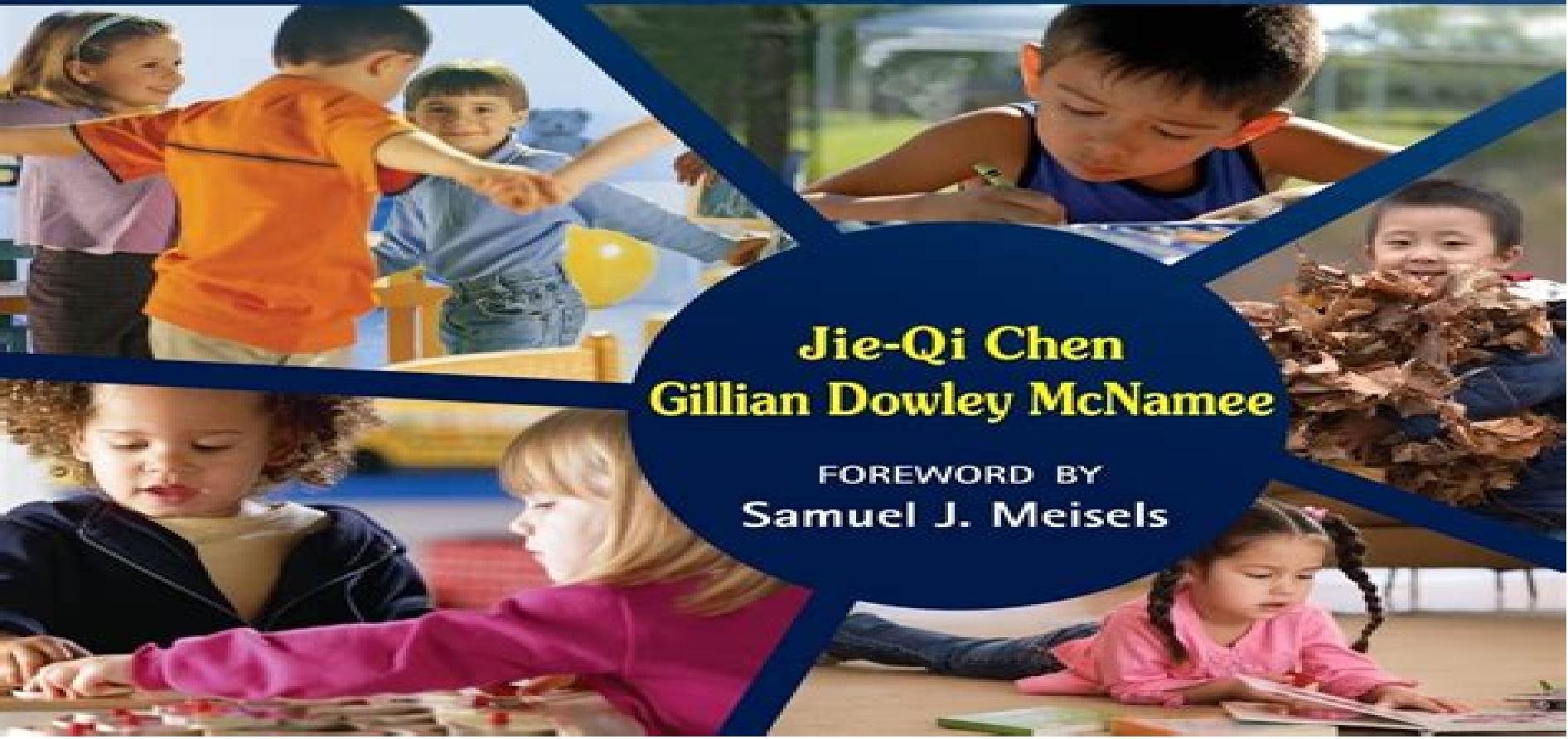


BRIDGING

— Assessment FOR —
Teaching AND Learning IN
Early Childhood Classrooms, PreK–3



Jie-Qi Chen
Gillian Dowley McNamee

FOREWORD BY
Samuel J. Meisels

Bridging Assessment For Teaching And Learning In Early Childhood Classrooms Prek 3

Arturo Cuomo



Bridging Assessment For Teaching And Learning In Early Childhood Classrooms Prek 3:

Bridging Jie-Qi Chen, Gillian Dowley McNamee, 2007-06-08 Blends holistic authentic assessment with purposeful specific assessment experiences that are also child and classroom friendly Vicki Hawley Early Literacy Training Project Coordinator Center for Early Education and Development University of Minnesota Explains the research base the reason for the assessment process and current trends in assessment practices for early childhood education and offers easy to use assessment tools that address the whole child L Kathryn Sharp Early Childhood Instructor University of Memphis Use familiar classroom activities as an assessment tool Effective teaching requires skill in implementing challenging and inviting curricular activities It also involves evaluating children s learning in order to extend their development through the school year Being able to implement and evaluate at the same time is a tall order but is at the heart of good teaching Written for PreK 3 educators *Bridging* blends curriculum planning implementation and assessment into one seamless process providing a practical performance based approach to early childhood assessment Encouraging teachers to assess both what content and how process children learn the authors have developed 15 activities across five curricular areas language arts and literacy visual arts mathematics science and performing arts with guidelines for implementing interpreting and bridging observations of children to classroom teaching practices The book provides ways to Identify children s current status in content area learning and development Determine which children are ready to learn in upcoming weeks and months Make informed instructional adaptations to meet developmental needs and more With a built in facilitator guide for designing and leading preservice and inservice professional development this resource offers an instructional framework for everyone committed to aligning sound early childhood curriculum with national learning standards

