

A *ssessment*

Age 0 to School Entry

One of the founding principles of the Texas State Literacy Plan (TSLP) is the use of data to inform action. In the Assessment component, the *Action Steps* present the different ways that observation and assessment data inform early childhood instruction. They also guide teachers in meeting the diverse needs of all children. Site/campus-based leadership teams are asked to create a detailed observation and assessment system. This system should also communicate the timelines and instruments used to document the development of young children. The information collected through observation and assessment should be used to guide instruction and should be shared with families and specialists to support the identification of special needs or developmental delays.

Assessment Action Steps: Age 0 to School Entry

- A1.** Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.
- A2.** Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.
- A3.** Use observation and assessment information to guide instruction.
- A4.** Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.

Assessment: Age 0 to School Entry			
A1. Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	An observation system to document the development of children age 0–2 is in place . Administrators and instructional staff routinely :	An observation system to document the development of children age 0–2 has been in place for more than a year . Administrators and instructional staff continue to:
Review and select appropriate, user-friendly observation tool(s) to document the development of children age 0–2.	Document the development of children age 0–2.	Document the development of children age 0–2.	Document the development of children age 0–2. Evaluate the usefulness of the observation tools and make changes as needed.
Create a timeline for observation. Include scheduled times to collaboratively discuss the information that was gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.	Follow a timeline for observations that includes scheduled times to collaboratively discuss the information gathered.
Create or select a family questionnaire to gather information that instructional staff can use to guide planning.	Distribute and collect family questionnaires to obtain information about children served at the site or campus.	Use information gathered through family questionnaires to guide services and instruction provided to children.	Use information gathered through family questionnaires to guide services and instruction provided to children.

Assessment: Age 0 to School Entry			
A1. Create and maintain an observation system to document the development of children age 0–2, including language and pre-literacy development.			
Establish procedures for communicating with parents about their children’s development. Provide professional development to instructional staff on these procedures.	Communicate with parents about their children’s development.	Communicate with parents about their children’s development.	Follow established procedures for communicating with parents about their children’s development. Train new instructional staff on procedures.
Assess needs for and plan professional development on how to document children’s development with accuracy and quality.	Provide and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for, provide, and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members’ individual needs.
Sample Evidence			
<p>Observation tool for documenting child development, including language and pre-literacy development</p> <p>Family questionnaire</p> <p>Written procedures for documenting child development, including timeline</p> <p>Written procedures for communicating with parents about their children’s development</p> <p>Agendas and/or sign-in sheets from professional development</p> <p>Minutes and/or sign-in sheets from meetings to discuss results of observations</p> <p>Timeline for observations that includes scheduled times to collaboratively discuss information gathered</p>			

Assessment: Age 0 to School Entry			
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	An observation and assessment system to document the development of children age 3–5, including language and pre-literacy development, is in place. Administrators and instructional staff routinely :	An observation and assessment system to document the development of children age 3–5, including language and pre-literacy development, has been in place for more than a year. Administrators and instructional staff continue to:
Identify tools to measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet writing, and print knowledge. Ensure all tools are reliable and age appropriate.	Use selected tools to measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet knowledge, writing, and print knowledge.	Measure language and pre-literacy skills that predict later reading and writing success, such as phonological awareness, alphabet knowledge, writing, and print knowledge.	Measure language and pre-literacy skills that predict later reading and writing success. Evaluate the usefulness of measurement tools and make changes as needed.
Create a timeline for ongoing observation and assessment. Include scheduled times to collaboratively discuss results.	Follow established timeline for ongoing observation, assessment, and discussions of results.	Follow established timeline for ongoing observation, assessment, and discussions of results.	Follow, review, and revise the timeline for ongoing observation, assessment, and discussions of results.

Assessment: Age 0 to School Entry			
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.			
Identify appropriate observation and assessment tools for children who speak languages other than English. Provide professional development as needed.	Use assessment and observation tools that are appropriate for children who speak languages other than English.	Use assessment and observation tools that are appropriate for children who speak languages other than English.	Use assessment and observation tools that are appropriate for children who speak languages other than English.
Create or select a family questionnaire to gather information that instructional staff can use to guide planning.	Distribute and collect family questionnaires to obtain information about children served at the site or campus.	Use information gathered through family questionnaires to guide services and instruction provided to children.	Use information gathered through family questionnaires to guide services and instruction provided to children.
Establish procedures for communicating with parents about their children’s development. Provide professional development on these procedures.	Communicate with parents about their children’s development.	Communicate with parents about their children’s development.	Follow established procedures for communicating with parents about their children’s development. Train new instructional staff on procedures.
Assess needs for and plan professional development on how to document children’s development with accuracy and quality.	Provide and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for, provide, and participate in professional development that supports effective and accurate documentation of children’s development.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members’ individual needs.

