEP team is meeting to discuss Bryson, a 4yo with visual impairment. The special education teacher opens the meeting by asking the parents to comment about Bryson’s development. Then, each team member has a chance to discuss his or her observations and data.  Determine eligibility – O  Plan educational activities – E  Monitor child progress – S  Evaluate child progress – I | 6. A speech language pathologist works with a family to identify Joey’s preferences so that when she provides early intervention services Joey will be motivated to attend to the activities and they will be easily embedded into his routine.  Determine eligibility – P  Plan educational activities – M  Monitor child progress – L  Evaluate child progress – R | 9. An early interventionist and family use the same checklist when observing two-year-old, Richie, during mealtimes. During their bi-weekly meetings the early interventionist and family members compare their data to see how Richie is doing with feeding himself.  Determine eligibility – E  Plan educational activities – F  Monitor child progress – C  Evaluate child progress – P | 12. An IEP team meets to discuss the different assessment strategies and methods they will use to capture the child’s functioning across multiple settings and routines.  Determine eligibility – O  Plan educational activities – E  Monitor child progress – R  Evaluate child progress – A |

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**Learning Guide 7.4 Activity Handout: Use of Assessment –** Answer Key

Name:

Date:

**Directions**: Read each scenario and determine the specific use of assessment. Within each box, the use of assessment will correspond to a letter. Enter that letter into the puzzle at the bottom to solve!

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| 1. An intervention team has been working with the family to identify John’s abilities and strengths as well as their concerns and goals. The team has also made a plan to observe John throughout various activities and routines in his Head Start classroom.  Determine eligibility – E  **Plan educational activities – A**  Monitor child progress – I  Evaluate child progress – O | 4. Brian is a two-year-old who has received early intervention services for developmental delays. He and his mother are meeting with the IEP team at the local school district to complete assessments.  **Determine eligibility – O**  Plan educational activities –  Monitor child progress –  Evaluate child progress – | 7. An early intervention services coordinator has contacted the physical therapist and speech language therapist to compile their therapy notes in anticipation of the next IFSP update.  Determine eligibility –  Plan educational activities –  Monitor child progress –  **Evaluate child progress – E** | 10. A provider conducts a routines-based interview with a family to identify the child’s functioning across a variety of daily routines and activities in order to best serve the needs of the family and child in providing services.  Determine eligibility –  **Plan educational activities – I**  Monitor child progress –  Evaluate child progress – |
| 2. Anneliese is an 18-month-old child with developmental delays. During home visits the early interventionist observes the parents’ use of intervention practices (e.g., prompting) as well as Annaliese’s use of targeted skills. The interventionist then provides supportive feedback.  Determine eligibility – S  Plan educational activities – D  **Monitor child progress – E**  Evaluate child progress – T | 5. Tracy is a preschool teacher and has a four-year-old girl, Paula, with an intellectual disability. She has been observing Paula using anecdotal records during play to see how she is developing in initiating and maintaining play with her peers.  Determine eligibility –  Plan educational activities –  **Monitor child progress – R**  Evaluate child progress – | 8. Francine has developmental and learning concerns about a five-year-old in her kindergarten classroom. After meeting with the family and providing additional instruction, she has referred the child to the school’s psychologist for additional support.  **Determine eligibility – D**  Plan educational activities –  Monitor child progress –  Evaluate child progress – | 11. A home visitor reviews the IFSP goals and how Bella, 2 years old, has been doing over the last 6 months with the family. She elicits the family’s feedback often and uses non-jargon language to explain assessment results as well as general development information.  Determine eligibility –  Plan educational activities –  Monitor child progress –  **Evaluate child progress – I** |

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| 3. An IEP team is meeting to discuss Bryson, a 4yo with visual impairment. The special education teacher opens the meeting by asking the parents to comment about Bryson’s development. Then, each team member has a chance to discuss his or her observations and data.  Determine eligibility – O  Plan educational activities – E  Monitor child progress – S  **Evaluate child progress – I** | 6. A speech language pathologist works with a family to identify Joey’s preferences so that when she provides early intervention services Joey will be motivated to attend to the activities and they will be easily embedded into his routine.  Determine eligibility –  **Plan educational activities – M**  Monitor child progress –  Evaluate child progress – | 9. An early interventionist and family use the same checklist when observing two-year-old, Richie, during mealtimes. During their bi-weekly meetings the early interventionist and family members compare their data to see how Richie is doing with feeding himself.  Determine eligibility –  Plan educational activities –  **Monitor child progress – C**  Evaluate child progress – | 12. An IEP team meets to discuss the different assessment strategies and methods they will use to capture the child’s functioning across multiple settings and routines.  **Determine eligibility – O**  Plan educational activities –  Monitor child progress –  Evaluate child progress – |

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|  | 1 |  | 2 |  | 3 |  |  | 4 | 5 | 6 | 7 |  |  | 8 |  | 9 | 10 |  | 11 | 12 |  |  |  |