



Welcome to the Early Learning Assessment Training!

- Please make sure that you are in the kReady System.
- Go to maryland.kready.org
- Sign in with **your** username and password
- If you do not have Chrome or Firefox as your internet browser, please download one of them now. You will need one of them for Day 2 of training.



DAY 1



Ready for Kindergarten: **Early Learning Assessment**



 Professional Development by Johns Hopkins School of Education, Center for Technology in Education



Power point is available on

www.litebritellc.com

Resources Tabs

Training Resources





Agenda: Day 1

- Welcome & Icebreaker
- Ready for Kindergarten Background
- Assessment in Early Childhood
- Authentic Assessment and Observation Practice
- Introduction to the Early Learning Assessment
- Deep Dive into the ELA and Key Domains
- ELA Step-by-Step
- ELA Throughout the Day
- ELA Technology Overview
- Practice with ELA Technology
- Wrap Up and Day 2 Preparation



 Would you rather ...





Ready for Kindergarten





Ready for Kindergarten



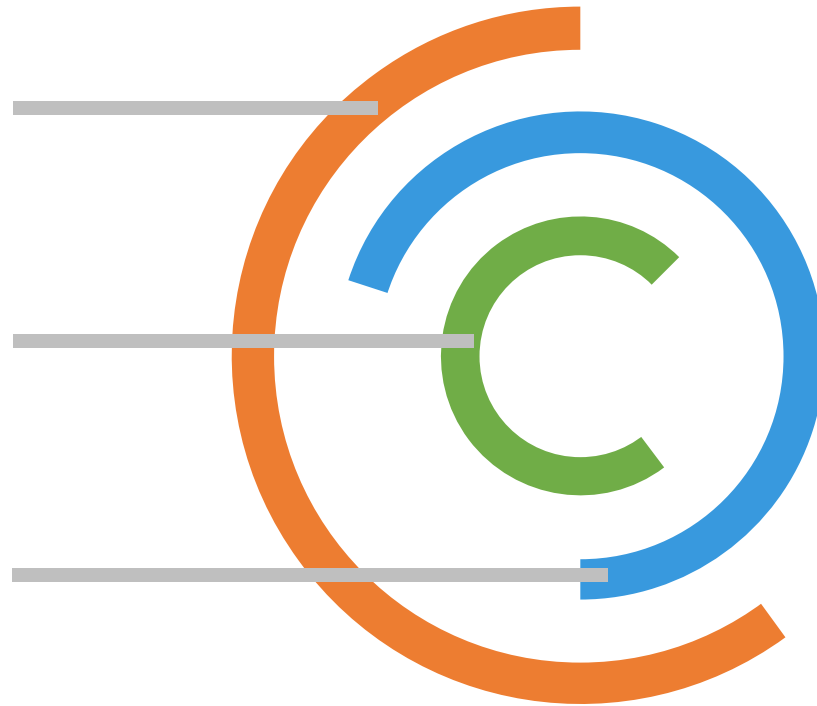
Assessment



Support



Ready for
Kindergarten
Online





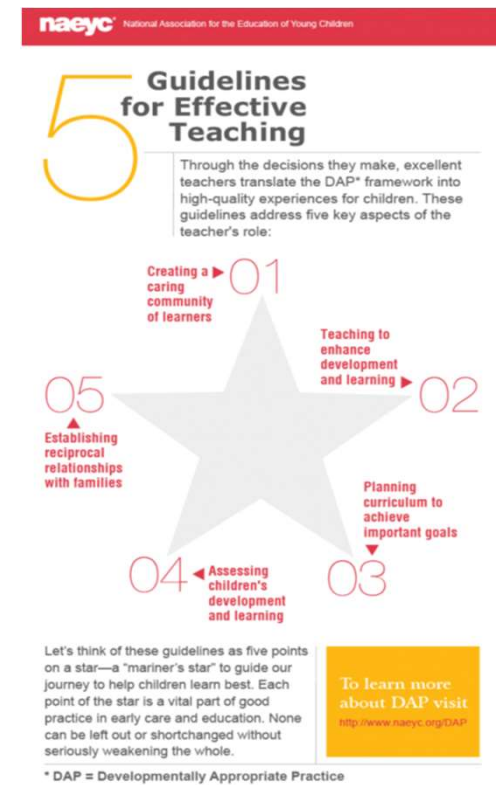
Assessment in Early Childhood



Developmentally Appropriate Practice

NAEYC's Core Considerations

- Knowing about child development and learning
- Knowing what is individually appropriate
- Knowing what is culturally important





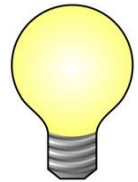
Reflect on Your Own Practices



Are you a kid watcher?

Do you watch the children you teach to see what they know, understand, and are able to do?

How do you assess children and for what purposes?



? Why do you assess? What do you hope to learn?

- Find out what children are learning
- Find out how children are developing
- Guide how we interact with children
- Determine where to go next
- Communicate with families
- Make decisions about services
- Communicate with colleagues



✓ Assessment in Early Childhood Classrooms

Some key points to keep in mind are that assessment occurs:

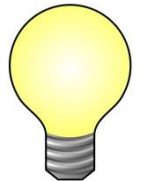
- over time and in different contexts (or situations)
- in the natural environment where children do everyday activities and follow everyday routines, and
- in ways where children are compared to themselves

