



Mini Lesson: Planning for Ongoing Assessment Basket 2 Learning to See

Focus

Planning for Ongoing Assessment

Introduction

By deciding in advance about what, when, and how to do ongoing assessment, educators can better manage what can appear to be a huge job of assessing children's progress. Educators gather information for all children on all curriculum areas. They likely also have specific learning targets for children who need extra help to reach goals or those who have Individualized Education Plans, Individual Family Service Plans, or Behavior Support Plans. The resources provided below provide information on this topic and offer interconnected information.

Instructional Videos

Based on what you know about yourself and your learning preferences, choose at least two of the videos below to learn about the topic. Notice that these resources build on one another around a common topic.

- [Assessment planning](#)
- [Planning to assess at snack](#)
- [Monitoring progress](#)
- [Making new teaching plans](#)

Supporting Materials

Review the articles below to become more familiar with ongoing assessment and assessment planning.

- Trister Dodge, D., Heroman, C., Charles, J., and Maiorca, J. (2004). [Beyond outcomes: How ongoing assessment supports children's learning and leads to meaningful curriculum](#). *Young Children*, 59(1), 20-28.
- Akers, L., Atkins-Burnett, S., Monahan, S., Carta, J., Wasik, B. A., & Boller, K. (2015, June). [What does it mean to use ongoing assessment to individualize instruction in early childhood?](#) (OPRE Brief 2015-61).



Linked Media

Title

Assessment planning

Source Link

https://cdn2.webdamdb.com/v1_md_sauwLI6jVVN3.mp4

Embeddable Media

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<iframe width="1280" height="960" src="https://earlyedu.webdamdb.com/embedvid.php?embedAssetId=sauwLI6jVVN3&apm=0"
frameborder="0" scrolling="no" webkitallowfullscreen mozallowfullscreen allowfullscreen></iframe>
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Description

In this video, educators discuss planning for assessment and data collection and how it informs their interactions in the classroom.

Duration

6:32

Title

Planning to assess at snack

Source Link

https://cdn2.webdamdb.com/v1_md_ARTzP9mlwTu5.mp4

Embeddable Media

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<iframe width="1280" height="960" src="https://earlyedu.webdamdb.com/embedvid.php?embedAssetId=ARTzP9mlwTu5&apm=0"
frameborder="0" scrolling="no" webkitallowfullscreen mozallowfullscreen allowfullscreen></iframe>
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Description

In this video, two educators plan for assessment during snack time. They discuss responsibilities and data collection using both a checklist and anecdotal records.

Duration

1:42

Title

Monitoring progress

Source Link

https://cdn2.webdamdb.com/v1_md_gTwrRnX6sK32.mp4

Embeddable Media

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frameborder="0" scrolling="no" webkitallowfullscreen mozallowfullscreen allowfullscreen></iframe>
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Description

In this video, clips are shown of an educator interview, an educator meeting with the inclusion teacher, and two educators planning for a specific child. Quick clips of the educators and children in the classroom are also shown.

Duration

1:44



Linked Media, cont.

Title
Making new teaching plans
Source Link
https://cdn2.webdamdb.com/v1_md_l7cipruytAh7.mp4
Embeddable Media
<code><iframe width="1280" height="960" src="https://earlyedu.webdamdb.com/embedvid.php?embedAssetId=l7cipruytAh7&apm=0" frameborder="0" scrolling="no" webkitallowfullscreen mozallowfullscreen allowfullscreen></iframe></code>
Description
In this video, an educator explains how she gathers data. She discusses using a lesson plan and tracking form to assess children and plan for individualizing. The educator references specific measures and children scoring low in specific areas.
Duration
5:40

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