

# CONCLUSION

Ongoing child assessment is essential for monitoring children's progress in key areas of development and learning. Staff use this information to make curricular and instructional decisions and individualize learning experiences. At the program level, information from ongoing child assessment guides continuous program improvement. It also informs professional development and helps staff examine children's progress toward outcomes in the ELOF and school readiness goals.

To complete successful cycles of Prepare, Collect, Aggregate and Analyze, and Use and Share, programs need to:

- Develop teams to support and inform the ongoing assessment processes.
- Create and implement a comprehensive assessment plan that meets children's and families' needs.
- Commit time and resources to Prepare, Collect, Aggregate and Analyze, and Use and Share quality data to meet children's needs and improve program quality.
- Engage families as partners in the assessment process.
- Engage other collaborators who support children in the assessment process.

By following the steps outlined in this guide, programs will improve the quality of their ongoing child assessment practices. They will be better prepared to use the data to ensure that all children enrolled in Head Start are ready to succeed in school.





### Checklist

Gross motor objectives: balance on balance beam and ride tricycle

Date: 8/14/13

| Child's name | Walk balance beam without falling  | Can pedal and ride tricycle  |
|--------------|--|--|
| Alex Lopez   | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Rosalie      | <input checked="" type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Vivid        | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Yonely       | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Nelson       | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Karen        | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Marely       | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Valeria      | <input checked="" type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Jose         | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
| Paloma       | <input checked="" type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input checked="" type="radio"/> No |
| Gladys       | <input checked="" type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
|              | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
|              | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |
|              | <input checked="" type="radio"/> Yes <input type="radio"/> No            | <input checked="" type="radio"/> Yes <input type="radio"/> No            |

Valeria can go from up to down.  
 Jose can walk on the balance beam.  
 Paloma she doesn't want to participate  
 she need more encourage.  
 more practice.

Valeria  No  
 Jose  Yes  
 Marely  Yes  
 Paloma  No

Pelota  
 bean bag s.  
 balance.  
 Bal

By following the steps outlined in this guide, programs will improve the quality of their ongoing child assessment practices.



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