PEER Initial Research Aims

Aim 2: To understand the use of assessment tools in early childhood education

Preliminary research findings

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Leir Center
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Aim 2 research questions

- How are assessment tools used in early childhood education classrooms?

- Are there city and setting differences in how assessment tools are used in early childhood education classrooms?

How the study was conducted

- Online survey based on survey developed by REL Northeast and Islands

- Survey covered topics including assessment use, policies, and training

- Administered to lead teachers of infant/toddler and preschool classrooms in all three PEER communities

- Data collected in winter 2016

- Analyses were conducted describe the sample and the ways in which teachers report using assessments

Sample

- 65 respondents

- Representing teachers from Bridgeport, Norwalk, and Stamford Public Schools, ABCD, C.E.S., Childcare Learning Center, and Norwalk Head Start

- 7 infant/toddler teachers; 49 preschool teachers

- 7 preschool special education

- 2 site managers; 4 instructional coordinators

Sample location

In which community do you work?

Community	Value
Bridgeport	43
Norwalk	11
Stamford	11
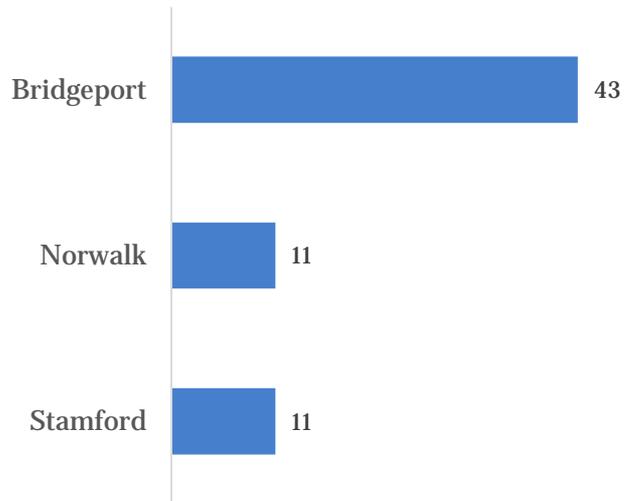
For what type of early learning program do you currently work?

- School Readiness
- Public school preschool
- Head Start
- Child Day Care
- Early Head Start
- Preschool special ed
- Community center-based
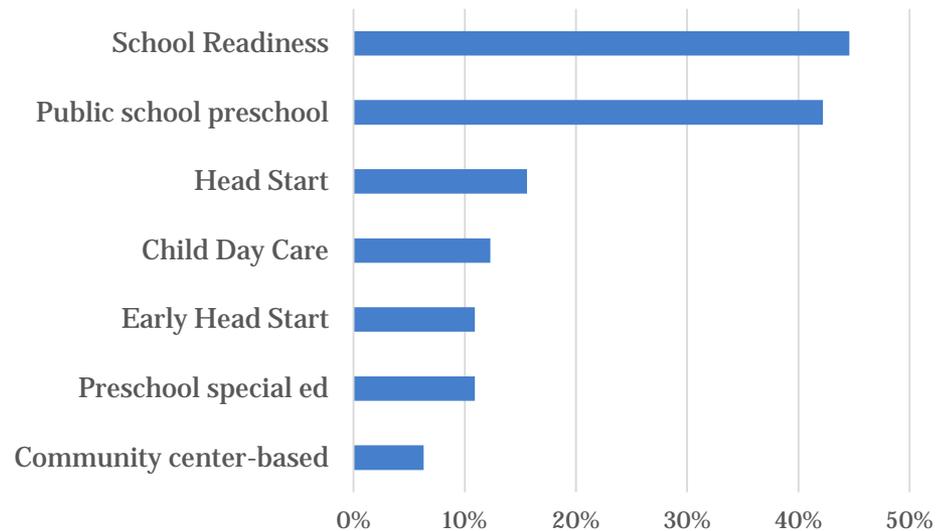
Sample credentials/qualifications

Do you hold a degree in early childhood education?

