

Eastford Readiness Council Preschool Assessment

The preschool uses a variety of formal and informal methods for assessing children. The results of assessments are used to inform teachers of the child's development and instruction. In addition, assessments inform parents about their child's development, strengths and weaknesses, guide programming decisions, facilitate intentional teaching practices and determine the need for Early Intervention Special Education Services. Every effort is made to provide Special Education Services in the Readiness classroom. The staff will work to achieve consensus with families about assessment methods that will best meet the child's needs. All assessments occur with familiar staff, in familiar settings with consideration for time and group size. The classroom teacher conducts all assessments and communicates with families about their child's assessments. Communication will be sensitive to family values, cultural identity and home language. Only the family, teaching staff and administration will have access to the child's assessment results. All records are kept locked in file cabinets in the classroom and the school office, with access given only to those authorized to do so.

Qualified staff is trained in the use of these assessment tools. Training consists of user manuals, online resources, webinars and in person training as is available.

The following are the instruments used in the Eastford Readiness Program:

Early Screening Inventory – R (ESI-R) – Teachers administer the screening to new students within the first month of entry. The ESI-R "is a developmental screening instrument that provides a quick overview of a child's development in three major areas: Visual Motor/Adaptive, Language and Cognition, and Gross Motor." Teachers will use the information to plan goals for students and contribute to the report shared with the parents at conferences. This assessment is done 1:1, over several sessions, by the classroom teacher.

Ages and Stages Questionnaire: Social Emotional (ASQ:SE) – Families of new students are given questionnaires within the first month of entry, to provide information about a child's development in the social emotional domain. Teachers will use the information to plan follow-up activities and make referrals for further evaluations as needed.

Teacher Made Assessment – Throughout the year, teachers use a variety of checklists, rubrics, and anecdotal records to establish baselines, monitor progress and guide instruction; they are administered at the teacher’s discretion. This assessment is sometimes done 1:1, but may also be conducted in a small group. It is done over time by the classroom teacher.

CT Documentation and Observation Teaching System (DOTS) – This is used as the primary assessment document for the preschool. It is administered throughout the year, with two observation recording periods. Data is collected through observation, children’s work, family input and shared as necessary. Written reports are given to parents in January and in June. This is an ongoing observational tool, used over time by the classroom teacher.

Brigance Diagnostic Inventory of Early Development – Students receiving Special Education Services are given the Brigance within four weeks of entry and at exit from the program for the purpose of State data collection. If requested, parents are given an overview of the results.

Families with children receiving Special Education Services will receive Progress Toward Goal reports at each trimester and a summary of progress at an annual review.