

Navajo Head Start

Curriculum & Assessment Cycle

2013/2014 School Year

**September October November December January February March April May June**

1st Day of School ---------------1st Assessment Cycle--------------- Checkpoint 1 ---------------2nd Assessment Cycle--------------- Checkpoint 2 ---------------3rd Assessment Cycle ---------------Checkpoint 3

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Begin 45 Day Requirements: Create opportunities for children Review documentation in portfolios Create opportunities for children Review documentation in portfolios Create opportunities for children Review Documentation:

Hearing Screening to engage in developmental and and assign children a developmental to engage in developmental and and assign children a developmental to engage in developmental and Assign each child a level

Vision Screening content learning activities. level on each applicable objective. content learning activities. Level on each applicable objective. content learning activities. on applicable objective.

Brigance© Screening Observe Children Summarize findings on Family Individualize experiences for Summarize findings on Family Individualize experiences for Summarize findings on

Social Emotional Scales Document what you see & hear Conference Form and prioritize children to practice those skills & Conference Form children to practice those skills & Family Conference Form

Checklist as evidence of development and goals with parents for next check- behaviors set as goals with parents behaviors set as goals with parents

 learning. Point. Document what you see & hear Document what you see & hear

 as evidence of development as evidence of development

 and learning and learning

Referrals 

* IEP
* Treatment Plan
* Follow-up Services
* Begin Intentional Teaching

Assessment Cycle:

1. Beginning September 4, 2013, center staff document observations of children in anecdotal notes and link them to the ‘TS GOLD Objectives for Development and Learning.’
2. On a weekly basis, these documented observations (post-it notes) are placed or written in the individual child’s ‘TS GOLD Child Assessment Portfolio under the objective the observation relates to and a checkmark placed for the child on the corresponding 38 goals and objectives on the ‘Anecdotal Note Observation Tracking Form’. This form provides an “at a glance” picture to assist the teacher and classroom staff to intentionally plan to address any missing objectives in their weekly plans.
3. At the end of the checkpoint period, teachers identify the developmental levels for each of the 38 goals and objectives for every child based on observations documented in the ‘TS GOLD Child Assessment Portfolio’ or the dates marked in the ‘TS GOLD On-the-Spot-Observation-Recording-Tool.’
4. Once each of the children’s levels is determined for the 38 goals and objectives, these levels are to be transferred to the ‘TS GOLD Child Assessment Portfolio Summary Form.’ Teachers will place a “Y” next to the level if the child’s level is within or above the widely held expectation color band for their age or class/grade range and an “N” next to the level if below.
5. Once each of the children’s levels are determined for the 38 goals & objectives, Teachers prepare for the parent teacher conference or home visit by completing the ‘Family Conference Form’ listing the child’s strengths in the two top boxes of the form. They prepare a list of “next steps” for the child’s development and learning from the assessment and share those with the parents. The parent and Teacher will determine which of these next steps are priorities for the next checkpoint period and list these as the child’s individual goals (3-4 goals) in the bottom box on the ‘Family Conference Form’. The Teacher will transfer these 3-4 individual goals to the ‘Individual Planning Form’ and will use this form to ensure that at least one of each child’s individual goals are addressed on the ‘Weekly Planning Form’ at least once each week.
6. Home Visitors in the Home-based program option follow the same process but it is completed on a weekly basis with the parents during the weekly home visit. Individual goals based on the child’s current level in the 38 goals & objectives are determined by the parent and teacher and listed on the Home Visit Plan/Report each week. The parent-child activities planned for each week relate to the objective(s) listed on the Home Visit Plan/Report for that week, individualized for that child. Parents and teachers can also track their assessment of each of the 38 objectives by using the Anecdotal Note Observation Form. Create one for each child to assist in planning with the parent.
7. Senior Education Specialists will collect the ‘TS GOLD Child Assessment Portfolio Summary Forms’ at the end of the checkpoint period and will enter the data in the ‘Yes/No Excel’ data gathering system. When this is completed for their service area, Senior Education Specialists will download this data for regional compilation.
8. Senior Education Specialists will meet with the Director of Educational Services to aggregate data from all regions for the Navajo Head Start program