■ Yes ■ No ■ Enrolled

5%

9%

86%
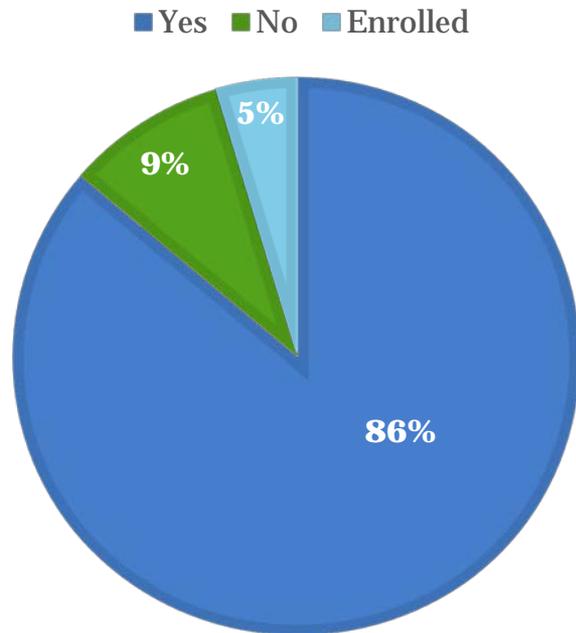
What certifications/qualifications do you hold?

Teacher Cert.- EC Endorsement	
Head Teacher Approved	
Lead Teacher Qualified	
EC Teacher Credential	
Teacher Cert.- Other Endorsement	
CDA	
None	

0% 10% 20% 30% 40% 50% 60%
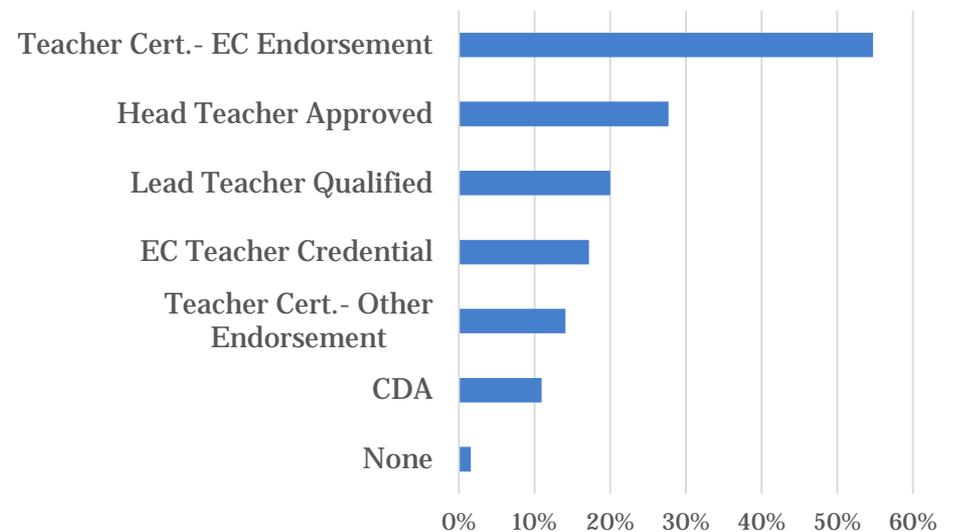
Sample years in early childhood
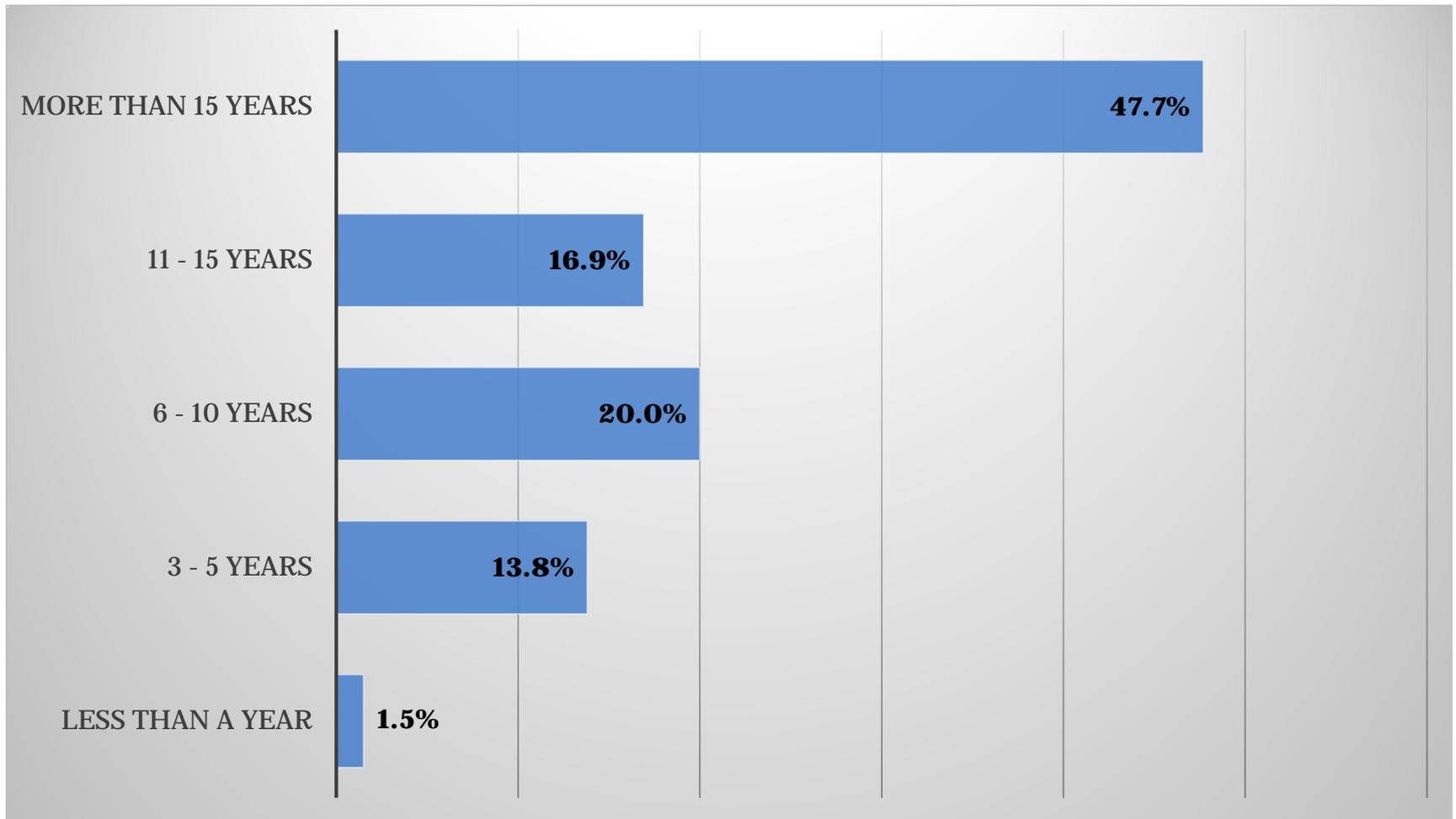
Sample classroom characteristics

