

Happy Birthday,
Assessment Workshop!



Dr. Hillel Goelman, May 3, 2012

It takes a lot of people to plan the
Assessment Workshop



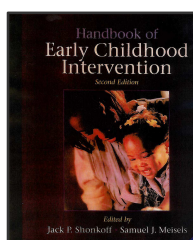
But no one works harder than...

**Joyce Branscombe
& Nicky Byers!**

A dedication to Dr. Samuel Meisels



One of the nation's leading
authorities on the assessment of
young children, **Dr. Sam Meisels**
has published over 200 articles,
books, and monographs.
Including ***The Handbook of Early
Childhood Intervention***.




His research focuses on the development of **alternative
assessment strategies for young children**; the impact of
standardized tests on children; and developmental
screening in early childhood.

The Work Sampling System
Dr Sam Meisels

PEARSON

PsychCorp




Ounce Scale, The

Author(s): Samuel J. Meisels, EdD, Dorothea B. Marsden, Amy Laura Dombro, Donna R. Weston, Abigail M. Jewkes

Recommended uses
The Ounce Scale offers a meaningful way to evaluate and document children's growth, accomplishments, areas of difficulty, and temperament. This versatile tool is used by:

- Center-based childcare personnel
- Early Head Start teachers
- Home visitors
- Parent support group leaders
- Visiting nurses
- Teen parenting program staff
- Early interventional specialists
- Family home daycare providers
- Pediatricians and health aides



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Benefits to you and the children you serve

- Presents a highly reliable, criterion-referenced measure based on specific developmental standards
- Helps meet Early Head Start and federal assessment requirements
- Allows you to gather information from multiple perspectives, giving a more well-rounded picture of the child's development
- Takes a natural, whole-child approach to observation
- Helps educate parents so that they can become more involved in decisions about their children
- Supports early intervention for at-risk kids
- Enables you to celebrate children's achievements
- Offers your district online tools to help streamline data collection and reporting


The Four Questions for today's talk

1. How has Sam Meisels' work influenced the Assessment Workshop?
2. What have I learned from the Assessment Workshop over the past 10 year?
3. What has the Assessment Workshop taught us about "high stakes" testing?
4. Looking back and looking ahead. What 's next for the Assessment Workshop ?

Question 1

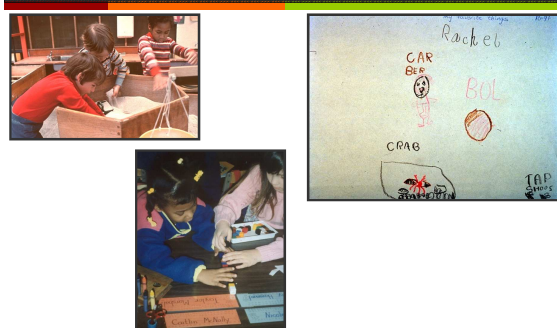
How has Sam Meisels' work influenced the Assessment Workshop?

1) Sam Meisels' principles of *authentic assessment* emphasize the importance of *parents and families*

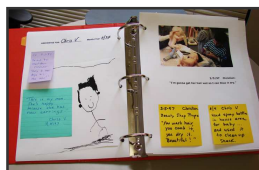
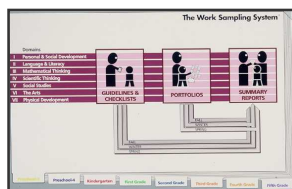


- Helping professionals work with *families* by forging *collaborative relationships* with them that focus on their child's growth and development.
- Helping *parents* obtain information to promote optimal development in their children.
- Assessment is a *collaborative process* involving *parents* and *professionals* from different disciplines.

2) *Authentic assessment* involves *multiple sources* of information



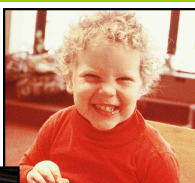
- 3) Assessing children in their caregiving and environmental contexts by providing systematic methods of **keeping track** and **evaluating their growth** and development.



- 4) The **authentic assessment** process should identify the child's **current competencies** and strengths as well as the competencies that will provide **future growth** and development



- 5) In **authentic assessment** an understanding of sequences and **timetables of typical development** is essential.



