

The Connecticut Framework



Preschool Assessment Framework

State of Connecticut
State Board of Education 2005



State of Connecticut

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Connecticut Preschool Assessment Framework

Connecticut State Department of Education

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Introduction

The *Connecticut Preschool Assessment Framework* is a curriculum-embedded tool for assessing 3- and 4-year-old children in their preschool classrooms. It was developed to be a companion to the *Connecticut Preschool Curriculum Framework* (1999) and articulates comprehensive performance standards or learning outcomes. These curriculum and assessment frameworks provide a system for using standards in both planning curriculum and assessing children's progress. They enable teachers to plan and implement curriculum that addresses specific learning standards and to observe and assess children's progress in achieving these standards. This system focuses curriculum planning on standards, or learning outcomes, rather than primarily on activities.

The *Connecticut Preschool Assessment Framework* was developed for specific purposes and with an appreciation that assessment models must be used in ways that are beneficial to children and teachers.

Purposes and Nonpurposes

The primary purposes of the *Connecticut Preschool Assessment Framework* are to:

- ✧ observe and monitor each child's progress related to curricular goals and performance standards;
- ✧ support curriculum development and planning that promote children's learning and development by teachers and families;
- ✧ organize and mutually share information between families and program staff members; and
- ✧ share information with receiving teachers and to support effective transitions.

The *Connecticut Preschool Assessment Framework* is **not** intended to be used to:

- ✧ compare one child to another;
- ✧ make placement or retention decisions;
- ✧ compare one classroom or one program to another; and
- ✧ evaluate teachers.

These defined purposes and nonpurposes were central to all aspects of the development of the assessment framework and it is essential that this framework be used only for its intended purposes. As stated in the National Education Goals Panel document:

The intended use of an assessment – its purpose – determines every other aspect of how the assessment is conducted. Purpose determines the content of the assessment (What should be measured?); methods of data collection (Should the procedures be standardized? Can data come from the child, the parent, or the teacher?); technical requirements of the assessment (What level of reliability and validity must be established?); and finally, the stakes or consequences of the assessment, which in turn determine the kinds of safeguards necessary to protect against potential harm from fallible assessment-based decisions (Shepard, L., Kagan, S. L., and Wurtz, E., Eds., 1998, page 6).

The National Education Goals Panel document cautions that, “serious misuses of testing with young children occur when assessments intended for one purpose are used inappropriately for other purposes” (Shepard, L., et al, 1998, page 7).¹ In addition, early childhood assessment must not be used to make teachers so focused on outcomes that they do not pay adequate attention to how young children learn, or to the individual needs and the cultural context of their children’s environments.

The intent of the *Connecticut Preschool Assessment Framework* is to enable teachers to connect observation and assessment based on performance standards, with thoughtfully prepared and sensitively implemented curriculum that engages children in positive, meaningful learning experiences that are appropriate to their ages, their individual needs and their cultural contexts. The *Connecticut Preschool Assessment Framework* is for all children, including children with disabilities.

¹ See Appendix A - Validity and Reliability Related to Purposes.

Guiding Principles

The *Connecticut Preschool Assessment Framework* was developed in accordance with the principles of early childhood assessment set forth by the National Education Goals Panel (Shepard, L., Kagan, S. L., and Wurtz, E., Eds., 1998); and the National Association for the Education of Young Children (Bredekamp, S. and Rosegrant, T., Eds., 1992). The *Connecticut Preschool Assessment Framework* calls for teachers to:

- ✧ assess children by observing their performance during typical classroom activities;
- ✧ focus on describing what children can do and the progress they have made; and
- ✧ make assessment decisions based on multiple observations in a variety of activities.

The following additional principles also guided the development of this document.

The *Connecticut Preschool Assessment Framework* should:

1. accommodate children from diverse cultural, linguistic and socioeconomic backgrounds and those with disabilities;
2. rely on observable and measurable demonstrations of knowledge and skills in the typically occurring behaviors of children in the preschool program and at home;
3. provide families and teachers with a means of monitoring and documenting children's individual growth and progress over time;
4. assess meaningful and important markers that are matched to curricular goals at the preschool level;
5. be reliable and consistent across classrooms, different sites and teachers;
6. provide families and teachers with useful information that will help them to understand a child's individual styles and learning needs;
7. identify for each child, areas of strength and interest, areas that need strengthening, appropriate goals, and potential concerns;
8. engage families and teachers in a dialogue about how best to support a child's growth at home and at school;
9. assist teachers in making instructional decisions and provide feedback to teachers about their programs – whether they provide a range of experiences at appropriate levels of challenge matched to the interests and needs of all children; and
10. be realistic, practical and easy to implement.

Overview

What Should Preschool Children Be Learning?

The *Connecticut Preschool Assessment Framework* is based on the model of intentional teaching. An essential part of intentional teaching is in defining the goals for children. The *Connecticut Preschool Assessment Framework* describes 30 performance standards², or learning goals, for young children. These performance standards, listed on page 6, are based on the *Connecticut Preschool Curriculum Framework*. They include all aspects of a child's learning and are organized in four domains:

- ✧ personal and social development (P& S)
- ✧ physical development (PHY)
- ✧ cognitive development (COG)
- ✧ creative expression/aesthetic development (CRE)

²These are based on the 77 performance standards in the *Connecticut Preschool Curriculum Framework (1999)*. Appendix B shows the comparison between the performance standards in these two documents.

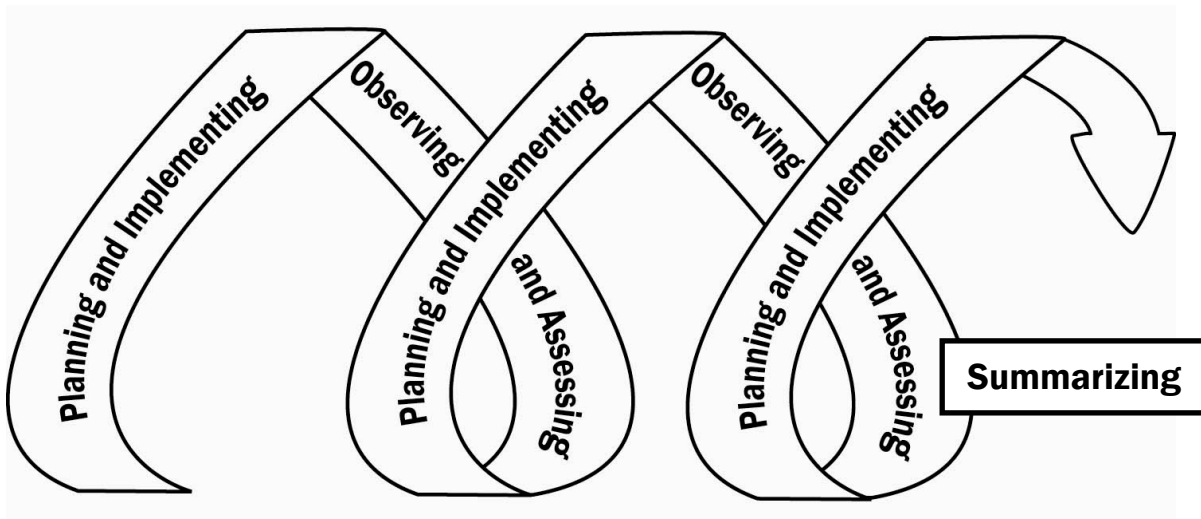
Performance Standards in the Connecticut Preschool Assessment Framework

P & S 1.	Shows self-direction with range of materials
P & S 2.	Sustains attention to task or goal set out to accomplish
P & S 3.	Participates in teacher-led group activities
P & S 4.	Manages transitions, follows routines and rules
P & S 5.	Uses words to express emotions or feelings
P & S 6.	Shows empathy and caring for others
P & S 7.	Interacts cooperatively with peers
P & S 8.	Works to resolve conflicts
P & S 9.	Recognizes similarities and appreciates differences
PHY 1.	Uses coordinated large-muscle movements
PHY 2.	Uses coordinated small-muscle movements
PHY 3.	Cares for self independently
COG 1.	Engages in scientific inquiry
COG 2.	Uses a variety of strategies to solve problems
COG 3.	Sorts objects
COG 4.	Recognizes and makes patterns
COG 5.	Compares and orders objects and events
COG 6.	Relates number to quantity
COG 7.	Demonstrates spatial awareness
COG 8.	Uses complex sentences and vocabulary to describe ideas and experiences
COG 9.	Understands and participates in conversations
COG 10.	Shows understanding of stories
COG 11.	Displays knowledge of books and print
COG 12.	Recognizes similar sounds in speech
COG 13.	Identifies printed words
COG 14.	Uses writing to convey meaning
CRE 1.	Builds and constructs to represent own ideas
CRE 2.	Draws and paints to represent own ideas
CRE 3.	Represents experiences and fantasies in pretend play
CRE 4.	Sings and responds to music

Intentional Teaching

Early childhood teaching is a continuous process of planning and observing. Teachers plan activities and experiences that help children learn. As teachers observe, they learn about the children and can plan new activities and teaching strategies to challenge the children even further. This is the process of **intentional teaching** – a process in which teachers think carefully about what they do and why they do it. The ongoing cycle of intentional teaching is depicted below. This model is a cyclical process that involves phases of planning and implementing curriculum, and observing and assessing children to enhance planning, implementing the curriculum and summarizing.

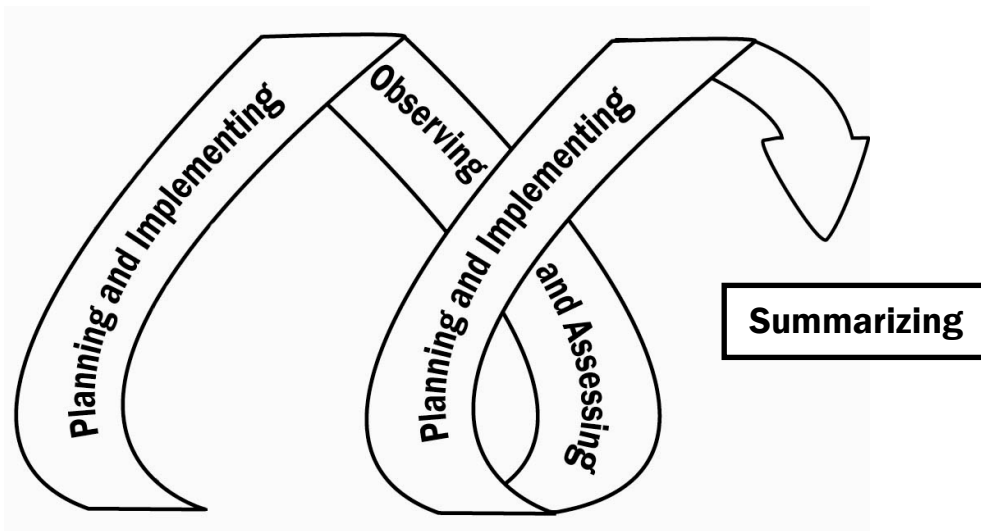
The Ongoing Cycle of Intentional Teaching



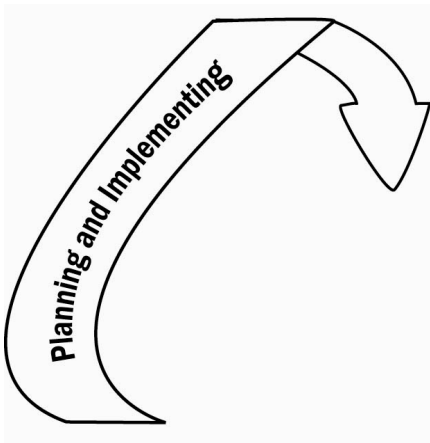
Phases of Intentional Teaching

Performance standards are used in all phases of intentional teaching. The first phase is **planning and implementing**, the second is **observing and assessing** and the third phase is **repeating the cycle**. Several times a year observations are summarized to share with the child's family. This process of **summarizing** is the fourth phase. Each of these four phases will be described in detail in the instructions that follow.

