Head Start Performance Standard: 1302.33 Child Screening and Assessment

b) *Assessment for individualization*. (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

(3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

(c) *Characteristics of screenings and assessments*. (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;

(ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,

(iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.

(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (2)(i) through (iii) of this section.

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

(d) *Prohibitions on use of screening and assessment data*. The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.

ECEAP Performance Standard: E-11: Observation, Assessment and Individualization: Contractors Must: • Perform ongoing observation of individual children's activities, interactions, behavior, language, learning and development. • Maintain objective, confidential observations and notes. • Assess children's social-emotional, physical, and cognitive development a minimum of two times each school year, using a written assessment instrument. • Use observation and assessment information to plan individualized curriculum and guidance.

Purpose: Teaching Strategies GOLD is our formal on-going assessment system in preschool. The Child Assessment Portfolio/Objectives for Development and Learning (ODL) Rating Scale is how we assess the developmental progress of each child. This occurs three times per year in Head Start and ECEAP.

Procedure: This report will be part of the child's record and will become the basis for the child's Individual Learning Plan (ILP) that you complete with the family.

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

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

All lead and assistant teachers must take the interrater reliability test in TS Gold within 6 months of hire.
Observations and Work Samples

Teaching staff will record and collect observations and documentation of children's development and learning. Documentation must include thoroughly written individualized anecdotal observations, photos of children engaged in classroom experiences, and examples of children's artwork and writing. Documentation for each child will be kept in TS Gold online portfolio system.

Teachers must ensure they have adequate documentation across all developmental areas to support completion of TS Gold check point ratings.

All written observations **must** show the significance of the experience of the individual child.

Group observations are used sparingly, **must** be individualized and show the significance of the experience for each child.

Objectives You Will Collect Observations on in red	Objectives on the Parent Baseline Questionnaire
1 ab	**1c**
2 cd	**2ab**
4-6, 7 ab with a brief written observation	**3ab**
8 ab with a brief written observation	**9abcd**
10 ab with a brief written observation	**12ab**
11 just 1, either a,b,c,d, or e	**14ab**
13	**18abc**
15 abcd	
16 ab	
17 ab with brief written observation	
18 de	
19 abc	
20 abdef	
21 abc	
22	
23	

Three times during the year, teachers will review and analyze the documentation they have collected for each child. Teachers will assess each child's development and learning and determine where a child is on the Objectives for Development and Learning (ODL) for each TS GOLD objective and dimension. All objectives and dimensions should be assessed. For children who were determined to be Dual Language Learners based on the home language survey, objectives 37 and 38, the English Language Acquisition objectives, will also be assessed.

English and dual-language learners are children who are developing the ability to understand and speak more than one language. Some children begin learning English for the first time when they enroll in preschool, while others have been introduced to English from an early age by family members. To assess the knowledge and development of English and dual language learners accurately, it is important first to determine the primary language(s) of the children using the Home Language Survey.

The three assessment periods are as follows:

Fall: Collect observations from August 1st-November 15th. Assessment is due November 15th.
Winter: Collect observations from November 16th – February 15th. Assessment is due February 15th.

Spring: Collect observations from February 16th-May 24th. Assessment is due May 24th

After completing the GOLD assessment online, teachers/coaches will generate an Individual Child Profile Report for each child. This allows the teacher to see how each child is developing and learning in comparison to the widely held expectations for his/her age range. The Individual Child Profile Report will be kept in the child's file. This also should be reviewed prior to meeting with each child's family to share assessment information.

 When teachers meet with the family members to share assessment information, they should start by sharing samples of work and observations they have collected over time. This is a concrete way to begin talking about the child's development and learning and share progress

Teachers will encourage families to further participate by asking them to share observations about their child from home. Teachers will let families know how they can help support their child's growth and development by also bringing in pictures or written observations to be included in the child's portfolio. Together, the teacher and the family will develop goals for the child, based on the child's strengths and areas that need strengthening. This will be documented on the ILP or Family Conference Form.

Teachers will bring their copy of the Objectives for Development and Learning (ODL) with them when meeting with families, using it as a resource to explain the assessment if needed or for planning.

All children who are in the TS Gold Assessment system at the time of checkpoint due dates, **must have finalized checkpoints.**

If a child drops or transfers, **Head Start teachers** should let the Child Development Program Manager know as soon as possible. The child will need to be archived or transferred in TS GOLD. Teachers should not delete children from the GOLD system. The Child Development Program Manager or coaches will archive the children for the Head Start teachers. For **ECEAP** only, the DEL/ECEAP does the archiving of children. All **ECEAP** children are uploaded to TS Gold from the ELMS DATA Base. **ECEAP Only**- Please make sure that you have entered the child's first day of service into the ELMS system for the upload to occur.

The Individual Child Report is a confidential document that must be kept in the Family File under Child Services.

After all the children in the class have been assessed, teachers/coaches will generate a Class Profile report. Teachers will review the report to identify the strengths and areas that need strengthening for the children. Teachers will complete the Site Level Data Analysis form each assessment period (3 times a year) to document how they are using the school readiness assessment information to inform their curriculum planning and individualization. A copy of The
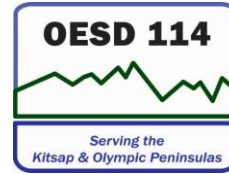
Class Profile Report and Site Level Data Analysis Report will be kept in the Direct Services Team (DST) notebook.