- 6) The process of **authentic assessment** should always be viewed as **the first step** in a potential **intervention** process.



Designing **interventions** that are **responsive to the child's** skills, knowledge interests, dispositions and changing abilities

- 7) **Reassessment** of a child's developmental status should occur in the context of day-to-day family or early intervention activities, or both



These principles of authentic assessment represent **fairness**, **moral rigour**, **truth** and **justice**



Question 2

How has the Assessment Workshop influenced my own community-based research?

Information ≠ Knowledge

- Information **does not equal** knowledge
- Having lots of information or data about a child does not necessarily mean we know more about the child.
- Knowledge come from **making sense** of the information
- Knowledge comes from **filling in the gaps** in and **interpreting** the information so that we **can act** on the information.

How has the Assessment Workshop influenced my own community-based research?



The Wisconsin Study of Families and Work:
The Child Care and Mental Health Study

Question 3

3) What has the Assessment Workshop taught us about "high stakes" testing?

Sam Meisels' 3-part **definition** of "high-stakes testing"

1. Results are used to make major decisions about individuals and programs: "**Rewards**" and "**Sanctions**".
2. "**Rewards**" can take the form of public attention, additional funds for teachers or materials, increased salaries, or improved facilities.

Sam Meisels: 3-Part **definition** of "high-stakes testing"

3. "**Sanctions**" include holding children back or enrolling them in extra year programs, wresting control of curriculum from teachers, or even program closure.
4. High stakes testing can result from taking one piece of information out of context and exaggerating its importance. (HG).

Sam Meisels' 4 **objections** to "high-stakes testing"

1. Young children are developmentally unreliable test-takers.
2. High stakes tests may result in long-term negative consequences for young children.
3. Children's opportunities to learn differ greatly in their early childhood years.
4. There is extensive variability and change that marks early development.

CMAJ

RESEARCH

Influence of relative age on diagnosis and treatment of attention-deficit/hyperactivity disorder in children

Richard L. Morrow MA, E. Jane Garland MD, James M. Wright MD PhD, Malcolm MacLure ScD, Suzanne Taylor PharmD, Colin R. Dormuth ScD

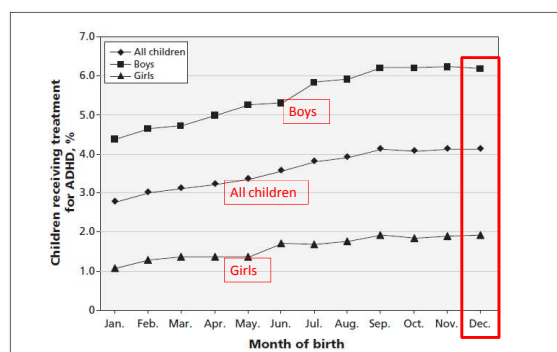


Figure 1: Percentage of children aged 6 to 12 years receiving pharmacologic treatment for ADHD, by month of birth. ADHD = attention-deficit/hyperactivity disorder.

Main findings

Our results show a pattern of treating and diagnosing ADHD among children aged 6–12 years in British Columbia that is consistent with a relative-age effect. Children born during the month preceding the province's cut-off date for entry to school are typically the youngest and least mature within their grade, and are at a higher risk for treatment and diagnosis of ADHD. Our sensitivity analyses support this interpretation and discourage the alternative interpretation that an underlying seasonality related to the cause of the disorder is producing this effect. A sudden change in risk appears to coincide with the cut-off date for entry to school at the end of the calendar year. Even children born during the three days before the end of the calendar year had a higher risk than children born during the first three days of the following year.

Although the influence of relative age on diagnosis and treatment may lessen for older children, we found the effect was present at all ages from 6 to 12 years, for girls and boys alike. The potential harms of overdiagnosis and over-prescribing and the lack of an objective test for ADHD strongly suggest caution be taken in assessing children for this disorder and providing treatment. Greater emphasis on a child's behaviour outside of school may be warranted when assessing children for ADHD to lessen the risk of inappropriate diagnosis. Further research into the determinants of ADHD and approaches to its assessment and treatment should consider a child's age within a grade.

