Assessment Instruments

A variety of assessment instruments are used to provide comprehensive information for curriculum planning, identification of developmental or learning problems, and communication with families. These include:

**Student Information Form:** This is completed by the family during the registration process. It provides the teachers with information about the child’s history, significant experiences, personal interests and individual needs.

**Teacher Observations and Anecdotal Records:** Through observation and documentation of children’s activities and work habits, teachers develop an understanding of each child’s learning style and unique personality.

**DECA:** The Devereux Early Childhood Assessment (DECA) is a behavioral assessment drawing on observations of teachers and parents to assess a child’s social/emotional development. These assessments are used in the fall to help set goals for individual children and for the class. They may also be conducted at other times of the year for children displaying problematic behavior. [http://www.devereux.org/site/PageServer?pagename=deci_index](http://www.devereux.org/site/PageServer?pagename=deci_index)

**DESSA:** The Devereux Student Strengths Assessment (DESSA) is a standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children in kindergarten through the eighth grade. Teachers use this selectively to collect developmental data periodically as the child moves from one group to another and to obtain additional information when a child is experiencing difficulties. [http://www.devereux.org/site/PageServer?pagename=dessa_index](http://www.devereux.org/site/PageServer?pagename=dessa_index)

**Teaching Strategies GOLD assessment system (3 – 5 year olds):** This is used in 3 - 5 year old classes. It draws on a variety of data sources, including teacher observations, checklists, and work samples, to assess a child’s development in all areas: social/emotional; physical; cognitive; and language development. Data collection occurs throughout the year. [http://www.teachingstrategies.com/page/GOLD-assessment-online.cfm](http://www.teachingstrategies.com/page/GOLD-assessment-online.cfm)

**Measures of Academic Progress (MAP) for Primary Grades (K – 2) and Measures of Academic Progress (MAP):** These are computer-based adaptive tests that provide information about a child's growth in basic skills. The MAP for Primary measures a child’s progress in early literacy and numeracy skills and is designed for pre-readers. Children who are independent readers take the MAP, which measures reading, math and language usage. These tests are administered in the fall and again in the spring to measure growth over time. A mid-year test may also be administered to obtain a third data point if needed. [http://www.nwea.org/](http://www.nwea.org/)

**Developmental Reading Assessment (DRA) & Qualitative Reading Inventory (QRI):** These assessments help determine a child’s reading skills in decoding, comprehension and fluency. We find the DRA more useful for beginning readers and we use the QRI for more advanced readers. DRA: [http://www.pearsonschool.com/index.cfm?locator=PSZvZ9&PMDbSiteId=4721&PMDbSolutionId=34541](http://www.pearsonschool.com/index.cfm?locator=PSZvZ9&PMDbSiteId=4721&PMDbSolutionId=34541)
Performance Assessments: Students complete reports/projects and do presentations several times each year. These assessments provide opportunities to evaluate a child’s understanding, application of knowledge, and ability to communicate ideas.

Student Work Samples: Teachers use samples of student work to assess skills development, conceptual understanding, and ability to communicate ideas.