Developmental vs. deficit mindsets



Formative Assessment

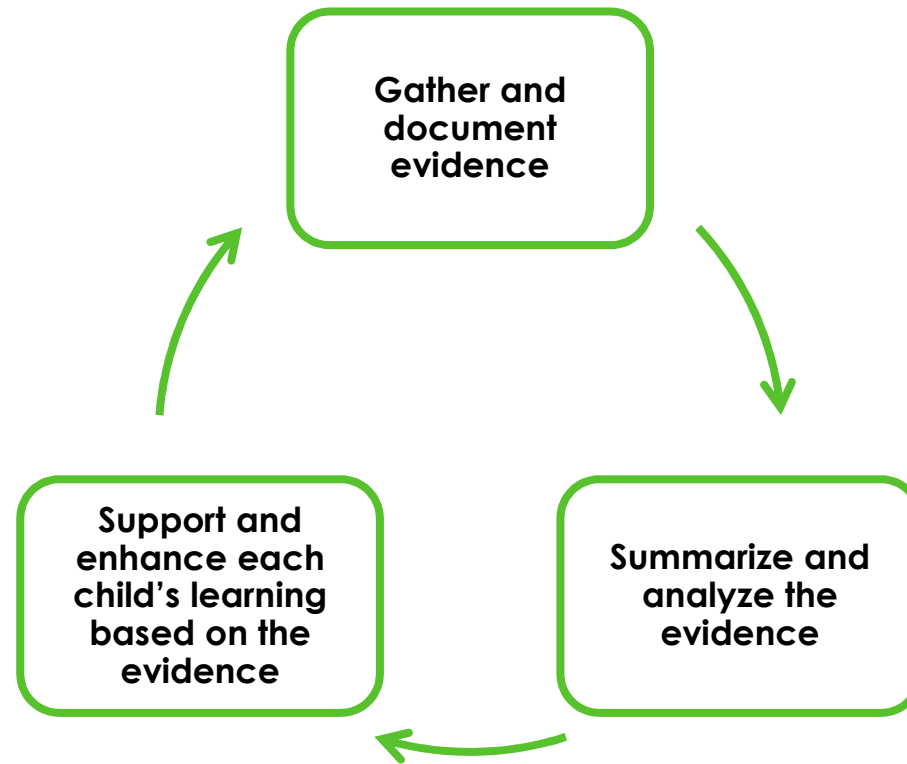
- Process for teachers to gather evidence of children's learning and to make instructional decisions
- Documentation in everyday contexts (does not take time away from learning and exploring)
 - Example: Teacher writing anecdotal note about a child's discovery of textures while playing with materials in the art area
- Most appropriate assessment approach for young children



Bohart, H., & Procopio, R. (2018). *Spotlight on young children: Observation and assessment*. Washington: National Association for the Education of Young Children.



✓ Formative Assessment Cycle





Authentic Assessment





Assessment in Natural Environments

- **Be objective/factual:** note and describe exactly what you see and hear
- **Avoid subjective/opinion statements:** monitor your impressions of what you see and hear
- **Take notes on key details you want to remember later:** include the setting, situation, and direct quotes





Assessment in Natural Environments



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Assessment in Natural Environments

Anecdotal Note	Anecdotal Note REVISED
Knows how to communicate needs to others	Snack time, using knife to spread jelly on crackers, holds hands in the air, "I'm sticky. Towel, please."
Knows how to initiate play with peers	Dramatic play area, 2 children playing with puppets, 3rd child joins from block area. Child 1: "Do you want to play with us? You can be the bear." Hands the bear puppet to Child 2.
Uses fingers to point	Points at the refrigerator, looks back at his dad, and says, "Juice."





Observation Practice





Observing Young Children for the ELA

1. Provide an overview of the Big Picture
2. Review the Learning Progression
3. Set aside biases
4. Describe the process for making ratings
5. Practice interpreting the progressions
6. Practice connecting evidence to level descriptors
7. Share and discuss ratings with trainer feedback



Observation Practice



Observation Practice



Break

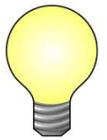




Early Learning Assessment

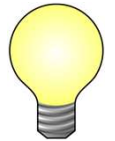


Learning Domains





Formative Framework



Strand	Learning Progression	SKB	Page	Level									
				A	B	C	D	1	2	3	4	5	
Physical Education	Coordination–Large Motor	Locomotor Skills	8										
		Non-Locomotor Skills	10										
		Spatial Awareness	12										
	Coordination–Small Motor	Tool and Object Manipulation	14										
		Writing Tool Grasp	16										
Health	Safety and Injury Prevention	Safe and Unsafe Behaviors	18										
		Safety Rules	20										
		Ways Adults Help Keep Children Safe	22										
	Personal Care Tasks	Personal Care and Basic Health	24										

7 Domains

19 Strands

32 Learning Progressions

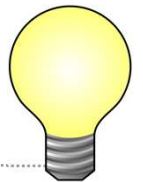
72 SKBs
(Skills, Knowledge, & Behaviors)



Early Learning Assessment

Why it's Important

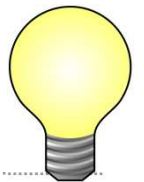
- Supports growing knowledge and research about the variability of young children's growth, development, and learning
- Provides insight into children's development across multiple domains
- Aligns with best practice for assessing young children
- Gives early childhood educators research-based tools to gauge student learning and ensure that children are entering school ready to learn and thrive



Early Learning Assessment

Purpose

- Monitor children's learning over time
- Ensure that children are on the path for kindergarten readiness
- Individualize learning opportunities and plan for intervention
- Report out on Individuals with Disabilities Education Improvement Act required Early Childhood Outcomes





Activity: Getting to Know Your Assessment Guide



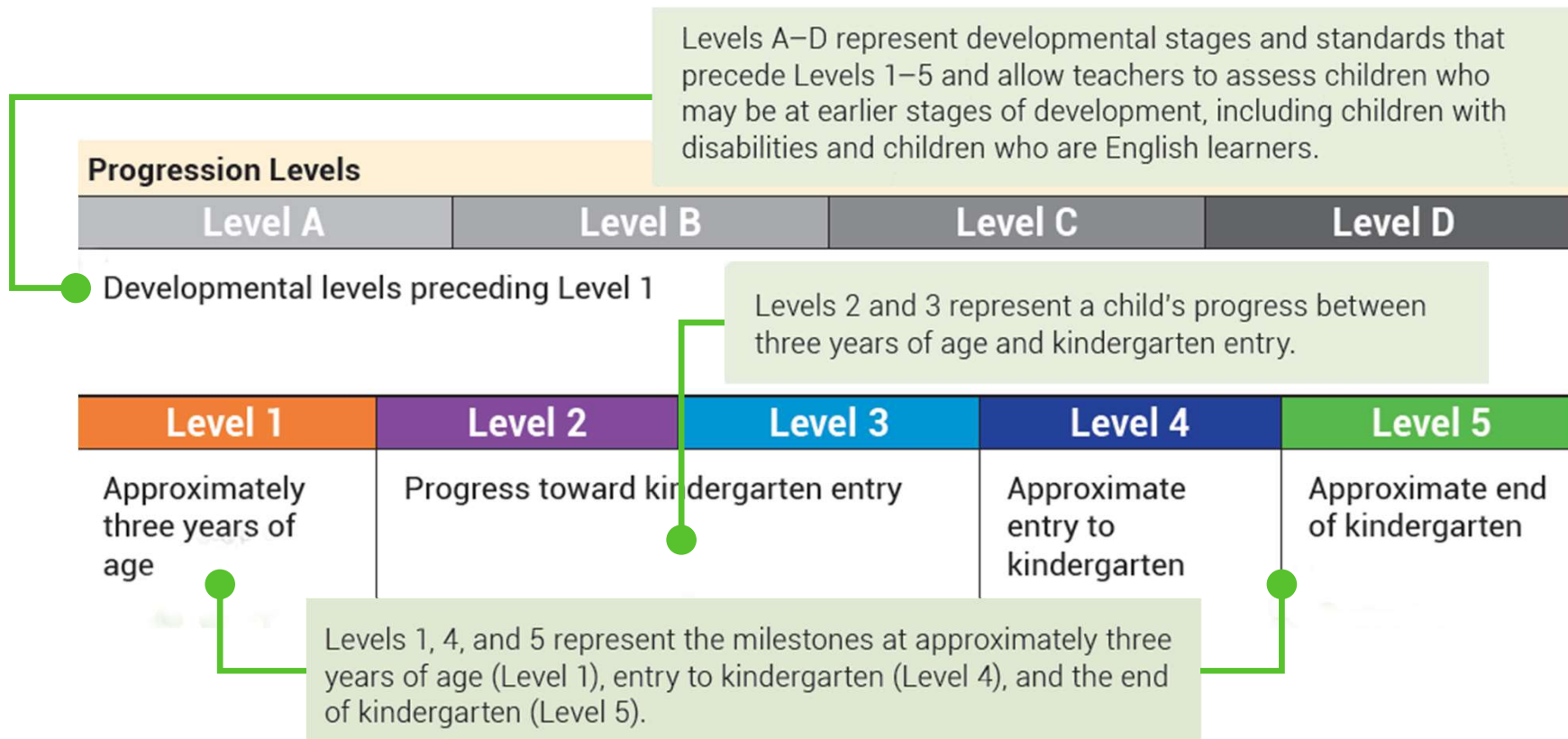
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Deep Dive into the ELA & Some Key Domains



