

DIALOG FROM THE FIELD

Evaluation of Two Observational Assessment Systems for Children’s Development and Learning

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This study provided preliminary evidence for the reliability and validity of *Teaching Strategies GOLD*, a recently developed observational system for assessing young children’s development and learning. The measurement properties of *Teaching Strategies GOLD* were compared with those of an older instrument, *The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos*, using a sample of children from birth to age 2. Results showed that both instruments had adequate internal consistency reliability, although *Teaching Strategies GOLD* produced a slightly better level of internal consistency. Results demonstrated the expected relationship between age and child development. The Rasch analyses supported the construct validity of the instrument. The item hierarchy reflected typical patterns of development and learning for young children. The distribution of the *Teaching Strategies GOLD* items was improved over the items of *The Creative Curriculum Developmental Continuum for Infants, Toddlers & Twos*. Results showed that *Teaching Strategies GOLD* is appropriate for measuring a broader scope of development and learning for children in a wide range of ages.

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