

CDL ASSESSMENT PLAN

Our multifaceted assessment plan addresses many components of our program. A listing of the Children, Family Needs, College Students, Staff, Environment, Program and Administration assessments are outlined in the attached document of overall assessment. Most of the CDL staff has been formally trained in the Parents as Teachers program. Parents are considered partners with teachers in their child's learning and assessment is no exception. On an annual basis the staff reviews the Assessment Policies and makes needed changes.

CHILD ASSESSMENT PLAN

Purpose

The purpose of child assessment is to gain an understanding of each child's ability, progress and acquisition of developmental milestones. Assessment is an ongoing process that involves different approaches, tools and ways to communicate information to both families and to other professionals. Assessment results are used to shape curriculum and determine if further assessment is warranted. It also documents interests and learning strengths that are noted in individual child portfolios and reflected in documentation of project work.

Screenings

The enrollment process collects valuable data about the child and family and includes the Certificate of a Child Health Examination. The teachers and parents then complete the Parents as Teachers Health Record and discuss health and behavioral issues at the first home visit. Within the first two months, they also complete the Ages and Stages Questionnaire, and Ages and Stages Questionnaire-Social Emotional when the ASQ or observations indicate a need. The Infant /Toddler teachers have been trained in Functional Vision and Hearing Screenings and administer them to their children. The preschool children are screened by the McLean County Health Department. A meeting is scheduled to share results and any suggestions to encourage continued development. The teaching teams discuss these results and identify any appropriate adaptations to the environment, schedule or teaching techniques that need to be made so that the child's first school experience is a positive one. The ASQ and Sensory Screenings are repeated on an annual basis and physicals every two years.

Procedure for Child Assessment

Daily mini-conferences are conducted by the teacher at drop-off and pick-up times. These informal sessions often provide the most insight into family needs and preferences. Daily observations are recorded in the Daily Highlights and / or in the child's individual portfolio. Children are assessed in their natural classroom

environment. Observations, work samples and developmental scales used are based on what the child is doing in the day to day activities. Work samples are collected, if possible, along with photographs, a record of the child's dictation and any developmental milestones the child may have met.

INFANT AND TODDLER ASSESSMENT

HCC CDL Infant and Toddler Teachers agree that their ongoing assessment of children's development will be based on the Focused Portfolio model and they will implement the Focused Portfolio Milestones of development. A minimum of one sample from each of the following categories will be collected per child per age group:

- Shows interest in others
- Accomplishes Gross Motor Milestones
- Accomplishes Fine Motor Milestones
- Expresses Feelings
- Demonstrates Self-Awareness
- Communicates and Acts with Purpose. (See attached milestone charts.)

Informal daily assessment observations are included in each classroom's Daily Highlights. These observations are used to adjust teaching and classroom environment at weekly team planning release time.

Infant/Toddler Developmental Milestones Chart

Birth to 8 months

Shows Interest in Others	Accomplishes Gross Motor Milestones	Accomplishes Fine Motor Milestones	Expresses Feelings
Gazes at others	Lifts head	Puts hand or object in mouth	Can usually be comforted by a familiar adult
Responds to human voices	Holds head up	Reaches & grasps for toys	Comforts self
Smiles	Rolls over	Transfers objects hand to hand	Expresses pleasure, joy, excitement, or exuberance
May show excitement when a familiar adult approaches	Sits up unassisted		
	Crawls		
Demonstrates Self-Awareness	Communicates	Acts with Purpose and Uses Tools	

Observes and plays with own hands	Smiles or vocalizes to initiate social contact	Hits at, kicks, shakes or grasps an object to make a pleasing sight or sound continue
Tries to cause thing to happen	Babbles to self and others	Follow a slowly moving object
Begins to distinguish friends from strangers	Laughs, listens, an "converses"	Looks for a dropped toy
		Finds hidden toy when placed while watching