These data on five-year olds are backed up by Magdalena Janus, et. al

The School Entry Gap: Socioeconomic, Family, and Health Factors Associated With Children's School Readiness to Learn

Magdalena Janus and Eric Duku
Offord Centre for Child Studies
McMaster University

EARLY EDUCATION AND DEVELOPMENT,
18(3), 375–403, 2007

Janus, M., Offord, D. (2007). Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's school readiness. *Canadian Journal of Behavioral Science*, 39(1), 1–22.

Janus and Duke, 2007

The other demographic variable that contributed to school readiness gap is **relative age at school entry**. A comprehensive analysis...found that **children who enter school close to being 6 years old have better skills and abilities in all measured areas: language, math, social competence, and reasoning skills** (Zill & West, 2001)...Nevertheless, the impact of the relative age at school entry on children's school readiness and later school success is persistent and real, and it contributes to the gap. (396)

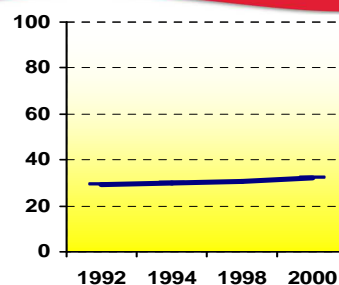
Janus and Offord, 2007

The age and gender difference patterns demonstrated in other large samples of kindergarten children were also replicated by the EDI results. Zill (1999) found **that boys and children with birthdays late in the year were more likely to have problems in kindergarten; male gender, and younger age at school entry significantly contributed to "school unreadiness"** in Farkas and Hibel's (2005) analysis of the ECLS-K data in the U.S.

No Child Left Behind

A New Era in Education

Percentage of Fourth Graders Reading Proficiently



Four Reform Principles

- ★ **Accountability:** Guaranteeing Results
- ★ **Flexibility:** Local Control for Local Challenges
- ★ **Research-Based Reforms:** Proven Methods with Proven Results
- ★ **Parental Options:** Choices for Parents, Hope for Kids



How will states measure progress for schools and students?

- ★ Test every child in grades 3 through 8 in reading and math.
- ★ States will implement fair and effective annual tests.
- ★ Washington will provide funding to states to design and implement tests.



Solid research equals solid results.

Doctors use solid research before treating patients. Teachers and schools must apply just as much care.

Research-Based Improvements

★ **The Problem:** Some schools use unreliable and untested methods that can actually impede academic progress.

★ **The Solution:** Encourage schools to use evidence-based practices and materials.



What is reliable research?

Scientific method-

- Hypothesis
- Controls are used
- Outcome proves or disproves the hypothesis

Generalized- Study findings represent truth for the general population.

No Child Left Behind helps prepare and protect teachers.

- ★ Protects teachers from frivolous lawsuits.
- ★ Provides teachers the very best tools for teaching such as scientifically proven methods, lessons, materials, and professional development.



Question 4

Looking back and looking ahead. What 's next for the Assessment Workshop ?

From the report on
The First Assessment Workshop, 2002

The conference presenters included a team of early childhood educators, elementary school teachers, professionals in the health and mental health fields and university professors who shared their visions on ***the many different formal and informal ways of assessing children's cognitive, language, and social-emotional development.***

From the report on
The First Assessment Workshop, 2002

The workshop provided participants with the opportunity to learn, question (and argue!) throughout the user-friendly series of discussions and presentations. ***Participants learned about the advantages, and disadvantages of using different kinds of formal and informal assessment measures.***

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Understanding, Describing and Assessing Children's
Development: A Workshop for Teachers, Parents and Significant
Others in Children's Lives

This is especially crucial across the various professional, institutional and disciplinary boundaries. ***In addition, participants voiced strong support for mounting a similar workshop on early childhood assessment in 2004.***

Linked-Disc



LINKED- DISC

- Web based information system
- Facilitate province wide data collection
- Family Access to information

LINKED- DISC

Family access to own information

Motivation:

- Families can fill in pre-visit questionnaires (e.g. ASQ)
- Articulate better their child's strength and challenge
- Help families transfer information to the next service providers

