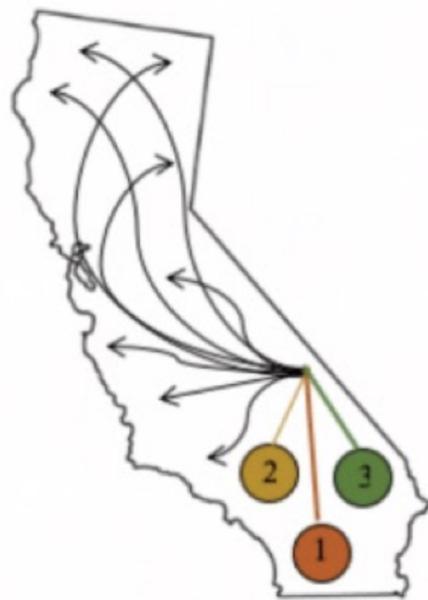# Observation and Assessment
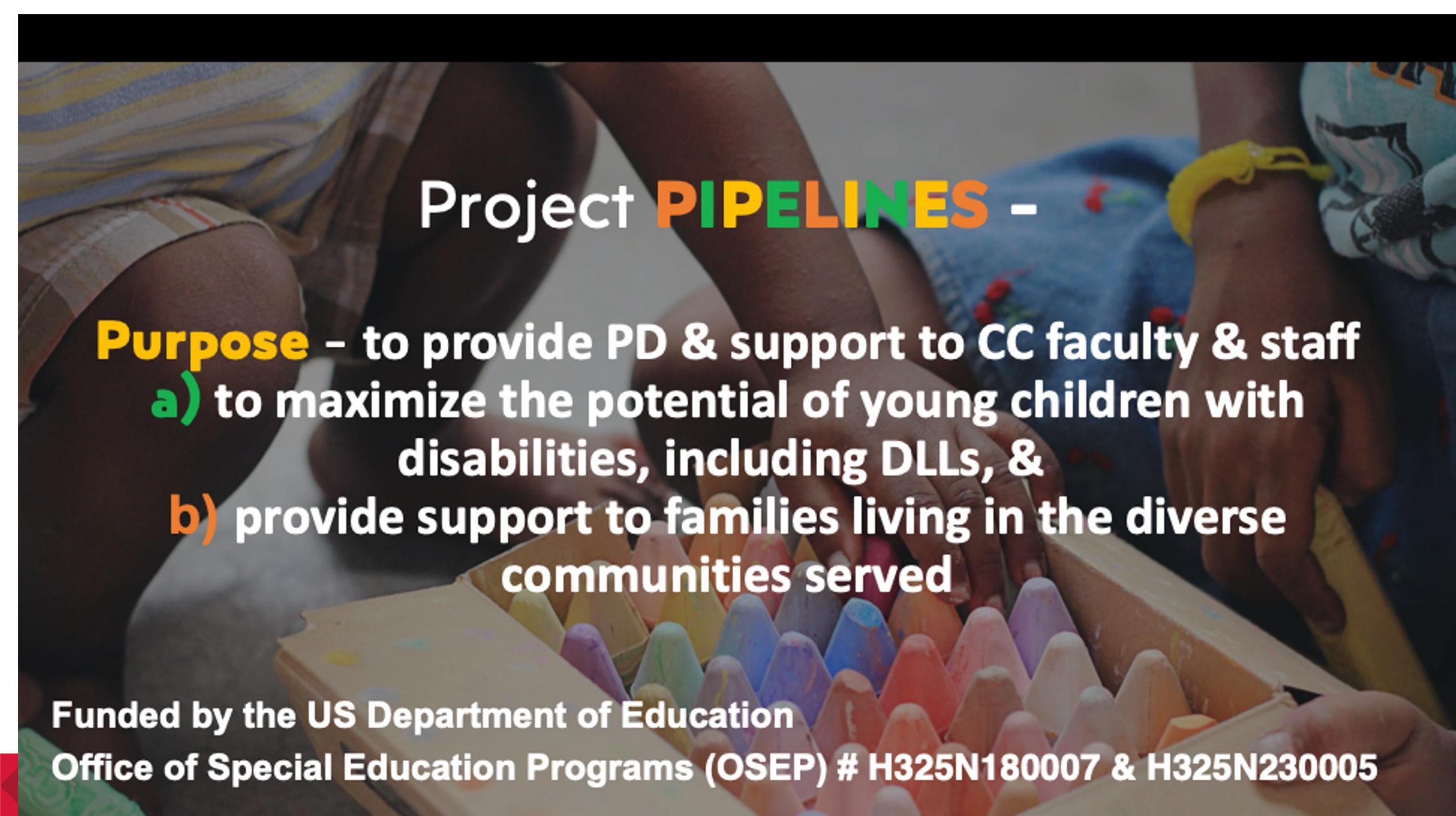

