

Preparing for Your Child's Assessment

Early Childhood Services

A Program of Southern Oregon Education Service District



Your Appointment: _____

Questions? Call Joyce Van Anne at 956-2059

Why do I need to have my child tested?

Testing provides an organized way of comparing your child to other children his/her age. If we find skills that are developing more slowly than typically expected, our early intervention services may be able to assist you in fostering your child's abilities.

What kind of testing is done?

We assess your child's speech, language, fine motor, gross motor, self-help, and social behaviors. Hearing and vision screening are also an essential part of the evaluation process. We also use your knowledge of your child's development and ask about any specific concerns you may have.

How can I help my child prepare for assessment?

Most young children do not have a good sense of time and "next week" is a difficult concept. Wait until the night before the testing is scheduled to discuss it. Much of the testing will seem like playing games to your child (drawing with crayons, puzzle completion, bead stringing), so it's helpful to describe it just that way.

Why does my child miss questions I thought he knew?

When your child is tested, he is in a completely new and highly structured environment. The adult is a new person and may ask the questions "differently" than you. (Imaging yourself on a TV program and unable to answer a question when put on the spot, even though you really knew the answer!) Or, consider that when children are learning new skills, they may appear to "have it" one day only to "forget" the next.

Why do some questions seems so easy and others so difficult?

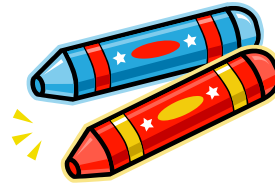
We want to know what the child can do in several areas – language, speech, large muscle movements. We usually begin a test with easy questions or items to build your child's confidence and put them at ease. Your child will find some questions easier than others. On most tests the child will be asked a series of questions or tasks she is expected to fail so that we can safely stop that test and assume she would miss all questions after that point. In testing talk, that is called "reaching a ceiling."

If I see my child struggling with a question, can I ask it in a different way?

When testing children we have to ask questions exactly the way they are worded in the test manual. This is because each question tells us something about what the child knows. For example, if the question is “Name all the animals you can think of in one minute,” it is important not to give other clues such as, “What did you see at the fair last week?” The test item is checking whether your child understand the concept of “animals.” Using words like “pets” or “farm animals” changes the question and makes it a completely different task. Also, questions must often be asked in a very specific, exact way so that all children given that test are asked identical questions and can be scored in the same manner.

How will I find out how my child did?

We may be able to give you some brief results immediately following today’s evaluation. In any event, you will receive a written report and a member of Early Childhood Services will contact you to talk about the results of your child’s testing. At that time you will also find out whether or not your child is eligible for early intervention services.



Tips for Preparing Tots

- ☺ Arrange child care for any other children
- ☺ Schedule testing during child’s best time
- ☺ Prepare your child for testing
- ☺ Consider taking the following: favorite toy or security blanket, a simple snack, paper and pencil
- ☺ Stay with your child during testing
- ☺ Write down your concerns prior to and during the testing.

Questions _____

Concerns _____

Phone Numbers _____

Names _____

Adapted from: Why Test? Early Education Program, Ferguson-Florisant Schools

Preparing For Your Child’s Assessment: A Guide for the Preschool Parent, Davis & Hahaway in The Exceptional Parent, May 1987

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