Research in Early Childhood Science Education Kathy Cabe Trundle, Mesut Saçkes, 2015-04-15 This book emphasizes the significance of teaching science in early childhood classrooms reviews the research on what young children are likely to know about science and provides key points on effectively teaching science to young children Science education an integral part of national and state standards for early childhood classrooms encompasses not only content based instruction but also process skills creativity experimentation and problem solving By introducing science in developmentally appropriate ways we can support young children s sensory explorations of their world and provide them with foundational knowledge and skills for lifelong science learning as well as an appreciation of nature This book emphasizes the significance of teaching science in early childhood classrooms reviews the research on what young children are likely to know about science and provides key points on effectively teaching young children science Common research methods used in the reviewed studies are identified methodological concerns are discussed and methodological and theoretical advances are suggested

Listening to Learning Gillian Dowley McNamee, Jie-Qi Chen, 2024-03-07 Effectively assess learning in the most critical years of a child s development Young children s learning in preschool and childcare settings sets the foundation for the elementary school years to come Skills in

speaking listening reading math science and the arts develop inside everyday instructional routines that teachers and childcare providers make available to children How can educators be sure of what their children are learning and how to support their progress Listening to Learning provides pre service and in service teachers and childcare providers working with young learners with an innovative and practical way to assess children s learning while they are engaged in daily instructional routines This book offers Methods for observing documenting and analyzing what and how young children are learning Strategies for monitoring children s progress across various areas including sciences arts mathematics language arts and play Approaches for making informed instructional adaptations that address the developmental needs of young learners from diverse home and community settings A framework that shows how instructional routine activities can be used to bridge classroom assessment with the teaching and learning process With years of expertise and a thorough analysis of assessment techniques the authors effectively showcase the power of instructional routines as a tool for understanding and enhancing student learning in these most formative years of development

Storytelling in Early Childhood Teresa Cremin,Rosie Flewitt,Ben Mardell,Joan Swann,2016-12-08 Storytelling in Early Childhood is a captivating book which explores the multiple dimensions of storytelling and story acting and shows how they enrich language and literacy learning in the early years Foregrounding the power of children s own stories in the early and primary years it provides evidence that storytelling and story acting a pedagogic approach first developed by Vivian Gussin Paley affords rich opportunities to foster learning within a play based and language rich curriculum The book explores a number of themes and topics including the role of imaginary play and its dynamic relationship to narrative how socially situated symbolic actions enrich the emotional cognitive and social development of children how the interrelated practices of storytelling and dramatisation enhance language and literacy learning and contribute to an inclusive classroom culture the challenges practitioners face in aligning their understanding of child literacy and learning with a narrow mandated curriculum which focuses on measurable outcomes Driven by an international approach and based on new empirical studies this volume further advances the field offering new theoretical and practical analyses of storytelling and story acting from complementary disciplinary perspectives This book is a potent and engaging read for anyone intrigued by Paley s storytelling and story acting curriculum as well as those practitioners and students with a vested interest in early years literacy and language learning With contributions from Vivian Gussin Paley Patricia Patsy Cooper Dorothy Faulkner Natalia Kucirkova Gillian Dowley McNamee and Ageliki Nicolopoulou

Assessment of Young Children Lisa B. Fiore,2012 In an era of standards and norms where assessment tends to minimize or dismiss individual differences and results in punitive outcomes or no action at all Assessment of Young Children provides teachers with an approach to assessment that is in the best interest of both children and their families Author Lisa B Fiore explores a variety of ways to study and assess young children in their natural environments while stressing the importance of bringing children and families into the process This lively text helps the reader learn how to

cultivate developmentally appropriate practice create appropriate expectations examine children's work interact in groups and improve their teacher behavior Accounts of real experiences from children families teachers and administrators provide on the ground models of assessment strategies and demonstrate how children are affected Assessment of Young Children explores both standardized and authentic assessment work sampling systems and observation skills Readers will walk away with strategies for communicating information about children and portfolio assessment and how the use of formal and informal methods of observation documentation and assessment are connected to teacher and student inquiry Assessment of Young Children encourages an assessment strategy where the child remains the focus and explores how collaboration with children families and colleagues creates an image not a diagnosis of the child that is empowering rather than constraining Special Features Include Case Study examples that anchor the concepts presented in the chapters and engage readers more deeply in the content Now what and Avenues for Inquiry throughout the book present students with concrete extensions of the material that they may pursue for further investigation

