

## Discovery Developmental Center Child Assessment Plan

Developmentally appropriate practice includes families and teaching staff working together to support the learning and development of all children. To achieve this goal, teaching staff endeavor to recognize individual learning styles and interests, personality and temperaments, skills and talents, and challenges or difficulties using standardized and non-standardized assessment strategies and information from families.

### **Parts of the Assessment Plan**

Discovery utilizes a variety of different assessment tools, both formal and informal, throughout the course of a year. Assessments are completed by teaching staff who know the children and who are able to make decisions about curriculum content, teaching approaches, and personal interactions based on that knowledge. In addition, family feedback is regularly solicited through daily interactions and regularly scheduled meetings during the school year.

### **Formal methods include:**

- Ages & Stages Questionnaire (ASQ-3), a standardized screening tool, is completed by classroom teachers and family members during the first 6-8 weeks of enrollment and annually thereafter. Six items make up each developmental area (communication, gross motor, fine motor, problem solving, and personal-social). Staff are oriented to the tool during monthly staff meetings, and complete it within the context of daily activities. The ASQ gives staff a quick snapshot of where each child is developmentally and provides guidance in planning for meaningful experiences. Screening tools can also help identify challenges a child might have that would benefit from further evaluation by a professional.
- Ages & Stages Questionnaire-Social Emotional (ASQ-SE), is another standardized screening tool that families complete about mid-way through the school year. The timing gives us a bigger picture of a child's emotional and social development, both at home and in the child care environment.
- High Scope COR Advantage on-line platform to document children's growth and development. All teaching staff complete a 12-hour on-line COR Advantage training to become reliable in using the system. Documentations are aligned with curriculum goals and provide an on-going accurate picture of children's abilities and progress. These documentations are regularly reviewed to ensure most developmental milestones and areas of the curriculum are included in each child's portfolio

Screenings will be done whenever possible within the classroom setting that a child is familiar with. Answers to questions that require family input are obtained during Intake or Family Chat meetings. Questionnaires are scored and summarized by teaching staff. Letters indicating results of screening are given to all families that participate. Results of the screening will be utilized in future lesson planning and goal setting and as part of overall program professional development and improvement plans.

### **Informal methods include:**

- Child portfolios - Portfolios include teacher observations and documentations of children's work, play, behaviors, and interactions as well as information about the child's friends, favorite things to do, and special moments with their families. Online reports are shared during Family Chats or as desired throughout the year. Families may request a printed PDF of the report at any time.
- Teaching team anecdotes - Teaching teams meet weekly to discuss plans for upcoming week. Many plans are based on observations of what the children readily engaged in and/or questions that they

asked. These observations make it easy to adjust lesson plans and teaching practices that are appropriate for individual classrooms and the children in them.

- Curriculum resources - High Scope curriculum, NAEYC standards, Montana Early Learning Standards (MELS), and the ASQ are all utilized to help teachers document observations about children's experiences and interactions throughout the day and to plan and modify classroom experiences for individual children and/or the whole class.

**Intake Chats** – Teaching staff typically engage families new to their classrooms within the first 2-3 weeks of a child's enrollment. The meetings provide time to review registration information and other DDC family handbook documents, including this Assessment Plan, and to gain a fuller understanding of the child's home life and family hopes for their child's time at the center. Teaching staff will also respond to family questions about the program and to acknowledge the child's parent/guardian as their most important teacher.

**Family Chats** – Family Chats are held two times a year (or more if desired) and are another opportunity to engage families in their child's life at DDC, their development, and to celebrate their achievements, and develop goals for the upcoming months. Screening results and / or COR Advantage portfolio reports are shared. When needed, current and future classroom placement options are discussed.

**Confidentiality** - Discovery is committed to maintaining confidentiality of any information learned about each child and family. Staff must maintain confidentiality as part of continued employment. Children's files are kept in a secure location during the day, and locked up at night, providing access only to staff who may have need of emergency contact information. Screening tools are scored and summarized by authorized DDC staff (classroom staff, office assistant, or Director). Classroom teachers are in possession of children's screening results and portfolios, passing these on to families in conclusion of each school year. This information also becomes part of the child's permanent file that gets passed on to the next classroom teacher.

**Acknowledgment:** I have received a copy of Discovery's Child Assessment Plan and understand the methods and purposes of the assessment tools.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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Printed Name

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