Infant/Toddler Developmental Milestones Chart
8 months to 18 months

Shows Interest in Others	Accomplishes Gross Motor Milestones	Accomplishes Fine Motor Milestones	Expresses Feelings
Exhibits satisfaction in presence of familiar adults	Sits well in chairs unassisted	Throws objects	Actively shows affection for familiar person
Gets others to do things for own pleasure	Pulls self up	Feeds self finger food	Comforts self
Shows considerable interest in peers	Stands holding furniture	Uses marker on paper	Shows pride, pleasure and intense feelings for parents
Is attentive to adult language	Walks when led		
	Walks alone		
	Climbs stairs		
	May stoop, trot, and/or walk backwards		
Demonstrates Self-Awareness	Communicates	Acts with Purpose and Uses Tools	
Smiles or interacts with self in mirror	Understands many more words than can say	Acts to make things happen	
Shows awareness of opportunities to make things happen	Creates long, babbled sentence	Uses one object to get another (stick, stool)	
Identifies one or more body part	Shakes head "no"	Pushes away someone or something not wanted	
	Says 2 or 3 clear words	Persists in search for hidden toy	
	Looks at picture books with interest pointing to objects	Uses spoon and cup with some success	
	Begins to use "me", "you"	Tries to build with blocks	

		Pushes foot into shoe, arm into sleeve
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Uses of Results

Daily highlights are available to parents each day. Child portfolios are available at any time to share with families or even with children themselves. They are shared at parent teacher conference times and sent home when the child leaves or transfers to another room. ASQ results are shared with families and any other professional the family wishes results to be shared with. Assessment records are kept confidential. All of these results are used by teachers for planning individual and group instruction and for monitoring progress.

Diagnosis of Special Needs

If an evaluation is warranted by observation, portfolio assessment and the ASQ screening, the teachers and parents and often either the Director or Parent Support Specialist join in to determine possible referrals for further evaluation. If concerns are focused on social/emotional or behavioral issues, the local CCR&RN provides a free Mental Health consultant as our first line of support. For the 0-3 year old population the Nurse Consultant may be contacted and then a referral is made to the child's primary care physician and/or Child and Family Connections to begin the due process. They in turn contact Easter Seals or Project SPICE for the actual evaluations. After the age of 3, the referrals are directed to the child's home school district.

Yearly Assessment Timelines

1. Registration
 - Pertinent Data Collection
Assessment begins when parents register their child and fill out the child information sheet. This gives parents an opportunity to express any information they see as relevant to their child's education.
 - Health Physical and Immunization Record
2. Children's individualized portfolio
Please reference the documents "Infant & Toddler Assessment" and "Preschool Child Portfolio Assessment" attached.
3. Minimum of 4 Formal Parent & Teacher Meetings
 - Home Visit

- a. PAT Health History
 - ASQ & ASQ-SE as needed
 - a. 2 Months after Enrollment
 - Portfolio
 - Exit or Transition
4. As Needed
- Referral Meeting and Due Process

This meeting only occurs if the child is demonstrating development below the expected age level at home and at school as well as presenting with an area of concern on the ASQ screening. Usually the Program Director or the Parent Specialist meet with the teacher and parent to review concerns and recommend referral for an evaluation to Early Intervention Services or the child's home school district.

Procedures to keep assessment information confidential

- All employees and observation students are required to sign a confidentiality statement.
- Children's files are kept in a locked file drawer.
- Information is shared with other professionals only when written parental consent has been obtained.

Describing the developmental progress and learning of children

Please reference the documents "Infant and Toddler Child Assessment" and "Preschool Child Assessment."

Improving curriculum and adapting teaching practices and the environment

Heartland Community College Child Development Lab is an inclusive educational setting. Adaptations to the learning environment and modifications to curriculum are made when a child presents with a developmental delay or special need. For example, we have a child that has limited physical mobility. Staff learned how to put on and remove braces, provide additional physical assist when needed and allow additional time for this child to complete physical tasks. Therapists work with staff as well as families on site so that we can all work towards the same goals. Another example of adaptations and modifications are for a child who has medically diagnosed attention deficit disorder. Classroom routines were adapted to limit transitions, auditory and visual stimulus was reduced in the classroom and a limited number of learning materials and toys are offered. The classroom also provides time and space for the child to learn to self-calm and regulate emotions.

Planning program improvement

As in every other aspect of early childhood education, a willingness to monitor and adjust is essential.

- Each teaching team has release time weekly for reflection and planning.
- The entire staff also meets weekly. These sessions allow for celebrations of what is working well within the program and time to reflect on how procedures can be improved.
- The director then reports to the Associate Dean of Health and Human Services every other week to keep her well advised of the program's operations and to consider policy issues.
- Our advisory committee meets at least annually to review any parent surveys, staff surveys and suggestions offered. The committee consists of representatives of the administration, teaching staff, student workers, parents and the college. Strategic planning and program improvement are based on the results of these assessments.

