

CHILD 350
Benchmark/Milestone

Assessment/Strategy	Definition, summary, or description of the assessment/ strategy (in your own words)	Benefits and when it should/could be used	Limitations and when it should not be used	Additional things you want to remember about the type of assessment/strategy	Resources relating to the assessment/strategy	How this could be used in your future career
Anecdotal Record	They are used to document growth in certain domains over time. They are specific notes written down about a child's behavior that shows growth or development in a domain. It is a type of standardized assessment used to measure a child's potential	They provide a timeline of events that are specific and show a child's growth. Well organized	when determining pre-defined behaviors.	Biased wording and statements should not be included	Marotz pdf	I will need to keep records like this in future preschool jobs in order for me to better understand children's needs.
Aptitude Test		efficiency	bias during interpretation	can identify needs quickly and identify developmental delays	basics	It get help me to identify the immediate needs of the children I work with.
Audiotapes & Videotapes	These are visual documents to look back on that provide tangible information to look back on	It is very tangible and full of detail	it may be missing context or take a lot of time to go through	It is important to use good quality recording devices and to clearly document the purpose	Basic	I might use this in some circumstances, such as for trainings or if a parent requests it.
Authentic Assessment	Used interchangeably with authentic performance. Set up as realistically and practically as it would be in real life.	It can be set up in an everyday experience. It can easily be set up. The child may also be more comfortable because it is in a natural setting.	It should not be used to diagnose things without using other assessments to gather information. It provides only a snapshot. We must gather information from more times than just one. There may be other factors/variables which may vary results.	It's important to keep the environment normal and natural for the child and help the child not become aware that they are being assessed because they may change behavior.	basics of assesment pg 94	I plan to frequently use authentic assessment. I want to assess children in natural settings because it will help to create context for any of the results.
Benchmark/Milestone	A benchmark is a specific expectation for what a child typically should be able to do by a certain age.They and based on assessments.	They give clear expectations to follow.	Some children develop milestones at different paces.	Remember that standards are broad and benchmarks are specific. There must be evidence of achievement.	basics of assessment pg 27	I will use benchmarks and milestones to set goals.I will be observant with the children and their own benchmarks.
Checklists	They can help to measure development in all domains or specific milestones	time efficient and they require less training	there may be lack of detail or be overgeneralized	they can display info on a single child or a group of children	basics of assessment pg 40 and 47	I can use this to track milestones or other progress of children. I can use this to observe for domains that children may need help in.
Concept Map	they measure a child's understanding of a specific idea or topic.	They visually organize information and show how it is all connected	It may be unclear on what some things may mean or may be missing detail.	comes in forms of lists or webs	basics pg 40 and 46	It can personally help me to gather my own thoughts about certain situations and concepts. I can also ask students to map out the certain things that they are thinking or feeling.
Constructed Response/Open-Ended Questions	These questions offer the person answering to answer with more than a simple yes or no, it has a more broad answer.	They allow for more response and thought behind answers. They are more thought-provoking.	If not crafted correctly, it may result in an irrelevant answer	When conducting interviews, it is important to use both open and closed-ended questions.	McConaughy pdf	I will use a lot of these as a counselor to encourage more thought and pondering.
Continuum	Sequence of development milestones and learning. It is often done by ages, stages, grade level, etc.	It is a predictable sequence. It can help us to know if children are on the right path.	Children do not develop at the same rate, so it won't all be the same.	It is important to realize that children don't always develop at the same rate, and that is important to communicate to parents to help prevent unnecessary stress.	Week 6 powerpoint and pg 54-56 of Basics of Assessment	This can be used in my future career by using a continuum to determine what stage/milestone would be next for a child. I can better foster development in those areas. It will help me to scaffold their learning and withing ZPD.
Criterion-Referenced	It compares what a child knows to a standard/benchmark/milestone. It is typically yes or no answer. Predetermined standard.	It provides clear expectations and may have good validity.	missing context... don't use it in a setting where you may be tempted to compare a child to another. It's not always a yes/no answer. May not be consistent or applied in every situation.	It's important to remember that other children's performances do not affect other children's scores.	Basics of Assessment pg. 55 and week 3 powerpoint	This will give me clear expectations for what I'm looking for while assessing a child.
Formal Assessment	These typically take the form of standardized tests and have a specific structure	They provide a structure and direct plan	They may not have as much flexibility	they are used for reporting to others	basics	I will likely use a lot of these to help address children's needs in a consistent way.
Formative	"As you form your knowledge, I'm assessing you". For teacher use. Used at end of every class. Done throughout	It is flexible and allows the teacher to make regular adjustments.	This may be a time-consuming process because of the frequent adjustments that may be needed.	It focuses on situation and context.	Basics of assessment	I will use formative assessment frequently because I also plan to use emergent curriculum. I feel like those two go together.
Frequency Count	For these, you use tally to count how often a behavior occurs over a specific period	you can track specific improvements over time	you may be so focused on counting on specific behavior that you may miss other important behaviors.	It's important to prevent personal distraction from making you miss a tally.	basics of assessment pg 41	I can use this to measure a child's progress in certain domains. For example, I can tally prosocial behaviors from a child and compare later on to see if there are changes.
Informal Assessment	These are not required to be written in a specific format	they are flexible	they may not be highly accurate	they are typically used for teacher's use	basics	I will use these to help myself to adjust my teaching
Interviews	Interviews are when you have a one-on-one discussion with an individual to ask them specific questions.	You can gain personal insights from an individual	It's not always reliable. It may also create some bias.The interviewee may have a response that may not be true because that want to leave a specific impression.	It's important to minimize distractions and to make to environment comfortable for the interviewee	McConaughy pdf	This will likely be something that I frequently use in my future career. I will use it with the many students and teachers I will meet with.
Jotting Narrative	Jotting is a brief and concise documentation of an event of behavior.	They are quick to document use and analyze	they may have missing information or context to analyze which may distract from	they can include specifics like date or time jotting.	basics of assessment basics of assessment	I can use this in a classroom to quickly document observations to expound on later. It will be less distracting for children observations to help
Norm-Referenced	This is when you compare what a child knows with other children. You compare average score with other children who have taken the same assessment.	It helps to identify what needs children may have. If they are scoring below the average, teaching may need to be adjusted to help that child at their level. If they are above average, the child may need to be given more opportunities for further growth.	It only provides one part of a child's development. Information may be missing pieces. Some percentiles may not be as impactful. We may not have all the background details.	It is normally represented through a bell curve. Average scores are at the top of the bell curve and below average to the left and above average to the right.	week 3 powerpoint and Basics of Assessment pg 55.	By using norm-referenced assessment in my future career, I will be able to understand where I can make improvements to help each individual child. I can learn what way I need to change my teaching.