ELA Learning Progression



ELA Learning Progression

Domain	Strand	Learning Progression		
Social Foundations	Social Emotional	Relationships With Adults		
Operational Definition		Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations		
SKD Separation From Familiar Adults				
Level A	Level B	Level C	Level D	
Shows recognition of familiar caregivers.	Shows distress when separated from primary caregivers and shows awareness of their absence.	Plays and explores environment by self and with other children, periodically checking with familiar caregiver from a distance, but seeks physical contact if distressed.	Initiates some interactions with unfamiliar adults (however, often is still wary of unfamiliar adults, and demonstrates preference for familiar adults).	
Level 1	Level 2	Level 3	Level 4	Level 5
Separates from familiar adults in familiar settings with minimal distress.				Separates from familiar adults in familiar settings with no distress.

Observational Rubrics



SKB Operational Definition

Observation Directions

Level Descriptors

Evidence Examples

This is only a single example of what you might see at each level—**NOT** an exhaustive list.

READY FOR KINDERGARTEN		EARLY LEARNING ASSESSMENT	
Domain	Strand	Learning Progression	SKB Interest
Social Foundations	Approaches To Learning/Executive Functioning	Initiative	Interest
SKB Operational Definition		Shows interest in objects and engages in activities, and increasingly shares them with others	
Look for instances when they (1) show interest in new objects, activities, and topics and (2) seek and gather information about them.			
For each child, pay attention to the following details as you observe:			
<ul style="list-style-type: none">the object, activity, or topic in which the child shows interesthow the child shows interest in the object, activity, or topic		<ul style="list-style-type: none">with whom the child engages while showing interest	
Level A			
Attends to* people, objects, and events.		EXAMPLE Sara—Sara sat on my lap during morning arrival time. Sara looked at the door, observing each of her classmates and their family members as they entered the room.	
Level B			
Explores features of objects.		EXAMPLE Emmett—Emmett shook a maraca. Then he held it close to his face while turning it around.	
Level C			
Imitates an adult's action with a new object in order to produce the same effect.		EXAMPLE Paul—Paul and I were playing with a shape-sorter toy. Paul watched me use the palm of my hand to push a circle piece through a circle hole, and then he picked up a circle-shaped piece and pushed it with the palm of his hand through the same circle hole.	
Level D			
Seeks assistance from an adult to use an object in goal-oriented way.		EXAMPLE Daisy—Daisy was playing with a new puzzle and was unable to get the pieces to fit together. She brought the puzzle over to me and said, "Help, please," while holding out a piece.	

ELA Domain: **Mathematics**

1. **Number Sense**
2. Number Operations
3. **Classification**
4. Measurement
5. Shapes



Importance of Early Mathematics

Importance of mathematics in early childhood

Young learners' future understanding of mathematics requires an early foundation based on high-quality, challenging, and accessible mathematics education. (NCTM, 2013)

Importance of Early Mathematics



Mathematics Learning Progressions

Let's review these two Learning Progressions:

1. Number sense
2. Classification



Activity: Table Talk

1. Review the Learning Progressions
2. **Highlight the differences in the Level Descriptors**
3. **Table Talk:** What do you notice about the way the continuum progresses? Which skills, knowledge or behaviors are included in the expanded learning progression? Why?
4. Share 1-2 key ideas



Activity: Turn & Talk

1. Review the Observation materials
2. **Turn & Talk:** Brainstorm when, where and how you can observe children during day-to-day activities demonstrating classification skills, knowledge and behaviors
3. Share 1-2 ideas with the whole group



ELA Domain: **Social Foundations**

- 1. Awareness and expression of emotion**
- 2. Relationships with adults**
3. Conflict resolution
4. Self control
5. Persistence
6. Working Memory
7. Problem Solving
8. Initiative
- 9. Cooperation with peers**





Importance of Early Social Foundations

According to the National Academies, children entering school with well-developed social and cognitive skills are:

- More likely to succeed in school
- Least likely to need intervention services later in life

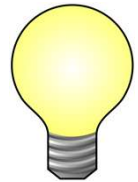




Importance of Early Social Foundations

“Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development.”

National Scientific Council on the Developing Child, 2004

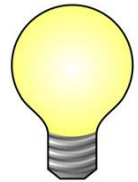




Importance of Early Social Foundations

Children entering school are more likely to succeed if they can:

- Accurately identify emotions
- Relate to others in positive ways
- Manage feelings
- Enjoy learning
- Approach new learning enthusiastically
- Pay attention
- Work independently and cooperatively





Social Foundations Learning Progressions

1. Relationships with adults
2. Awareness and expression of emotion
3. Cooperation with peers





Activity: Table Talk

1. Review the Observation Materials
2. **Read the Operational Definitions**
3. **Table Talk:**
 - Using the SKB Operational Definition
 - Think of other examples during the day when you could observe these SKB's
4. Share ideas with the whole group



 Enjoy your lunch!