LINKED- DISC

Focus group discussion with parents

Motivation: To explore

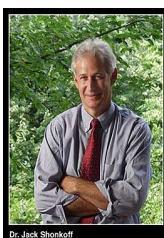
- How and why parents access their own information (currently and what if with an online system)
- Whether this will improve the communications / relationships between families and service providers
- Database project and funding issues for discussion

American Academy
of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™

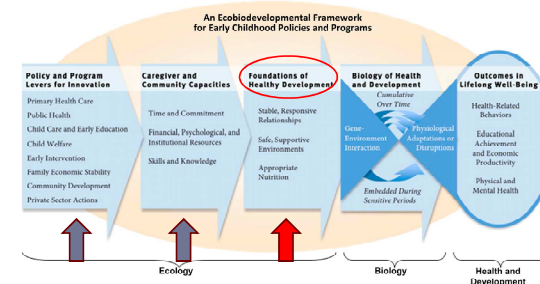
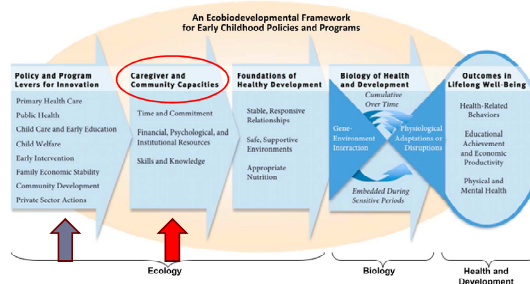
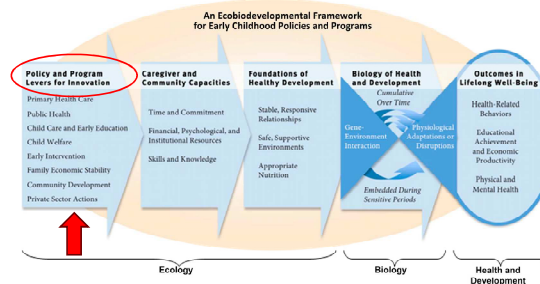
TECHNICAL REPORT

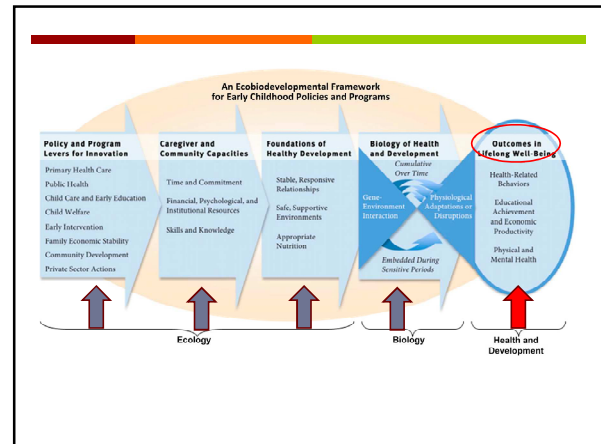
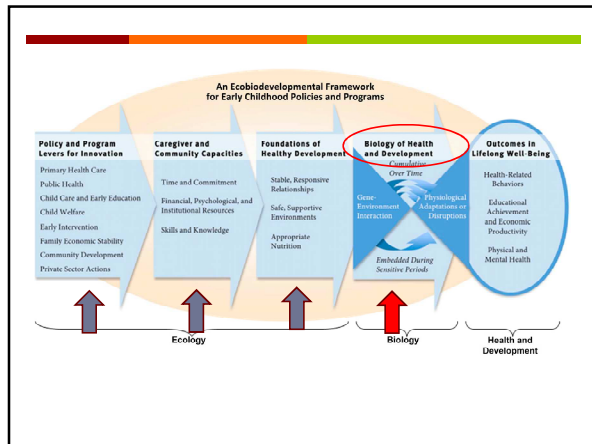
The Lifelong Effects of Early Childhood Adversity and Toxic Stress

Jack P. Shonkoff, MD, Andrew S. Garner, MD, PhD, and THE COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, COMMITTEE ON EARLY CHILDHOOD, ADOPTION, AND DEPENDENT CARE, AND SECTION ON DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS



Dr. Jack Shonkoff





Dr. Jack Shonkoff, Director:
Center on the Developing Child

Take Home Messages

Teach, don't preach.
Explain, don't complain.
Relate, don't berate.