PIPELINES

Dr. Sarah Garrity, Department of Child and Family Development

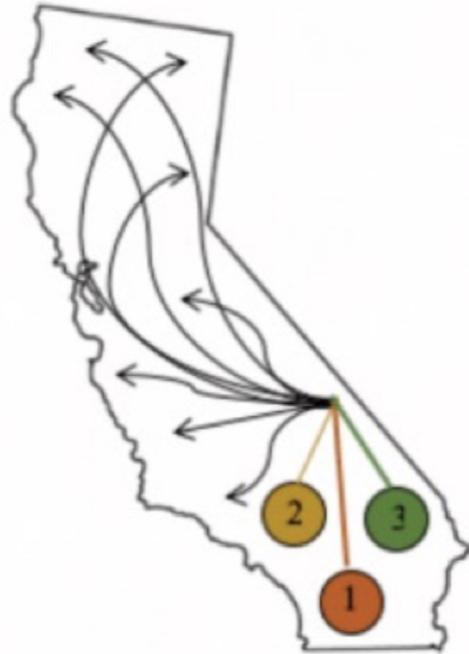*Dr. Paul Luelmo, Department of Special Education*

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Project PIPELINES –

Purpose – to provide PD & support to CC faculty & staff
a) to maximize the potential of young children with disabilities, including DLLs, &
b) provide support to families living in the diverse communities served

https://education2.sdsu.edu/pipelines

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Workshop Objectives

1. Brief overview of the purpose of observation and assessment
2. Review evidence base on effective, equitable assessment
3. Focus on strengths and progress monitoring
4. Assessment of young children with disabilities and who are DLL/multi language learners
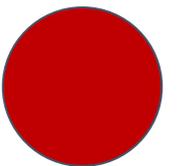5. Tips for conducting culturally relevant assessment

Guiding Principles

- ECE assessment policies and practices

  - must be carefully designed to not undermine a program's quality and lead to other [harmful consequences](#)

  - must take early childhood development into account and avoid using assessment concepts more appropriate for older children