Approx. what percentage of the children in your classroom come from homes where English is not the primary language?

Category	Percentage
up to 10%	16.9%
11% - 25%	20.0%
26% - 50%	24.6%
51% - 75%	23.1%
more than 75%	15.4%
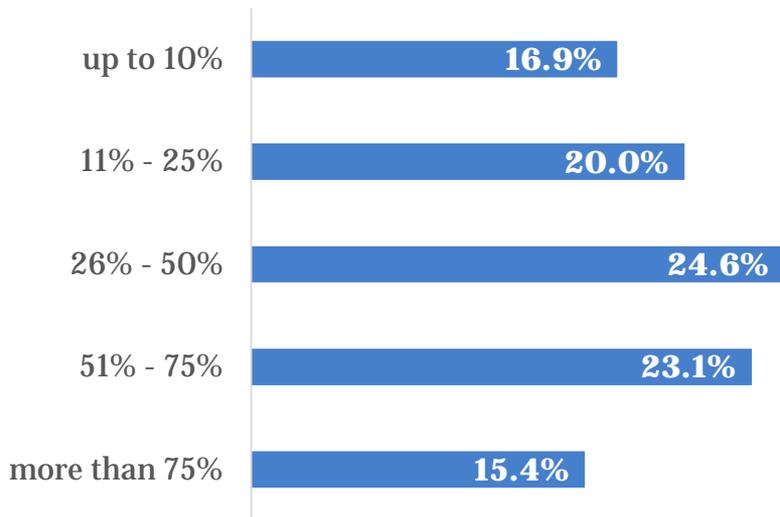
How many children are in your classroom on an average day?

Category	Percentage
1 - 5	1.5%
6 - 10	7.7%
11 - 15	7.7%
16 - 20	75.4%
21 - 25	1.5%
26+	6.2%

