

ST. JEROME ECC ASSESSMENT PLAN (Three Year Olds)

CURRICULUM:

The National Association for the Education of Young Children accreditation states that a developmentally appropriate curriculum reflects the knowledge that young children learn through active manipulation of the environment and concrete experiences that contribute to concept development. Children are encouraged to be actively involved in the learning process to experience a wide variety of activities and materials. St. Jerome ECC utilizes the following curriculum resources that align with our philosophy of early childhood education and allow us to meet the goals we have set for the program:

- * Religion Series: Wee Celebrate the Seasons & Step by Step (Ages 3-5)
- * Diocesan Standards and Benchmarks for Safe Environment (Ages 3-5)
- * Florida Early Learning & Developmental Standards, Birth to Four, 2010
- * NAEYC Developmentally Appropriate Practices for Early Childhood (All Ages)
- * Creative Curriculum ('Preschoolers' for 3-5 year olds)

ASSESSMENT TOOLS & PURPOSES:

To ensure that the program is meeting our goals, a variety of assessment tools and strategies are used to assess individual child development. The following resources are utilized in assessing three-year-old development at St. Jerome ECC:

- *Initial Screenings include: Child Enrollment Record & Parent Input Form completed by parents for each child at the start of the school year.
- *ELC Assessment Tool – An ongoing part of our yearlong assessments of three year olds, aligned with the FL Early Learning and Developmental Standards for Three Year Olds, 2010. Children are assessed in the fall and in the spring.
- *Ages & Stages Developmental Questionnaires & Ages & Stages Social/Emotional Questionnaires are used to address any possible developmental delay.
- * St. Jerome ECC assessment tools and checklists created by our teaching staff to assess ongoing progress with skill acquisition and areas needing reinforcement.
- * Classroom Observations, the gathering of anecdotal notes, documentation of achievements, and the collection of children's work to assess progress.
- * Child Development Resource Booklets for kindergarten readiness, developed by the Preschool/Kindergarten Partnership of Pinellas County. These booklets are available to all parents as a resource outlining typical child development milestones for 4 year olds.
- * FDLRS/Child Find (Florida Diagnostic Learning & Resource Service) of Pinellas County provides developmental screenings (speech, hearing, vision, behavior, developmental delays, and language) for all children. Parents may initiate a screening and/or teachers may suggest a screening if observations and other sources of information indicate a concern in these areas.
- *Input provided by the parents that allow us to see the whole child in his/her school and home environments. These tools include, but are not limited to: St. Jerome ECC Assessment Tools, NAEYC Family Survey, Child Enrollment Record, parent-teacher conferences and individual class questionnaires to families.

INITIAL AND ONGOING ASSESSMENT PROCEDURES (Formal and Informal)

An initial assessment is conducted within the first 30 days of the start of school. The procedure includes the review of parent questionnaires & enrollment records, conversations/conferences with parents, and an in-school individual initial assessment. The ELC Assessment Tool is utilized a two times during the school to document growth, development, and learning which has occurred during the school year. Results of formal assessments are shared with the parents during the fall and spring parent/teacher conferences.

Periodic informal assessments are conducted throughout the school year. These types of assessments are used to determine growth, development, and learning in all developmental areas. These assessments allow the teacher to make decisions about teaching practices and curriculum development. The results of informal assessments are shared with parents on a monthly basis so the parents remain involved in the planning and implementing of the assessment and learning process.

Individual children are assessed by their classroom teaching staff. Assessments take place in the child's classroom setting (observations, checklists, anecdotal notes and specific assessment tools). Additionally, the child's teaching staff may work separately with the child (just outside the classroom) in a quieter, more focused setting.

A copy of this Assessment Plan is provided to parents/families at our Parent Orientation. It is also posted on our EC website – stjeromeearlychildhoodcenter.org. Additionally, teachers refer to the assessment plan when conferencing with parents/families (two formal conferences per school year.) A 'sample' of the assessment tools are provided to parents with the Assessment Plan packet at the start of the school year.

USES OF ASSESSMENT RESULTS

The uses of child assessment results in the St. Jerome ECC program serves several purposes:

- *To identify a child's interests and needs.
- *To describe and identify the developmental progress and learning of a child.
- *To allow the teacher to improve the curriculum and adapt teaching practices and the teaching environment.
- *To allow the teaching staff to design goals for individual children as well as to guide the curriculum planning and monitor its progress.
- *To plan overall program improvements
- *To determine if developmental screening and referral for diagnostic assessment is needed, when a concern or problem exists.
- *To ensure effective communication with parents through parent-teacher conferences, notes home to families, conversations with families, suggestions to families based on results of various assessments.

CONFIDENTIALITY OF ASSESSMENT RECORDS

Assessment records will be kept confidential and shared only with the approval of the parents. The teaching staff maintains assessments during the school year. At the conclusion of the year, the assessment records become part of the child's school file and are retained in storage by the center until items are purged according to our records retention practices. Prior to releasing any assessment records to other agencies, parents must complete and sign our 'Consent to Exchange Confidential Information Form'.