  - use the appropriate assessments for the appropriate aspects of accountability
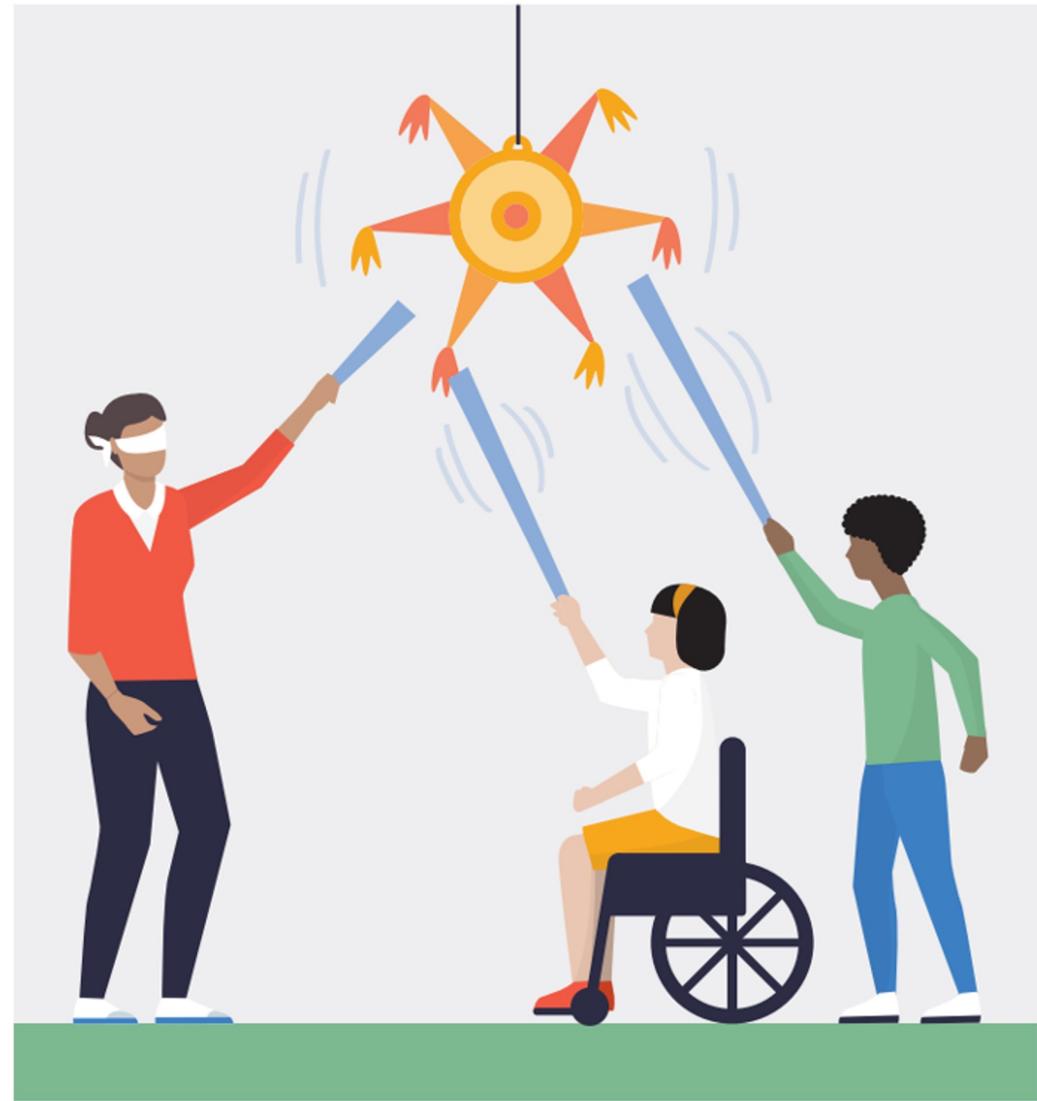
Three core aspects of an _accurate_, _actionable_, and _equitable_ assessment approach for DLLs and multilingual learners

1. Employ multiple assessment approaches to identify DLLs/multilingual learners and understand their proficiency in each language

1. Ensure assessments are linguistically and culturally relevant to accurately capture DLL/multilingual learners' knowledge across developmental domains

1. Help educators use data to improve the experiences of DLL/multilingual learners in early education settings

Equality

Equity

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Luelmo, P. 2022. Promoting Equity in Special Education. EBSCO Pathways to Research Series
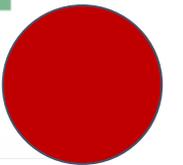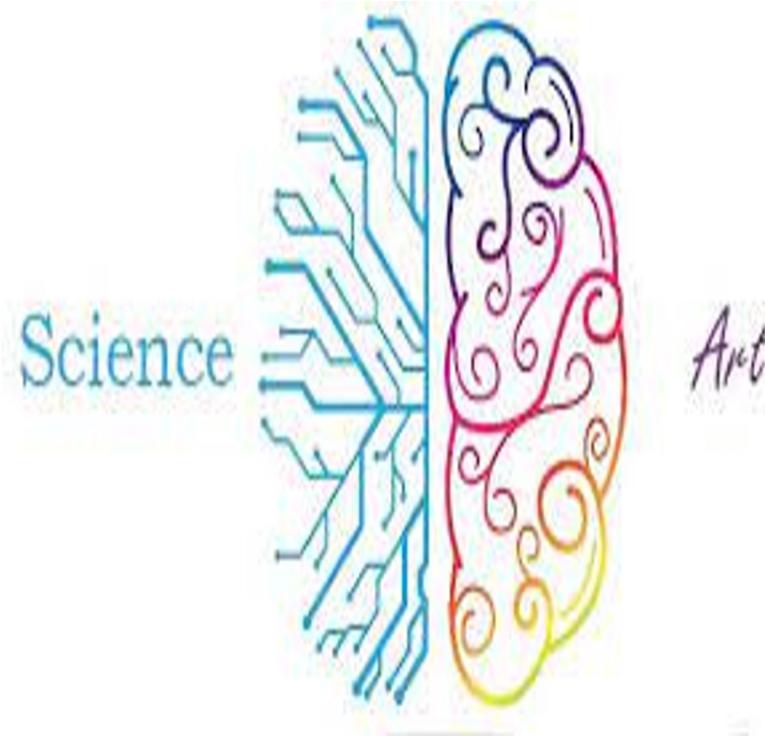
Observation and Assessment

