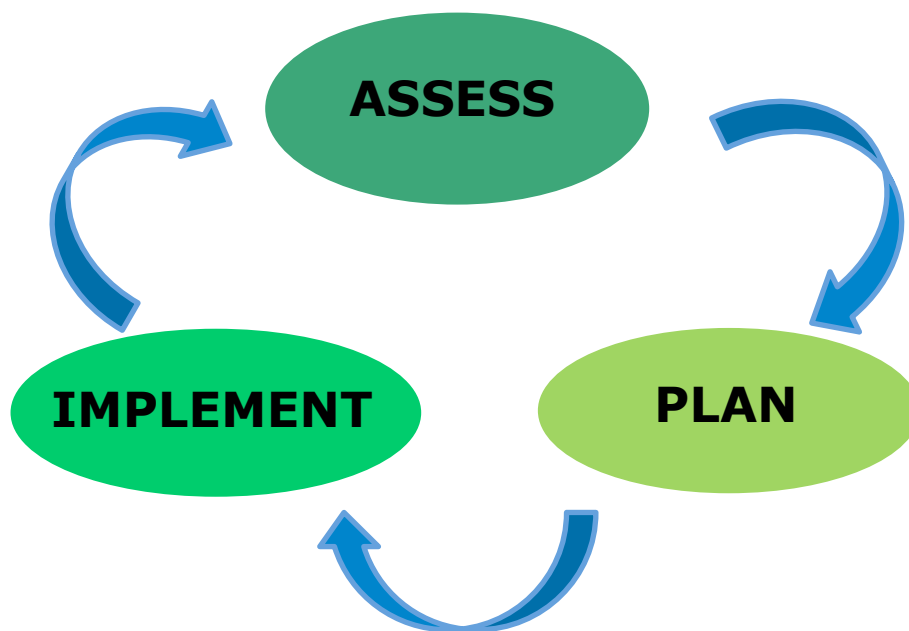


The InvestiGator Club®

Assessment Plan for Alignment with ACS/DOE Citywide School Readiness Goals and Strategies

The InvestiGator Club® Assessment and Intervention System provides ample teacher guidance and support so that he or she can continually assess each child, plan for differentiated instruction based on assessment data, and implement this plan to meet the needs of all children. The system guides the teacher through this clear, ongoing cycle of assessment, careful planning, and implementation of the plan:



ASSESS

This comprehensive assessment program provides ongoing, systematic strategies for observing, monitoring and documenting children’s activities and behaviors. It is aligned skill by skill to each of the 274 developmental benchmarks in the curriculum so that assessing is

parallel with the research-based instructional practices and lesson choices in each Teacher Guide. Evidence of this alignment can be seen by matching the skills in the program's Scope and Sequence (at the back of every Investigation Teacher Guide) with the lists of assessed skills on the Investigation Checklists (which includes only the skills taught, reviewed, and assessed in that Investigation) and the Assessment Class Record (in the Assessment and Intervention System).

The tools and guidance provided in the various components of **The InvestiGator Club®**, including those in the **Assessment and Intervention System**, help each teacher:

- Implement and document authentic and performance assessment as a means to support children's learning and development.
- Plan differentiated instruction for each child.
- Utilize intervention strategies to further develop skills.
- Include families in the assessment and planning processes.
- Assess his or her own program and use the information to make adjustments and improvements as necessary.

The system includes both authentic and performance assessment tools to help measure and record each child's progress and guide instruction throughout the year. These tools include assessments, surveys, records, and forms that teachers use to conduct and record continuous authentic and performance assessment in a natural setting, based on a child's performance and growth over time. Intervention strategies are also included.

Authentic Assessment

In **The InvestiGator Club®**, opportunities for authentic assessment are continually provided throughout all Teacher Guides with clearly labeled suggestions and reminders for observing, questioning, recording anecdotal notes, and collecting representations of children's learning in Small Group, Whole Group, and individual setting to store in portfolios. See the following examples:

- **Healthy You** TG, pp. 36, 41, 43, 44, 46, 52, 55, 57, 59, 60, 65, 67, 69, 71, 73, 77, 79, 85, 87, 89, 91, 93, 97, 100, 101, 105, 107, 109, 111, 112, 117, 120, 121, 125, 129, 131, 133, 137 (Assessment sidebar notes) and 63, 83, 103, 123 (Check Ups)

The program's **Research and Professional Guide** provides ideas for creating and maintaining portfolios to aid in identifying children's progress. A portfolio is the physical "home" for a child's representations and records of his or her progress. The Research and Professional Guide includes examples of many different types of portfolio items. These items include: physical representations such as drawings, paintings, and writing; photographs of the child engaging in an activity; audiotapes or videotapes of the child singing or telling a story; completed assessment forms, and informal notes and observations made by the teacher.

Performance-based Assessment

Performance-based assessments are designed to evaluate children's abilities to use specific knowledge, skills, and work habits as they perform meaningful and engaging tasks. Children

might, for example, perform, demonstrate, create, experiment, or produce something. The curriculum provides the following tools, whether within the **Assessment and Intervention System** or within each Investigation's Teacher Guide, for performance assessment:

- **Assessment of Emerging Competencies**

Broad-based assessment administered to each child at the beginning and end of the school year to identify strengths and challenges and to guide instruction. Rubrics used to indicate the child's level as (NY) Not Yet, (D) Developing, or (S) Secure.