<p>Phases of Intentional Teaching</p> <p>Phase 1: Planning and Implementing</p> <p>Phase 2: Observing and Assessing</p> <p>Phase 3: Repeating the Cycle</p> <p>Phase 4: Summarizing</p>
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Phase 1: Planning and Implementing



Select Performance Standards

The first step in **intentional teaching** is for the teacher to decide what the children should learn. The preschool assessment process begins with teachers selecting several weekly performance standards³ as learning goals for the children. It is recommended that, when the teacher begins to use this process, three performance standards be selected, one from each of three different domains. When using the performance standards, the full range of the learning goals should be addressed. *As the teacher becomes familiar with the assessment, it is recommended that four performance standards be selected: two from the cognitive domain, one from personal and social and one from the physical and or creative expression domains.*

Brainstorm Activities and Strategies

The next step is to plan activities and teaching strategies that will help the children meet these goals. There are many ways to help children achieve each of the performance standards.

For example, to help children learn to cooperate, the teacher might plan:

- ✧ **learning center activities** (ramps in the block area or a cooking project);
- ✧ **a group activity** (reading a story about cooperation and discussing it); or
- ✧ **a teaching strategy for one center** (limiting the scissors at the art table to encourage children to take turns).

³ Activities should address the 77 Performance Standards in the *Connecticut Preschool Curriculum Framework*.

When planning activities to meet performance standards, the teacher should select those that will help children learn important skills. Many teachers plan by brainstorming activities and teaching strategies that match the weekly performance standards. The *Connecticut Preschool Assessment Framework* gives a choice of two forms to help the teacher brainstorm ideas. The teacher can choose the one that works best. One form is a *list* and the other is a *web*.⁴

- ✧ **Learning Activities Planning Form.** On this form the teacher lists three weekly performance standards on the left, reviews the benchmarks for the selected performance standards, then on the right-hand side fills in ideas (activities or teaching strategies) to address each benchmark. (See *example of completed Learning Activities Planning Form on page 11.*)

- ✧ **Brainstorming Web.** When using the web, the performance standards are written in the center and the teacher's ideas for activities and strategies are written in boxes around the outside. The boxes represent different learning centers or routines in the classroom. Arrows are used to indicate which activities relate to the performance standards and benchmarks. (See *example of completed Brainstorming Web on page 12.*) This planning web is useful for teachers who like to brainstorm by thinking of their centers or daily schedules and can be customized to suit a classroom's centers and routines.

⁴ Copies of both planning forms and the Weekly Calendar are included in Appendix C. These forms can be modified to fit program needs.

Learning Activities Planning Form

Teachers: Julianne and Miguel

Week: October 2-6

Performance Standards	Activities/Teaching Strategies
<p>1</p> <p><i>P & S 7: Interacts Cooperatively with Peers</i></p>	<i>Teacher puts only one ramp and small cars in the block area to encourage children to work together.</i>
	<i>Teacher uses paper towel tubes and masking tape to make tracks for small cars.</i>
	<i>Teacher reads <u>Swimmy</u> by Leo Lionni and discusses how the characters work together to accomplish something.</i>
<p>2</p> <p><i>COG 1: Engages in Scientific Inquiry</i></p>	<i>When children are using ramps and cars in the block area teacher makes comments and asks questions to help them notice how the height of the ramp affects the speed of cars.</i>
	<i>Small group makes applesauce, mashed potatoes or pizzas and discuss how cooking (heat) changes the texture of the food.</i>
	<i>While transitioning to go outside have children help to make predictions (e.g., How much bird seed is left in the feeder? How big do you think yesterday's puddle in the sand is today?) Review those predictions.</i>
<p>3</p> <p><i>PHY 2: Uses Coordinated Small Muscle Movements</i></p>	<i>Child cuts and tapes paper towel tubes to make tracks for cars.</i>
	<i>Children cut cheese, potatoes or apples for cooking activity. Use tongs and tweezers to sort objects into different containers. Children use hammers and nails in woodworking area.</i>

Brainstorming Web

Teaching Strategies, Activities and Materials

Teachers: *Julianne and Miguel*

Week: *October 2-6*

Blocks
Add one ramp and small cars to encourage children to work together

Math/Manipulatives
*Use pizza puzzles and talk about pieces – slices, half and whole
Stringing small plastic beads on shoelaces*

Literacy
*Read Rain Makes Applesauce
Act out The Mitten
Use listening center flannel board figures for The Mitten*

Group Time
*Use Sammy for movement activity.
Read Swimmy.
Discuss how the characters work together.*

Dramatic Play
Pizza Restaurant using menus, hats, aprons, order pads, pizza boxes

Performance Standards:
*P & S 7: Interacts Cooperatively with Peers
COG 1: Engages in Scientific Inquiry
PHY 2: Uses Coordinated Small-Muscle Movements*

Routines/Transitions
Before going out have children make predictions, e.g., What do you think we'll see outside ?

Art
*Mural painting
Use paper towel tubes and masking tape to make tracks for small cars*

Outdoors
*Hollow blocks with boards and trucks
Parachute
Bikes and scooters*

Health
Reinforce hand-washing procedures throughout the day

Science/Sensory/ Cooking
Make applesauce, pizzas or mashed potatoes. Discuss changes to the texture of the food

Weekly plans will include some activities that are not specifically related to the performance standards.

Complete and Implement a Weekly Calendar

After brainstorming activities and strategies, the teacher then would plan when to do each of them during the week. This is done by transferring each idea from the Learning Activities Form or Brainstorming Web to one or more days on a Weekly Calendar. Some activities or strategies may last a day, others may last a week or more. A completed weekly calendar will help the teacher to know which activities to set up each day. The Weekly Calendar may be added to or changed as the teacher implements plans and assesses progress during the week. A Weekly Calendar can be customized to fit the classroom schedule. (See *Julianne and Miguel's calendar for one week on page 14.*)

Implementing the Ongoing Cycle of Intentional Teaching over Time

A planning and implementation approach is recommended for teachers who are new to these materials. As the teacher becomes familiar and comfortable with the materials and content of the *Connecticut Preschool Curriculum Framework* and the *Connecticut Preschool Assessment Framework* and the ongoing cycle of intentional teaching, the planning process should change. For example, when the teacher has assessment information related to the children in a class, it is expected that the performance standards that are selected for planning and implementation will reflect the needs and strengths of the class. The teacher will have information about class performance on specific skills (benchmarks) and be able to plan effectively to increase children's skills. Therefore, planning will become more focused, yet more comprehensive and integrated, as the teacher will provide children with a variety of experiences that will address many important skills.

Weekly Calendar

Teachers: Julianne and Miguel

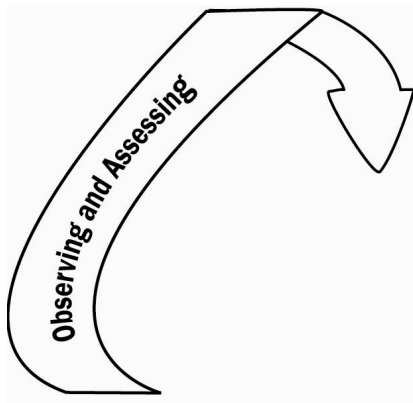
Week: October 2-6

This calendar reflects only activities related to the following Performance Standards.

Performance Standards: P & S 7 Interacts cooperatively with peers; COG 1, Engages in scientific inquiry; PHY 2, Uses coordinated small-muscle movements

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival Activities	Books on sharing: <i>Making Friends</i> , by Fred Rogers	Books on sharing: add <i>Rainbow Fish</i> , by Marcus Pfister	Books on sharing: add <i>Swimmy</i> , by Leo Lionni	Books on sharing: add <i>Let's Be Enemies</i> , by Janice Udry	Books on sharing: add <i>That Toad is Mine!</i> , by Barbara Hazen
Group Time	Introduce pizza restaurant; discuss roles and take turns	Introduce mural painting and making a mural together		Introduce making tracks for cars	
Snack	Take opportunities to notice friends sharing	Take opportunities to notice friends sharing	Have several children prepare snack	Take opportunities to notice friends sharing	Have several children prepare snack
Center Time (indoors or outdoors) and Cleanup	Pizza restaurant materials in drama center	Mural painting Pizza restaurant	Make English muffin pizzas; predict what happens to cheese in oven	Paper towel tubes and masking tape in block area	Have only one ramp in block area; make applesauce; ask kids questions about what will happen to apples when cooked
Storytelling and Discussion	Read <i>Making Friends</i> by Fred Rogers; discuss friends sharing		Read <i>Swimmy</i> , by Leo Lionni; discuss working together		
Lunch and Nap			Eat pizzas for lunch		Eat applesauce
Outdoor Play or Music/Movement	Ask children questions about what they will see outside; review predictions	Ask children questions about what they'll see outside; review predictions	Ask children questions about what they will see outside; review predictions	Ask children questions about what they'll see outside Have large boards for ramps	Ask children questions about what they'll see outside Have large boards for ramps
Centers/Prepare to Leave	String small beads on shoe laces Lacing cards	Beads available Tongs and tweezers for sorting	Use pizza puzzles and talk about pieces Tongs and tweezers	Lacing cards Pizza puzzles	

Phase 2: Observing and Assessing



In **intentional teaching** the teacher thinks about goals, not only when planning activities, but also when observing children in the classroom. Focusing on goals helps the teacher decide how to help children learn during an activity and on what to look for to see if children are learning.

Find Time to Observe

Early childhood teachers are so busy in the classroom that they worry about not having time to do observations. This is where being intentional will help. Much can be seen even in a few minutes if the teacher has decided in advance what to look for. Most teachers don't observe for long periods of time, but make a number of quick observations over the course of a day.

Observe Performance Standards

The weekly performance standards that are selected are the same standards that will be looked for during observations. These same performance standards will help the teacher to observe children's learning as a natural part of teaching. The example of Julianne in the box on page 16 shows how one teacher made observations on two performance standards while teaching in the dramatic play area.

Example of Julianne’s Observational Process

Julianne watches two children, Jesse and Leonardo, play “pizza restaurant” in the dramatic play area for a few minutes. She makes some notes about Jesse’s cooperative interactions (P & S 7) on her clipboard. She has seen Jesse play cooperatively with his one best friend, but this is the first time she has seen him play cooperatively with a different child. Julianne also makes a note that Jesse has brought play dough over to the dramatic play area and is rolling half-inch “meatballs” to add to his pizza, an example of his small-muscle coordination (PHY 2).