Assessment: Age 0 to School Entry
A2. Create and maintain an observation and assessment system to document the development of children age 3–5, including language and pre-literacy development.
Sample Evidence
<p>Observation tool for documenting child development, including language and pre-literacy development</p> <p>Family questionnaire</p> <p>Selected assessment tool(s) and data collected</p> <p>Written procedures for documenting child development, including timeline</p> <p>Written procedures for communicating with parents about their children’s development</p> <p>Agendas and/or sign-in sheets from professional development sessions</p> <p>Minutes and/or sign-in sheets from meetings to discuss results of observations and assessments</p> <p>Timeline for observations that includes scheduled times to collaboratively discuss information gathered</p>

Assessment: Age 0 to School Entry			
A3. Use observation and assessment information to guide instruction.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for using observation and assessment information to guide instruction is in place . Administrators and instructional staff routinely :	A system for using observation and assessment information to guide instruction has been in place for more than a year . Administrators and instructional staff continue to:
Ensure that instructional staff knows how to use the information from regular observations and family surveys to set goals, document progress, and match instruction to children’s interests and needs.	Use the information from regular observations and family surveys to set goals, document progress, and match instruction to children’s interests and needs.	Adjust instruction and environment as needed, based on state guidelines, goals, and the information gathered through the observation and assessment system.	Use the information from regular observations and family surveys to set goals, document progress, and match instruction to children’s interests and needs. Train new instructional staff as needed.
Develop procedures and timelines for reviewing written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.	Review written documentation and classroom observations of all children to identify specific areas in which children are not meeting targeted learning goals.

Assessment: Age 0 to School Entry			
A3. Use observation and assessment information to guide instruction.			
Assess needs for and plan professional development on how to use observation and assessment information to set goals and plan instruction.	Provide and participate in professional development that supports the use of observation and assessment information to plan instruction.	Reassess needs for, provide, and participate in professional development that supports the use of observation and assessment information to plan instruction.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members' individual needs.
Sample Evidence			
<p>Written timelines and procedures for reviewing written documentation and classroom observations</p> <p>Lessons plans that incorporate observation and assessment data, as appropriate</p> <p>Agendas and/or sign-in sheets from professional development sessions</p> <p>Observation and assessment tools</p> <p>Observation and assessment data collected</p>			

Assessment: Age 0 to School Entry			
A4. Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.			
A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
The site/campus-based leadership team plans to:	Administrators and instructional staff begin to:	A system for sharing observation and assessment information with families and specialists to support the identification of developmental delays or special needs is in place . Administrators and instructional staff routinely :	A system for sharing observation and assessment information with families and specialists to support the identification of developmental delays or special needs has been in place for more than a year . Administrators and instructional staff continue to:
Establish guidelines for how instructional staff will communicate with parents when observation and assessment information indicates a possible delay or special need. Expectations should address face-to-face, telephone, written, or electronic communication.	Follow established guidelines for communicating with parents when observation and assessment information indicates a possible delay or special need.	Communicate with parents about concerns when observation and assessment information indicates a possible delay or special need.	Follow, revise, and update guidelines for communicating with parents when observation and assessment information indicates a possible delay or special need. Train new instructional staff as needed.
Establish a system for encouraging parents to discuss	Encourage parents to discuss concerns about their children’s	Actively encourage parents to discuss concerns about their	Actively encourage parents to discuss concerns about their

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A4. Support the identification of developmental delays or special needs by sharing observation and assessment information with families and specialists.			
concerns about their children’s development with instructional staff.	development.	children’s development.	children’s development. Get input from parents for improving communication between parents and the site or campus.
Assess needs for and plan professional development on the following: <ul style="list-style-type: none"> • Indications from assessment and observation of a possible delay or special need • How to talk to parents about these indications • How to encourage parents to share their concerns 	Provide and participate in professional development that supports communication with parents about concerns of possible delays or special needs. These concerns may arise from observation and assessment results and/or from parents.	Reassess needs for, provide, and participate in professional development that supports communication with parents about concerns of possible delays or special needs. These concerns may arise from observation and assessment results and/or from parents.	Reassess needs for professional growth and participate in relevant professional development opportunities that are matched to instructional staff members’ individual needs.
Sample Evidence			
Written guidelines for interpreting observation and assessment results to identify possible delays or special needs Written procedures/expectations for communicating with parents about possible delays or special needs Agenda and/or sign-in sheets from professional development sessions Documentation of parent communication			