Assessing Infants and Toddlers
Use of Infant-Toddler Assessment in Applied Contexts

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Kinds of Assessments

• All assessments involve collecting samples of behavior
  – Tests are a standardized way
    • Screening tests are the most frequently used normative test reported in infant-toddler settings
    • Screening tests, such as Ages and Stages, are less structured than developmental assessments such as the Bayley Test of Infant Development
    • Tests for infants have less evidence of predictive validity than tests administered in preschool and at later ages
  – Observational assessments are most common method used in infant toddler classrooms
    • Checklists
    • Rating scales
    • Rubrics
Projects informing this presentation

• Learning from Assessment
  – Preschool resources, presentations, and guided practices
  – Infant and Toddler resources, presentations, and guided practices

• Assessing Early Childhood Teachers’ Use of Child Progress Monitoring to Individualize Teaching Practices
  – Literature review
  – Conceptual model
  – Small pretests of a measure of teacher’s use of assessments:
    Examining Data Informing Teaching (EDIT)
Standards for Assessment

• Utility
• Acceptability
• Authenticity
• Equity
• Sensitivity
• Convergence
• Collaboration
• Congruence

(Neisworth & Bagnato, 2004)
Principles for Infant-Toddler Assessment

• Framework of typical development while taking cultural variations into account

• Development is interdependent

• Multiple sources of information needed

• Caregiver child relationship matters

• Collaboration with families

• Identify current and emerging competencies – include the “how” as well as the “what”

• Assessment is an intervention
Improving Assessment in Applied Settings

• Professional development and ongoing guidance in using the assessment

• Clearer guidance about how and when to collect assessment information
  – Increase use of focused observation
  – Provide easy data collection tools

• Clearer guidance about how to use assessment information to look across domains and to inform instruction

• Use of technology, such as the Early Communication Indicators
For More Information

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