

Formative Assessment Tools

April 29, 2015

Dr. Bobbie Rowland

Sharon Spigner

Welcome

- ▶ Introductions
 - Presenters
 - Participants
- ▶ What do you already know about Formative Assessment and Formative Assessment Tools?

Objectives

- ▶ To build on your knowledge and understanding of Formative Assessment
- ▶ To become knowledgeable of Assessment Tools approved by the NC Child Care Commission for NC Pre-Kindergarten based on the tools ability to collect information on children's behavior, development, skills, knowledge, strengths, needs and interests across all domains of development

Objectives

- ▶ To understand the importance of aligning Formative Assessment Tools with age-appropriate standards (e.g. NC Foundations for Early Learning and Development and NC Professional Teaching Standards)
- ▶ To explore ways of aligning selected Formative Assessments Tools with the NC Foundations for Early Learning and Development



Purpose of Assessment

A comprehensive assessment system encompasses several purposes:

- ▶ To support learning and instruction
- ▶ To identify children who may need additional services
- ▶ For program evaluation and to monitor trends
- ▶ For high-stakes accountability



Three (3) Tiers of Assessment

- ▶ **Summative Assessment:** often used as one-time high-stakes test
- ▶ **Interim Assessment:** given a few times a year, administered by the program, school or district
- ▶ **Formative Assessment:** embedded in instruction and administered in an ongoing manner

Formative Assessment

A process that teachers employ:

- ▶ To collect and use assessment information to tailor instruction to the individual needs of children
- ▶ To gather information about what children know and do, about how they process information and solve problems
- ▶ To gather information about how children interact with other children and adults

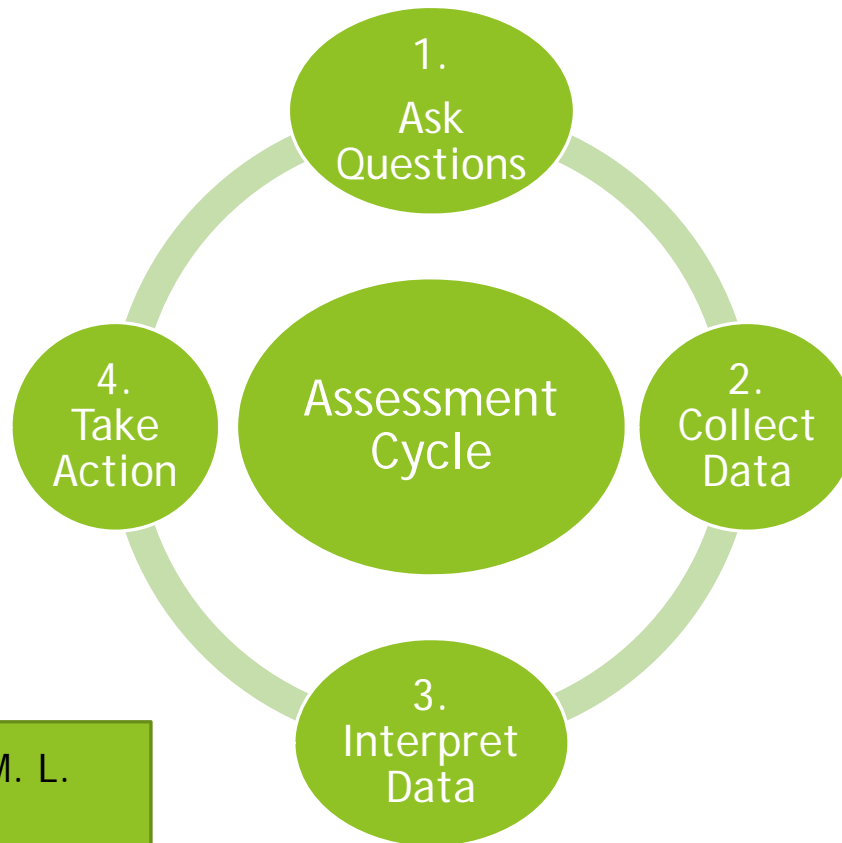
Cycles of Assessment

- ▶ **Asking questions** - about child development, expectations for young children's learning, curriculum content, and standards to gather data about these components
- ▶ **Collecting Data** - intentionally watching and listening, and noting/collecting to learn about children's development, needs and interests

Cycles of Assessment cont.