ELA Domain: **Physical Well-being and Motor Development**

1. Coordination—Small motor
2. Personal Care Tasks
3. Safety and Injury Prevention
4. Coordination-Large Motor





The Importance of Physical Well-being & Motor Development in Early Childhood

- Gross motor and fine motor skills
- Healthy behaviors and practices
- Connections across domains





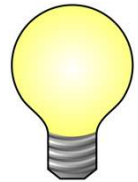
Activity: Turn & Talk

1. Review the Learning Progressions
2. **Highlight the differences in the Level Descriptors**
3. **Turn & Talk:**
 - What do you notice about the way the continuum progresses?
 - Which skills, knowledge, or behaviors are included in the expanded learning progression?



Activity: Table Talk

1. Review the Tool and Object Manipulation SKB
2. **Table Talk:**
 - What is the Operational Definition?
 - What details should teachers pay attention to during observations?
 - Identify **2 potential adoptions**
3. Share ideas with the whole group





Activity: Observation Practice

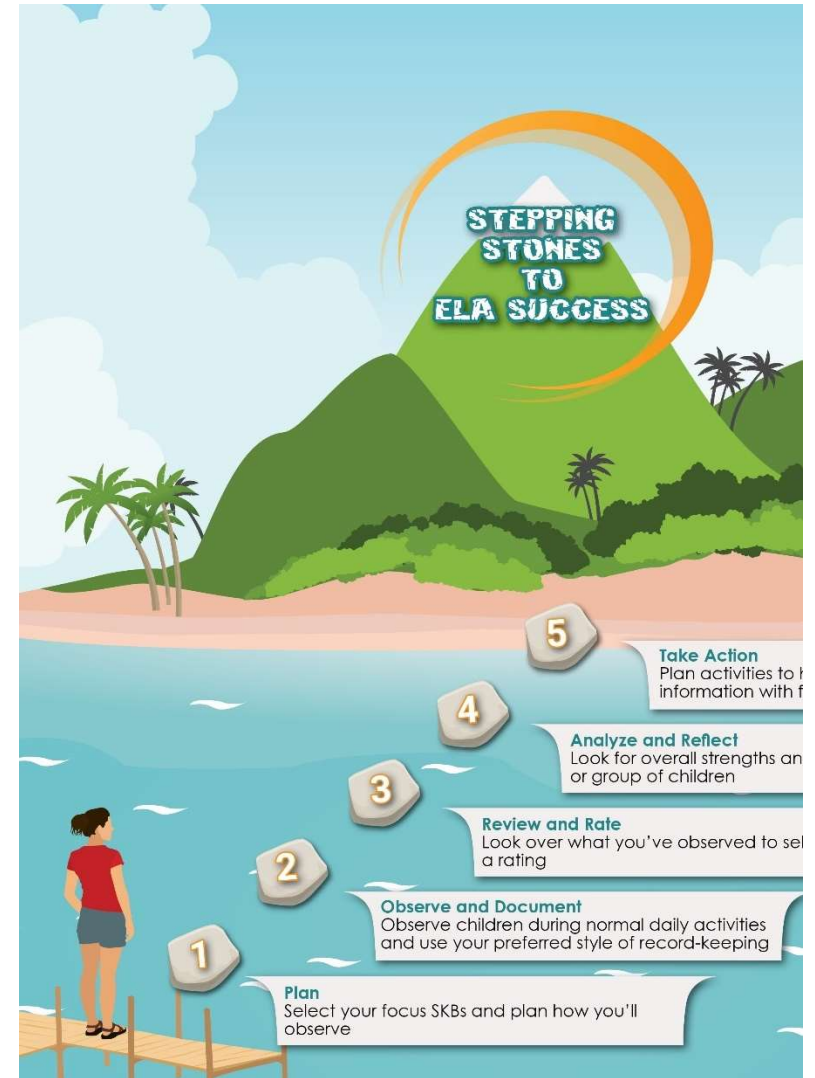
Let's Practice:

1. Watch [Atzy Makes a Heart](#)
2. Rate her behaviors for:
 - Domain: Physical Well-Being and Motor Development
 - LP: Coordination-Small Motor
 - SKB: Tool and Object Manipulation
3. What level are her behaviors?





ELA Step-by-Step





The illustration depicts a tropical island with a large green mountain in the center. A person with dark hair, wearing a red shirt and blue shorts, stands on a wooden dock in the foreground, looking towards the island. The dock is made of wooden planks and is situated in a blue body of water with white birds flying around. The island has a sandy beach, several palm trees, and a dense green forest. A large orange arc is positioned behind the mountain, framing the title. The sky is light blue with white clouds.

STEPPING STONES TO ELA SUCCESS

5

Take Action

Plan activities to help children grow, and share information with families

4

Analyze and Reflect

Look for overall strengths and needs for a child or group of children

3

Review and Rate

Look over what you've observed to select a rating

2

Observe and Document

Observe children during normal daily activities and use your preferred style of record-keeping

1

Plan

Select your focus SKBs and plan how you'll observe





ELA Throughout the Day



PLAN

ELA in Daily Schedules and Lesson Planning

- Formative Assessment occurs while things are happening (*throughout the day, week, month, and year*)
- Work in groups to identify ways that observations for Learning Progressions could be assessed throughout the day



Break



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ELA Technology





ELA Technology Overview

Ready for Kindergarten Online System (<http://maryland.kready.org>)

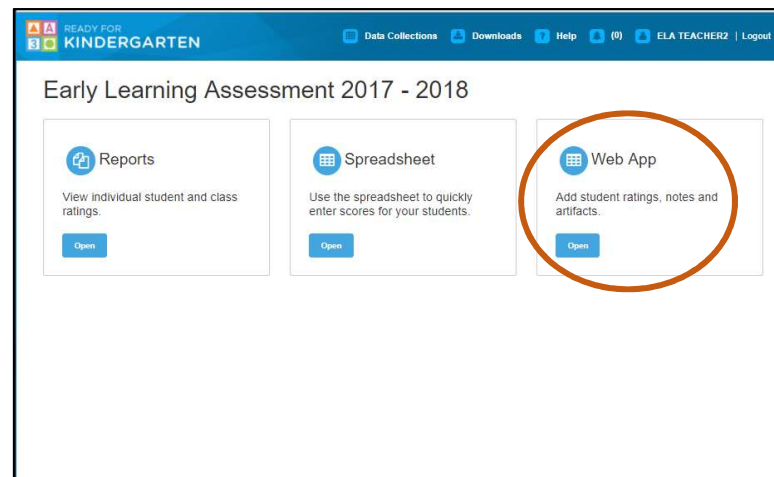
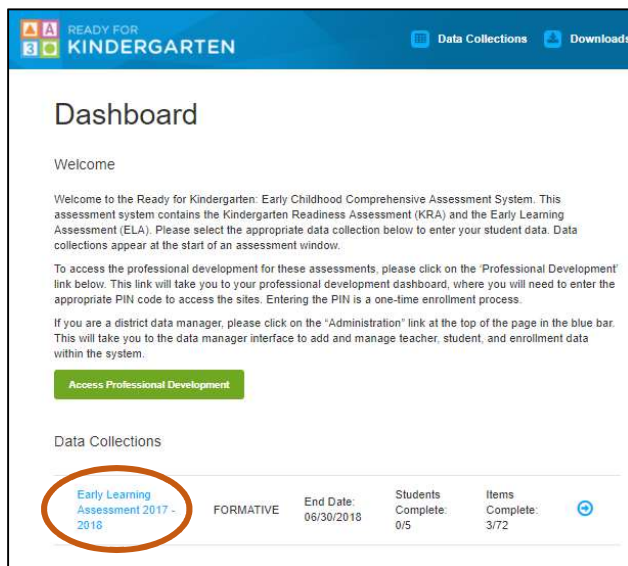
- Data Administrator: add teachers/providers, students, and enrollments
- Provider: classroom and student reports, spreadsheet feature
- Provider: professional development resources, instructional strategies bank
- Provider: access ELA application in browser