Assessment is Part of the Cycle

Assessment is a natural part of the observation phase of this cycle. Intentional teachers know what the goals are for their children. They know what they want the children to learn and be able to do. When intentional teachers observe children, they compare each child’s behavior to the goals for that child. This is the process of assessment. Teachers of young children base their assessment on observations of planned and naturally occurring activities in the classroom. The purpose of assessment is to help teachers plan for children’s learning. Assessment, therefore, is an integral part of the planning and observation cycle and cannot stand alone. The *Connecticut Preschool Assessment Framework* will help teachers to integrate assessment into their teaching.

Using Benchmarks to Assess Learning

Observations should allow the teacher to assess the children’s learning. The *Connecticut Preschool Assessment Framework* provides clear guidelines for assessing and recording what children are learning. Children usually learn new things in progression. A sequence of four skill levels is described for each performance standard. These four levels are called benchmarks. Usually, children are at the first benchmark before they start preschool (about age 2½) and progress to the second and third benchmarks during the two preschool years (about ages 3½ to 4½).⁵ Most children do not get to the fourth benchmark until kindergarten (ages 5½ or 6). The first and fourth benchmarks on page 17 are shaded because they typically occur before and after the preschool years.

⁵ Substantial individual differences in knowledge and skills are common at this age; children who are the same age may demonstrate very different skills. This is also true of children with disabilities. It is not uncommon for children in preschool classrooms to demonstrate skills at both the first and fourth levels.

Benchmarks for <i>Interacts Cooperatively with Peers</i>			
1	2	3	4
Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children

The teacher will know that children are learning if they progress from one level of benchmarks to the next. For example, at the beginning of the year a teacher may observe that Jesse plays only with his one best friend and often plays alongside others. That would be the second benchmark. After several months Jessie is seen playing cooperatively with several other children; he now displays skills in the third benchmark.

The benchmarks for all 30 performance standards are listed in the **Flip Chart**,⁶ with descriptions of the benchmarks and examples explaining what a child may do when performing at various levels. (See *the box on the next page to understand how to read the Flip Chart.*) The cards from the Flip Chart with the performance standards can be removed each week and attached to a clipboard for use when making observations.

⁶ The Flip Chart is a separate part of the materials for the *Connecticut Preschool Assessment Framework*. It is intended for the teacher to use as a resource when planning and making observations in the classroom.

Flip Chart

Performance Standard	Domain	Benchmark	Description	Examples
PERSONAL AND SOCIAL				
Performance Standard	BENCHMARKS FOR 2 ½ - TO 6-YEAR OLD CHILDREN			
<p>P & S 7</p> <p><i>Interacts cooperatively with peers</i></p>	<p>Works / plays alongside others</p> <p>Involves in parallel activities; not with others.</p> <ul style="list-style-type: none"> ▪ Builds with blocks next to (not with) another child. ▪ Pretends to cook next to another “chef” without speaking or interacting with him within the play. 	<p>Works/plays in association with another child</p> <p>Plays cooperatively with 1 or 2 familiar peers in familiar activities. Makes attempts to join others in play.</p> <ul style="list-style-type: none"> ▪ When peer dials on one telephone, enters play by using another phone. ▪ Feeds her baby doll next to friend who feeds his baby; asks friend to “pass a blanket ‘cause my baby is cold”. ▪ Uses head set to listen to a book with 2 other children. 	<p>Works/plays cooperatively with a few others</p> <p>Adjusts own behavior in response to others; takes complementary role and sometimes able to take turns in play. Succeeds in entering ongoing play when players and/or activity are familiar.</p> <ul style="list-style-type: none"> ▪ After observing shoe store dramatic play for a few minutes, enters play as customer by asking peer, the “salesperson”, if she has any sneakers. ▪ When building a block house with 2 peers, suggests that they add a garage and he’ll get the cars to park. ▪ Waits turn to be the storyteller with flannel board pieces. 	<p>Sustains cooperative activities with a range of children</p> <p>Enters work/play situation and participates cooperatively in sustained activity with a variety of peers; negotiates by making and accepting suggestions for play scenario. Usually takes turn in play.</p> <ul style="list-style-type: none"> ▪ When playing circus allows others to join play; suggests lion act but accepts peer’s idea for clown act instead. ▪ Wants to be bus driver but agrees to be passenger and take turn as driver later “after we reach New Haven.” ▪ Works with others to create a teacher-assigned mural of jungle animals.

Record Observations

So much happens in an early childhood classroom each day that the teacher cannot possibly remember all of the important learning that is seen. It is important, therefore, to make written notes in the classroom while observing.

The *Connecticut Preschool Assessment Framework* provides two different ways for teachers to write their observations. One is by using the Child Observation Form, and the other is by using the Class Observation Form. **Teachers can choose the method that works best for them or develop one of their own.** In the first method, shown on page 21, all three weekly performance standards are on one form. In the second method, shown on page 22, there is a form for each standard.⁷

- ✧ **Child Observation Form.** At the top of this form, the teacher lists three weekly performance standards. As the teacher observes a child demonstrating one of the standards, a note is made on the child's form. For this method, one form is needed for each child. These forms can be kept in a loose-leaf folder, with a tab for each child.

- ✧ **Class Observation Form.** One performance standard and its four benchmarks are at the top of this form. Below are spaces for the names of 12 children in a class. This form works best if used with "sticky notes." When a child is observed demonstrating one of the standards, the teacher can jot it on a "sticky note" and place the note under the child's name. If the child is observed demonstrating this same standard more than once, "sticky notes" can be placed on top of one another. For this method, three forms per week are needed to observe 12 children, one for each performance standard. The teacher can copy and paste weekly performance standards from the Chart of Performance Standards and Benchmarks (See Appendix E) onto the Class Observation Form.

Regardless of the form used, the benchmarks will provide a kind of "shorthand" for making notes. The notes can be brief and to-the-point while still allowing the teacher to know if the children are learning. The notes should document exactly what is seen and heard (**objective observation**), not the teacher's interpretation (**subjective observation**).

⁷ Copies of both observation forms are included in Appendix D.

The format for notes is the same on both forms. A short note about what the child did is made in the large space or on the “sticky note.” Then, if possible, a benchmark is selected for that observation and recorded by checking off one of the four boxes. In the example below, Julianne used the Flip Chart to select the first benchmark for P & S 7: Interacts cooperatively with peers.

Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
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Example of Observational Note

Julianne’s note on Jesse’s interactions with others:
Performance Standard is P & S 7: Interacts Cooperatively

✓			
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10/02 I played alongside L in the pizza restaurant. Imitated Ls actions with setting table and putting pizza in oven.

CHILD OBSERVATION FORM

Child: *Jesse Roberts*

Teachers: *Julianne and Miguel*

Week: *Oct 2-6*

Performance Standard 1: P & S 7 Interacts cooperatively with peers		Performance Standard 2: COG 1 Engages in scientific inquiry		Performance Standard 3: PHY 2 Uses coordinated small-muscle movements	
✓		✓			✓
<p>10/02 Played alongside L in the pizza restaurant. Imitated L's actions with setting table and putting pizza in oven.</p>		<p>10/02 When I asked what we might see outside, he replied: "Leaves and branches that came down in the wind."</p>		<p>10/03 Cut apple in half-inch pieces with knife.</p>	
✓		✓			✓
<p>10/4 Built ramp structure by self outside. M tried to facilitate his working with two other children, P and A, however, Jesse continued to play by himself.</p>		<p>10/05 Built paper tube ramp. Spent 10 mins. moving the tube ramp up and down to change the speed of the car. Described the car going fast or slow. Did not predict with accuracy whether the car would go fast if tube was higher.</p>		<p>10/04 Drew an airplane and cut it out. Able to cut on the straight lines.</p>	
✓					✓
<p>10/06 Assisted L and P to build a ramp in the block area. When L asked him to get some long blocks, he got them.</p>				<p>10/06 Printed first name with a standard pencil. Letters were well formed and same size. See sample in file.</p>	

CLASS OBSERVATION FORM

Teachers: *Julianne and Miguel*

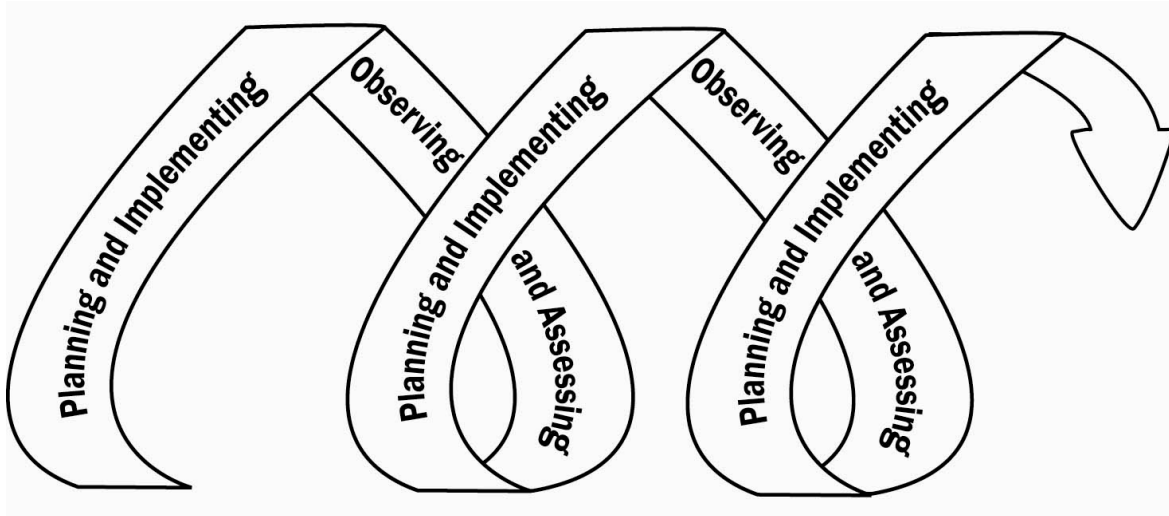
Week: *Oct 2-6*

P & S 7 Interacts Cooperatively with Peers

Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
<p>1 Manuel</p> <p>10/2 worked with P and A in the block area for 30 mins. to create several ramps of different heights. Made mural with B and Jo.</p>	<p>2 Jovan</p> <p>10/02 Worked with M and B to make a mural with ripped tissue paper for 20 mins.</p>	<p>3 Beatriz</p> <p>10/02 Worked with M and J to make mural with ripped tissue paper for 20 mins.</p>	<p>4 Emma</p> <p>10/4 Built car ramp by self outside. Did not join in with others when encouraged.</p> <p>10/05 Played in restaurant alone.</p>
<p>5</p>	<p>6</p>	<p>7</p>	<p>8</p>
<p>9</p>	<p>10</p>	<p>11</p>	<p>12</p>

- ✧ **Annual Planning Process.** After the teacher becomes familiar with the assessment materials, long-term plans may be created for collecting and organizing observation notes. One method of creating this long-term plan appears in Appendix E: Suggestions for Long-Term Organization of Observations.

Phase 3: Repeating the Cycle



After observing and assessing it is time for the teacher to repeat the planning and observing cycle. The purpose of assessment is to help the teacher meet the needs of the children. It is very important that the teacher use the assessment information gathered when beginning the planning phase again. This is a central part of **intentional teaching**.