- ▶ **Interpreting Data** - individualizing instruction through lesson planning aligned with standards and objectives
- ▶ **Taking Action** -the teacher decides what to say and do on the basis of the interpretation of the data to improve instruction and to help all children continue to learn and develop

Cycles (Classroom-Based Assessments)



Dichtelmiller, M. L.
(2011). P.23

Guidelines for Observing and Recording Data

- ▶ Be objective and record only what you see
- ▶ Listen intentionally to children's conversations and comments to determine their understandings and interests
- ▶ Observe at different times and in different situations over a period of time
- ▶ Use many ways to record your observations to increase accuracy
- ▶ Date observation notes, photos, video clips and etc. in order to show children's progress
- ▶ Protect each child's privacy by using children's initials when noting
- ▶ Look at samples of children's work, their behavior and their interactions over a period of time

How to Record Observations

- ▶ Make notes during center time focusing on children's interactions, behavior and choices
- ▶ Use anecdotal notes to follow children's growth and development in all domains
- ▶ Take photos of small groups, pairs and individuals as they work and play throughout the day
- ▶ Take photos and video clips to record project development, block constructions, and field trip experiences
- ▶ Checklists to record over time children's skill development and growth milestones

How to Record Observations

- ▶ Use a tape player to record children reading a book, reciting finger plays and having conversations with others
- ▶ Collect children's work samples throughout the year and add to their portfolios
- ▶ Use children's portfolios, developed throughout the year, to record their development and learning overtime: and to focus children's knowledge of self-assessment skills
- ▶ Use KWL and KWHL charts as planning documents for children's input and to record their new concepts and ideas

Types of Assessment and Assessment Tools

- ▶ **Learning and Development:** discovering what children know and can do
- ▶ **Screening:** brief assessment procedures to identify whether a child needs further evaluation
- ▶ **Readiness:** whether a child is prepared for a particular experience or program

Types of Assessment and Assessment Tools

- ▶ **Diagnostics Evaluation:** multiple methods and tools to determine if a child has a delay or disability for special education services
- ▶ **Program Quality:** focus on the learning environment such as space, program instruction and use of materials

Assessment Tools Focus on Learning and Development

Formative Assessment:

- ▶ A process and one component of a comprehensive assessment process
- ▶ Helps teachers to adjust their teaching to improve children's learning
- ▶ Labeled in a number of ways:
 - Classroom assessment
 - Observation-based assessment
 - Authentic Assessment

Summative Assessment:

- ▶ Often used as a one-time high stakes test and at the end of a time or a unit of learning

Intended Purposes of the Tools

- ▶ Assessment Tools should be used only for their intended purpose
- ▶ Misusing Assessment Tools risks drawing faulty conclusions about a child's learning and development

Characteristics of Exemplary Assessment System

- ▶ Developmentally Appropriate
- ▶ Respect families and children
- ▶ Meet technical and ethical standards of quality
- ▶ Help teachers teach
- ▶ Benefit children

Purpose of Standards

- ▶ Standards are sets of detailed explanations and illustrations of what children should know and be able to do in a particular area by a specific time in a child's growth and development
- ▶ Standards are grounded in widely-held expectations of child development and current research findings



Pre-K Standards

Two (2) Types of Pre-K Standards

- 1. Program Standards:** the resources, activities, and instructional programs offered to help children learn. They incorporate both classroom standards and teaching and curriculum standards (e.g. Teaching standards are the NC Professional Teaching Standards for Pre-K through 12th grade - Five (5) standards)
- 2. Child Outcome Standards:** the knowledge and skills children should acquire during infancy through preschool years. Comprehensive child outcome standards encompass Content Standards and Performance Standards. (e.g. NC Foundations for Early Learning and Development)