Communicating with families

Communication with families begins with initial information gathered from the family. Daily Highlights communicate daily learning, the child's individual portfolio communicates individualized development, and the ASQ screens for possible delays. Daily mini-conferences are conducted by the teacher at drop off and pick up time. All communication with families about their child's assessment is sensitive to family values, culture, identity and home language. Parents are considered partners with teachers in their child's learning and assessment is no exception.

PRESCHOOL ASSESSMENT

HCC Preschool teachers agree that their ongoing assessment of children's development as well as aligning assessment to Illinois Learning Standard benchmarks will be accomplished through children's individual portfolios. A minimum of one of each of the attached work samples as described in the attached document will be collected both in the fall and spring. Additional work samples that reflect classroom projects, children's individual interests and specific developmental milestone accomplishments will be added at the teacher's discretion.

Informal daily assessment observations are included in each classroom's Daily Highlights. These observations are used to adjust teaching and classroom environment at weekly team planning release time.

Preschool Child Portfolio Assessment

Teaching staff is required to complete a child portfolio on every child who attends a minimum of 2 mornings a week. Each of the 5 listed formal work samples is collected

for each child a minimum of 2 times per year, fall and spring. Each sample has the potential to reflect the Illinois Learning Standard benchmarks grouped under each formal sample description. Benchmarks are recorded on each formal work sample collected. Developmental milestones achieved have been included in the benchmarks. A list of skills that are not assessed under the formal work samples are included in the form of a checklist.

Minimum Preschool Portfolio Work Samples

1. Counting and numeral writing sample (ex. photo of children counting items and recording totals, sticker book)

- 6.A.ECa: Uses concepts that include number recognition, counting and one to one correspondence
- 6.A.ECb: Count with understanding and recognize “how many” in sets of objects
- 6.C.ECa: Explore quantity and number
- 6.C.ECb: Connect numbers to quantities they represent using physical models & representations

2. Self Portrait or Family Portrait with dictation (ex. child attempts to write own name independently)

- 1.A.ECa: Understand that pictures and symbols have meaning and that print carries a message.
- 1.A.ECd: Identify some letters including those in own name.
- 1.A.ECe: Make some letter-sound matches
- 3.A.EC: Uses scribbles, approximations of letters or know letters to represent written language.
- 3.C.EC: Uses drawing and writing skills to convey meaning and information
- 31.A.ECe: Communicates needs, ideas and thoughts
- 5.C.EC: Communicate information with others.
- 18.B.EC: Understand that each of us belongs to a family and recognize that families vary.
- 31.A.ECa: Describes self using several characteristics.
- 30.A.EC, 28.A.EC: Maintain native language in order to build upon and develop transferable language and literacy skills.
- 26.B.EC, 26.A.ECd: Use of creative arts as an avenue for self-expression
- 25.A.ECd: Investigate elements of visual art
- 25.B.EC: Describe or respond to own creative work of the creative work of others.
- 26.A.ECd: Participate in the visual arts

- 23.A.EC: Identify body parts and their functions.
 - 19.B.EC: Coordinate movements to perform complex tasks.
 - 3.B.EC: Dictates stories and experiences
 - 10.B.EC: Gather data about self and surrounding
3. Collection of language sample from all children who shared the same activity. (ex. class book, field trip discussion, project activity)
- 4.A.EC: Listen with understanding and respond to directions and conversations.
 - 16.A.EC: Recall information about the immediate past
 - 5.B.EC: Relate prior knowledge to new information (assimilate and accommodate)
 - 5.C.EC: Communicate information with others.
 - 12.E.ECa: Use common weather-related vocabulary
 - 31.A.ECb: Exhibits eagerness and curiosity as a learner
4. Sample of graphing or sorting activity: (ex. Photo, copies of a chart, stickers or art materials, natural materials such as stones, shells or seeds.)
- 6.D.EC: Make comparisons of quantities
 - 7.A.ECa: Demonstrate a beginning understanding of measurement using non-standard units and measurement words
 - 7.B.EC: Show understanding of and use comparative words.
 - 8.A.EC: Sort and classify
 - 8.B.ECb: Order objects in series or rows.
 - 14.C.EC: Participation in situations that involve addition and subtraction
 - 8.D.EC: Describe qualitative change such as measuring to see who is growing taller
 - 10.A.ECa: Represent data using concrete objects, pictures or graphs
 - 14.C.EC: Participate in voting as a way of making choices
 - 11.A.ECa: Uses senses to explore and observe natural phenomena.
 - 11.A.ECb: Collect describe and record information
 - 12.A.ECa: Investigate and categorize living things in the environment.
 - 12.C.EC: Make comparisons among objects that have been observed
 - 1.A.ECb: Understand that reading progresses from left to right and top to bottom.
 - 8.C.EC: Solve simple mathematical problems
5. A photo of child at play with teacher observations.
- 32.B.ECd: Develop relationships with children and adults
 - 32.B.ECc: Respect the rights of self and others