The information that observations of children provide can be used by the teacher to plan new activities and teaching strategies that match the children’s learning needs. Children learn best when activities are developmentally appropriate—that is, when they are matched to each child’s level of performance. The *Connecticut Preschool Assessment Framework* is structured to allow the teacher to plan developmentally appropriate activities based on each child’s level on the performance standards, and what the next level of skill should be.

Make a Class Summary

At the beginning of each new planning phase, it is helpful to get a sense of where the class is on a particular performance standard by making a class summary. The teacher selects a performance standard and uses the observation forms to identify a benchmark for every child that was observed. If several observations of the same child were made then the level that is typical of the child's behavior should be selected and recorded on the observation form. There is a space (row of four boxes) to do this at the bottom of the columns on the **Child Observation Form** (see Appendix D) and just below the child's name on the **Class Observation Form** (see Appendix D). The teacher should count the number of children at each of the four levels to create a class summary. If the **Class Observation Form** is used, these numbers must be written in the box with the benchmarks at the top of the page. See the example below for the performance standard P & S 7, Interacts Cooperatively with Peers, for a class of 18 children.

Example of Class Summary

Performance Standard: P & S 7, Interacts Cooperatively with Peers

Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children
3	8	5	2

The class summary above shows that most of the children are working and playing in association with one other child (second benchmark). It also makes the teacher aware that there are children at all four levels of this performance standard.

Plan for the Class

The teacher can use the class summary to make plans for the following week. Julianne, the teacher in the previous example, might decide to work on this same performance standard (Interacts Cooperatively with Peers) for another week, and plan several activities that will help the children experience cooperation with other children. For example, on one day the teacher might plan an art activity that two or three children do cooperatively, and on another day a small group cooking activity. The teacher should carefully select the children for these activities, so that children who tend to play with one best friend (second benchmark) have to include a third (new) child in their cooperative group. The teacher then encourages children who are interacting with a

few others (benchmark 3) to join as the “third,” with two children this child has not joined before. In this way, Julianne can help all the children to move to the next level of skill. The teacher also makes a point of meeting the needs of the children at either end of the continuum (first and fourth benchmarks) by carefully grouping children together. The teacher’s goal is to use her knowledge of each child to help each develop skills at the next level. For those children who sustain cooperation with a range of peers (benchmark 4), Julianne also sets up a butterfly environment, an activity for Center Time that will take children several days to create.

Other Representations of Children’s Learning

In addition to observations, the teacher will want to collect samples of each child’s oral language, as well as examples of each child’s work. More information about these processes appears on pages 29-31.

Phase 4: Summarizing

Individual Children

Several times each year, teachers need to summarize their observations on each child in order to share this information with the child’s family and to be used in mutual planning. Most teachers schedule a face-to-face conference with the child’s family to share observations and make plans together for the child. The teacher may want to make summaries three times a year: for example, in the late fall, in winter and again in late spring (as the final summary for each family and as transition information to share with each child’s next teacher). The *Connecticut Preschool Assessment Framework* provides a set of forms called the **Child Record**⁸ to be used at these conferences. A Child Record is completed for each child in the class for every conference period.

The Child Record contains the following information:

- ✧ Basic Information
- ✧ Child Profile
- ✧ Language Sample
- ✧ Narrative Summary

⁸ The Child Record is included in Appendix F.

Complete the Basic Information

The first page of the Child Record includes basic information about the child, the program, and the child's language and initial adjustment to school. Some of this information will not change significantly from time to time, so this form can be completed for the first conference and then updated after that. In the box marked "Adjustment to School/Relationships to Adults" the teacher can make notes about the child's transition to school, as well as the child's ability to separate from family members in the morning and to relate appropriately to adults in the classroom.

Complete the Child Profile

The Child Profile is a one-page graph of the child's performance on all 30 performance standards. In order to complete this form the teacher will need to organize observational notes for each child. If the Child Observation Form is being used, there must be forms for each child that can be stored in a loose-leaf book with a tab for each child; or in an individual file labeled with the child's name. If the Class Observation Form is being used, the teacher will have "sticky notes" for a particular child on a number of forms—one form for each performance standard. At this point these "sticky notes" may be moved to the child's folder and organized by performance standards. *(See Appendix E, Suggestions for Long-Term Organization of Observations, for a method to organize these notes).* From the observational notes for an individual child the teacher can make a circle on a benchmark for each performance standard on the Child Profile.

Note: A child cannot be assessed based on one observation alone. The teacher must have several observations before making a decision about a benchmark.

Observation notes may show the child to be consistently at the same benchmark for a particular performance standard, or there may be some variability in the child’s behavior. This can be recorded on the Child Profile by marking a benchmark as either “mastered” (M) or “emerging” (E). Each performance standard on the Child Profile is followed by four boxes; each box is divided in the center. A child has mastered a benchmark if it describes behavior that is typical for that child. If the child has mastered a benchmark, a mark should be placed on the right-hand side of the box. If the behavior is just beginning to be seen, a mark should be placed on the left-hand side to indicate “emerging.” As the teacher makes a decision on whether the behavior is “emerging” or “mastered”, the teacher must keep in mind that more recent observations may be a more accurate reflection of the child at this time. Technically, to be mastered, the behavior should be observed a minimum of three times in at least two different activity settings.

Example of One Performance Standard on Child Profile

P & S 7: Interacts Cooperatively		○						
---	--	---	--	--	--	--	--	--

The circular mark indicates that the child has mastered the first benchmark for the performance standard: Interacts Cooperatively with Peers. This level of behavior is now typical for the child. The child does this consistently.

Benchmarks for Performance Standard P & S 7: Interacts Cooperatively with Peers

P & S 7			
Works/plays alongside others	Works/plays in association with another child	Works/plays cooperatively with a few others	Sustains cooperative activities with a range of children

The next step is to connect the circles to create a line. This gives a quick sense of the areas of strength (where the line is further to the right) and areas in need of strengthening (where the line is more to the left). In recording future data the Child Profile will be updated by using a

different mark (a half-filled circle or a solid circle). This will give a new Child Profile line that will help to identify areas in which the child has grown (where the line has moved to the right).

Children do not usually progress at the same rate in each of the learning areas. Typically, children show an uneven pattern, where some skills have progressed further than others. This is reflected in the line made to connect the marks on the Child Profile. Even if the line is mostly to the left (in the columns for the first and second benchmarks) or mostly to the right (in the columns for the third and fourth benchmarks), there will be some unevenness—that is, some areas will be more to the left and others more to the right. The Child Profile on the next page has been completed for the first and second conference meetings. The child in this sample has shown growth in P & S 1 and P & S 3, but not in PHY 3.

Preschool Assessment Framework

Child's Name: Jesse
 Date of Birth: July 28, 1998

Teacher: Julianne M.
 Program: Maplewood School

CHILD PROFILE E=Emerging M=Mastered

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction				○	◐			
	P & S 2. Sustains attention				○	◐			
	P & S 3. Participates in groups			○	◐				
	P & S 4. Manages transitions				○	◐			
	P & S 5. Expresses emotions				○	◐			
	P & S 6. Shows empathy		○	◐					
	P & S 7. Cooperates with peers		○	◐					
	P & S 8. Resolves conflicts			○	◐				
	P & S 9. Appreciates differences					○	◐		
PHYSICAL	PHY 1. Uses large muscles					○	◐		
	PHY 2. Uses small muscles							○	◐
	PHY 3. Cares for self						◐		●
COGNITIVE	COG 1. Engages in inquiry						○	◐	
	COG 2. Solves problems					○	◐		
	COG 3. Sorts objects					○	◐		
	COG 4. Makes patterns					○	◐		
	COG 5. Compares & orders					○	◐		
	COG 6. Quantifies			○	◐				
	COG 7. Shows spatial awareness				○	◐			
	COG 8. Uses sentences								●
	COG 9. Understands conversations							○	◐
	COG 10. Understands stories						○	◐	
	COG 11. Understands books						○	◐	
	COG 12. Recognizes sounds					○	◐		
	COG 13. Identifies words					○	◐		
	COG 14. Writes for meaning					○	◐		
CREATIVE	CRE 1. Builds and constructs					◐			
	CRE 2. Draws and paints						○		●
	CRE 3. Pretends in play			○	◐				
	CRE 4. Responds to music					○	◐		

Recording Dates:	Child's Age:	Teacher Signature:	Conference Dates:	Parent Signature:	Conference Dates:
○ 10/18/02	4.3	J.M.	10/20/02		
◐ 3/02/03	4.7	J.M.	3/12/03		
●					

Calculating Child's Age

Time 1 (October 2002):	2002 (y) 10 (m)
Child's birthday (July 1998)	1998 (y) 7 (m)
Child's age at Time 1:	4 (y): 3 (m)
Time 2 (February 2003)	
Time 1 to Time 2 = 4 months	4 (m)
Age at Time 2:	4 (y): 7 (m)

Parts of the Narrative Summary

- Page 1: Child's Strengths and Growth
Areas that Need Strengthening
Child's Interests and Passions
- Page 2: Language Sample
- Page 3: Examples to Share with the Family
Notes on Family Conference
Goals and Plans for Home and School

Complete the Language Sample Form (page 2 of the Narrative Summary)

Information shared with the child's family will be much clearer if there are specific examples. Oral language is one of the most important developments in the preschool years. The *Connecticut Preschool Assessment Framework* recommends that a language sample be included at each conference. A language sample is simply a written record of everything the child said in a few minutes. Teachers often collect language samples when children describe a drawing, when they talk about something they did, or when they comment on a storybook. The child's exact words and the date should be written on the language sample form. A note should be included about the setting so that the context will be clear. The teacher can demonstrate a child's growth in oral language by comparing early and later language samples. (See an example of a language sample completed for the first conference with the family on page 31.)

Language Sample

Child's Name: *Jesse*

Language Sample 1	Date: <u>10/15/02</u>
Context: <i>Jesse is sitting with Miguel at the snack table.</i>	
Child's Words: <i>M: What's your cat's name?</i> <i>J: Spooky. That's because he is all black. He likes to sleep in the sun. He sleeps next to the sink in the kitchen where it is warm. I think he sleeps all day when I'm at school. I wonder if he sleeps at night.</i>	

Language Sample 2	Date: _____
Context:	
Child's Words:	

Language Sample 3	Date: _____
Context:	
Child's Words:	

Gather Other Examples to Share with the Family

In addition to the language sample, it is important to have other examples of the child's work to share with the family. Collect and date samples of activities the child has done at school, such as the child's drawings or constructions, or photos of the child working and playing. As the teacher collects the items to share with the family, they should be listed at the top of page 3 of the Narrative Summary Form.⁹ This will serve as a reminder to have them on hand for the conference. These samples should be used when formulating and sharing comments about the child on the previous page of the Narrative Summary Form.

Complete Page 1 of the Narrative Summary

The **Narrative Summary** is the form on which observations and the plans made with the family at the conference should be recorded (see *Appendix F: Summary Forms*). Part of this form will be filled out before the conference and completed during the conference.

On the first page of the Narrative Summary the teacher will summarize ideas about 1) the child's areas of strengths and growth, 2) the areas in need of strengthening and 3) the child's interests and passions. All of these ideas are important information to prepare for the family conference. The first page of the Narrative Summary should be filled out in preparation for the family conference.