Child Outcome Standards: NC Foundations for Early Learning and Development (NC FELD)

- ▶ A shared vision of what NC Educators, families and communities expect for NC's children to learn and experience in infancy through preschool years to help them be prepared for success in school and for lifelong learning
- ▶ Describes the goals NC has established for children's learning and development. The goals and indicators describe how children are expected to develop and learn when they receive high-quality care and education
- ▶ Addresses the following five (5) Domains of Development:
 1. Approaches to Play and Learning
 2. Emotional and Social Development
 3. Health and Physical Development
 4. Language Development and Communication
 5. Cognitive Development

Formative Assessment Tools for Children 0-5 years old

Classroom staff are required to:

- ▶ Conduct on-going formative assessments for each child
- ▶ Focus on each child's growth and skill development as well as to inform instruction

Assessment tools:

- ▶ Must be approved by the NC Child Care Commission
- ▶ Must have the ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests
- ▶ Must reflect all domains of development

Approved Formative Assessment Tools for NC Pre-K

- ▶ 1. Creative Curriculum Developmental Continuum, Ages 3-5 and Teaching Strategies GOLD;
- ▶ 2. Galileo On-line Assessment System
- ▶ 3. HighScope Preschool Child Observation Record (COR) (second edition)
- ▶ 4. Learning Care System (for use with Tutor Time *LifeSmart*[™] and The Empowered Child[™] Childtime)
- ▶ 5. Work Sampling System (Meisels)
- ▶ 6. Galileo Pre-K

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_Program_Requirements_Guidance_2014-2015.pdf

Approved Formative Assessment Tools for NC Pre-K

- ▶ 7. The Creative Curriculum Developmental Continuum Assessment System
- ▶ 8. HighScope Child Observation Record, 2nd Edition
- ▶ 9. Investigator Club (Approved with the stipulation that this is used only with Investigator Club curriculum).
- ▶ 10. Teaching Strategies GOLD®
- ▶ 11. The Work Sampling System, 4th Edition

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_Program_Requirements_Guidance_2014-2015.pdf

Importance of Aligning Assessment and Standards

- ▶ Alignment is a position of agreement or alliance
- ▶ A constructive alignment is a method of devising teaching activities that directly address learning outcomes
- ▶ Early Learning and Development Standards, curriculum and assessment work together to enhance high-quality early childhood programs

Enhancing Alignment

- ▶ Use same/similar domain areas
- ▶ Use similar language whenever possible
- ▶ Explicitly show how ELD standards are related to learning standards, program standards or other elements of the system

Importance of Aligning Assessment and Standards

- ▶ Aligning Assessment and Standards
- ▶ Teachers need to align curriculum and classroom assessment with standards
- ▶ Early Childhood teachers need flexibility in how they implement child outcome standards due to the great variation in how and when children master the same knowledge and skills



Early Educator Support, Licensure and Professional Development Office (EESLPD) Practices: Applying What We know

Goals:

- ▶ To provide high-quality preschool programs for children in nonpublic settings
- ▶ To promote the professional development and growth of early childhood professionals -
http://ncchildcare.nc.gov/general/mb_eeslpd.asp
- ▶ To implement teacher licensure services for teachers in nonpublic settings
- ▶ To provide a system of support that includes training, mentoring, formal observations and a summary evaluation conference, according to State Board of Education requirements for teachers who are required to attain and maintain a NC professional teaching license

Snapshots of Selected High-Quality Assessment (Systems) Tools

Work Sampling System

- ▶ A curriculum embedded performance assessment instrument for children from preschool (3 years) through grade six
- ▶ Designed to accompany any developmentally appropriate curricula
- ▶ Consists of 3 elements:
 - Developmental guidelines and checklists
 - Structured method of portfolio collection
 - Summary reports

Snapshots of Selected High-Quality Assessment (Systems) Tools

Work Sampling System cont.