- Central to high-quality early childhood education

- Key to helping children learn and grow

- Figuring out what young children know and can do is challenging - *an art and a science*

Observation and Assessment

Allow educators to use reliable and valid methods to:

- Understand children's growth and development
- Plan learning opportunities around children's ability levels and interests
- Individualize learning supports
- Identify developmental delays or difficulties early
- Identify strengths/assets to build upon
- Learn about family member's perspectives about their child
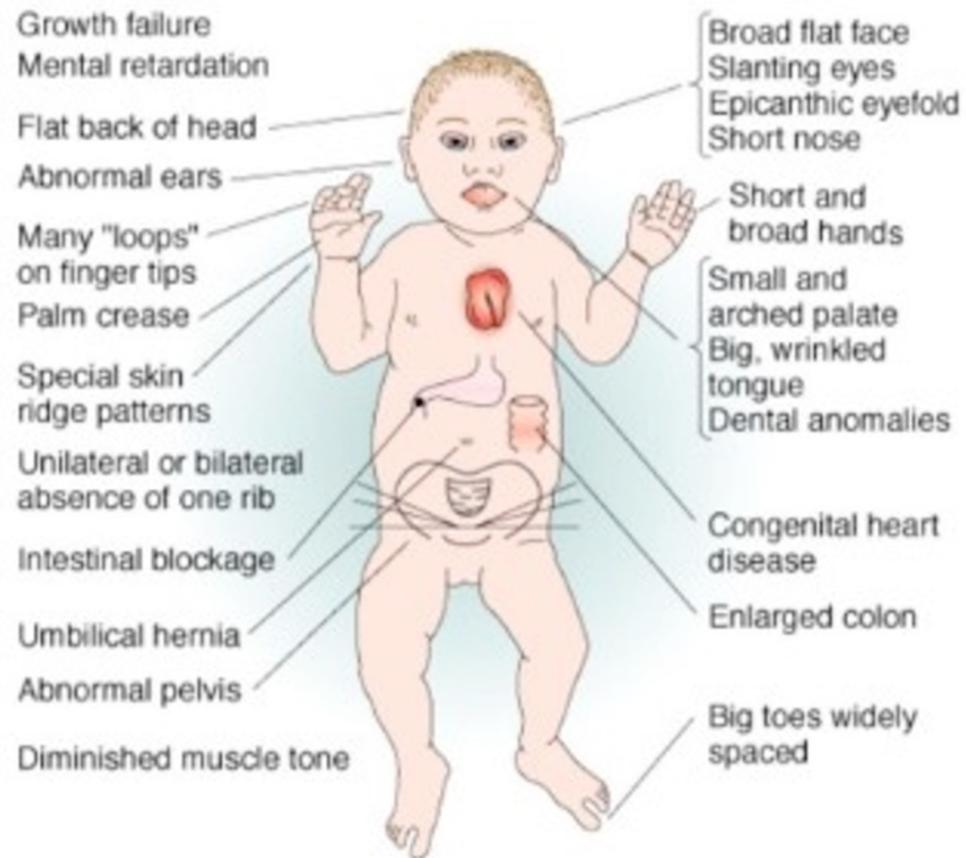- Collaborate with families to collectively support children's development

