



Domain 4: Observing, Documenting, and Assessing

This document is an excerpt from: [The Connecticut Core Knowledge and Competency Framework for Professionals Working with Young Children and Their Families](#)

Connecticut Office of Early Childhood, 2016

4. OBSERVING, DOCUMENTING, AND ASSESSING

Category: 4.A.1. Early Childhood Screening and Assessment

Category: 4.A.2. Conducting Appropriate Screening and Assessment

Category: 4.A.3. Observing and Documenting to Inform Planned Program

Category: 4.B.1. Engaging Families

Category: 4.B.2. Professional Partnerships

CATEGORY: 4.A.1. EARLY CHILDHOOD SCREENING AND ASSESSMENT

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands the difference between screening and assessment tools, purposes, and processes (CT ELDS).
- b. Understands that screening and assessment is a continuous process and should be integrated into the planned program (RI) (CT ELDS).
- c. Recognizes the components of quality observation and assessment and uses the information to inform practice (NE) (CT ELDS).
- d. Understands that some types of screening and assessments require specialized training to administer.
- e. Knows that assistive technology may be needed in administering assessment.

SC LEVEL 2

- a. Identifies the value and importance of practicing responsible screening and assessments that are culturally and linguistically sensitive to promote positive outcomes for each child.
- b. Uses screening and assessment tools, as appropriate, and as a continuous process within the planned program (DEC A9) (CT ELDS).
- c. Exhibits a working knowledge of the variety of assessment methods, both formative and summative, and the benefits of using a variety of assessment strategies and tools (NAEYC).
- d. Implements assistive technology, as appropriate, in the process of assessing children with unique needs.
- e. Identifies the purpose of various developmental screening and assessment instruments and procedures.
- f. Makes use of standardized tools, when appropriate, only for the purposes for which they are intended (CEC S4.4) (CT ELDS).
- g. Can explain the benefits and limitations of screening tools and the different types of assessment tools (NAEYC 3).

SC = Shared Core

The Shared Core represents common competencies across roles such as Home Visitors, Teachers, Assistant Teachers, and Interventionists (such as Birth to Three providers, mental health professionals, etc.).

Levels

Levels build upon one another. Levels 1 & 2 are always SC; Levels 3 & 4 are unique to roles and build upon Levels 1 & 2.

SUBDOMAIN | 4.A. SCREENING AND ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR ALL CHILDREN

CATEGORY: 4.A.1. EARLY CHILDHOOD SCREENING AND ASSESSMENT

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3	<p>a. Understands the goals, benefits, and uses of assessment (NAEYC 3a).</p> <p>b. Understands the differences between formative and summative applications of assessment, and knows how and when to use each (InTASC 6j) (CT ELDS).</p> <p>c. Uses assessment tools and strategies that are appropriate for the child’s age and level of development and accommodate the child’s sensory, physical, communication, cultural, linguistic, social, and emotional characteristics (DEC A3).</p>
	<p>What could this look like in practice?</p> <ul style="list-style-type: none"> • Able to explain how the assessment relates to learning goals and child development, and why the assessment was chosen.
TC LEVEL 4	<p>a. Understands the types and multiple purposes of assessment; as well as how to design, adapt, or select appropriate assessments to address specific learning goals, individual differences, and minimize sources of bias (InTASC 6k).</p> <p>b. Uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for all children, including those with exceptionalities (CEC 4.2).</p>
	<p>What could this look like in practice?</p> <ul style="list-style-type: none"> • Able to use results of assessment and decide on next steps for instruction.

TC = Teacher and Caregiver

Competencies based on NAEYC initial professional preparation standards and some CEC/DEC practices. Use the NAEYC full document for the foundation of Levels 3 & 4.

Practice examples are a sample of many possible examples.

CATEGORY: 4.A.2. CONDUCTING APPROPRIATE SCREENING AND ASSESSMENT

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands screening and assessment strategies that are responsive to all children.
- b. Understands the importance of gathering information through observation and other means about the child over time, in natural settings, while children are engaged in meaningful experiences (RI) (CT ELDS).
- c. Understands the importance of including families as part of a comprehensive assessment (NAEYC).



SC LEVEL 2

- a. Uses screening and assessment strategies that are responsive to all children, including those that are Dual Language Learners, children with special needs, and/or from diverse backgrounds (RI).
- b. In partnership with an interdisciplinary team, assesses children's progress across all developmental areas using appropriate screening and assessment instruments (CEC).
- c. In consultation with colleagues, implements appropriate modifications and/or accommodations for administering screening and assessment to meet the needs of special populations.
- d. Collects assessment information from multiple sources, including the family, to objectively illustrate what children know and are able to do in relation to their planned program goals (CEC).
- e. Identifies children for screening or evaluation to address potential developmental delays or disabilities.