ELA Application

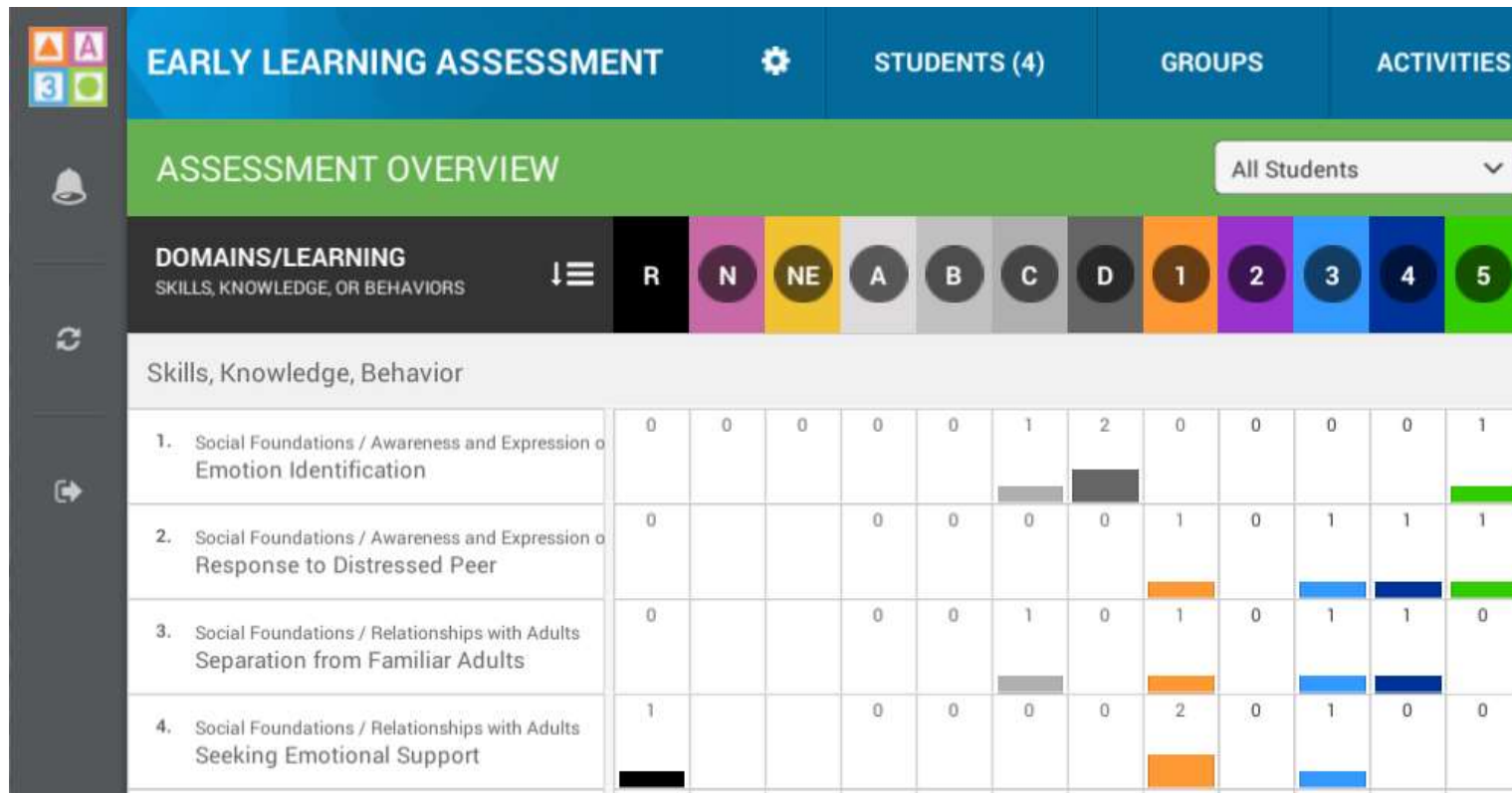
- In browser: <http://maryland.kready.org>
 - (Click your data collection, then Web App)
- iOS and Android: download app

Accessing the ELA Web App

- Log into <http://maryland.kready.org>
- Click on your data collection, then choose Web App



ELA App Overview





Step 1: **Plan**

- Determine which SKBs you will assess
- Recommended SKBs when beginning:
 - Emotion Identification
 - Self Control Strategies
 - Following Directions



Step 1: Plan

SKB: Emotion Identification

Level A		Level B		Level C		Level D			
Attends to emotional expressions of others.		Changes responses in relation to emotional expressions of others.		Uses the emotional expressions of others as a guide for how to act in a situation.		Uses simple words or gestures to describe own and others' feelings (e.g., happy, sad).			
Level 1		Level 2		Level 3		Level 4		Level 5	
Identifies emotions expressed by self and others (e.g., happiness, sadness, anger, fear).		Identifies common emotion-eliciting situations and the emotions elicited in each.		Identifies and explains the reasons behind and the consequences of the emotions expressed by self and others.		Identifies emotions expressed by others in a given situation, and compares them to own emotions in similar situations.		Identifies and explains own conflicting feelings in a specific situation (e.g., is excited for trip to the park but is sad that best friend can't come).	