Early childhood educators should be able to:

- Understand **child development**
- Uses **formal and informal** assessments to plan and individualize instruction across all domains of development
- Know a **wide range of assessments**, their purposes, and their associated methods and tools
- Uses screening and assessment tools in ways that are **developmentally, ability, culturally, and linguistically appropriate**
- **Collaborate** on gathering and sharing assessment information with families and professional colleagues
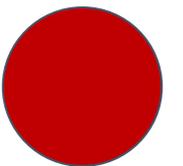
Characteristics of Down Syndrome

Sparkling Eyes

Infectious Smile

Arms to Give Hugs

Feelings & Emotions

A Need to Belong

Feet to Take Him as Far as He Wants to Go

Desire to Learn

Ears to Hear Words of Encouragement

A Heart Full of Love

Helping Hands

Unique Characteristics Just Like Everyone Else

Legs for Walking & Dancing

Growth failure
Mental retardation

Flat back of head

Abnormal ears

Many "loops" on finger tips
Palm crease

Special skin ridge patterns

Unilateral or bilateral absence of one rib

Intestinal blockage

Umbilical hernia

Abnormal pelvis

Diminished muscle tone

Broad flat face
Slanting eyes
Epicanthic eyefold
Short nose

Short and broad hands

Small and arched palate
Big, wrinkled tongue
Dental anomalies

Congenital heart disease

Enlarged colon

Big toes widely spaced

Observation and Assessment
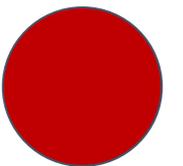
A Strengths-Based Approach

ACTIVITY

Using Assessment Information for Children with Disabilities

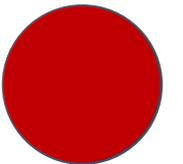Assessments for children with disabilities have to be comprehensive AND

According to IDEA (Individuals with Disabilities Education Act), assessment must be culturally and linguistically appropriate

The Pyramid Model

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

An overview of how to focus on strengths and progress monitoring with young children

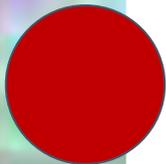# Culturally and Linguistically Early Learning Assessment with DLLs/Multilingual Learners

A Force For Good When Used Responsibly
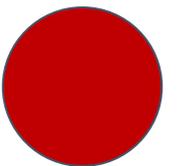
cultures, languages, and abilities.

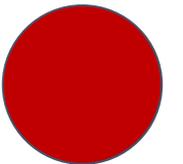NEW AMERICA

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Employ Multiple Assessment Methods - Family Language Questionnaire

- In California, [59 percent of children](#) under five are DLLs

- State passed a [bill](#) in 2021 mandating publicly funded programs use a family language survey to collect information about the languages children speak

- Gathering accurate, detailed information from families relies upon strong home-school connections

- Make families feel welcome and safe sharing personal information
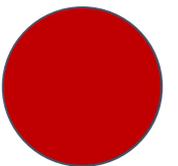
Ensure assessments are linguistically and culturally relevant to accurately capture DLL/multilingual learners' knowledge across developmental domains

- When assessments of early literacy, math, and science are conducted in English, DLLs scores reflect their English language ability rather than their competencies in these areas.

- Solution is more complex than just assessing children in their home language(s)

- Assessments in languages other than English are often only [available in a few languages and are direct translations](#) from English-language versions that were normed with monolingual, English-speaking samples.

https://coxcampus.org/about-cox-campus/

[Family Language and Culture Survey: Supporting Multilingual/](#)

[Dual Language Learners](#)

- Direct translations cannot accurately measure the intended construct when those constructs vary across languages and cultures.

- A common phonemic awareness task in English asks children to blend and break apart components of compound words like "football."

When translated into the Spanish "*fútbol*," the word neither has component Spanish-language parts nor does it typically refer to the same sport.

Flexible Assessment Protocols

Developing flexible assessment protocols that allow children to [receive and respond to items](#) in any of their languages is a promising route to accurately capture DLLs' skills across languages and domains.

We need to "think outside the box" about assessments to capture what our dual language children are really capable of doing, which we know is a lot."