- **Assessment and Intervention Cards**

Provide step-by-step instruction to aid teachers in measuring a child's development across ten developmental and learning domains. Each card includes activity directions, a scoring rubric, intervention strategies, and a list of assessment records to record results. Children look at the illustration on the front of the card while the teacher gives the simple direction, such as "Point to the person who is first in line. Point to the person who is last." The teacher indicates that skill development level as (NY) not yet, (D) developing, or (S) secure. Targeted intervention strategies are then suggested depending on the child's particular level.

(See **Research and Professional Guide**, pp. 82–83, for an example.)

- **Anecdotal Notes Form**

Used to record observations of a child's actions, words, or representations. Each card includes activity directions, a scoring rubric, intervention strategies, and a list of assessment records you can use to record results.

- **Class Record**

Used throughout the year to record children's progress in each skill section of the program.

- **Assessment Checklist**

Includes all skills taught in that specific Investigation to record each child's progress and guide instruction. Located in each Teacher Guide, these can be copied and completed for each child during each Investigation to record progress. (See **Healthy You** TG, pp. 148–152 for an example. The full list of skills is found in each Teacher Guide on pp. 165– 171.)

The InvestiGator Club® also encourages family members to provide their observations and input as collaborators in evaluating and planning for their children. It provides the following tools for achieving this:

- **At-Enrollment Family Survey**

Given to each family to record and then share information about the child, the family, and the child's prekindergarten experiences. Also available in Spanish.

- **End-of-Year Family Survey**

Given to family members to record observations about their child's development and the effectiveness of the prekindergarten program. Also available in Spanish.

- **Individualized Education Plan**

Completed in collaboration with family members that includes specific information about a child to help create an individualized plan for instruction.

- **Narrative Progress Form**

Written narratives of general growth and development as well as instructional goals. Shared with families during teacher conferences or at any time during the year. (See **Research and Professional Guide**, p. 80, for an example.)

PLAN

The InvestiGator Club® provides teachers with all the tools they need to gather and analyze a child's progress and plan further instruction based on this information. In "Analyzing Children's Portfolios" in the **Research and Professional Guide**, teachers are guided to develop a clear yearly plan and decide how many times a year they will review children's portfolios. In analyzing portfolios, teachers are guided to carefully study all of a child's assessment forms and representations of his or her learning. Teachers should then use this information to form a clear idea of the child's progress over time. They should note areas of marked growth as well as areas that remain a challenge. In addition, teachers are guided to record each child's progress, whether by using a facility's specialized assessment recording system or by using the Class Record or Assessment Checklist provided by **The InvestiGator Club®**. Teachers can use the rubrics in the **Assessment of Emerging Competencies** to determine whether a child's level for a certain skill is Not Yet developing (NY), Developing (D), or Secure (S).

In "Planning and Differentiating Instruction" in the **Research and Professional Guide**, teachers are guided through the process of determining exactly how to differentiate instruction based on their analysis of children's portfolios. For example, teachers determine what skills present the biggest challenge for most of the class, or for individual children. They also determine which skills are "secure" for most of the class and whether any children show special needs. This guidance includes consideration of whether formal testing for an Individualized Education Plan should be discussed with an administrator. (See **Research and Professional Guide**, pp. 61–62, 66–70, and 82–83 for examples.)

Teachers then plan to adjust or differentiate instruction based on children's individual learning needs—giving greater support to some children while encouraging others forward to more difficult and challenging tasks. Teachers can decide how to alter the amount of practice that is provided, level of intervention, and approach to teaching/learning based on the assessment information. Teachers use the suggestions for differentiating instruction located throughout each Teacher Guide to plan instruction. These suggestions are based on children's age or rate, varying exceptionalities, and learning styles. For example, an activity that involves a finger play may include a differentiation sidebar note suggesting that the teacher teach each action separately for 3-year-olds. In addition, an activity that involves the rhyme "Hickory, Dickory Dock" may include a differentiation sidebar note suggesting that the teacher provide a visual of the clock and mouse for children who are visual learners.

In addition, teachers can also use the targeted intervention strategies suggested on the back of the Assessment and Intervention Cards during planning and implementing. He or she should also continually update children's Individualized Education Plans and use those for planning instruction.

IMPLEMENT

For children developing on level, teachers follow the pacing in the Teacher Guides. These lessons are scaffolded and increase in level of difficulty throughout the year. For advanced learners, a faster pace or more challenging approach is provided throughout each Teacher

Guide in the sidebar notes labeled **Differentiation/Advanced**. For younger children, suggestions for differentiating instruction are also provided in sidebar notes labeled **For 3-year-olds**. For children with varying learning styles and learning at a slower pace, suggestions for differentiating instruction are provided in additional sidebar notes labeled **Differentiation/Kinesthetic, Auditory, or Visual**. For children with varying exceptionalities, differentiated instruction is also provided in sidebar notes labeled **Differentiation/Inclusion** throughout the Teacher Guides. And children who are dual language learners will benefit from strategies and modification sidebar notes labeled **ELL**.

The InvestiGator Club® uses the following timetable to facilitate this ongoing cycle of assessment, planning, and implementation:

Beginning of the year:

- At-Enrollment Family Survey
- Assessment of Emerging Competencies
- Class Record
- Individual Education Plan

Ongoing with daily options for assessing:

- Individual Education Plan
- Anecdotal Notes Form
- Class Record
- Assessment Cards
- Investigation Assessment Checklists
- Teacher Guide Assessment Notes and Check Ups
- Portfolios
- Narrative Progress Form

End of the year:

- Assessment of Emerging Competencies
- End-of-Year Family Survey

A complete description of the process for the cycle of ongoing assessment, planning, and implementing can be found in the **Research and Professional Guide**, pp. 61–70.