Strengths and Needs. All children have a number of strengths and needs. The teacher should choose about two of each that stand out. It is important to identify both strengths and needs and to keep them balanced. For example, the teacher would not indicate just one strength and many needs. Even if a child does have many needs, only a few should be selected for documentation on the Narrative Summary.

Sometimes it can be difficult to think of areas of need for children who have many strengths, but it is important to give this some careful thought. All children should be learning and making progress regardless of where their skill levels are at the start. Needs should define specific areas on which to focus to support a child's further learning. Therefore, even if children are performing at high levels on a standard, it still might be selected as a goal. For example, if a 3-year-old child has mastered the third level of a performance standard – a level usually mastered in the second year of preschool – teachers should still help the child move to the fourth level. All children should be challenged by the curriculum to grow toward their fullest potential.

⁹ Some teachers organize examples such as these into a portfolio for each child. Portfolios can be organized around the performance standards. Each portfolio item can be labeled to indicate how it provides evidence for one or more performance standards. Portfolios are excellent complements to the *Connecticut Preschool Assessment Framework*.

The Child Profile should be used to determine each child's strengths and needs. Areas of the Child Profile which are marked farthest to the right could be considered for the strengths section, and areas that are marked farthest on the left could be considered for the needs section.

It is unlikely that the teacher will be able to comment on the child's growth while filling out the Narrative Summary for the first time, because the teacher is just getting to know the child. When the Narrative Summary is completed for the second time, however, it will be possible to compare the child's current skills with those from the earlier time and note areas of growth and those in need of strengthening. The completed Child Profile also will help to identify these areas.

Areas of strength or need might be very general or very specific. For example, one child might be strong in all aspects of the physical domain. Another child, however, might show strength in large-muscle skills (PHY 1), but not necessarily in small-muscle skills (PHY 2) or in caring for self (PHY 3). In the first case the child showed strength in an entire domain and, in the second case, only in one performance standard of the domain. The same could be true for areas that need strengthening. When identifying strengths or areas that need strengthening in the Narrative Summary, the teacher might mention an entire domain or might identify a specific skill or performance standard (e.g., resolving conflicts).

Child's Interests and Passions. The Child's Interests and Passions section of the Narrative Summary provides a sense of who the child is as a unique and special person. It will help to answer the family member's question, "What does my child do at school?" in a way that shows real knowledge and caring toward their child. Knowledge of the child's interests and passions can be helpful in planning activities that the child finds interesting and engaging and, therefore, be effective in supporting the child's growth.

When meeting with families it is important to explain that children have interests and passions just like adults. One would not expect a child to like all activities equally. The purpose of this section is to provide families with information about the special interests the children show at school. This section of the form is about what the child **likes** to do, **NOT** what the child is **skilled** at doing. If the child tends to select certain activities, or chooses to play with certain children, or tends to talk about a favorite topic (e.g., "Talks about his or her cat all the time."), a note of it can be made in this space. In thinking about a child's interests and passions, the following should be considered:

- ✧ themes or units of study in the child's dramatic play (going to the vet, riding on a bus);
- ✧ types of block structures the child builds (an apartment building, an airport);
- ✧ materials the child selects or seeks out (a special truck, puzzle, water color paints);
- ✧ books the child selects or asks for (books about butterflies, books by Eric Carle);
- ✧ songs the child knows well, enjoys or requests (popular or traditional songs); and

- ✧ outdoor activities, areas of the playground or equipment the child prefers (hunting for bugs, tire swing, sleds).

(See an example of a completed page 1 of the Narrative Summary on page 35.)

Meet with the Family (and complete page 3 of the Narrative Summary)

The next step is to meet with the family to share information, set goals and make plans for the child. The teacher will complete the rest of page 3 of the Narrative Summary during the conference. It is good to start a conference on a positive note by discussing the child's strengths and growth, to share observations, and show examples of the child's efforts to illustrate the main points. The family should be asked for its observations as well. After discussing strengths, the teacher can talk about needs and interests. This should facilitate a back-and-forth discussion, with ideas from both teachers and family members.

Families know their children better than the teacher knows the children. Family members see their children in a greater range of situations, and they are the most important people in their children's lives. Family conferences are productive when everyone participates and voices their opinions and concerns. Sometimes parents come to a conference expecting that the teacher is the "expert" and that the teacher should do all of the talking. It should be explained to the family that children may be very different in different settings and the purpose of the conference is to share information and to jointly create goals and plans for their child.

As the teacher meets with the family, notes should be written on page 3 of the Narrative Summary of what is discussed at the conference. Many ideas will already be on the first page of the form, but comments that the family members make also should be included. They may see different behaviors at home, and this is important information to have.

Narrative Summary

Child's Name: Jesse Roberts Child's Age: (y) 4 :(m) 3
Teachers: Julianne L. Miguel Report Date: (m) 10 /(y)02
Program: _____

Child's Strengths and Growth

Jesse's strengths are his language and fine motor skills. He speaks clearly in sentences and understands and participates as a partner in conversations with adults. He shows good control in using his hands. He makes detailed drawings and can cut tiny pieces of paper with scissors.

Areas that Need Strengthening

Jesse focuses most of his attention on adults and on his favorite activities rather than on his peers. One area that could be strengthened is his interaction with peers.

Child's Interests and Passions

Jesse loves to draw, paint and talk. He is very happy if he can have a conversation with an adult while drawing or painting. He often talks about his cat, who is frequently the subject of his art work as well. He is interested in many topics, asking many questions to satisfy his endless curiosity.

The last space on this form is to write about the goals and plans the teacher and the family discuss at the conference. It may be decided to work on the same goals both at home and school, or that different goals are needed because the child's behavior is different at home and school. (See the example on the next page of Julianne's conference with Jesse's dad.)

Julianne's Conference with Jesse's Dad

Julianne begins the conference with Jesse's dad, Mr. Roberts, by sharing her observations of Jesse's strengths in language and fine motor skills. She shares a language sample that shows Jesse using lots of complex sentences to tell a story about his cat. She shows one of Jesse's drawings and points out the details that demonstrate he has good control of the marker.

Mr. Roberts asks what Jesse likes to do at school. Julianne says he loves to draw and paint and to talk about his cat. Mr. Roberts nods, saying that Jesse loves animals. Julianne agrees, commenting that Jesse is very curious about animals. She goes on to say that his interests help him to be independent and stick with activities. He can find things to do without help from the teacher. Then Julianne shares her observation that Jesse usually plays by himself at school.

Jesse's dad says he is surprised because Jesse often plays with his cousins at home. They use markers and crayons and draw together for hours on the large sheets of paper he brings home from his office.

Julianne suggests that "playing more cooperatively with peers" is a goal for Jesse at school. She asks Mr. Roberts if he could bring some of the large paper to school. She wants to interest Jesse in making murals with other children at school. This is a plan to help him play more cooperatively at school. Mr. Roberts agrees to this plan and then they go on to discuss his concerns about Jesse at home.

Mr. Roberts is very interested to hear that Jesse selects activities independently at school. At home he is constantly asking his dad, "What can I do now?" and he won't start an activity unless his dad participates. Mr. Roberts wants to work on this at home. Together they decide to use Jesse's interest (drawing) and strength (fine motor skills) to help him be more independent about finding things to do at home. Julianne suggests that Jesse draw pictures of things he likes to do at home, and tape them to the refrigerator. Each time Jesse asks his dad for help finding something to do, he will suggest that Jesse select one of the activities pictured on the refrigerator.

The goals on which the teacher and the family decide may come from the areas that need strengthening, identified on the first page of the Narrative Summary, as well as from those the family thinks are important. The goal about playing more cooperatively with peers, described above, comes from the areas that need strengthening identified by Julianne when she wrote Jesse's Narrative Summary. Goals also can emerge from areas of strength. *(See example on next page of Jesse's second goal at school)*

Jesse's Second Goal at School

Jesse loves to draw both at home and at school and his drawings of people and animals contain many details. He also enjoys painting at school and is very careful to select just the right color of paint, but the large brushes do not allow him to include details in his paintings. At the conference, Julianne suggests that if Jesse had smaller brushes he could paint with more control. She makes a plan to provide Jesse with smaller brushes and water colors so he can paint with more detail. This is an example of a plan that builds on one of a child's strengths.

When developing plans for the child's areas of need, the teacher should build upon the child's strengths and interests. This will increase the chances that the plan will be successful. This is what Julianne did to help Jesse with his social skills in the example about creating murals with other children.

Not all plans need to be activities. Some plans are teacher strategies to use with a child when an appropriate opportunity arises. To work on conflict resolution skills, for example, the teacher can plan things to do or say when the child is engaged in a conflict. The teacher might ask a pointed question or have one child define or explain the problem to help children learn to resolve conflicts.

Once goals and plans for the child have been decided, they should be noted in the space provided. Enough information should be included so the teacher will be able to remember the discussion when reading it over later. *(See example of Family Conference, page 3 of the Narrative Summary, prepared by Julianne and Miguel for Jesse's family, on page 38.)*

Before the second conference, the teacher will complete a new Narrative Summary Form that reflects the child's behavior at that time. At the second conference the teacher and the family can check with each other to see how the plans they made are going (if an opportunity for follow-up has not yet arisen). At this time the teacher can make or set new goals and plans, as needed.

At the end of each conference it is important that both the teacher and family members sign the form to indicate they have agreed to the plan. Two copies should be made, one for the teacher and one for the family. It is also important to get the family's permission to send the Child Record, and possibly the most recently completed Narrative Summary, to the child's next teacher at the end of the year.

Family Conference

Examples to share with family:

Drawing of Jesse's cat, Spooky (9/18)
Language sample about Spooky (10/15)

Notes on Family Conference

Conference Date: (m) 10 / (d) 20 / (y) 02

Family members present: Mr. R. (Dad)

Teacher(s) and others present: Julianne

Shared mutual observations about Jesse's strong language and fine motor skills

Dad expressed concern: wants Jesse to initiate activities on his own at home

Teacher expressed concern: wants to encourage Jesse to cooperate more with peers

Goals and Plans for Home and School

Home

- *Jesse will draw pictures of things he likes to do at home and tape these to the refrigerator. When Jesse asks his Dad for help finding something to do, Dad will suggest that Jesse select an activity pictured on the refrigerator.*

School

- *Jesse's dad will bring in large paper to encourage Jesse to cooperate with peers by making collages with them;*
- *Julianne will provide smaller paint brushes for Jesse so he can paint with more details.*

Teacher's signature

Date

Family Member's signature

Date

Summarizing and Repeating the Cycle

Completing the Class Summary Profile

After completing the Child Profiles for a reporting cycle, the teacher should compile a Class Summary Profile for all 30 performance standards. To do this, the number of children that are at each benchmark should be counted, including emerging and mastered, for each performance standard. *A sample Class Summary Profile is on page 41.*

Using the Class Summary Profile in Planning

A Class Summary Profile will give a clear snapshot of where the children are on the benchmarks for each performance standard. For example, in reviewing the Class Summary Profile on page 41, it appears that this class, as a whole, demonstrates strengths in the following areas: shows self-direction with range of materials, sustains attention to task, uses coordinated large-muscle movements, cares for self independently, recognizes and makes patterns, and builds and constructs to represent ideas. This profile also demonstrates that the class as a whole is not doing as well in the following: works to resolve conflicts, uses coordinated small-muscle movements, engages in scientific inquiry, understands and participates in conversations, shows understanding of stories and recognizes similar sounds in speech. Therefore, the teaching team in this classroom should decide to spend more time in planning and implementation related to these performance standards, taking into account where the class falls on the benchmarks.

