

## Activity 7.1 Assessment – Voices from the Field

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### Questions and Considerations

1. What strategies does Mary Clare Freeman use to assess English Language Learners?
2. What does Verda Crandall say is the first step in addressing concerns regarding a child's development and potential need for an assessment to determine eligibility for specialized services?
3. Jennifer Kaufman provided two scenarios in which a practitioner could make subtle observations about the child and family to inform the practitioner's interactions. Share two examples from each scenario.
4. What are three benefits Patricia Maris identifies regarding observing a child in his/her natural environment?
5. According to Jen Brown, why is the use of clinical reasoning essential?
6. List two examples of appropriate assessment materials or strategies identified by Karen Nemeth in relation the child's age, level of development and in accordance with cultural and linguistic characteristics.

## Possible Responses

1. You may have mentioned that she uses more diverse assessments and norms than based on what age/grade level the child is working from. While this is not ideal, since assessments are not typically normed to English Language Learner but to their English-speaking peers, it allows the practitioner the flexibility to understand what students know/learn, how they learn, and monitor their individual progress. You may also have mentioned that, with Marlon, Mary Clare used a variety of assessments and did them in both languages to fairly assess his skills.
2. Verda states that, in her child care center, their first step is to have a conference with the family to see if they have any concerns about their child. If so, the parents are then able to voice those concerns and the child care provider(s) can share what they have also observed.
3. You may have mentioned two of the following within each scenario:
  - a. Center-based Program: During the child's arrival to the program, observe interactions between the child and parent/caregiver, the child's mood, information shared by the parent/caregiver about how the child's evening or morning went.
  - b. Initial Home Visit: Make note of the surroundings, who is in the home, how many people are there, how the family greets you, non-verbal cues from the parent/caregiver.
4. You may have mentioned any three of the following:
  - a. Reveals important skills and interests of the child
  - b. The child is naturally comfortable
  - c. Can observe all developmental domains in a brief period of time as a child demonstrates functioning across multiple developmental areas with a given task
  - d. Can observe frustration tolerance and attention capacities
  - e. Results are more meaningful to families
  - f. Leads to more functional outcomes
5. You may have mentioned that practitioners have many sources of information (e.g., results from assessment tools, details from the parent/caregiver, health and medical records, observations of the child). Use of clinical reasoning is critical in supporting and/or clarifying this information to support decisions regarding eligibility and instructional planning.
6. You may have mentioned any two of the following:
  - a. Be sure the child understands the questions or requests in the assessment
  - b. Be sure the child has either the verbal or nonverbal language needed to demonstrate the skill, knowledge or interest in a way the practitioner can record.
  - c. Be sure the child is comfortable in order to stay engaged
  - d. For English Language Learners, conduct the assessment in both languages
  - e. Base results on a collection of information or multiple measures