Observations	watching children and taking notes on their words and actions	They are more authentic, so we can have more realistic ideas of children's situations	If we have bias or prejudice, it may interfere with results. You may not be able to get the results you are looking for.	They include many things, like anecdotal records, frequency samples, etc	class ppt and basics	I will be doing many observations throughout my future career. I will observe behavior, body language, etc I can use this to help track certain behaviors that I see from children and note any changes from day to day
Participation Charts	A chart to help track observations over time of interactions with peers	They can track the specific behaviors quantitatively	you may not be able to document everything and the context	they can be used for individual children or groups	na	I will likely use this in a child care setting to share with parents or even in a school as a counselor to document some progress and samples of assessments.
Portfolio	A collection of artifacts to show growth in many domains	they provide tangible examples, making it make understandable	They may not be as useful if you need to have through written reports of development	these reflect children's interests or strengths	basic pg 52	As a school counselor, I will need to learn how to best support the school that I work for and know how to help it have the best atmosphere possible. I can use this as a school counselor to determine the needs of a student or classroom
Program Evaluation	These are when you review aspects of a program to learn about its quality and where it may need improvements	They help a program to make improvements and to build a reputation for stakeholders to want to support	It could potentially show the not-great parts of a program	It is important to be organized and find ways to be unbiased with these examples of ratings could be advanced, proficient, partially proficient, need development or never, sometimes, usually, always	Metz - why conduct a program evaluation	I can use this to help measure the achievements of children in a more formal way
Rating Scale	Children are ranked on a spectrum	They can help to compare or check progress over time	it may be hard to determine the rating as times		basics of assessmentpg 42	I will most likely use this frequently. As a counselor, I will not be able to diagnose a lot of things, but I can do screenings and refer them to someone else.
Rubric/Scoring Guide	They give criteria, rules, guidance, or descriptions to help monitor children's progress	It has set expectations to follow	It may limit the assessment to what other things can be assessed as well	the rubric will give the specific criterias	basics of assessment pg 42	I will likely use this in interview or surveys to students or teachers. I can use this to clearly see a child's progress without being distracted by any other variables.
Screening	It is a type of standardized assessment. Determines if children are in need of further assessment.	inexpensive and quick	It may not provide all the answers a parent is looking for BUT they can be referred to a professional.	Screenings may be for things like hearing impairment, language impairments, physical disabilities, and more.	bsics of assessment pg 7	I can use this to formalit learn about children's progress in specific areas. This is something that I would like to do to evaluate what I can do better in the future. It will help me to see the bigger picture.
Selected Response/Closed Questions	This is a question that can be answer by a simple yes or no or something of similar nature.	They are quick and direct.They offer a child options and can be easily compared to others	They may not go as in-depth as needed,	It is important to try to make the questions intentional, especially as close-ended questions.	na	
Standardized Approach	The standardized approach compares evidence to previous assessments' data. It is something that is done over time.	It can alleviate outliers. It also has consistent variables.	It doesn't always cater to the learning styles of every child.	It must be consistent with materials, instructions, and time limits.	week 3 powerpoint (slide 10) and Basics of Assessment pg 56.	
Standardized Assessment	Results should be comparable across classroom, schools, and centers. It is often done at once as opposed to over time.	They make results easy to compare.	These also don't accommodate every learning style.	It's used to gather and interpret basic information.	Basics of Assessment pg. 57 and week 3 powerpoint pg 11	
Summative	comprehensive. Done at end of units	It measures chievement of outcomes/long term goals.	It doesn't help improvement along the way, just at the end.	They are used at the begining and end of a period.	Basics of assessment	
Work Products	These are artifacts of items created by a child	they are tangible example of a child's development	It may at times be difficult to keep them organized and in tact	There are noramly descriptionsof the context of the attact	basics of assessment pg 42	