The Class Summary Profile will provide the teacher with more specific assessment information in order to target planning and better address children’s skills in the class. For example, the Class Summary Profile on page 41 provides data on the performance standard: Recognizes and Make Patterns:

Cognitive 4: Recognizes and Makes Patterns

E 0	M 1	E 0	M 3	E 6	M 5	E 2	M 0
Notices similarities and differences in items in a series		Repeats simple patterns		Creates and describes simple patterns		Creates and describes complex patterns	

These results would indicate that the teaching team should be planning and implementing activities directed at the third and fourth benchmarks, since all children except one can imitate a simple pattern. For the one child that is still working on this skill, it is important to have different expectations and individualize teaching strategies and activities for that child.

CLASS PROFILE

Teachers: Julianne and Miguel

Recording Period: 3/02/03

Class Size: 17

Program/Class: Maplewood Preschool

Ages of Children: 3 yrs 6 mos. – 5yrs. 2 mos.

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction				6	4	5	1	1
	P & S 2. Sustains attention		1	1	6	6	2	1	
	P & S 3. Participates in groups	1	3	2	4	4	2	1	
	P & S 4. Manages transitions	2	1	3	4	4	2	1	
	P & S 5. Expresses emotions		1	4	5	4	3		
	P & S 6. Shows empathy		2	6	7	1	1		
	P & S 7. Cooperates with peers		2	7	4	2	1	1	
	P & S 8. Resolves conflicts		4	6	4	2	1		
	P & S 9. Appreciates differences		2	3	5	5	1	1	
PHYSICAL	PHY 1. Uses large muscles		1	3	1	5	6	1	
	PHY 2. Uses small muscles	1	1	5	6	2	2		
	PHY 3. Cares for self		1	3	4	6	1	2	
COGNITIVE	COG 1. Engages in inquiry	1	4	6	3	2	1		
	COG 2. Solves problems		2	7	2	5	1		
	COG 3. Sorts objects		1	5	3	4	2	2	
	COG 4. Makes patterns		1		3	6	5	2	
	COG 5. Compares and orders		2	4	5	4	2		
	COG 6. Quantifies		2	5	3	5	2		
	COG 7. Shows spatial awareness		4	3	3	6		1	
	COG 8. Uses sentences		3	5	2	5	1	1	
	COG 9. Understands conversations		3	6	4	2	1	1	
	COG 10. Understands stories	2	4	5	3	2		1	
	COG 11. Understands books		2	3	6	3	1	2	
	COG 12. Recognizes sounds		4	7	4	2			
	COG 13. Identifies words		2	3	5	5	1	1	
	COG 14. Writes for meaning		1	5	4	5	2		
CREATIVE	CRE 1. Builds and constructs			3	3	6	4	1	
	CRE 2. Draws and paints		2	4	3	4	3	1	
	CRE 3. Pretends in play		2	5	5	3	2		
	CRE 4. Responds to music			4	6	5	2		

E=Emerging M=Mastered

Summary

The *Connecticut Preschool Assessment Framework* will help teachers to become “intentional” teachers. It will help teachers to be very clear about their **goals** for children, about what to **plan**, about **why** they are doing each activity in their classrooms, and about **what children are learning**. When teachers observe and document children making progress, they will be able to see the benefits of intentional teaching, and will know that they have supported each child as he or she learns and grows.

References

- Bredenkamp, S. and Rosegrant, T. (eds.). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children (Vol. 1)*. Washington, DC: NAEYC, 1992.
- Bredenkamp, S. and Rosegrant, T. (eds.). *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment (Vol. 2)*. Washington, DC: NAEYC, 1995.
- Shepard, L.; Kagan, S. L. and Wurz, E. (eds.). *Principles and Recommendations for Early Childhood Assessments*. Washington, DC: National Education Goals Panel, 1998. (<http://www.negp.gov/webpg720.htm#child>)

APPENDIX A

Validity and Reliability Related to Purposes

Validity and Reliability Related to Purposes

One of the general principles of the National Education Goals Panel is that “Assessments should be tailored to a specific purpose and should be reliable, valid and fair for that purpose” (Shepard, L.; Kagan, S.L. and Wurz, E., 1998, page 5). The purpose of the *Connecticut Preschool Assessment Framework* is to support children’s learning. The State of Connecticut has identified learning goals for preschool children in a comprehensive curriculum framework. The *Connecticut Preschool Assessment Framework* derives its validity from its direct connection to *Connecticut’s Preschool Curriculum Framework* (1999). Over 100 early childhood professionals in Connecticut were asked to review the 77 standards in the curriculum framework and select those they considered most important. From this, 30 key performance standards were identified. Where possible, two of the standards from the curriculum framework were combined into one standard for the assessment framework.

The National Education Goals Panel document also distinguishes the reliability requirements of assessment systems used for different purposes.

Reliability and validity requirements for assessments used to support learning are the least stringent of any of the assessment purposes. Over time, teachers’ assessments become reliable and consequential, in the sense that multiple assessment events and occasions yield evidence of patterns or consistencies in a child’s work, but the day-to-day decisions that caregivers and teachers make on the basis of single assessments are low-stakes decisions. If an incorrect decision is made, for example in judging a child’s reading level to help select a book from the library (this book is too easy), that decision is easily changed the next day when new assessment data are available. Because assessments used as part of learning do not have to meet strict standards for technical accuracy, they cannot be used for external purposes, such as school accountability (1998, page 12).

The *Connecticut Preschool Assessment Framework* is intended for the purpose of supporting learning, not high-stakes accountability. These “high-stakes” purposes require different sorts of assessment tools that meet different criteria. A program evaluation, for example, typically uses assessment tools that have a high degree of inter-rater reliability. This purpose requires a high level of consistency in testing procedures, which are often inconsistent with the NAEYC guidelines for curriculum-embedded classroom assessment. Furthermore, not all children need to be assessed in research or program evaluation projects. A representative sample of children is usually all that is required for a large-scale program evaluation.

In contrast, all children need to be assessed in order to support teaching and learning in the classroom. Therefore, teachers need to use the *Connecticut Preschool Assessment Framework* to assess all of the children in their class as they are engaged in typical classroom activities. This contextually embedded assessment model is, by necessity, more flexible and accessible so that teachers may use it easily in their classrooms to assess each of the children. The variability in classroom contexts makes such methods less standardized than tools intended for research or other high-stakes purposes. The National Goals Panel suggests that teachers will become more reliable as they become familiar with and use the performance-based assessment instruments in their classrooms.

In summary, the *Connecticut Preschool Assessment Framework* is consistent with recommendations for early childhood assessment that are primarily intended to be used by classroom teachers to inform their instructional decisions. This assessment framework describes precisely what preschoolers are expected to learn and be able to do, and offers materials that drive a process for connecting assessment, planning and teaching with a common set of learning objectives.

APPENDIX B

Comparison of Connecticut Preschool Curriculum Framework and Connecticut Preschool Assessment Framework

Comparison of the Connecticut Preschool Curriculum Framework and the Connecticut Preschool Assessment Framework

Personal & Social Domain	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Engage in activities that they select or create and demonstrate self-direction in use of materials. 	P & S 1 Shows self-direction with range of materials
<ul style="list-style-type: none"> ▪ Sustain attention to task. 	P & S 2 Sustains attention to task
<ul style="list-style-type: none"> ▪ Demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem. 	COG 2 Uses a variety of strategies to solve problems
<ul style="list-style-type: none"> ▪ Demonstrate delight or satisfaction when completing a task or solving a problem. 	P & S 5 Uses words to express emotions or feelings
Content Standard: <i>Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Refer to themselves by first and last name. 	P & S 9 Recognizes similarities and appreciates differences
<ul style="list-style-type: none"> ▪ Identify themselves by family and by gender. 	P & S 9 Recognizes similarities and appreciates differences
Content Standard: <i>Preschool programs will provide children with opportunities to demonstrate awareness of one's own and others' feelings.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Use words to express emotions or feelings. 	P & S 5 Uses words to express emotions or feelings P & S 6 Shows empathy and caring for others

Personal & Social Domain	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Participate in small- and large-group activities. 	P & S 3 Participates in teacher-led group activities
<ul style="list-style-type: none"> ▪ Manage transition from one activity to the next. ▪ Follow classroom and playground rules. ▪ Be aware of and follow the classroom schedule and routines. 	P & S 4 Manages transitions; follows routines and rules
Content Standard: <i>Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Interact with one or more children, beginning to play or work cooperatively. 	P & S 7 Interacts cooperatively with peers
<ul style="list-style-type: none"> ▪ Enter into or initiate a play situation. 	P & S 7 Interacts cooperatively with peers CRE 3 Represents experience and fantasies in play
<ul style="list-style-type: none"> ▪ Demonstrate empathy and caring for others. 	P & S 6 Shows empathy and caring for others
<ul style="list-style-type: none"> ▪ Seek help from peers or adults. 	P & S 8 Works to resolve conflicts
Content Standard: <i>Preschool programs will provide children with opportunities to use age-appropriate conflict-resolution strategies.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Use words to identify the conflict. ▪ Engage in developing solutions and work to resolve conflicts. ▪ Seek adult help when involved in a conflict. 	P & S 8 Works to resolve conflicts
Content Standard: <i>Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ State at least two ways in which children are similar and two ways in which they are different. ▪ Interact with a variety of children in the program. 	P & S 9 Recognizes similarities and appreciates differences

Physical Development	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Demonstrate competence in a variety of activities that require coordinated movement using large muscles. ▪ Perform activities that combine large-muscle movement with equipment. ▪ Combine a sequence of several motor skills in an organized way. ▪ Choose to engage in physical activity that is child selected or teacher initiated. 	PHY 1 Uses coordinated large-muscle movements
Content Standard: <i>Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Perform fine-motor tasks that require small-muscle strength and control. ▪ Use eye-hand coordination to successfully perform fine-motor tasks. 	PHY 2 Uses coordinated small-muscle movements
<ul style="list-style-type: none"> ▪ Show beginning control of writing, drawing and art tools. 	PHY 2 Uses coordinated small-muscle movements COG 14 Uses writing to convey meaning CRE 2 Draws and paints to represent own ideas
Content Standard: <i>Preschool programs will provide children with opportunities to demonstrate spatial awareness in both fine- and gross-motor activities.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Move through an environment with body control. 	PHY 1 Uses coordinated large-muscle movements
<ul style="list-style-type: none"> ▪ Demonstrate spatial awareness in fine-motor activities. 	COG 14 Uses writing to convey meaning CRE 1 Builds and constructs to represent own ideas CRE 2 Draws and paints to represent own ideas

Physical Development	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to choose nutritious meals and snacks.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Recognize and eat a variety of nutritious foods. 	
Content Standard: <i>Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Practice personal hygiene. ▪ Use self-help skills. 	PHY 3 Cares for self independently
Cognitive Development	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Ask questions about and comment on observation and experimentation. ▪ Collect, describe and record information. ▪ Use equipment for investigation. 	COG 1 Engages in scientific inquiry

