

Miles Early Childhood Development Center Assessment Plan

This chart provides a condensed summary about how ECDC conducts ongoing assessment of each child over the course of the school year. For more information about our assessment system, refer to the descriptive information posted on the program website (<http://ecdc.cofc.edu/> - curriculum page) or the program Policies and Procedures, section 4.

Timeline	Activity	Instrument(s)	Product	Follow-up
At enrollment	Developmental Screening	<i>Ages/Stages Questionnaire (ASQ)</i> for appropriate age <i>Social Emotional (ASQ/SE)</i> if indicated	Formal report for child file	Referral to <i>Baby Net</i> or <i>Child Find</i> process via CCSD if warranted or follow-up with add'l questionnaires for more data
August	Teacher – teacher conference	Child File	Draft <i>Goals Form</i> for Home Visit	Confer with prior teacher if more information needed
August	Family Visits (at home or school)	<i>Home Information Form (HIF)</i> <i>Goals Form</i> Child/Family Photo	Family/child profile Initiate or Revise Existing Goals	Regular informal communications; Referrals if needed
September	New Family Orientation (evening session about assessment system)	All assessment system documents	Present/Discuss Assessment system	Q & A as indicated; ongoing informal communications
On-going	Home/school communication	Newsletters, home/school email correspondence <i>Parent Observation Form</i>	Printed/filed as appropriate for file	Conversation, conferences if requested; information used to inform curricular decisions
Fall Term monthly – August, September, October	Observation, recording anecdotal evidence;	<i>Anecdotal Record</i>	Updated Goals	Individualizing instruction and adjusting curriculum
Fall Term monthly – August, September, October	Work Sample Collection	Portfolio	Photo, video/audio recording, artifact	Used to inform curricular decisions and evidence of growth; shared during parent/teacher conference
Fall CofC “Reading Day” (college classes are not in session)	Parent/teacher conference; compile information from various sources used throughout the term	<i>Goals Form</i> Email correspondence Work samples <i>ELS Checklist</i> Performance Assessments	South Carolina Early Learning Standards Report (SCELS) & work samples Revised Goals	Referrals to BN or CF if warranted; entry signed by both parent and teacher on SOAR; recommendations for future curricular decisions & individualization
Spring Term monthly (January, February, March)	Work sample collection	Portfolio	Updated portfolios w/Photos & Artifacts	Individualizing instruction & adjusting curriculum
By February 15	Quarterly communication: Verbal or written updates as indicated/needed per fall conferences	Conference and/or written narrative progress report; email correspondence	Update goals	Conversation or formal conference if parent/teacher requests
April CofC “Reading Day” (college classes are not in session)	Parent/teacher conference; compile information from various sources used throughout the term	<i>Goals Form</i> Email correspondence Work samples <i>ELS Checklist</i> Performance Assessments	South Carolina Early Learning Standards Report (SCELS) & work samples Revised Goals	Referrals to BN or CF if warranted;
April CofC “Reading Day” (College Classes not in session)	“Paper Day” - Update family information	<i>Home Information Form (HIF)</i> <i>Health & Emergency Forms</i>	Completed form	Compile list of students with allergies, inform teacher for involving parents and children in family and culturally sensitive ways, planning curriculum