

Summary

Submission Id: 2abee992-9cff-4466-aac2-731709bf0cb1

1620 Words

55% SIMILARITY SCORE 8 CITATION ITEMS 17 GRAMMAR ISSUES 0 FEEDBACK COMMENT

Internet Source 0%  
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The Child Assessment Cycle  
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January 19, 2021

1

What is the child assessment cycle?  
Six stages of assessment  
Learning more about the child  
Evaluation and observations  
Extensive plan

The child assessment process consist of 6 stages that are used to help determine whether or not a child has potential learning problems. This cycle is used to encourage teachers to see if the student needs additional help. When help is determined as needed, resources are given to the parents so that they can get their child into the right program.

2

CHILD ASSESMENT CYCLE

1: CHILD-FIND/CASE FINDING

2: DEVELOPMENTAL SCREENING

3: DIAGNOSIS

4: INDIVIDUALIZED PLANNING OF PROGRAM AND INTERVENTIONS

5: PERFORMANCE MONITORING

6: PROGRAM EVALUATION

Child Assessment Cycle (Lerner, 2013)

Stage 1: Child-Find/case finding

Locates children who may need early intervention programs

Stage 2: Developmental screening

Learns about the child's development

Detects potential problems

Stage 3: Diagnosis

Information gather

Observations

Interviews

Case history

Tests

Spelling mistake: Waseelat → Wasteland

Student: Submitted to Grand Canyon Unive..

Possible wordiness: whether or not → whether

Stage 4: Individual planning of programs and interventions

Puts a plan together based off the diagnosis

Stage 5: Program monitoring

Continues to track progress of plan put in place

Stage 6: Program evaluation

Evaluate the program

Ensure program fits child's diagnosis

Make modifications as needed

There are six stages of assessment: Stage 1: Child-Find/case finding Stage 2: Developmental screening Stage 3: Diagnosis Stage 4: Individual planning of programs and interventions Stage 5: Program monitoring Stage 6: Program evaluation. Each stage is needed in the child assessment cycle in order to determine if a child needs additional help.

3

Purpose of child assessment cycle

Assessment for Guided Teaching Planning

Evaluations helps teachers modify lessons

Assessment supporting Parent and Teacher Relationship

Teachers evaluate students

Teachers express observation results to parents

Teachers and parents work together for child's educational success

Assessment for Program Evaluation and Policy

Constantly checking students' improvement

Modifications based off child's needs

Assessment for Guided Teaching Planning: as teacher evaluate their students, they begin to observe the child's behavior and determine if they need modifications to their work. As teachers determine needed help, the modifications are made to the lesson plan for that student.

Assessment supporting Parent and Teacher Relationship: as the teachers evaluate the students by observing, they are able to make note of the behaviors. Once all information is collected, the teacher can then inform the parents of what she saw. From there, the teacher and the parents work together to come up with a plan to help the child succeed. Once the parent-teacher relationship is built, the teacher may also incorporate the family environment into her lesson plan.

Assessment for Program Evaluation and Policy: as the child continues to go through their program, the teacher must constantly check their progress. When the program is put in place, you must consistently track the improvements and make the modifications as needed. If the student is doing exceptionally well, try to transition into a harder program.

4

Benefits of child assessment cycle (wbgh, 2014)

Provides important information about child development

Helps identify children who need additional support

Helps educators make modifications to the lesson plan

Creates relationship between parents and teachers

Collaborate for child's needs

"Assessment provides educators, parents, and families with critical information about a child's development and growth. Assessment can:


Provide a record of growth in all developmental areas: cognitive, physical/motor, language, social-emotional, and approaches to learning.


Identify children who may need additional support and determine if there is a need for intervention or support services.


Help educators plan individualized instruction for a child or for a group of children that are at the same stage of development.

Identify the strengths and weaknesses within a program and information on how well the program meets the goals and needs of the children.

Provide a common ground between educators and parents or families to use in collaborating on a strategy to support their child" (WBGH, 2014).

 Grammatical problem: use the bas...: parents

 Spelling mistake: wbgh

 Use of whitespace before comma and b...: → .

5

Pre- Assessment

"If teachers want to create flexible groups that address students' needs, they need to pre-assess" (Pendergrass, 2013).

- Assessment taken before lesson is given
- Identifies what students already knows
- Identifies what student needs help with

A pre-assessment s a test that is taken prior to the lesson beginning. Pre-assessments help teachers identify what the child currently knows, and what they do not know. The benefit of pre-assessment is to aide teachers into comprehending their students and activities to more readily fit the students in the class. "There are numerous approaches to separate guidance for students that will enable children to learn in various ways. This data can be sorted out in a manner to support the students and instructors have a simpler school year. It can occur toward the start of the school year and furthermore before each beginning unit" (Pendergrass, 2013).

6

Post- Assessment

- Evaluation of instructing
- Evaluation of lesson
- Helps target students who need modifications
- Helps create appropriate lesson plan going forward.