Step 1: Plan

SKB: Self Control Strategies

Level A		Level B	Level C	Level D
Soothes when comforted by adult.		Uses basic self-soothing behaviors (like thumb/ hand sucking, hair twirling) at times, but mostly relies on familiar adult for comfort when distressed.	Seeks proximity to familiar, trusted adults when distressed and organizes behavior in ambiguous situations, based on the adults’ emotional responses.	Relies on adult assistance, including redirection if needed, to express feelings and desires appropriately in stressful situations.
Level 1	Level 2	Level 3	Level 4	Level 5
Usually requires immediate adult modeling and guidance to manage the expression of feelings and thoughts by regulating behavior (e.g., with adult guidance: refrains from hitting when angry; takes care of materials; waits for a turn) in socially appropriate ways.	Uses some simple strategies (e.g., leaves an emotionally arousing situation; waits for a turn) to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways on own, but requires immediate adult guidance to use more complex strategies (e.g., with adult guidance, sits on hands so as not to touch other children during story time).	Uses simple strategies on own to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways, but requires some adult guidance to use more complex strategies (e.g., verbal reminders to self; compromise).	Uses a variety of simple and complex strategies (e.g., communicates feelings and desires; finds alternative activity while waiting) to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways with minimal adult guidance, but often needs adult reminders.	Uses a variety of simple and complex strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways, rarely needing adult reminders.

Step 1: Plan

SKB: Following Directions

Level A		Level B		Level C		Level D			
Responds to communication of others.		Mimics simple actions or sounds during interactions.		Mimics actions or sounds in different situations at a later time.		Imitates a simple novel action to accomplish a goal or follows familiar one-step directions.			
Level 1		Level 2		Level 3		Level 4		Level 5	
Follows two-step directions that are given sequentially and in context.				Follows three-step directions that are given sequentially and in context.				Follows four-step directions that are given sequentially* and in context.	



Step 1: **Plan**

Plan when you will observe children

- What activities relate to the SKBs you are focusing on?
- How will you ensure that you observe all children?





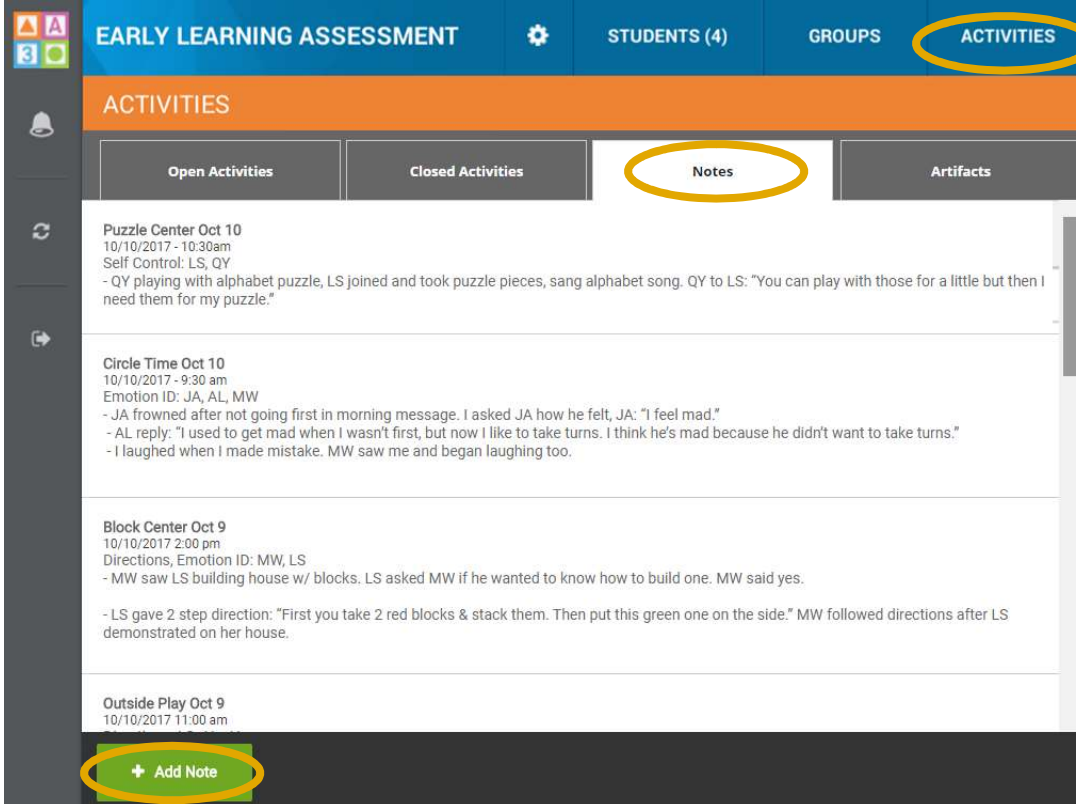
Step 2: **Observe & Document**

Three methods for recording observations of children:

1. Electronic notes
2. Handwritten notes
3. Media Files (videos, audio files, photos)



ELA APP: Electronic Notes

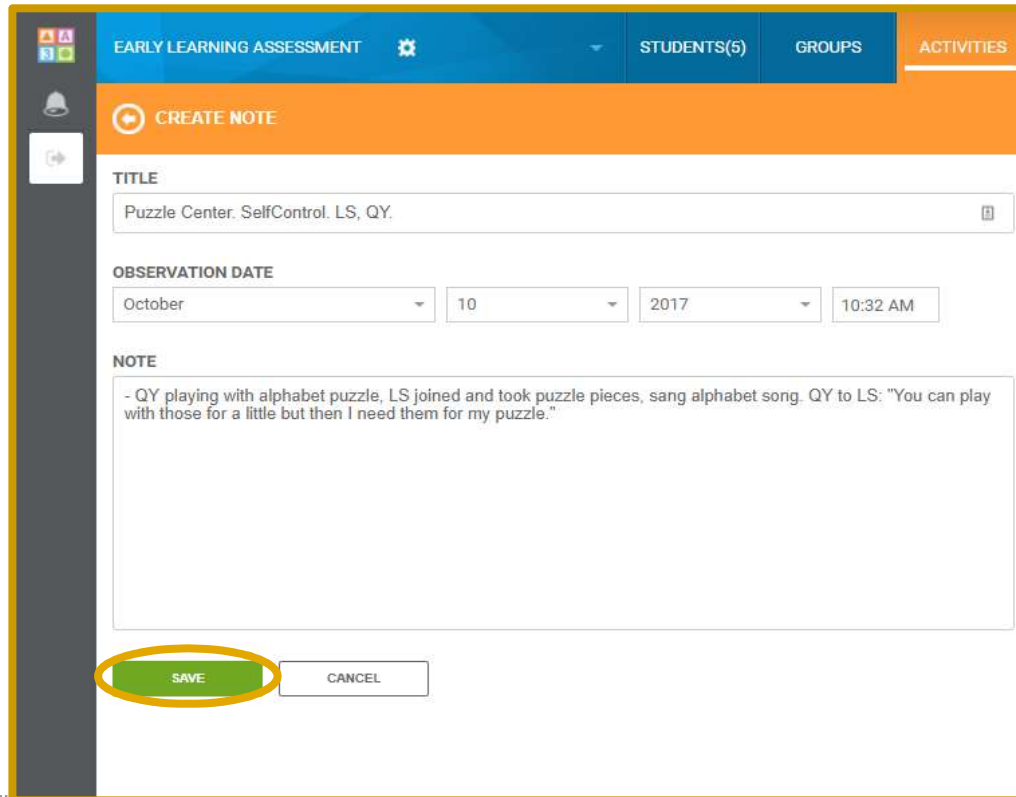


The screenshot displays the ELA APP interface. At the top, a blue navigation bar contains the text 'EARLY LEARNING ASSESSMENT', a settings gear icon, 'STUDENTS (4)', 'GROUPS', and 'ACTIVITIES'. The 'ACTIVITIES' tab is highlighted with a yellow circle. Below this, an orange header bar reads 'ACTIVITIES'. Underneath, a row of four tabs is shown: 'Open Activities', 'Closed Activities', 'Notes' (highlighted with a yellow circle), and 'Artifacts'. The main content area lists four activity entries:

- Puzzle Center Oct 10**
10/10/2017 - 10:30am
Self Control: LS, QY
- QY playing with alphabet puzzle, LS joined and took puzzle pieces, sang alphabet song. QY to LS: "You can play with those for a little but then I need them for my puzzle."
- Circle Time Oct 10**
10/10/2017 - 9:30 am
Emotion ID: JA, AL, MW
- JA frowned after not going first in morning message. I asked JA how he felt, JA: "I feel mad."
- AL reply: "I used to get mad when I wasn't first, but now I like to take turns. I think he's mad because he didn't want to take turns."
- I laughed when I made mistake. MW saw me and began laughing too.
- Block Center Oct 9**
10/10/2017 2:00 pm
Directions, Emotion ID: MW, LS
- MW saw LS building house w/ blocks. LS asked MW if he wanted to know how to build one. MW said yes.
- LS gave 2 step direction: "First you take 2 red blocks & stack them. Then put this green one on the side." MW followed directions after LS demonstrated on her house.
- Outside Play Oct 9**
10/10/2017 11:00 am

At the bottom of the screen, a green button with a white plus sign and the text '+ Add Note' is highlighted with a yellow circle.

ELA APP: Electronic Notes



EARLY LEARNING ASSESSMENT STUDENTS(5) GROUPS ACTIVITIES

CREATE NOTE

TITLE

Puzzle Center. SelfControl. LS, QY.

OBSERVATION DATE

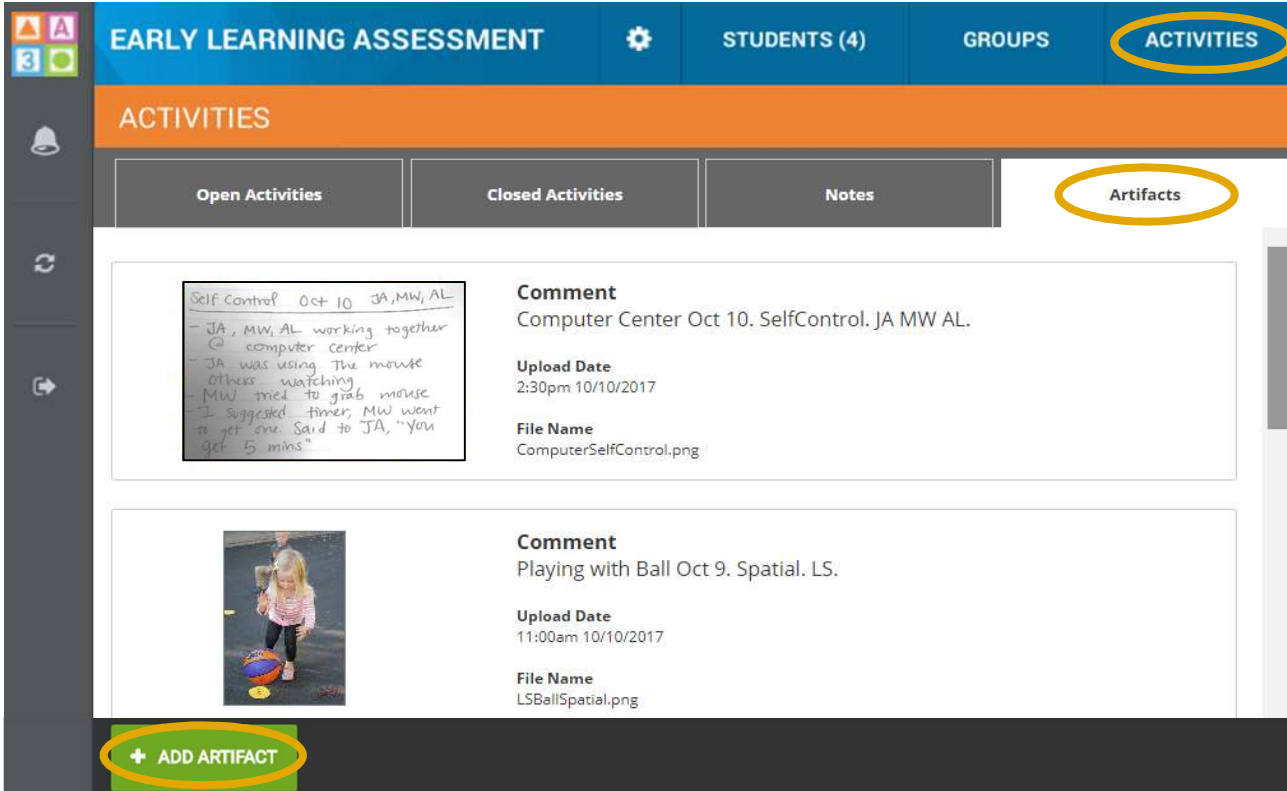
October 10 2017 10:32 AM

NOTE

- QY playing with alphabet puzzle, LS joined and took puzzle pieces, sang alphabet song. QY to LS: "You can play with those for a little but then I need them for my puzzle."