- 32.B.ECb: Begin to share materials and experiences and take turns
- 32.B.ECa: Engage in (solitary, parallel) or cooperative group play
- 32.A.ECd: Use classroom environment purposefully and respectfully
- 13.B.ECa: Seeks answers to questions
- 1.A.ECc: Identify labels and signs in the environment (shelf labels)
- 2.A.EC: Understand that different text forms such as magazines, notes, lists, letters and storybooks are used for different purposes. (shelf labels, menus, magazines in house)
- 2.B.EC: Show independent interest in reading-related activities
- 13.B.ECa: Seek answers to questions through active exploration
- 32.A.ECc: Shows empathy and caring for others
- 7.a.ecA: Incorporate estimating and measuring activities into play
- 8.B.ECa: Recognize, duplicate and extend simple patterns such as sequences of sounds, shapes and colors. (manipulative)
- 9.A.EC: Recognize geometric shapes and structures in the environment (blocks)
- 9.B.EC: Find and name locations with simple works such as “near” (blocks)
- 10.A.ECb: Make predictions about what will happen next (blocks)
- 11.B.ECa: Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.
- 11.B.ECb: Become familiar with the use of devices incorporating technology. (computer, calculator, cell phone)
- 13.B.ECb, 12.A.ECb: Show an awareness of changes that occur in themselves and the environment (notice new toys)
- 12.B.EC: Describe and compare basic needs of living things. (play house)
- 12.D.EC: Describe effects of forces in nature: wind, gravity and magnetism
- 13.A.EC: Begin to understand basic safety practices (walks indoors, feet on floor)
- 19.C.EC: Follow simple safety rules while participating in activities.
- 32.A.ECa, 14.A.EC: Recognize the reasons for rules
- 15.A.EC: Identify community workers and the services they provide (doll house people)
- 15.D.EC: Begin to understand the use of trade to obtain goods and services (play store, restaurant)
- 17.A.ECa: Locate objects and places in familiar environments (goes to toy shelf)
- 18.A.EC: Recognize similarities and differences in people. (dolls)
- 19.A.ECa: Engage in active play using gross motor skills
- 17.A.ECb: Expresses beginning geographic thinking (blocks)
- 19.A.EC.a: Engage in active play using gross motor skills

- 24.A.ECa: Use appropriate communication skills when expressing needs wants and feelings
- 24.A.ECb: Use socially acceptable ways to resolve conflict.
- 26.A.ECa, 25.A.ECa: Investigate and participate in the elements of dance.
- 26.A.ECc, 25.A.ECc: Investigate and participate in the elements of music.
- 26.A.ECb, 25.A.ECb: Investigate and participate in the elements of drama
- 31.A.ECc: Exhibit persistence and creativity in seeking solutions to problems

Remaining ILS benchmarks are implemented in a simple checklist based on teachers' knowledge of the child's ability:

Not yet observed	Emerging	Mastered	Benchmark
			1.B.ECb: Participates in rhyming activities
			1.B.ECc: Recognize separable and repeating sounds in spoken language
			1.C.ECa: Retell information from a story
			1.C.ECb: Respond to simple questions about reading material
			1.C.ECc: Demonstrate and understanding of literal meaning of stories by making comments
			7.A.ECb: Construct a sense of time through participation in daily activities
			12.F.EC: Identify basic concepts associated with night/day and seasons
			14.D.EC: Develop an awareness of leaders in their environment
			20.A.EC: Participates in activities related to physical fitness
			20.B.EC: Exhibit increased endurance
			21.A.EC: Follows rules to gross motor games and cooperates with others.
			22.A.EC: Washes hands, brushes teeth, and blows nose and toilets independently: e.g. activities to promote healthy living prevent illness and care for personal hygiene needs.
			24.C.EC: Participates in activities to learn to avoid dangerous situations
			32.A.ECb: Manage transitions and begin to adapt to change in routine