An Early Childhood Balanced System of Screening and Assessment By Purpose

Universal Practices for Data Collection	Initial planning	Ongoing adjustments to support growth/learning/ improvement (Frequent changes to instruction or treatment based on child's response)	Monitor between instruction or treatment (Set points in time to analyze data and identify child's status)	Summary - end of year, program or treatment
Formative and/or Screening Data	Screening tool data, parent inventories, prior program services data; vision & hearing screening data; option of referral for further evaluation, or used for planning instruction		Screening tool data, parent inventories, prior program services data; option of referral for further evaluation, or used for planning instruction	
Type Tools	Published Formative and/or Screening Tools Ages & Stages Questionnaire (ASQ); Ages & Stages Questionnaire – Social Emotional (ASQ-SE); Parents' Evaluation of Developmental Status (PEDS); Early Screening Inventory (ESI); Brigance Screens; Phonological Awareness Literacy Screening (PALS Pre-K); Get Ready to Read! (GRTR!)		Published Formative and/or Screening Tools	
Formative/ Ongoing Data	Ongoing observation and documentation used to plan initial instruction or treatment	Ongoing observation and documentation used to make adjustments in teaching or treatment relative to what has been learned	Ongoing observation and documentation collected to inform periodic rating of child's status	
Type Tools	Initial observations, teacher-made assessments, curriculum-referenced instruments TS GOLD; Assessment, Evaluation and Programming System (AEPS); Portage Guide to Early Education; High Scope COR; Galileo Preschool Assessment Scales; Hawaii Early Learning Profile; PALS-PreK	Anecdotal records, work samples, checklists, tallies, video	Ongoing observation and documentation of curriculum-based measures or teacher-made assessments TS GOLD; Assessment, Evaluation and Programming system (AEPS); Portage Guide to Early Education; High Scope COR; Galileo Preschool Assessment Scales; Hawaii Early Learning Profile; PALS-PreK	
Benchmark Data			Periodic rating based on ongoing data collection (provides information about individual child and group relative to expectations)	
Type Tools			Ongoing observation used to inform multi-domain tool; criterion referenced tool administered TS GOLD; Assessment, Evaluation and Programming system (AEPS); Portage Guide to Early Education; High Scope COR; Galileo Preschool Assessment Scales; Hawaii Early Learning Profile Ind. Growth & Dev Indicators (IGDIs)	
Summative Data				Comparison of child and group progress across periodic ratings to summarize child progress and for program/treatment evaluation/effectiveness
Type Tools				Comparison of progress across time based on multi-domain tool or criterion-referenced tool PALS-PreK; TSGOLD; AEPS; Portage Guide to Early Education; High Scope COR; Galileo Preschool Assessment Scales; Hawaii Early Learning Profile
Added supports, Tier II, III, IEP, or IFSP ADDITIONAL DATA		Monitor Progress	Monitor between instruction	Summary/ End of year
Ongoing Data		Ongoing data collection relative to progress toward targets to determine if targets have been met or additional help needed		
Type Tools		Progress monitoring relative to curriculum objectives; ongoing data collection relative to IEP goals or IFSP outcomes Ind. Growth & Development Indicators (IGDIs) on a monthly basis Ongoing data collection; Curriculum-linked assessments like Scholastic Early Childhood Program; Open Court Reading Program; Developmental Reading Assessment 2+		
Benchmark Data			Periodic rating based on ongoing data collection (provides information about individual child and group relative to expectations); outcome may be referral for further evaluation for special education	
Type Tools			Ongoing observation used to inform multi-domain tool; criterion referenced tool administered TS GOLD; AEPS; Portage Guide to Early Education; High Scope COR; Galileo Preschool Assessment Scales; Hawaii Early Learning Profile; Ind. Growth & Dev Indicators (IGDIs)	
Summative Data				Comparison of child progress across periodic ratings to summarize child progress, and/or for program/treatment evaluation
Type Tools				Comparison of progress across time based on multi-domain tool or criterion-referenced tool TS GOLD; AEPS; Portage Guide to Early Education; High Scope COR; Galileo Preschool Assessment Scales; Hawaii Early Learning Profile; Child Outcome Summary Form (COSF) Process

An Early Childhood Balanced System of Screening and Assessment

Child assessment is essential in all high-quality early childhood programs. Child assessment data are collected for different purposes, at different times, using a variety of different methods. Universal screening should be conducted with all children for formative assessment and Child Find purposes, to guide decisions about "next steps" to address individual children's needs and to establish a baseline to begin curriculum planning for a group of children. Use multiple measures - observation, family input, work samples, etc. - and include standardized screening tools that are easy to administer, score, & interpret.   Authentic assessment - collecting data on children's development and learning while they are engaged in familiar routines and activities in familiar settings – is recommended as an on-going assessment practice due to the rapidly changing nature of child development. Periodically, child data should be anchored to an assessment tool to monitor progress; this data can be useful in establishing developmentally appropriate local benchmarks. When children are engaged in targeted or intense interventions, data collection should increase to monitor the effectiveness of the intervention.
(Source: *The Wisconsin Model for Response to Intervention: Applications in Early Childhood Settings.* **WI Department of Public instruction, June 2012)**

The intent of the following *Early Childhood Balanced System of Screening and Assessment* chart, aligned with the DPI Smarter Balance Assessment Consortium, is to provide a visual of a comprehensive, best practice screening and assessment system that can be implemented across early childhood settings.   The chart describes the *purpose*, or what data collected will be used for, as well as the *types* of data to be collected – *formative*, *benchmark,* and *summative*.

 The upper portion of the chart, titled **"Universal Practices for Data Collection"** refers to services in general settings; what should be done for all children. The lower portion of the chart titled, **"Added supports, Tier II, III, IEP, or IFSP ADDITIONAL DATA"** suggests that*, in addition to* the universal data collection practices, children receiving additional services - special education, elevated monitoring, or additional supports and challenges as in tiered instruction - would be receiving more intense service which would require additional data collection/monitoring.

The examples of "tools and types" are not intended to be all-inclusive nor are they to be considered as endorsements; their purpose is simply to provide examples of a few widely used/recognized processes or tools in early childhood settings.