

**Module: Assessment of Infants and Toddlers With  
Visual Impairments**

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**Session 1: Legal Basis and Overview of  
Recommended Practices**

**Study Questions and Answers for Recommended Reading C: Lynch & Struewing**

Lynch, E.M., & Struewing, N.A. (2001). Children in context: Portfolio assessment in the inclusive early childhood classroom. *Young Exceptional Children*, 5(1), 2-10.

1. What are the seven purposes of gathering assessment data on young children? Why is it important for teachers of children with visual impairments (TVIs) to know the reason they are gathering assessment data?
  - **The seven reasons for gathering assessment data on young children are:**
    - **Screening**
    - **Making diagnoses**
    - **Determining eligibility for specialized services**
    - **Instructional planning**
    - **Determining placement**
    - **Monitoring progress**
    - **Evaluating programs**
  - **It is important for TVIs to understand why they are assessing children so they can determine the best strategy to obtain the information needed. The purpose should guide the data-gathering process.**
2. What is the purpose of portfolio assessment of young children?

**Portfolio assessments can be used to collect meaningful data to plan interventions and monitor children's developmental progress.**
3. List and discuss the benefits of using portfolio assessments for infants and toddlers in the home or in early childhood classrooms.
  - **Naturalistic settings: Observations or work samples included in a portfolio assessment are collected in natural settings. Research shows that children with special needs are most likely to demonstrate knowledge, skills, and attitudes that show progress in natural settings.**
  - **Ongoing assessment and intervention planning: Developmental change is easily observed by continually collecting work samples and organizing them in a portfolio. When progress is observed, interventions are readily adjusted.**

- **Holistic view of children:** Portfolio assessments allow team members to document activities and successes that may not be part of the child's formal IFSP or IEP, providing a broader picture of the child.
  - **Multiple sources:** The entire team should be involved in submitting material for a portfolio assessment, thereby providing a more accurate representation of a child's abilities.
  - **Involving children:** Children can develop greater autonomy, decision-making skills, and self-esteem as they participate in making decisions about what to include in their portfolio.
  - **Diversity:** Portfolio assessments track children's individual progress. Regarding children as individuals enables TVIs to honor their diverse cultures and abilities.
4. If you were the TVI on an early intervention team conducting a portfolio assessment, what steps would you take to ensure success for all members of the team?  
**Participants' responses will vary.**
5. List 9 items you might include in a portfolio to provide information about the development of infants or toddlers.
- **Letter to parents describing the portfolio process**
  - **Family information from interviews and questionnaires**
  - **Parents' comments about their child's progress**
  - **Audiotaped recordings**
  - **Videotapes**
  - **Activity checklists**
  - **Work samples**
  - **Photographs**
  - **Anecdotal records**