Dr. Lisa López, Professor of Educational Psychology at the University of South Florida

Flexible Assessment Protocols- Translanguaging

- Translanguaging refers to the flexible use of the bilingual/multilingual repertoire

- Promising practice for assessing the academic content knowledge and social emotional development of DLL/multilingual children

- Offers children the opportunity to demonstrate what they know and can do

- Can be challenging!

Example of a Flexible Assessment Protocol

- A teacher is evaluating a child's sorting skills by asking them to match shapes and sort similar items into groups

- Because the child may be more familiar with task-relevant words like "match," "same," and "pair" in their home language if they have practiced sorting at home doing household tasks with family members like folding laundry and putting away dishes, they may benefit from hearing the instructions in both English and their home language

- Require that assessors understand children's linguistic and sociocultural background and speak children's home language(s) to translate prompts and understand responses.

Challenges

- Capacity (and time!)

- Although data is an important tool for [providing strong instruction](#), it can be challenging for educators to [access and use data](#) in real time to ensure their practices respond to children's skills, knowledge, and experiences

- Understanding complex assessment data collected across multiple languages

- The role of leadership

Help educators use data to improve the experiences of DLLs in early education settings

[Cox Campus](#)

[Measures for Early Success](#)

[Multilingual Learning Toolkit](#)

[Teaching at the Beginning](#)

[Briya Public Charter School](#) .

Multilingual Learning Toolkit
Resources for supporting PreK-3rd multilingual children

| PreK-TK | Grades K-1 | Grades 2-3 |

Evidence-Based Strategies and Resources

10A) Co-create language and content learning goals for children with co-teachers and parents.

7 RESOURCES AVAILABLE   OPEN ⌄

10B) Use assessment results to inform instruction based on student English language development progress. Use assessment to inform strategic grouping and small group instruction.

10 RESOURCES AVAILABLE   OPEN ⌄

10C) Draw from a variety of formative assessment tools (e.g., observations of child's oral language, portfolios of written work, comprehension-focused questions or tasks) to monitor progress.

16 RESOURCES AVAILABLE   OPEN ⌄

10D) Use summative assessment tools (e.g., a standardized tool that measures a specific skill) to determine if children are adequately learning content and progressing in language development.

5 RESOURCES AVAILABLE   OPEN ⌄

10E) Assess children in their home language. If you do not speak the home language, try to find interpreters to help conduct assessments.

7 RESOURCES AVAILABLE   OPEN ⌄

10F) Learn about the process of second language acquisition in order to help assess and monitor ML children's progress in language development.

15 RESOURCES AVAILABLE   OPEN ⌄

Multilingual Learning Toolkit

ABOUT   USER GUIDES   STARTER GUIDE   STRATEGIES & RESOURCES   RESOURCE SEARCH   EN ESPAÑOL   CONTACT   SIGN IN   🔍   ☰ MENU

Sample Lesson Plan & Resource Walk

Access additional resources developed to introduce teachers to the work of assessments. These activities, a sample **lesson plan** and a **resource walk**, are designed to support learning about this instructional topic area through structured exploration of resources on the website. Click the buttons below to access these resources.

DOWNLOAD LESSON PLAN   DOWNLOAD RESOURCE WALK

Additional Resources for EC and ECSE perspectives on play-based assessment from Camille Catlett

- [How Can Play-based Learning with Authentic Assessment Practices Support Healthy Development in Preschool Classrooms? (csp.edu)](csp.edu) by Megan Nelson (2020)

- [Reliability and Validity of Play-Based Assessments of Motor and Cognitive Skills for Infants and Young Children: A Systematic Review |](oup.com) Physical Therapy | Oxford Academic (oup.com)

- Play-Based Assessment: A Guide to Support Preschool Special Education Programs [PBA+Final+Document.pdf (tempfilesforkpf.s3-us-west-2.amazonaws.com)](tempfilesforkpf.s3-us-west-2.amazonaws.com)