SUBDOMAIN | 4.A. SCREENING AND ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR ALL CHILDREN

CATEGORY: 4.A.2. CONDUCTING APPROPRIATE SCREENING AND ASSESSMENT

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3	<p>a. Knows about and uses observation, documentation, and other appropriate assessment tools and approaches (NAEYC 3b).</p> <p>b. Conducts assessments that include all areas of development and behavior to learn about the child’s strengths, needs, preferences, and interests (DEC A4), and includes the family perspective.</p>
	<p>What could this look like in practice?</p> <ul style="list-style-type: none"> • Reviews planned experiences through the lens of each domain and chooses an appropriate assessment method to capture information that will provide insight about the child’s progress across domains.
TC LEVEL 4	<p>a. Ensures that consideration is given to cultural, linguistic, and environmental influences during the planning, selecting, adapting, modifying, and implementing of all assessment procedures (NAEYC Standard 3).</p>
	<p>What could this look like in practice?</p> <ul style="list-style-type: none"> • Able to review and describe the statistical foundation of the assessment and potential limitations. • Changes in teaching strategies are evident after analyzing assessment results.

CATEGORY: 4.A.3. OBSERVING AND DOCUMENTING TO INFORM PLANNED PROGRAM

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands the importance of documenting assessment information (RI) (CT ELDS).
- b. Recognizes a variety of ways to observe and document information.
- c. Knows that information collected should be considered in the development and modification of the planned program.



SC LEVEL 2

- a. Identifies opportunities within the environment to collect assessment information (RI) (CT ELDS).
- b. Strives to objectively observe children and family interactions (CT AIMH, Level 1).
- c. Continuously monitors and observes progress and development of each child.
- d. Documents observations linked to planned program goals, which is objective and specific and includes comprehensive detail (NAEYC, Standard 3).
- e. Utilizes observation and assessment results to plan developmentally appropriate experiences (RI) (NAEYC, Standard 3).
- f. Uses screening and assessment information to identify individual differences and plan differentiated experiences (NAYEC, Standard 3).

SUBDOMAIN | 4.A. SCREENING AND ASSESSMENT TO PROMOTE POSITIVE OUTCOMES FOR ALL CHILDREN

CATEGORY: 4.A.3. OBSERVING AND DOCUMENTING TO INFORM PLANNED PROGRAM

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Understands and practices responsible assessment to promote positive outcomes for each child (NAEYC 3c).
- b. Implements systematic ongoing assessment to identify learning targets, plan experiences, and monitor the child's progress to revise instruction as needed (DEC A9) (CT ELDS).

What could this look like in practice?

- A systematic process of observing children in the context of their daily activities with a documentation strategy is evident as part of the planned program/service.

TC LEVEL 4

- a. Participates as a team member to integrate assessment results in the development and implementation of individualized plans (CEC S4.9).

What could this look like in practice?

- Attends meetings with other professionals and the family to contribute information that may inform special education plans.

4. Observing, Documenting, and Assessing

CATEGORY: 4.B.1. ENGAGING FAMILIES

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Recognizes the importance of engaging families in the screening and assessment process (DEC A2).
- b. Values diverse family structures and cultures when explaining screening and assessment in ways that families can understand.
- c. Understands the role confidentiality plays in sharing information.
- d. Informs families ahead of time regarding the assessment practices.

SC LEVEL 2

- a. Includes other adults who are important to the child in the observation process.
- b. Involves the family when making referrals for screening and/or child assessment (CEC K4.1).
- c. Communicates screening and assessment information in the parents' native language (written and oral) when possible.
- d. Shares information in ways that address language differences by using interpreters and translated documents.
- e. Communicates with families about the value of assessment and its role in supporting children's learning and development (NAEYC).

4. Observing, Documenting, and Assessing

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Knows about and partners with families and professional colleagues regarding assessment (NAEYC 3d).
- b. Assists families in identifying their concerns in the assessment process (CEC S4.1).

What could this look like in practice?

- Uses a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life (DEC A6).
- Informs families about state Early Intervention/Early Childhood Special Education rules and regulations regarding assessment.

TC LEVEL 4

- a. Integrates family priorities and concerns in the assessment process (CEC).

What could this look like in practice?

- Explains assessment goals and benefits in the frame of family priorities.

CATEGORY: 4.B.2. PROFESSIONAL PARTNERSHIPS

Shared Core competencies across early childhood roles.

SC LEVEL 1

- a. Understands that assessment information comes from a variety of sources (families, teachers, specialists) (DEC).
- b. Understands that child information is confidential and the sharing of this information should be handled professionally with care (RI).
- c. Values collaboration through ongoing relationship with families and professionals (HS/EHS RBC) (CSEFEL).



SC LEVEL 2

- a. Incorporates assessment information from a variety of sources (families, other teachers, specialists, peers, child care providers) when seeking to describe what children know and are able to do.
- b. Utilizes assessment information to determine whether further consideration by other professionals is warranted (RI).
- c. Facilitates referrals based on screening, observation, and child assessment.

