CHAPTER 13

# Assessing Young Children in the Inclusive Classroom

## Using Data to Create Equitable and Joyful Learning Experiences for All

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Data helps educators know what a child needs and determine how to plan instruction to ensure that it is meaningful and relevant to each learner so that they experience joy and success in their learning. Below are a few examples of ways you might record and organize the data you collect and identify resources for helping you meet data-related challenges.

## Table 1. Sample Completed Checklist

Collecting data enables you to understand which children are or are not yet responding to instruction so you can make some adjustments. A simple checklist such as this one can be a part of your regular data collection system (page 73 in the book).

| Target skill: Using one-to-one correspondence to count 10 items Date: 2/1-2/6 | | | |
|---|---|---|---|
| **Child Name** | **Mastered** | **Progressing** | **Not Yet** |
| Dory | X | | |
| Juan | X | | |
| Lilly | | | X |

## Table 2. Sample Anecdotal Note Format

A record like this allows you to make brief records or notes that document what a child says or does (page 73 in the book).

| Child's name:<br>Target skill:<br>Date: |
|---|
| Notes: |

## Table 3. Identifying Barriers, Accommodations, and Modifications

Record the barriers that seem to be preventing access and engagement for a child. This information will guide your selection of accommodations and modifications that can help overcome the barriers.

| Routines | Barriers | How to overcome barriers |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## Table 4. Challenges and Resources Around Data Collection

Data collection can be challenging and time consuming, with few resources available. For each challenge you face, identify coteachers, paraeducators, other school-based professionals, and families with whom you could share duties and insights (page 75 in the book).

| Common Challenges | Who | Resources |
|---|---|---|
| Time | School staff<br>Paraeducators<br>Families | Assign roles to paraeducators<br>Have other school staff observe and support |
| Materials | Educator | Use pre-developed formal materials<br>Use informal (checklists) |
| Collaboration | Educator (lead)<br>School staff<br>Paraeducator<br>Family | Identify roles and intentional supports |