Bringing it all together

]
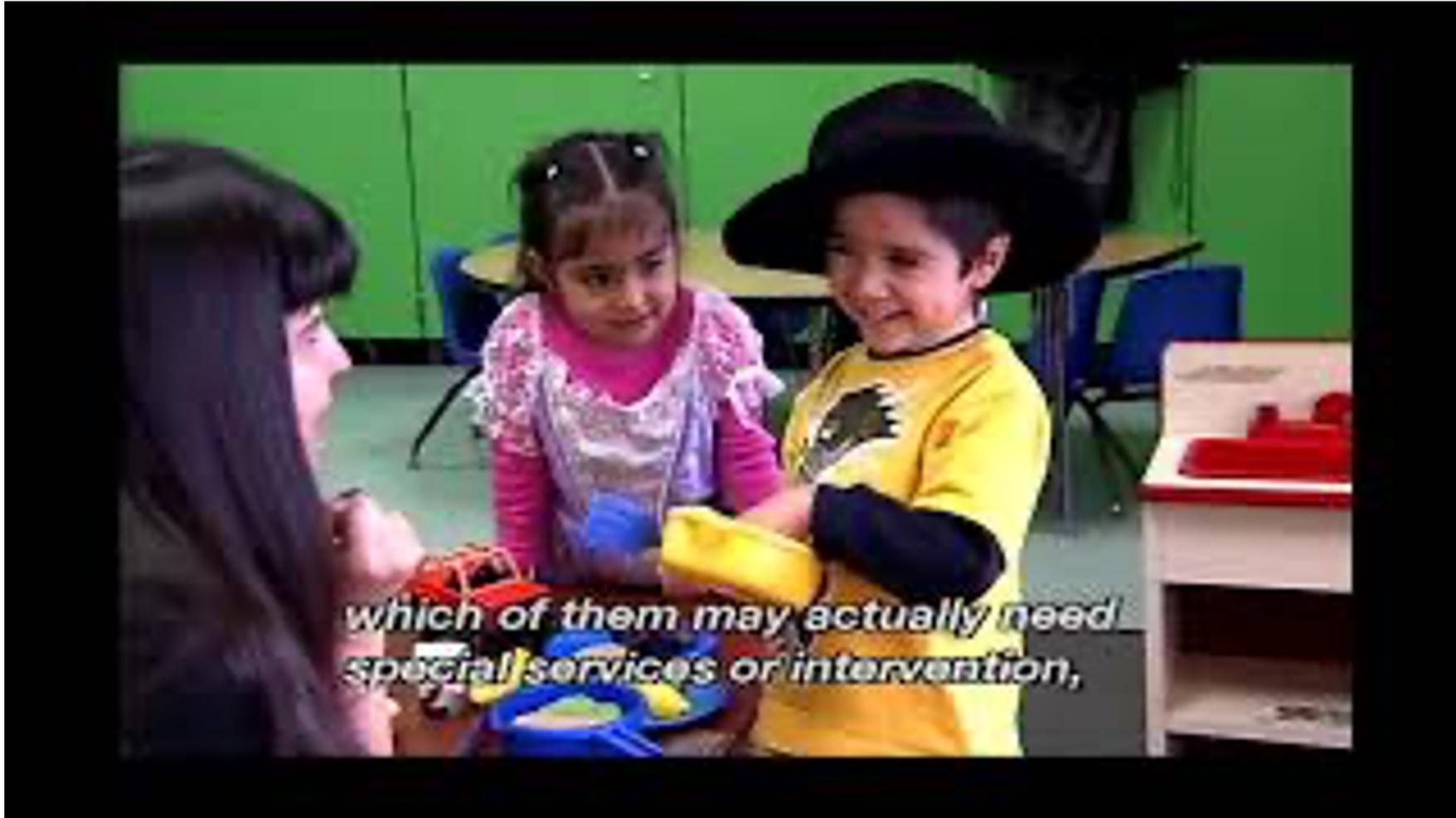
The multifaceted linguistic and cultural assets of multilingual learners/DLLs are all too often overlooked by current assessment paradigms

How can we reframe the complexity of assessing multilingual learners/DLLs by thinking about "the richness of language and the richness of human beings?"

Dr. Sandra Barrueco, Professor of Psychology at The Catholic University of America

Thank You!

Questions?