

The Rhode Island Early Learning Standards



Practitioner Self-Assessment: Child Assessment

Practitioners engaged in implementing a Standards-based program begin their journey during participation in the Early Learning Standards professional development and continue improving early childhood practices over time. Practitioners must continually step back to assess their progress in meeting and exceeding the four practitioner standards associated with implementing a quality curriculum aligned with the Standards. Next, they identify their strengths and the professional development goals they will pursue to achieve new levels of competency and further improve their practice with children.

Standard 2: Practitioners implement a system of authentic assessment aligned with the RI Early Learning Standards and use assessment information to design learning opportunities to support all children's growth and development.

Four Key Areas to Consider:

1. I engage in authentic assessment.
2. I have developed a systematic plan of authentic assessment that is aligned to curriculum and the Rhode Island Learning Standards.
3. I use assessment information to design learning opportunities to support children's growth and development towards the Standards.
4. I work to improve my system of authentic assessment process on a continuous, on-going basis.

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Instructions:

This self-assessment is designed to focus on Standard 2: Practitioners implement a system of authentic assessment aligned with the RI Early Learning Standards, using results to design opportunities to support children's learning. Standard 2 is divided into four key areas as described above.

As you proceed through the self-assessment, you will use three different methods to gather information regarding your current practice. This multi-method approach allows you to obtain a more complete and accurate picture of your current practice:

- **Self-Observation**

The statements in the self-observation sections encourage you to engage in critical-thinking to analyze your own teaching practices. Self-observation, by its very nature, is often difficult for practitioners. You may want to consider asking for input from a peer or colleague to assist you in obtaining an honest appraisal of your skills and practices in each area.

- **Documentation**

Focus your review on the following documents to help measure your progress in implementing a system of authentic assessment aligned with the Standards:

- *Your Practitioner Professional Portfolio including previous self-assessment, goals, artifacts, and reflections*
- *Your organized, purposeful collection of authentic assessment information (portfolio, lesson/activity plans etc)*
- *Copies of written observations, samples of children's work, and interviews with children or informed adults that are based on the Standards*
- *Your long range plan for a regularly scheduled child assessment system*
- *Examples of learning opportunities that you have developed based on child assessment information.*

- **Reflective Questioning**

These questions encourage you to think about and analyze your teaching practices to monitor your own performance.

After considering your responses, use the three columns in the middle section of the form to identify your areas of strength, areas that are somewhat strong, and areas where you intend to focus your improvement efforts. Use the NOTES column to provide examples or evidence to justify your responses. The artifacts and reflections in your portfolio will provide you with a source of evidence for many of these items.

The key to self-assessment is to remain objective and honest with yourself as you reflect on your current practice and determine your strengths and the areas where you want to grow and improve.

Once you have completed the assessment, use the Next Steps section to take stock of your responses, identify your strengths and accomplishments in the area of child assessment, and identify goals to move forward in implementing a process for child assessment aligned with the Standards.

The final page includes a chart to document your plan for achieving your professional development goal(s) in the area of child assessment. Complete the chart by identifying your goal(s), strategies, and time frames. Use the right hand column to record progress along the way.

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Area 1. I engage in authentic assessment.					
		<p>1. Place a checkmark (√) to indicate if each item is an area of strength, an area that is somewhat strong, or an area that needs improvement</p> <p>2. In the NOTES column, provide an example or evidence to justify your choice. Use the contents of your Practitioner Portfolio as a resource.</p>			
		Strong	Somewhat Strong	To Be Improved	NOTES
A. Self-Observation					
1. I use a variety of authentic assessment tools and methods.					
2. I gather my child assessment information in realistic settings and situations that reflect children’s actual performance					
3. I choose methods and tools that are consistent with children’s cultures, language, and experience.					
4. The authentic assessment information I gather is based upon information gained through continuous observation of children engaged in play and meaningful activities.					
5. I can be observed engaged in authentic assessment on a daily basis by:					
<ul style="list-style-type: none"> ● watching and listening to children during a learning activity or opportunity ● recording and capturing children’s growth and development on authentic assessment tools ● talking and communicating with children, families, or informed adults. 					
6. I gather child assessment data from realistic settings and situations consistent with					

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<p>children’s cultural, language and everyday experiences.</p> <p>7. I use the routines and transitions throughout the day as opportunities to collect assessment information about children’s learning.</p> <p>8. I have improved my authentic assessment practices by:</p> <ul style="list-style-type: none"> ● comparing my current assessment practices with the Standards Framework that outlines the different methods for collecting authentic assessment information ● identifying gaps in my current assessment practice ● filling gaps by adopting additional methods of assessment <p>9. I involve each family in the development of the child’s authentic assessment plan.</p>				
<p><i>B. Documentation</i></p> <p>1. I have documentation that describes children’s growth and development over time towards specific standards and learning goals.</p> <p>2. The documentation I use to record children’s learning is accurate and objective.</p>				
<p><i>C. Reflective Questions</i></p> <p>1. Can I provide examples of how I embed assessment methods and tools into the daily, on-going classroom activities?</p> <p>2. Can I show examples of how I use different methods of assessment in different situations?</p> <p>3. Can I provide examples of how families are included in the assessment process?</p>				
<p>Area 2. I have developed a systematic plan of authentic assessment that is aligned to curriculum and the Rhode Island Early Learning Standards.</p>				

