
Comprehensive Ongoing Child Assessment

Excerpted from *Child Assessment* Section, GSRP Implementation Manual, and relevant for all GSRP grantees:

The assessment of young children enrolled in the Great Start Readiness Program (GSRP) must provide information across all domains identified in the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK): social and emotional development, intellectual development, language and early literacy development, creative development, physical development, health; early learning in math, science, social studies; and use of technology.

All GSRP grantees use both an approvable developmental screening tool as the child is enrolled and an ongoing authentic assessment tool throughout the school year.

Programs must use one comprehensive, research validated tool for child assessment and implement authentic assessment across domains.

Guidance

Teaching Strategies GOLD is an assessment system for children from birth through Kindergarten. It focuses on 36 basic objectives within nine domains and two additional objectives in the English language acquisition domain, which is applied to English language learners.

Recently, the tool-maker, Teaching Strategies, began communicating during its trainings that 3 of the domains are "optional": science and technology, social studies, and the arts. This has caused confusion with regard to GSRP requirements for implementation of this tool.

To clarify, the following guidance is provided for all grantees: As stated in the excerpt from the 2015-2016 Implementation Manual provided above, **GSRP requires the use of one comprehensive authentic assessment instrument across all domains as identified in the ECSQ-PK: social and emotional development, intellectual development, language and early literacy development, creative development, physical development, health; early learning in math, science, social studies; and use of technology.**

Ongoing, authentic, comprehensive child assessment is critical not only to providing data on children's progress and program effectiveness, but is absolutely essential to purposeful and intentional teaching practices. Early Childhood Specialists, with the support of the ECC, partner with teachers to ensure sufficient quantity and quality of anecdotes across domains for each child throughout the school year; these are the foundation of assessment data analysis and use. It is only through requiring and monitoring for the reliable use of a comprehensive tool that the ISD can provide assurance that children are, in fact, benefitting from experiences in all domains of learning and development.

Programs that have opted to omit authentic assessment on any portion of the selected tool, must begin full use of the tool immediately. ISDs were provided notice of this issue and reminded of the associated GSRP requirement for comprehensive child assessment via a listserv posting on 12/2/2015.

Given the timeframe for communicating and supporting teachers to utilize the assessment as required, the number and quality of observational notes and ratings for the affected domains may be insufficient for analysis at the second checkpoint. However, it is incumbent upon the ISD to ensure the tool (all domains) is in full use from this point forward, and to facilitate analysis of all domains at the third checkpoint for fiscal year 2016.