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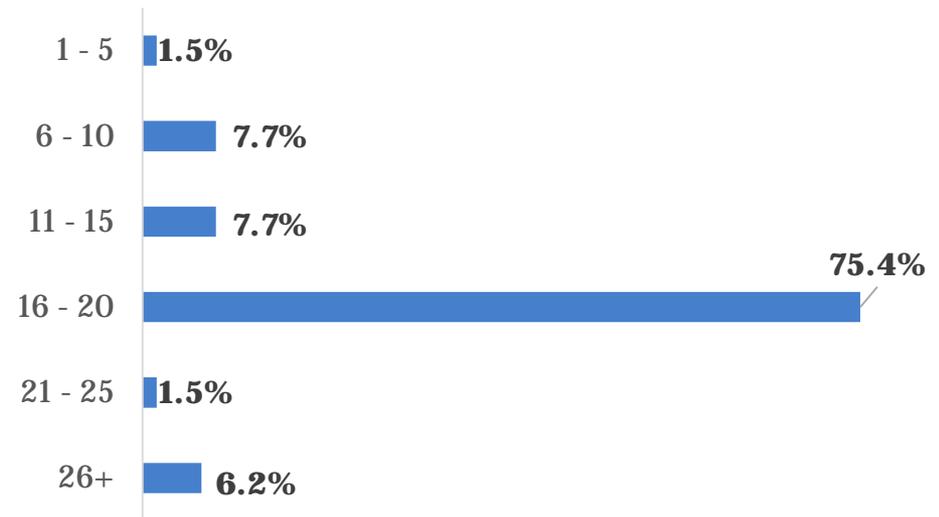
Results: Assessments

	Number of respondents
Connecticut Preschool Assessment Framework	50
Brigance® Inventory of Early Development III	38
Ages and Stages Questionnaires® (ASQ)	10
The Devereux Early Childhood Assessment (DECA)	9
Teaching Strategies GOLD®	9
Preschool Early Literacy Indicator (PELI)	8
Locally designed assessment	7
Ages and Stages Questionnaires: Social-Emotional ® (ASQ-SE)	5
Early Screening Inventory- Revised (ESI-R)	5
Battelle Developmental Inventory™ (BDI-2™)	2
The Social-Emotional Assessment/Evaluation Measure (SEAM™)	2
Splash into Pre-K	2
Assessment, Evaluation and Program System for Infants and Children (AEPS)	1
The Carolina Curriculum for Infants Toddlers with Special Needs (CCITSN), 3rd Edition	1
Connecticut Kindergarten Entrance Inventory	1
Hawaii Early Learning Profile (HELP)	1
The Carolina Curriculum for Preschoolers with Special Needs (CCPSN), 2nd Edition	0
Developmental Indicators for the Assessment of Learning, Third Edition (DIAL™-3)	0

Note. Overall survey sample size was 65, with five to six survey respondents not responding to this item.

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Results: Assessment use

Over 96 percent of survey respondents reported using at least one assessment to monitor a child's progress over time.
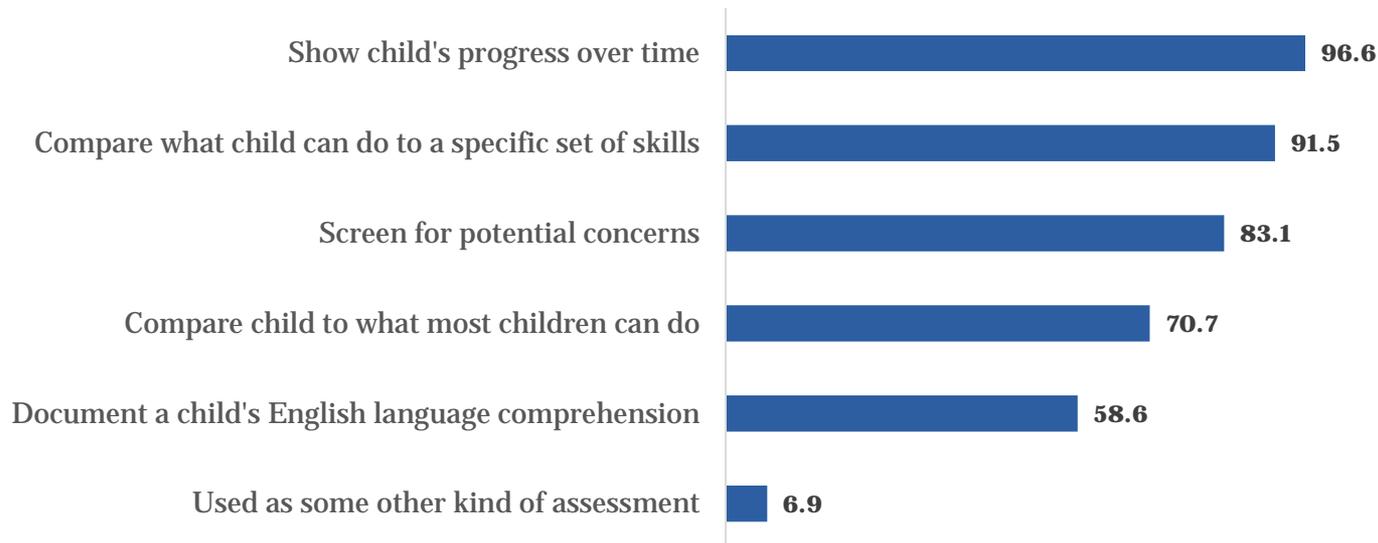
| Category	Value
Show child's progress over time	96.6
Compare what child can do to a specific set of skills	91.5
Screen for potential concerns	83.1
Compare child to what most children can do	70.7
Document a child's English language comprehension	58.6
Used as some other kind of assessment	6.9

Note. Overall survey sample size was 65, with six to seven survey respondents not responding to this item. The bars represent the percentage of survey respondents who indicated that they use at least one assessment tool in that way.