SAVE CANCEL

ELA APP: Handwritten Notes & Media Files



The screenshot displays the ELA APP interface. At the top, a blue navigation bar contains the text "EARLY LEARNING ASSESSMENT" and icons for "STUDENTS (4)", "GROUPS", and "ACTIVITIES". The "ACTIVITIES" tab is selected and circled in yellow. Below this, an orange bar also displays "ACTIVITIES". A grey bar below the orange bar contains four tabs: "Open Activities", "Closed Activities", "Notes", and "Artifacts". The "Artifacts" tab is selected and circled in yellow. The main content area shows two artifacts. The first artifact is a handwritten note titled "Self Control Oct 10 JA, MW, AL" with a list of observations. The second artifact is a photo of a child playing with a ball, titled "Playing with Ball Oct 9. Spatial. LS.". At the bottom, a green button with a plus sign and the text "+ ADD ARTIFACT" is circled in yellow.

ACTIVITIES

Open Activities Closed Activities Notes Artifacts

Self Control Oct 10 JA, MW, AL

- JA, MW, AL working together @ computer center
- JA was using the mouse
- others watching
- MW tried to grab mouse
- I suggested timer, MW went to get one. Said to JA, "you get 5 mins"

Comment
Computer Center Oct 10. SelfControl. JA MW AL.

Upload Date
2:30pm 10/10/2017

File Name
ComputerSelfControl.png

Playing with Ball Oct 9. Spatial. LS.

Upload Date
11:00am 10/10/2017

File Name
LSBallSpatial.png

+ ADD ARTIFACT

Step 3: **Review & Rate**

- Review information from multiple observations
- Compare observational notes to SKB level descriptions
- Determine a rating and include evidence





✓ ELA APP: Rating

The screenshot shows the 'EARLY LEARNING ASSESSMENT' interface. At the top, there are tabs for 'STUDENTS(5)', 'GROUPS', and 'ACTIVITIES'. Below these is a blue header bar with a 'RATING' button. The main content area is divided into sections: 'Student' (Williams, Makayla), 'SKB' (Awareness and Expression of Emotion - Emotion Identification), and 'Rating'. The 'Rating' section features a scale from 1 to 5, with '1' selected. To the right of the scale is a 'Browse Scale Description' button. Below the scale is an 'Observation Date' field set to October 23, 2017, at 03:32 PM. The 'Note (Comment)' section has a 'Browse Notes' button and a text area containing two notes. The 'Artifacts' section has 'Browse Device' and 'Browse Artifacts' buttons. At the bottom are 'SUBMIT', 'CLEAR', and 'CANCEL' buttons.

EARLY LEARNING ASSESSMENT

STUDENTS(5) GROUPS ACTIVITIES

RATING

Student Williams, Makayla

SKB Awareness and Expression of Emotion - Emotion Identification

Rating

N NE A B C D 1 2 3 4 5

Browse Scale Description

Observation Date October 23 2017 03:32 PM

Note (Comment)

Browse Notes

- AL reply: "I used to get mad when I wasn't first, but now I like to take turns. I think he's mad because he didn't want to take turns."

- I laughed when I made a mistake. MW saw me and began laughing too.

Artifacts

Browse Device

Browse Artifacts

SUBMIT CLEAR CANCEL

✓ Not Scorable or Not Evident?



Not Scorable

- Child is unable to access the SKB
- Example: Jimmy uses a wheelchair and is unable to move independently around the room. He would be rated NS for Locomotor Skills.

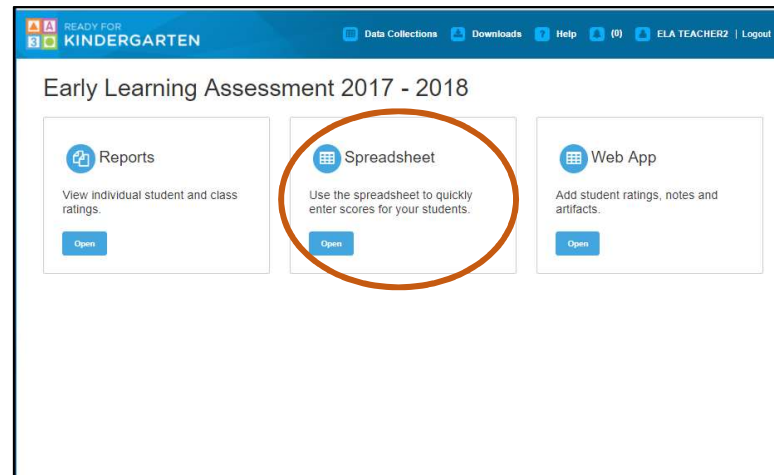
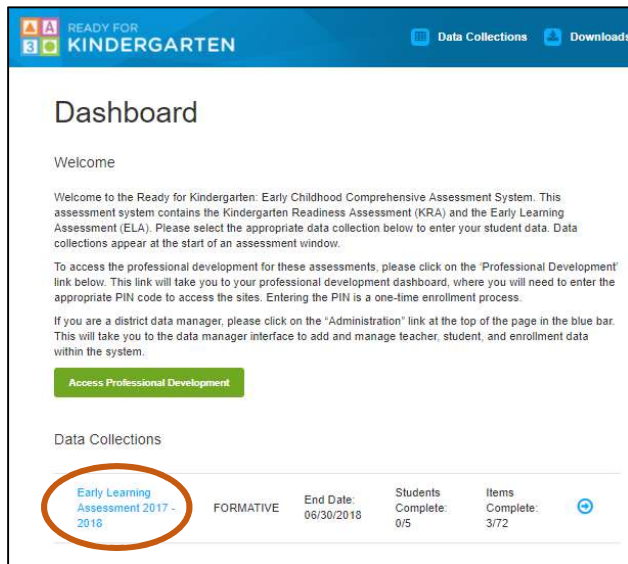
Not Evident

- Child hasn't reached the earliest level of the SKB
- Example: Salma cannot identify ways that adults help keep children safe (Level 2). There are no earlier levels for this SKB, so she would be rated NE.



Accessing ELA Spreadsheet

- Log into <http://maryland.kready.org>
- Click on your data collection, then choose Spreadsheet



ELA APP: Teacher Spreadsheet

Scored ■

Items	Beck Mason	Cooper Lucas	Doyle Michael	Holmes Kelly	Pratt Maddie
1 - Emotion Identification					
2 - Response to Distressed Peer					
3 - Separation from Familiar Adults					
4 - Seeking Emotional Support					
5 - Conflict Resolution Strategies					
6 - Self Control Strategies					
7 - Persisting with Tasks					
8 - Following Directions					
9 - Information Recall and Connection					



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ELA Practice Accounts: Let's Play!

Open the ELA App:

Last Name **A-M**

Account 1:

elateacher1@noreply.org
welcome

Last Name **N-Z**

Account 2:

elateacher2@noreply.org
welcome

Please **DO NOT** change the passwords; these are shared accounts!



✓ ELA Guided Practice





Wrap Up

- Questions
- Day 2 Preparation
- Access the ELA App





Thank you!

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