# plan act study do logo

# Learning Guide 7.7 Assessment-

# Performance Feedback Guide

**How to use this guide**

This guide can be used with learners who have engaged in assessment processes and practices that benefit young children with disabilities in either their own classroom/setting/program or in field-based experiences associated with university coursework.

**Performance Indicator:** Learners demonstrate an understanding of the purpose of assessment in supporting children and families.

**Does the learner demonstrate the following actions in using assessment to support children and families?**

Look for:

* Learner uses an assessment process with a variety of methods and in the context of a team, including the family.
* Learner gathers relevant information to plan for, evaluate, and reflect on child learning and development across all areas of development
* Learner uses appropriate tools and strategies to gather information, including making considerations for children learning different or multiple languages.
* Learner uses state and federal legal requirements and guidance for determining the eligibility of a child for early intervention or special education services.

|  |  |
| --- | --- |
| **IF** | **THEN** |
| Learner uses an assessment process that is narrow (i.e., fewer than two methods) and/or does not engage the team and/or family | Refer the learner to DEC Recommended Practice A6  Refer the learner to Module 7 Lesson 3 |
| Learner gathers information that is not relevant and/or does not inform child learning or development across all areas | Refer the learner to DEC Recommended Practice A4  Refer the learner to the text in Module 7 Lesson 2 from the law for Part B and Part C of IDEA |
| Learner uses inappropriate assessment tools and strategies and/or does not consider the child’s language(s) | Refer the learner to DEC Recommended Practices A3 and A5  Refer the learner to the text in Module 7 Lesson 2 from the law for Part B and Part C of IDEA |
| Learner does not consider state and federal legal requirements for assessment | Refer the learner to the text in Module 7 Lesson 2 from the law for Part B and Part C of IDEA |

**Performance Indicator:** Learners will recognize the key considerations for using assessment with young children with disabilities and their families.

**Does the learner recognize the unique considerations practitioners must use when planning and implementing assessments?**

Look for:

* Learner uses multiple methods to gather information.
* Learner uses multiple settings for gathering information.
* Learner engages the entire team in summarizing or describing the information collected.
* Learner provides the family an easily understood written and verbal summary of the assessment results.

|  |  |
| --- | --- |
| **IF** | **THEN** |
| Learner uses only a single method to gather information | Refer the learner to DEC Recommended Practice A6  Refer the learner to Module 7 Lesson 3 |
| Learner only gathers information in a single setting | Refer the learner to DEC Recommended Practice A7  Refer the learner to Module 7 Lesson 2 and examine the daily routines and activities slide |
| Learner does not engage the rest of the team in summarizing or describing the collected information | Refer the learner to DEC Recommended Practice A2  Refer the learner to Module 5 Teaming & Collaboration |
| Learner does not provide the family an easily understood written or verbal summary of the assessment results | Refer the learner to DEC Recommended Practice A11  Refer the learner to Module 4 Families |

**Performance Indicator:** Learners differentiate between the four uses of assessment for serving young children with disabilities and their families.

**Can the learner identify the various uses of assessment throughout the process from eligibility to educational planning?**

Look for:

* Learner uses assessment for eligibility and educational planning.
* Learner uses assessment for planning educational activities.
* Learner uses assessment for monitoring child progress.
* Learner uses assessment for evaluating child progress.

|  |  |
| --- | --- |
| **IF** | **THEN** |
| Learner does not appropriately use assessment for eligibility and educational planning | Refer learner to Module 7, Lesson 3.1 (LINK) |
| Learner does not appropriately use assessment for planning educational activities | Refer learner to Module 7, Lesson 3.2 (LINK) |
| Learner does not appropriately use assessment for monitoring child progress | Refer learner to Module 7, Lesson 3.3 (LINK) |
| Learner does not appropriately use assessment for evaluating child progress | Refer learner to Module 7, Lesson 3.4 (LINK) |