

Assessment Suggestions for CC-K Classes

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Purpose of Assessment: To document the effects of NW in these classes.

Assessment Battery: I'm suggesting several measures, described below; that I think will be useful. All of them should be orally and individually administered to this age group and you will have to decide how many you want to include. Obviously, the more data you collect on children's pre-, post- and ongoing performance, the better you will be able to document the effects of the NW curriculum.

Adapting Tests for Non-Verbal Children: Many of the items for all tests at the level appropriate for this age group can be answered by pointing and, therefore, don't require a verbal response. The items that do require a verbal response often ask children to say a number (e.g. to tell you how many there are). If children are able to show you a finger display to represent how many, that would be an acceptable alternative. Alternatively, if children can point to a numeral on a number line to represent how many, that would also be acceptable alternative, as would any other way you can think of to allow non-verbal children to demonstrate their understanding. Whenever a response other than verbalizing the answer is used (e.g. finger display; pointing to a numeral) it should be recorded. Over time, children may acquire verbal competencies they didn't demonstrate at the outset and it would be valuable to have a record of these changes for each test item.

Number Knowledge Test: This test is a must. Many children in CC-K classes won't go beyond Level 0 of this test on the pre-test and it will take less than 5 minutes to administer to each child. This test is available in the NW Level A Assessment Book. I would administer this test to each child at the beginning of the school year (when children have become comfortable with school routines) and at the end of the school year. Because this test is closely linked to the learning objectives of the NW program and because

normative data is available, the results can be used to inform instruction and to measure each child's growth over the school year.

Time Knowledge Test: This test and the following (the Money Test) are optional tests. I would give them if you can manage it because they provide nice measures to assess transfer of learning and they take only a few minutes each to administer. The test items for the relevant levels of each test are included in the attached files. Like the Number Knowledge Test, these tests should be used as pre- and post-tests and should be administered at the beginning and at the end of the school year. Developmental norms are available for both of these tests. If you want to use them, I will send you an article or two to give you more information on them.

Money Knowledge Test: See above description.

NW Level A Placement Test: This test is included in the NW Level A Assessment Book. I would use it also as a pre- and post-test and administer it to each child at the beginning and at the end of the school year. If children do well on Level A at the beginning (unlikely) or the end of the school year, I would follow the instructions on the test and administer the Level B Placement Test.

NW Weekly and Cumulative Review Tests: These tests can be found in the NW Level A Assessment Book. They are designed to be formative assessment tools and to help the teacher determine whether a child should repeat some lessons from the week or the six cumulative weeks or whether the child has mastered the material sufficiently to move on. I would ask the teacher to keep these test sheets each time she uses them. At the end of the year, you can analyze them and document a number of things for each child (e.g. number of times a child had to take any one test before improving sufficiently to move on; progress on the test during the second or third administration). You can also relate these on-going assessments to the child's pre-test scores on the above measures to determine whether children who do well on the pre-test also progress smoothly throughout the program and master the material with relative ease. This may or may not be the

case and it may depend to a certain extent on other variables (e.g. teacher effectiveness; the other students in the class). This data would thus allow you to examine relative teacher effectiveness for a range of different learning objectives as well as the effects of different student bodies in each class (e.g. if one class has a lot of acting out students, this could slow down progress for all children).

NW Daily Assessment Tests: These tests, found at the end of each lesson, are called informal assessments. Teachers can simply check Yes or NO next to the behaviors listed for the activities taught that day or, better still, use the rubrics that are described on pages 9-11 of the Assessment Book. The rubrics allow the teacher to assign a score of 1 through 4 to each behavior and, thus, to compare student performance on the behaviors listed across time. This is another tool to document progress across the year. A student record sheet to record these scores for the whole year is included on page 100 of the Assessment Book.

E-Assessment Tool: I haven't seen this yet so I can't comment on it. It should be available before the start of the 2006-2007 school year.

Although this might sound like a lot of testing, the pre- post-tests can easily be administered in one session, lasting less than ½ hour, to most 5-year-olds. Ideally, they would be administered by a trained tester to ensure reliability across children and classrooms. If you are only assessing two classrooms, this should be a manageable task. The ongoing assessments should be administered by the teacher. Ideally, teachers would receive help (i.e. training) in administering these tests, in using them to guide their instruction, and in keeping good records of children's test scores. Once again, this is a manageable task.