Cognitive Development	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</i>	
Performance Indicators:	
▪ Make and verify predictions about what will occur.	COG 1 Engages in scientific inquiry
▪ Compare and contrast objects and events.	COG 5 Compares and orders objects and events
▪ Classify objects and events based on self-selected criteria.	COG 3 Sorts objects
▪ Use language that shows understanding of scientific principles to explain why things happen.	COG 1 Engages in scientific inquiry
Content Standard: <i>Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</i>	
Performance Indicators:	
▪ Engage in a scientific experiment with a peer or with a small group.	P & S 7 Interacts cooperatively with peers
Content Standard: <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things</i>	
Performance Indicators:	
▪ Recognize simple patterns and duplicate or extend them.	COG 4 Recognizes and makes patterns
▪ Create and duplicate patterns and shapes using a variety of materials.	
▪ Sort objects by one or more attributes and regroup the objects based on a new attribute.	COG 3 Sorts objects

Cognitive Development	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Order several objects on the basis of one attribute. 	COG 3 Sorts objects
<ul style="list-style-type: none"> ▪ Show spatial awareness by demonstrating an understanding of position and order. 	COG 5 Compares and orders
<ul style="list-style-type: none"> ▪ Use common instruments to measure things. 	COG 1 Engages in scientific inquiry
<ul style="list-style-type: none"> ▪ Demonstrate understanding of one-to-one correspondence while counting. 	COG 6 Relates number to quantity
Content Standard: <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Show curiosity and independent interest in number-related activities. ▪ Estimate and verify the number of objects. 	COG 6 Relates number to quantity
<ul style="list-style-type: none"> ▪ Demonstrate an understanding of sequence of events and time periods. ▪ Collect, organize and display information. 	COG 5 Compares and orders objects and events
Content Standard: <i>Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Speak clearly, including use of appropriate tone and inflection. 	Refer to page 1 of Child Record
<ul style="list-style-type: none"> ▪ Use multiple-word sentences or phrases to describe ideas, feelings and actions. 	COG 8 Uses complex sentences and vocabulary
<ul style="list-style-type: none"> ▪ Speak to initiate a conversation or enter into a play situation. ▪ Speak for a variety of other purposes. 	COG 8 Uses complex sentences and vocabulary

Cognitive Development	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Demonstrate understanding of basic conversational vocabulary. ▪ Demonstrate understanding of message in conversation. 	COG 9 Understands and participates in conversations
<ul style="list-style-type: none"> ▪ Retell information from a story. 	COG 10 Shows understanding of stories
Content Standard: <i>Preschool programs will provide children with opportunities to exhibit interest in reading.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Show independent interest in reading-related activities. 	P & S 1 Shows self-direction with a range of materials COG 10 Shows understanding of stories
<ul style="list-style-type: none"> ▪ Attend to a story. 	P & S 3 Participates in teacher-led group activities COG 10 Shows understanding of stories
<ul style="list-style-type: none"> ▪ Demonstrate book awareness. 	COG 11 Displays book knowledge
<ul style="list-style-type: none"> ▪ Recognize matching sounds and some printed letters. 	COG 12 Recognizes similar sounds in speech
<ul style="list-style-type: none"> ▪ Recognize several printed words. 	COG 13 Identifies printed words
Content Standard: <i>Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Use symbols or drawing to express thoughts, feelings and ideas. 	COG 14 Uses writing to convey meaning CRE 2 Draws and paints to represent own ideas
<ul style="list-style-type: none"> ▪ Print or copy their first name. ▪ Use letter-like approximations to write words or ideas. 	COG 14 Uses writing to convey meaning
Content Standard: <i>Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Use a variety of art materials and activities for sensory experience and exploration. 	CRE 1 Builds and constructs to represent own ideas CRE 2 Draws and paints to represent own ideas
<ul style="list-style-type: none"> ▪ Elect to use the art media. 	P & S 1 Shows self-direction with a range of materials CRE 2 Draws and paints to represent own ideas

Creative Expression/Aesthetic Development	
Preschool Curriculum Framework Content Standards and Performance Indicators	Preschool Assessment Framework Performance Standards
Content Standard: <i>Preschool programs will provide children with opportunities to create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Demonstrate the ability to represent experiences, thoughts and ideas using several art forms. ▪ Use a variety of visual art media for self-expression. 	<p>CRE 1 Builds and constructs to represent own ideas</p> <p>CRE 2 Draws and paints to represent own ideas</p>
Content Standard: <i>Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Assume the role of someone or something else and talk in the language/tone appropriate for that person or thing. ▪ Engage in cooperative pretend play with another child. 	<p>CRE 3 Represents experiences and fantasies in play</p>
Content Standard: <i>Preschool programs will provide children with opportunities to engage in musical and creative movement activities.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments. ▪ Initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes of compact discs. ▪ Participate in creative movement and dance. 	<p>CRE 4 Sings and responds to music</p>
Content Standard: <i>Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others.</i>	
Performance Indicators:	
<ul style="list-style-type: none"> ▪ Use oral language to explain or describe or ask questions about a work of art. 	<p>COG 8 Uses complex sentences and vocabulary</p>
<ul style="list-style-type: none"> ▪ Express interest in and show appreciation for the creative work of others. 	<p>P & S 6 Shows empathy and caring for others</p>

APPENDIX C

Planning Forms

Learning Activities Planning Form

Teachers: _____

Week: _____

Performance Standards	Activities/Teaching Strategies
1	
2	
3	

Planning Web

The teacher may want to enlarge this form to enhance its usefulness.

Teachers: _____

Week: _____

Blocks	Math/Manipulatives	Literacy	Group Time
Dramatic Play	Performance Standards:		Routines/Transitions
Art	Outdoors	Health	Science/Sensory/ Cooking

Planning Web

Each box is filled in based upon the learning centers and routines in the program. This form may be enlarged to enhance its usefulness.

Teachers: _____ **Week:** _____

			Performance Standards:	

Weekly Calendar

Teachers: _____ Week: _____

Performance Standards: _____

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday

APPENDIX D

Observation Forms

CHILD OBSERVATION FORM

Child: _____ Teachers: _____ Week: _____

Performance Standard 1:	Performance Standard 2:	Performance Standard 3:

CLASS OBSERVATION FORM

Teachers: _____ Week: _____

The performance standards and benchmarks from the Chart of Performance Standards and Benchmarks must be pasted in this section.

1	2	3	4
5	6	7	8
9	10	11	12

APPENDIX E

Suggestions for Long-Term Organization of Observations

Suggestions for Long-Term Organization of Observations

If the teacher elects to use the Class Observation Form (page 65) with “sticky notes” to collect observations of many children on this one form, the teacher may want to experiment with the following method to organize the notes for each child.

The **Organization of Child Observations Form** (on pages 70-75) is set up so that all 30 performance standards appear in order (from P & S 1 to CRE 4). The spaces on this form correspond in size to the spaces and “sticky notes” that can be used on the Class Observation Form.

Each week or two, after collecting observations on “sticky notes” using the Class Observation Form, these notes can be transferred to each child’s **Organization of Child Observations Form**. The date must be put on each observational note (as seen in the sample observational note on page 20), or copy the date from the top of the Class Observation Form onto each “sticky note.” The “sticky note” should also indicate the benchmark selected, so as to have this information for each child.

If the **Organization of Child Observations Forms** are kept in a loose-leaf notebook with a tab for each child, there will be a record on each child organized to enable the teacher to complete the Child Profile Form more easily. The teacher can also flip through the book to get an idea of which children were not observed for a sufficient number of opportunities on particular performance standards. The teacher then can create additional activities based upon children’s interests, and can plan to focus on these children when they select newly planned activities.

Another way to ease recording is to set up a blank **Class Observation Form** at the beginning of the year with the names of all children in the class *before* the performance standard and benchmarks are placed at the top of the page. If multiple copies of these blanks are made with the children’s names, the teacher can simply place each performance standard and related benchmarks at the top of the page as the standard is selected as a focus, and the teacher will be ready to use the form in the classroom. To make this easier, the **Chart of Performance Standards and Benchmarks** located on pages 76-79 can be copied and pasted on the **Class Observation Form** as needed.

ORGANIZATION OF CHILD OBSERVATION FORM

Child _____ Teachers _____ Dates _____ - _____

P & S 1 <i>Shows self-direction</i>												
P & S 2 <i>Sustains attention to task</i>												
P & S 3 <i>Participates in teacher-led group activities</i>												
P & S 4 <i>Manages transitions, follows routines and rules</i>												
P & S 5 <i>Uses words to express emotions</i>												

ORGANIZATION OF CHILD OBSERVATION FORM

Child _____ Teachers _____ Dates _____ - _____

P & S 6			
<i>Shows empathy and caring for others</i>			
P & S 7			
<i>Interacts cooperatively with peers</i>			
P & S 8			
<i>Works to resolve conflicts</i>			
P & S 9			
<i>Recognizes similarities and appreciates differences</i>			
PHY 1			
<i>Uses coordinated large-muscle movements</i>			

ORGANIZATION OF CHILD OBSERVATION FORM

Child _____ Teachers _____ Dates _____ - _____

PHY 2 <i>Uses coordinated small-muscle movements</i>											
PHY 3 <i>Cares for self independently</i>											
COG 1 <i>Engages in scientific inquiry</i>											
COG 2 <i>Uses a variety of strategies to solve problems</i>											
COG 3 <i>Sorts objects</i>											

ORGANIZATION OF CHILD OBSERVATION FORM

Child _____ Teachers _____ Dates _____ - _____

COG 4 <i>Recognizes and makes patterns</i>			
COG 5 <i>Compares and orders objects and events</i>			
COG 6 <i>Relates number to quantity</i>			
COG 7 <i>Demonstrates spatial awareness</i>			
COG 8 <i>Uses complex sentences and vocabulary to describe ideas and experiences</i>			

ORGANIZATION OF CHILD OBSERVATION FORM

Child _____ Teachers _____ Dates _____ - _____

COG 9 <i>Understands and participates in conversations</i>												
COG 10 <i>Shows understanding of stories</i>												
COG 11 <i>Displays knowledge of books and print</i>												
COG 12 <i>Recognizes similar sounds in speech</i>												
COG 13 <i>Identifies printed words</i>												

ORGANIZATION OF CHILD OBSERVATION FORM

Child _____ Teachers _____ Dates _____ - _____

COG 14 <i>Uses writing to convey meaning</i>			
CRE 1 <i>Builds and constructs to represent own ideas</i>			
CRE 2 <i>Draws and paints to represent own ideas</i>			
CRE 3 <i>Represents experiences and fantasy in pretend play</i>			
CRE 4 <i>Sings and responds to music</i>			