Results: Use of assessment data

Tracking progress, developing lesson plans, developing class activities, and setting developmental targets are the top ways that survey respondents report using assessment data.

Track progress	94.9
Develop lesson plans	89.7
Set developmental targets	87.9
Develop class activities	87.9
Provide information to parents	81.0
Determine services	79.7
Develop curricula	74.1
Adapt curricula	72.4
Work with other teachers	65.5
Determine if need more assessments	62.1
Determine instructional group	60.3
For some other purpose	6.9

Note. Overall survey sample size was 65, with six to seven survey respondents not responding to this item. The bars represent the percentage of survey respondents who indicated that they use data from at least one assessment tool in that way.

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Results: Assessment use by location

	Bridgeport	Norwalk	Stamford	All
Show child's progress over time	97.5	90.0	100.0	96.6
Compare what child can do to a specific set of skills	95.0	80.0	88.9	91.5
Screen for potential concerns	85.0	80.0	77.8	83.1
Compare child to what most children can do	75.0	77.8	44.4	70.7
Document a child's English language comprehension	70.0	22.2	44.4	58.6
Used as some other kind of assessment	7.5	11.1	.0	6.9

Note. The sample for this item includes 40 respondents from Bridgeport, between nine to 10 respondents from Norwalk, and nine respondents from Stamford. Cells represent the **percentage** of survey respondents who indicated that they use at least one assessment tool in that way.

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Results: Use of assessment data by location

	Bridgeport	Norwalk	Stamford	All
Track progress	97.5	80.0	100.0	94.9
Develop lesson plans	92.5	88.9	77.8	89.7
Develop class activities	92.5	55.6	100.0	87.9
Set developmental targets	92.5	77.8	77.8	87.9
Provide information to parents	87.5	66.7	66.7	81.0
Determine services	85.0	70.0	66.7	79.7
Develop curricula	80.0	55.6	66.7	74.1
Adapt curricula	75.0	77.8	55.6	72.4
Work with other teachers	65.0	33.3	100.0	65.5
Determine if need more assessments	65.0	44.4	66.7	62.1
Determine instructional group	62.5	77.8	33.3	60.3
For some other purpose	5.0	22.2	.0	6.9

Note. The sample for this item includes 40 respondents from Bridgeport, between nine to 10 respondents from Norwalk, and nine respondents from Stamford. Cells represent the **percentage** of survey respondents who indicated that they use data from at least one assessment tool in that way.

Results: Assessment use by setting

	School	Community	All
Show child's progress over time	97.4	95.0	96.6
Compare what child can do to a specific set of skills	89.7	95.0	91.5
Screen for potential concerns	82.1	85.0	83.1
Compare child to what most children can do	76.9	57.9	70.7
Document a child's English language comprehension	56.4	63.2	58.6
Used as some other kind of assessment	7.7	5.3	6.9

Note. The sample for this item includes 39 school-based respondents and between 19 to 20 community-based respondents. Cells represent the **percentage** of survey respondents who indicated that they use at least one assessment tool in that way.

Results: Use of assessment data by setting

	School	Community	All
Track progress	94.9	95.0	94.9
Develop lesson plans	89.7	89.5	89.7
Provide information to parents	89.7	63.2	81.0
Set developmental targets	89.7	84.2	87.9
Develop class activities	87.2	89.5	87.9
Determine services	79.5	80.0	79.7
Determine instructional group	71.8	36.8	60.3
Adapt curricula	71.8	73.7	72.4
Develop curricula	69.2	84.2	74.1
Work with other teachers	59.0	78.9	65.5
Determine if need more assessments	51.3	84.2	62.1
For some other purpose	7.7	5.3	6.9

Note. The sample for this item includes 39 school-based respondents and between 19 to 20 community-based respondents. Cells represent the **percentage** of survey respondents who indicated that they use data from at least one assessment tool in that way.

Next steps

- Finalize report, including implications and limitations

- Complete analysis of ways in which assessments are used compared with the ways the test developers indicate they should be used, write up report