"Regularly, we consider evaluation something that can illuminate our guidance. By observing students, we find out about what they know and don't have the foggiest idea and discover beginning stages for our educational program. Simultaneously, assessment is additionally something that can happen consequent to instructing. This sort of evaluation, normally known as a post-assessment, should fill two needs:

Post-assessment help us assess our very own instructing, searching for patterns in what we did and did not impart well to our students. Post-assessment help us target students who should audit material before they can take on new courses of study.

Obviously, we likewise some of the time use present observations on assisting us to assess students for report cards or parent meetings, contingent upon the particulars of our conditions" (Study.com)

7

Assessment Strategies

- Performance Assessment
- Evaluation of student's day to day activates
- Teachers observe students
- Techer assess students work
- Strengths
- weaknesses


Comprehensive Assessment

- Information gathered
- Social
- Intellectual
- Physical
- Emotional
- Student accomplishments

Performance assessments: "Evaluates students as they take an interest in day to day exercises, compose stories, tackle issues, draw delineations. Educators watch and take brief notes on student exchanges and collaborations. Educators survey their students work, documenting their strengthens and weakens" (How classroom assessments improve learning).

Comprehensive Assessment: "The range and extent of data and the sort of information gathered depend on the students' social, emotional, intellectual, and physical improvement. A subsequent evaluation of a students' accomplishment in working in an agreeable learning gathering is reliant on both social and psychological aptitudes. Educators need data about the child's qualities and shortcomings in all zones to upgrade

 Spelling mistake: **pre-assess** → reassess

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 Spelling mista...: **pre-assessmen** → reassessment


 Spelling mist...: **Pre-assessmen...** → Reassessments

 currently: **currently** → now


 Spelling mista...: **pre-assessmen** → reassessment

 Aide in wrong context: **to aide** → to aid

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 Possibly demeaning adverb: **Obviously**

 Redundant phrase: **some of the** → some

 assist, assistance (help): **assisting** → help

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 Spelling mistake: **Techer** → Teacher

 Student: [Submitted to Grand Canyon Unive..](#)

their basic leadership and guide their guidance methodologies” (How classroom assessments improve learning).

8

Assessment Strategies cont....

Standardized Testing

Important lesson plans

Ensuring fundamentals

Preparation

Fixed standards

Set criteria

Practice test

Standardize testing: “The examiners strive to determine the nature of the child's difficulties, the severity of the problem, and the child's strengths and weaknesses. This information becomes the basis for determining eligibility for special education services” (Lerner, 2014). Preparation for test allow teachers to give students all the information they need in order to do well on the test. With the right information and practice, student will succeed. If students are given a practice test, this will also help the teacher see what they need to go over more in class to prepare.

9

Assessment Strategies cont....

Self-assessment

Student sets goals

Educators incorporate set goals into plan

Student achievement

Self-rewarding

Teacher rewards student

Self-assessment: Self-Evaluation encourage students to set specific goals for themselves. This can also help educators incorporate the student's goals with the lesson plan. Incorporating both with surely give the student success. When objectives are met, the students can reward themselves for the achievement, and the teacher can reward them as well.

10

Assessment Strategies cont. ...

Rubrics

Gives area goals for students to meet

Gives teachers standards to follow when grading

Creates quality work (Keaton, 2019)

Inspires comprehension

“A rubric is designed to give students information on how to meet the criteria set forth for the assignment. Rubrics also help teachers set standards that they want their students to follow and achieve. Setting a rubric creates quality work from students as they want to get eh best grade possible. Children profit by every so often taking part in the making of a rubric for a class” (Keaton, 2019).

11

Using Data to Inform Teaching

Start with one subject

Choose what needs to be comprehended

Gather information

Teachers collect student data

From the classroom

Observations

Projects, essays, exams

From cumulative files

Read student files

From standardized test scores

“The number one job of a teacher is to be faithful to authentic student learning.



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Possible agreement error: [Rubrics Gives](#)



Student: [Submitted to Grand Canyon Unive..](#)

Unfortunately, our profession is overly fixated on results from one test, from one day, given near the end of the school year. Yes, that standardized testing data can be useful; however, we teachers spend the entire year collecting all sorts of immediate and valuable information about students that informs and influences how we teach, as well as where and what we review, readjust, and reteach” (Alber, 2011).

12

#### Intended Purpose for Assessment Prior to the Cycle

Provide feedback

Learners and learning

Teacher and teaching

learning experience and environment

#### Gathering information to make critical decisions

identifying the child as eligible for special services, planning instruction, and measuring progress (Lerner, 2014)

The purpose of assessment is to provide feedback relative to the three sides of the triangle: (1) the learners and learning, (2) the teacher and teaching, and (3) the learning experience and environment corresponding to the six components of assessment. “A variety of methods are used to gather assessment information, including observations of the child, interviews with the family, checklists and rating scales, informal tests, and standardized, formal tests. Assessment information is useful for identifying the child as eligible for special services, planning instruction, and measuring progress” (Lerner, 2014).

13

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14

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 Grammatical problem: missing ...: **experience**