Chart of Performance Standards and Benchmarks

Personal and Social			
P & S 1	Shows self-direction with range of materials.	Selects familiar materials; participates in unfamiliar activities with teacher support	Usually participates in both familiar and unfamiliar activities
Selects and uses a limited range of familiar materials			Independently selects and participates in a variety of activities
P & S 2	Sustains attention to task	Sustains attention to high-interest, self-selected task until complete or reaches frustration level	Persists in both self-selected and teacher-directed tasks until task is completed
Sustains attention primarily to self-selected, high interest tasks			
P & S 3	Participates in teacher-led group activities	Joins small group (up to 10) in high-interest activities; usually participates	Willingly participates in most whole-group activities
Stays briefly in a small group (up to 5) with teacher encouragement			Actively participates in whole-group activities and usually waits turn
P & S 4	Manages transitions, follows routines and rules	Makes transitions and follows basic routines and rules with occasional reminders	Makes transitions and follows routines and rules when given signal
Makes transitions and follows basic routines and rules with teacher supervision			Anticipates transitions and follows routines and rules independently
P & S 5	Uses words to express emotions or feelings	Sometimes expresses desires or feelings using words	Independently identifies own feelings and their cause using words
Expresses desires or feelings, primarily nonverbally			
P & S 6	Shows empathy and caring for others	Usually notices and reacts to a familiar peer's delight or distress	Offers to help peer in need
Sometimes notices and reacts to a familiar peer's delight or distress			Understands when others' needs are different from own
P & S 7	Interacts cooperatively with peers	Works/plays in association with another child	Works/plays cooperatively with a few others
Works/plays alongside others			Sustains cooperative activities with a range of children
P & S 8	Works to resolve conflicts	Seeks and accepts teacher help to solve conflicts with peers	Develops solutions and works to resolve conflicts with teacher support
Gives in or uses physical force to solve conflicts			Begins to solve conflicts directly with peers using appropriate strategies

P & S 9	Recognizes similarities and appreciates differences			Demonstrates respect for differences among others
Identifies self, family members, teachers and some peers by name	Shows awareness of similarities and differences among own family members	Shows awareness of similarities and differences among peers		
Physical				
PHY 1	Uses coordinated large-muscle movements			
Moves with some large-muscle control	Moves with increased large-muscle control and coordination	Coordinates several movements, such as running and jumping	Coordinates more complex movements with increasing control, balance and accuracy	
PHY 2	Uses coordinated small-muscle movements			
Uses fingers to take apart and put together small objects	Uses eye-hand coordination to manipulate small objects with increasing precision	Uses eye-hand coordination to manipulate even smaller objects with refined precision	Uses opposing hand movements to cut and draw with control	
PHY 3	Cares for self independently			
Performs self-care tasks with teacher's help	Attempts to dress, eat and toilet independently with some success	Manages most aspects of dressing, eating and toileting independently	Dresses, eats and toilets independently	
Cognitive				
COG 1	Engages in scientific inquiry			
Observes or explores and notices effects	Experiments, observes and comments	Experiments, observes purposefully and describes how effects vary	Describes, predicts and plans for purposeful exploration or observation	
COG 2	Uses a variety of strategies to solve problems			
Moves to another activity when confronted with a problem	Imitates other child's or repeats own strategy to solve a problem	Tries several strategies to solve a problem with teacher support	Creates and uses alternative strategies to solve problems independently	
COG 3	Sorts objects			
Uses inconsistent sorting strategies	Sorts on the basis of one attribute with teacher support	Sorts consistently on the basis of one attribute independently and tells reason	Sorts the same objects in more than one way, such as color, shape, size, function	
COG 4	Recognizes and makes patterns			
Notices similarities and differences in items in a series	Repeats simple pattern	Creates and describes simple pattern	Creates and describes complex patterns	

COG 5	Compares and orders objects and events				
Notifies similarities and differences in objects	Makes simple comparisons and orders several events and objects		Sequences and makes verbal comparisons on visible attributes	Verbally compares and orders based on non-visible attributes such as time, weight	
COG 6	Relates number to quantity				
Uses number-related vocabulary	Rote counts to 10 and uses number-related vocabulary with some accuracy	Counts 10-20 objects and puts two groups of 5-10 objects in 1-to-1 correspondence	Counts 10-20 objects and identifies groups of objects with less, same or more		
COG 7	Demonstrates spatial awareness				
Shows understanding of basic positional words	Understands and uses several positional words	Uses more complex positional words and represents position in work	Understands the relative nature of positional concepts		
COG 8	Uses complex sentences and vocabulary to describe ideas and experiences				
Uses short, simple phrases or sentences	Uses a sentence of five or more words to express a thought	Uses a series of at least two to three related sentences to tell experiences or stories	Uses a series of more than three related sentences and details to convey experiences or stories		
COG 9	Understands and participates in conversations				
Understands and makes verbal responses to comments	Understands and participates in a short conversational exchange	Understands and participates in an extended conversational exchange	Understands and participates in an extended conversational exchange about past and future events or experiences		
COG 10	Shows understanding of stories				
Participates in story-related activities	Makes connections between story and own experiences or feelings	Understands several aspects of story, such as characters or events	Demonstrates clear understanding of the main characters and sequence of events in a story		
COG 11	Displays knowledge of books and print				
Holds book and turns pages conventionally	Knows that the picture in book tell a story	Understands that the printed words convey the story	Understands that printed words in book are read from left to right and top to bottom		

COG 12	Recognizes similar sounds in speech	Notifies rhymes and/or similar beginning sounds	Generates rhymes and/or similar beginning sounds in play	Identifies words with similar sounds in work and play; connects and matches some sounds to letters
COG 13	Identifies printed words	Identifies some printed words in the context of the environment	Identifies some familiar printed words out of context	Uses knowledge of sounds and letters to identify words in print
COG 14	Uses writing to convey meaning	Writes messages using scribbles	Writes messages using letter-like shapes and some conventional letters	Writes messages using several conventional words
Creative Expression				
CRE 1	Builds and constructs to represent own ideas	Uses sensory and building materials with purpose	Creates simple constructions to represent own ideas	Creates elaborate constructions to represent own ideas
CRE 2	Draws and paints to represent own ideas	Draws or paints with some control and own purpose	Creates more complex representations, experimenting with materials	Represents with multiple details and a sense of space
CRE 3	Represents experiences and fantasies in pretend play	Engages in parallel and associative play with peers	Engages in cooperative-role play with peers	Engages in extended, planned cooperative role-play with peers
CRE 4	Sings and responds to music	Repeats parts of simple songs and responds to beat in music	Sings simple songs and responds to changes in music with voice or body	Adjusts singing and movement in response to changes in pitch and rhythm

APPENDIX F

Summary Forms

Child Record

Child's Name: _____ Date of Birth: ____/____/____
Teacher(s): _____
Program: _____ Phone: _____
Address of Program: _____
Dates child attended program: From: (m)____/(y)____ to: (m)____/(y)____
Dates form completed: **Time.1**(m)____/(y)____ **Time.2**(m)____/(y)____ **Time.3**(m)____/(y)____

Child's Spoken Language

Child's Dominant Language is: _____

Child speaks dominant language clearly:

- Occasionally
- Sometimes
- Mostly

Child understands dominant language:

- Occasionally
- Sometimes
- Mostly

For children whose dominant language is not English also complete the following:

Child speaks English clearly:

- Occasionally
- Sometimes
- Mostly

Child understands English:

- Occasionally
- Sometimes
- Mostly

Home Language Information

Is a language other than English spoken at home? (circle one) YES NO

If yes... A. What language? _____

B. What is the primary language **SPOKEN TO** the child at home? _____

C. What language does the **CHILD** use at home? (Please check one line below)

- Only English
- Mostly English and sometimes _____
- Mostly _____ and sometimes English
- Only _____

Adjustment to Program/Relationships with Adults

CHILD PROFILE

Child's Name: _____ Teacher: _____
 Date of Birth: _____ Program: _____

E=Emerging M=Mastered

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction								
	P & S 2. Sustains attention								
	P & S 3. Participates in groups								
	P & S 4. Manages transitions								
	P & S 5. Expresses emotions								
	P & S 6. Shows empathy								
	P & S 7. Cooperates with peers								
	P & S 8. Resolves conflicts								
	P & S 9. Appreciates differences								
PHYSICAL	PHY 1. Uses large muscles								
	PHY 2. Uses small muscles								
	PHY 3. Cares for self								
COGNITIVE	COG 1. Engages in inquiry								
	COG 2. Solves problems								
	COG 3. Sorts objects								
	COG 4. Makes patterns								
	COG 5. Compares & orders								
	COG 6. Quantifies								
	COG 7. Shows spatial awareness								
	COG 8. Uses sentences								
	COG 9. Understands conversations								
	COG 10. Understands stories								
	COG 11. Understands books								
	COG 12. Recognizes sounds								
	COG 13. Identifies words								
	COG 14. Writes for meaning								
CREATIVE	CRE 1. Builds and constructs								
	CRE 2. Draws and paints								
	CRE 3. Pretends in play								
	CRE 4. Responds to music								

	Recording Dates:	Child's Age:	Teacher Signature:	Conference Dates:	Parent Signature:	Conference Dates:
<input type="radio"/>	10/18/02	4.3	J.M.	10/20/02		
<input type="radio"/>	3/02/03	4.7	J.M.	3/12/03		
<input type="radio"/>						

Language Sample

Child's Name: _____

Language Sample 1	Date: _____
<p>Context:</p> <p>Child's Words:</p>	

Language Sample 2	Date: _____
<p>Context:</p> <p>Child's Words:</p>	

Language Sample 3	Date: _____
<p>Context:</p> <p>Child's Words:</p>	

Narrative Summary

Child's Name: _____ Child's Age: (y) ____ (m) ____
Teachers: _____ Report Date: (m) ____ / (y) ____
Program: _____

Child's Strengths and Growth

Areas that Need Strengthening

Child's Interests and Passions

Family Conference

Examples to share with family:

Notes on Family Conference

Conference Date: (m) ____ / (d) ____ / (y) ____

Family members present: _____

Teacher(s) and others present: _____

Goals and Plans for Home and School

Teacher's signature

Date

Family Member's signature

Date

CLASS PROFILE

Teachers: _____ Recording Period: _____ Class Size: ____
 Program/Class: _____ Ages of Children: _____

Performance Standards		Benchmarks for 2 1/2 - 6 year-olds							
		E	M	E	M	E	M	E	M
PERSONAL AND SOCIAL	P & S 1. Shows self-direction								
	P & S 2. Sustains attention								
	P & S 3. Participates in groups								
	P & S 4. Manages transitions								
	P & S 5. Expresses emotions								
	P & S 6. Shows empathy								
	P & S 7. Cooperates with peers								
	P & S 8. Resolves conflicts								
	P & S 9. Appreciates differences								
PHYSICAL	PHY 1. Uses large muscles								
	PHY 2. Uses small muscles								
	PHY 3. Cares for self								
COGNITIVE	COG 1. Engages in inquiry								
	COG 2. Solves problems								
	COG 3. Sorts objects								
	COG 4. Makes patterns								
	COG 5. Compares and orders								
	COG 6. Quantifies								
	COG 7. Shows spatial awareness								
	COG 8. Uses sentences								
	COG 9. Understands conversations								
	COG 10. Understands stories								
	COG 11. Understands books								
	COG 12. Recognizes sounds								
	COG 13. Identifies words								
	COG 14. Writes for meaning								
CREATIVE	CRE 1. Builds and constructs								
	CRE 2. Draws and paints								
	CRE 3. Pretends in play								
	CRE 4. Responds to music								

E=Emerging M=Mastered

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