Role of Teacher and Caregiver (TC) in settings where children ages birth to five are educated and/or cared for.

TC LEVEL 3

- a. Partners with families and professional colleagues regarding assessment (NAEYC 3d).
- b. Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts (InTASC 10n).

What could this look like in practice?

- Is connected to the public school system and other professionals and organizations that provide specialized services and works with these professionals and families to collaboratively meet the needs of children with exceptionalities within and across the various settings where children may spend their time.

TC LEVEL 4

- a. In collaboration with colleagues and other professionals, uses multiple types of assessment information in making decisions about children with exceptionalities (CEC 4.3).

What could this look like in practice?

- Brings information to collaborative meetings to share in decision-making process.

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

4. Observing, Documenting, and Assessing

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
4.A.1.SC 1												
a.												X
b.											RI	X
c.											NE	X
d.												
e.												
4.A.1.SC 2												
a.												
b.			A9									X
c.	3											
d.												
e.												
f.		S4.4										X
g.	3											
4.A.1.TC 3												
a.	3a											
b.				6j								X
c.			A3									
4.A.1.TC 4												
a.				6k								
b.		4.2										
4.A.2.SC 1												
a.												
b.											RI	X
c.	3											
4.A.2.SC 2												
a.											RI	
b.		4.3										
c.												
d.		4.4										
e.												

EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

4. Observing, Documenting, and Assessing

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
4.A.2.TC 3												
a.	3b											
b.			A4									
4.A.2.TC 4												
a.	3											
4.A.3.SC 1												
a.											RI	X
b.												
c.												
4.A.3.SC 2												
a.											RI	X
b.					1							
c.												
d.	3											
e.	3										RI	
f.	3											
4.A.3.TC 3												
a.	3c											
b.			A9									X
4.A.3.TC 4												
a.		S4.9										
4.B.1.SC 1												
a.			A2									
b.												
c.												
d.												
4.B.1.SC 2												
a.												
b.		K4.1										
c.												
d.												
e.	3											

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

	NAEYC	CEC	DEC	InTASC	CT AIMH	CSEFEL	I-ECMH	HS/EHS RBC	NASW	SS H&S	STATES	CT ELDS
4.B.1.TC 3												
a.	3d											
b.		S4.1										
4.B.1.TC 4												
a.		S4.2										
4.B.2.SC 1												
a.			A2									
b.											RI	
c.						X		1				
4.B.2.SC 2												
a.												
b.											RI	
c.												
4.B.2.TC 3												
a.	3d											
b.				10n								
4.B.2.TC 4												
a.		4.3										

NAEYC – National Association for the Education of Young Children, Washington, DC

Source: Copple, C. & Bredekamp, S. Eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age 8*.

Source: Lutton, A., Editor (2012). *Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*.

CEC – Council for Exceptional Children

Source: *CEC Initial Special Educator Preparation Standards, Early Childhood Specialist Set*. (2012).

DEC – Division of Early Childhood of the Council for Exceptional Children

Source: *Recommended Practices in Early Intervention/Early Childhood Special Education*. (2014).

InTASC – Interstate Teacher Assessment and Support Consortium (InTASC), Council of Chief State School Officers

Source: *Model Core Teaching Standards: A Resource for State Dialogue*. (2011).

EARLY CHILD CARE PRACTITIONERS – STANDARDS REFERENCE/ALIGNMENT

SHARED CORE LEVELS 1 & 2 | TEACHER/CAREGIVER UNIQUE COMPETENCIES LEVELS 3 & 4

CT AIMH – Connecticut Association for Infant Mental Health

Source: *Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health*®. (Copyright 2002, 2011 MI-AIMH).

CSEFEL – Center on Social and Emotional Foundations for Early Learning, Vanderbilt University

Source: *Inventory of Practices for Promoting Social Emotional Competence*.

I-ECMH – Infant/Early Childhood Mental Health Consultation Competencies

Source: Georgetown University Center for Child and Human Development, Center for Early Childhood Mental Health Consultation.

HS/EHS RBC – Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families.

Source: National Center on Parent, Family, and Community Engagement.

NASW – National Association of Social Workers. Source: *NASW Standards for Social Work Practice in Child Welfare*. (2013).

SS H&S – *Stepping Stones to Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition*. (2013).

Source: American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

STATES – State Core Competency Documents were reviewed and text was either borrowed or paraphrased from states. A concerted effort was made to look at northeast states for potential regional alignment: Maine, Massachusetts, Nebraska, New Hampshire, New York, Rhode Island, and Vermont.

CT ELDS – Connecticut Early Learning and Development Standards. (2014). Supporting All Children Using the CT Early Learning and Development Standards. (2016).

Source: Connecticut Office of Early Childhood (OEC).

