

Ongoing Child Assessment Procedure

Purpose

This explains how teachers and home visitors use Teaching Strategies GOLD to help assess children's ongoing learning, development, and school readiness.

Guidance

Child assessment is the process of gathering information through observation in order to make informed instructional decisions for each child. The purpose of ongoing child assessment is to build a strong foundation for early learning and to plan for developmentally-appropriate curriculum. Assessment data provides important information to help teachers and families individualize learning opportunities to support each child's school readiness. Assessment information is collected through observation and used to inform goal setting and curriculum planning. Ongoing assessment is required to identify the unique strengths and needs of each child in order to plan and individualize an appropriate curriculum.

The *Teaching Strategies* GOLD online assessment system is used to collect and hold the observational assessment data for all areas of children's development and learning. This helps the teacher or home visitor know and understand what each child needs to best plan experiences and instruction within an engaging and challenging curriculum.

Teaching Strategies GOLD is inclusive of children with disabilities, children who are English-language or Dual-language learners, and children who demonstrate competencies beyond typical developmental expectations. GOLD recognizes that young children's development occurs at an uneven pace, changes rapidly, and that development and learning are interrelated and overlapping.

Procedure

GOLD access and reliability

Teachers and assistant teachers must be proficient and reliable in using *Teaching Strategies* GOLD by passing the Inter-rater Reliability test within 45 days of hire and before any Checkpoint ratings are entered into GOLD. (Contact your PSESD Regional Education Coordinator if you need a username and password and to gain access to the required Inter-rater Reliability test.)

Observations and work samples

Teachers and home visitors collect and document observations and work samples in GOLD.

- For preschool children, there must be at least two (2) observations or work samples entered into TS GOLD every month (a minimum of six per quarter) for each child.
- For infants and toddlers, there must be at least one (1) observation or work sample entered each week for each child.
- Teachers and home visitors must assure that they have adequate observations across all areas of development (social-emotional, physical, language, cognitive, literacy and math) to be able to support completion of GOLD Checkpoint ratings for each objective.
- Observations need to have a clear focus that leads to documentation of a child's skill or knowledge.
- Written observations must be clear, meaningful, descriptive and objective. Group observations must be individualized and show the significance of the experience for each child.
- Work samples must document the child's developmental milestones and unique ways of expressing experiences. A photo should be taken of the work sample and uploaded into GOLD. A description of the

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sample and the significance to the child's development must be included. Photos can be uploaded into the TS GOLD website or directly through the TS GOLD app.

- The accompanying description of any activity needs to make clear what each child knows and can do (i.e. the child identified red, blue and green while sorting color bears; the child counted to 10 with 1:1 correspondence while stacking blocks).
- For dual-language learners, teachers may partner with a Bilingual Instructional Assistant in the classroom to gather accurate assessment information for a child's language development in their home language. Teachers may also work with the family with the assistance of an interpreter to better understand a child's language development with respect to home language.
- All areas of development (social-emotional, physical, language, cognitive, literacy, and math) must be observed at various times throughout the day, week, and month. Identify at least one area of development and learning for each observation. Take care not to identify too many areas for each observation.
- For each documented observation, the teacher or home visitor must also enter the corresponding Preliminary Checkpoint Level for each relevant objective. Collecting and analyzing this data is critical to the accurate determination of the Finalized Checkpoint Levels each quarter.
- Quarterly Checkpoints must be finalized for all enrolled children according to the program's established due dates for the Fall, Winter, Spring, and Summer (if applicable) assessment periods. Every child enrolled for a minimum of two weeks within an assessment period and prior to each quarterly due date must have Checkpoints finalized in the following areas in GOLD: Social-Emotional, Physical, Language, Cognitive, Literacy and Math
- To track the number of observations documented for each child and/or connected to particular areas of learning and development, teachers can generate the Documentation Report from the Documentation tab in GOLD. This report can be customized by time period, specific children, or to reflect observations connected to specific assessment areas.

Related Documents

Engaging Families in Ongoing Assessment

Assessing Dual-Language Learners in Teaching Strategies GOLD Procedure

Working Effectively with a Bilingual Instructional Assistant (BIA) Guidance

Engaging Families in Curriculum Guidance – Early Head Start

General Curriculum Implementation – Guidance

Curriculum Planning Procedure – Early Head Start

Curriculum Planning Procedure – Preschool

Resources

Teaching Strategies GOLD

<https://gold.teachingstrategies.com/login.cfm>