How to Assess Authentic Learning Kay Burke, 2009-10-07 Burke has challenged teachers everywhere to raise their standards and design classroom assessments that show evidence of understanding and performance on complex tasks The expert examples in this book provide teachers with a complete road map so that assessment is truly at the heart of instruction Diane Ray Assistant Director for Teacher Leader Development Professional Association of Georgia Educators Create assessments that meet state standards and target students learning needs For many years assessment was relegated to a secondary role in the educational process But with the increased emphasis on high stakes testing effective assessment has emerged as one of the major factors in raising student achievement In this latest edition of her bestseller renowned educator Kay Burke provides a wide range of updated easy to implement alternative assessments that address today's accountability requirements and focus on improving learning Designed for use across all content areas these formative assessments are rooted in the language of state standards and emphasize differentiating instruction to meet students individual learning needs Revised throughout with updated research this new edition helps K 12 teachers Build Response to Intervention checklists for struggling students Develop unit plans using differentiated learning and assessment strategies Create portfolios that emphasize metacognition Design performance tasks that motivate and engage students Construct rubrics that describe indicators of quality work Create tests that focus on higher order thinking skills Offering numerous applications and examples

How to Assess Authentic Learning guides teachers in developing the assessment tools needed to help all students meet or exceed mandated academic standards

The High-Performing Preschool Gillian Dowley McNamee, 2015-05-04 Masterful presents a cogent and compelling picture of preschool programs serving low socioeconomic status students who achieve equity and excellence Choice The High Performing Preschool takes readers into the lives of three and four year old Head Start students during their first year of school and focuses on the centerpiece of their school day story acting In this activity students act out stories from high

quality children's literature as well as stories dictated by their peers Drawing on a unique pair of thinkers Russian psychologist Lev Vygotsky and renowned American teacher and educational writer Vivian G Paley Gillian Dowley McNamee elucidates the ways and reasons this activity is so successful She shows how story acting offers a larger blueprint for curricula that helps ensure all preschools not just those for society's well to do are excellent McNamee outlines how story acting cultivates children's oral and written language skills She shows how it creates a crucial opportunity for teachers to guide children inside the interior logic and premises of an idea and how it fosters the creation of a literary community Starting with Vygotsky and Paley McNamee paints a detailed portrait of high quality preschool teaching showing how educators can deliver on the promise of Head Start and provide a setting for all young children to become articulate thoughtful and literate learners As McNamee demonstrates in detail a classroom is never simply a setting by engaging what is already there the students' ideas, imaginations, experiences, stories, relations and conversations it becomes a powerful source of development Luis C Moll University of Arizona *Children Learn by Observing and Contributing to Family and Community Endeavors: A Cultural Paradigm*, 2015-12-08 *Children Learn by Observing and Contributing to Family and Community Endeavors* the latest in the *Advances in Child Development and Behavior Series* provides a major step forward in highlighting patterns and variability in the normative development of the everyday lives of children expanding beyond the usual research populations that have extensive Western schooling in common The book documents the organization of children's learning and social lives especially among children whose families have historical roots in the Americas North Central and South where children traditionally are included and contribute to the activities of their families and communities and where Western schooling is a recent foreign influence The findings and theoretical arguments highlight a coherent picture of the importance of the development of children's participation in ongoing activity as presented by authors with extensive experience living and working in such communities Contains contributions from leading authorities in the field of child development and behavior Presents a coherent picture of the importance of the development of children's participation in ongoing activity Provides a major step forward in highlighting patterns and variability in the normative development of the everyday lives of children expanding beyond the usual research populations that have extensive Western schooling in common Informs and updates on all the latest developments in the field *Promoting Early Reading* Michael C. McKenna, Sharon Walpole, Kristin Conradi, 2010-04-22 Bringing together leading scholars this book describes proven ways to enhance early literacy skills in 3 and 4 year olds especially those from low income families Presented are scientifically based methods and approaches that are being applied in Early Reading First programs around the country Important topics include promoting oral language and phonemic awareness conducting read alouds setting up effective classroom environments meeting the needs of English language learners providing effective preschool coaching using assessment to plan instruction and helping students transition to kindergarten Contributors also share lessons learned about evaluating and sustaining high

quality programs *Handbook of Research on Formative Assessment in Pre-K Through Elementary Classrooms* Martin, Christie, Polly, Drew, Lambert, Richard, 2019-12-06 Educators require constructive information that details their students comprehension and can help them to advance the learners education Accurate evaluation of students at all educational levels and the implementation of comprehensive assessment strategies are essential for ensuring student equality and academic success The Handbook of Research on Formative Assessment in Pre K Through Elementary Classrooms is an essential research publication that addresses gaps in the understanding of formative assessment and offers educators meaningful and comprehensive examples of formative assessment in the Pre K through elementary grade levels Covering an array of topics such as literacy professional development and educational technologies this book is relevant for instructors administrators education professionals educational policymakers pre service teachers academicians researchers and students

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