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	Strong	Somewhat Strong	To Be Improved	NOTES
<p>A. Self-Observation</p> <ol style="list-style-type: none"> 1. I have designed an assessment plan that helps me collect information about each child’s development on a regular basis. 2. I have an assessment plan that: <ul style="list-style-type: none"> ● documents and describes children’s growth and progress towards the Standards ● includes many opportunities for children to demonstrate their learning ● provides evidence of children’s actual performance ● is gathered regularly over time ● identifies children’s strengths, progress, and needs 3. I have developed a system to help me manage and organize the collection of assessment information for each child (Example: child portfolio system) 4. My assessments are aligned and directly relate to the Rhode Island Early Learning Standards and the program curriculum. 				
<p>B. Documentation</p> <ol style="list-style-type: none"> 1. I have a written plan for collecting authentic assessment information that: <ul style="list-style-type: none"> ● identifies children’s strengths, learning styles, and developmental levels ● aligns assessment strategies with the curriculum ● uses assessment information to design learning opportunities for children ● supports the involvement of each child’s family 2. I have a strategy for documenting my authentic assessment process using a system, such as a child’s portfolio, lesson plans, activity plans, etc. 3. When viewed together, my system for authentic assessment demonstrates that my curriculum and assessments are aligned and address all eight Domains and all the Learning Goals of the Standards. 				

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C. Reflective Questions				
<ol style="list-style-type: none"> 1. Can I show examples of how I use the Standards as the framework for my authentic assessment process? 2. Can I provide specific examples of how my authentic assessment methods and strategies are aligned with learning goals for children? 3. Have I used a process of aligning curriculum and assessment to the Standards to identify gaps in my current authentic assessment system? 4. Have I developed a plan to align my assessment system and my curriculum with all eight Domains and Learning Goals contained in the Standards 5. What progress have I made in designing and implementing assessments that are aligned with the curriculum and the Standards? What have I accomplished and what needs to be done? 				
Area 3. I use assessment information to design learning opportunities to support children's growth and development towards the Standards.				
	Strong	Somewhat Strong	To Be Improved	NOTES
A. Self-Observations <ol style="list-style-type: none"> 1. I use assessment results to guide the design of the children's learning environment. 2. I use assessment information to implement teaching strategies that support children's learning individually and in the group 3. I use assessment results to support children in reaching and exceeding the Standards. 4. I use appropriate authentic assessments of children's learning to reflect upon my own teaching practices, adjust and modify my curriculum, activities and class 				

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<p>routines in order to be more effective.</p> <p>5. I continually monitor my assessment information to ensure that I am fairly and accurately representing children’s growth and development.</p>				
<p><i>B. Documentation</i></p> <p>1. In order to improve my knowledge about each child, I have:</p> <ul style="list-style-type: none"> ● recorded child assessment information in documents such as, anecdotal observations, checklists, rating scales, etc. ● analyzed samples of children’s work ● used results from child and adult interviews <p>2. I have used assessment information that is relevant to currently enrolled children to improve my curriculum and my teaching.</p>				
<p><i>C. Reflective Questions</i></p> <p>1. What progress have I made in using assessment information to design learning opportunities for children? What have I accomplished and what needs to be done?</p> <p>2. Do I share assessment results with each child’s family on a regular basis as part of a reciprocal relationship between home and school?</p> <p>3. Does my assessment information tell me what each child can do and what he/she is ready to learn next?</p> <p>4. Does my assessment information provide me with relevant information on each child’s learning styles, interests, and developmental levels</p>				
<p>Area 4. I work to improve my system of an authentic assessment process on a continuous, on-going basis.</p>				
<p><i>Note: This area represents a long-term goal for most practitioners and comes as a result of attaining goals in</i></p>	<p>Strong</p>	<p>Somewhat Strong</p>	<p>To Be Improved</p>	<p>NOTES</p>

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Areas 1, 2 and 3.				
<p>A. Self-Observations</p> <ol style="list-style-type: none"> 1. I commit time and energy towards improving my practice in the area of authentic assessment. 2. I consistently engage in repeated systematic observations, documentation, and other methods of purposeful assessment to improve my assessment practices while addressing all eight Domains and Learning Goals of the Rhode Island Early Learning Standards. 				
<p>B. Documentation</p> <ol style="list-style-type: none"> 1. I have documentation to demonstrate that I used a framework to develop and manage a long-range plan for the implementation of the authentic assessment system. 2. My Professional Portfolio includes artifacts and reflection demonstrating my professional growth in implementing a quality authentic assessment system aligned with the Standards. 3. My Professional Portfolio includes ongoing self-assessment, professional development goals, and documents progress towards attaining goals. 				

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Next Steps

I. Take stock of your responses to the self-assessment as well as the documentation in your Professional Portfolio to determine your strengths and progress in (1) implementing a system of authentic assessment aligned with the RI Early Learning Standards and (2) using results to design learning opportunities to support children's growth and development.

My strengths include:

-
-
-
-

II. Next, determine the goals you want to achieve to improve your practice in the area of child assessment.

My professional development goal(s):

-
-

III. Transfer your goal(s) onto the attached goal sheet and develop a specific plan for accomplishing each goal by identifying strategies and time frames. Space is provided on the goal sheet to evaluate and record your progress along the way.

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Name: _____

Date: _____

Child Assessment

Standard 2: Implementing a system of authentic assessment aligned with the RI Early Learning Standards

Professional Development Goals

GOAL:		
Strategies	Time Frame	Progress

GOAL:		
Strategies	Time Frame	Progress

Date I will evaluate progress and reassess goals: _____