- ▶ Addresses seven (7) developmental domains:
 1. Personal and Social Development
 2. Language and Literacy
 3. Mathematical Thinking
 4. Scientific Thinking
 5. Social Studies
 6. The Arts
 7. Physical Development and Health
- ▶ Organized around 3 collection periods per year and makes ratings of “Not Yet”, “In Process,” and “Proficient”

Snapshots of Selected High-Quality Assessment (Systems) Tools

Teaching Strategies GOLD

- ▶ Easy-to-use seamless assessment system for all children birth through age 6
- ▶ The objectives are predictors of school success and aligned to state standards
- ▶ The measure is designed to work with all developmentally appropriate curriculum
- ▶ Consists of 5 components:
 - Objectives for development and learning: Birth through Kindergarten
 - Child Assessment Portfolio
 - Assessment Opportunity Cards
 - On-the-Spot Observation Recording Tool
 - Family Conference Form

Snapshots of Selected High-Quality Assessment (Systems) Tools

Teaching Strategies GOLD cont.

Addresses nine (9) areas of development and learning:

1. Social-Emotional Development
 2. Physical
 3. Language
 4. Cognitive
 5. Literacy
 6. Mathematics
 7. Science and Technology
 8. Social Studies
 9. The Arts
- Objectives for Development and Learning describe expectations for age-groups

Snapshots of Selected High-Quality Assessment (Systems) Tools

Preschool Child Observation Record (COR)

An observational assessment tool use to assess children from 2 ½ through age 6

- ▶ Consists of 6 categories of development with 32 items:
 - Initiative
 - Social Relationship
 - Creative Representation
 - Movement and Music
 - Language and Literacy
 - Mathematics and Science

Snapshots of Selected High-Quality Assessment (Systems) Tools

Preschool Child Observation Record (COR) cont.

- ▶ Each item has five (5) developmental levels that range from (1) Simple to more complex (5) Behaviors

- ▶ Three (3) questions used by teachers using the COR observations:
 - What did I see the children doing today?
 - What do their actions tell us about them?
 - How can we provide materials and interact with children to support their play and learning tomorrow?

Making the Match of High-Quality Assessment Tools with NC Foundations for Early Learning and Development (NC FELD)

- ▶ Instruments based on same developmental framework as NC FELD
- ▶ Indicators represent a continuum of development in a domain
- ▶ Instruments meet basic levels of validity and reliability
- ▶ Allows teachers to base their teaching practices on their assessment data
- ▶ Children are assessed during regular classroom activities/experiences
- ▶ Children can gradually acquire skills to assess and direct their own learning (includes a portfolio method)

Examples of NC Approved Assessment Tools Aligned with Foundations

Foundations

- ▶ **Domain:** Approaches to Play and Learning
- ▶ **Sub-Domain:** Curiosity, Information-Seeking, and Eagerness
- ▶ **Goal APL-1:** Children show curiosity and express interest in the world around them
- ▶ **Indicator - 1j:** Discover things that interest and amaze children and seek to share them with others

Teaching Strategies GOLD

Component: Objectives for Development and Learning: Birth through Kindergarten

Objective 11: Demonstrates positive approaches to learning

Dimension 11d: Shows curiosity and motivation

Indicator 4: Explores and investigates ways to make something happen

Examples of NC Approved Assessment Tools Aligned with Foundations

Activity: Study Unit: Winter and Ice

Let children feel an ice-cube and discuss what happens as they hold an ice cube.

Place ice cube into a tray and place in freezer. Leave out one tray with an ice-cube in the classroom . After nap-time check the ice cube in the classroom and freezer and discuss what has happened.



Examples of NC Approved Assessment Tools Aligned with Foundations

Foundations

- ▶ *Domain:* Cognitive Development
- ▶ *Sub-Domain:* Mathematical Thinking and Expression
- ▶ *Goal CD-10:* Children show understanding of numbers and quantities during play and other activities
- ▶ *Indicator - 10p:* Count up to 10 objects arranged in a line using one-to-one correspondences with increasing accuracy and answer the question "How many?"

The Work Sampling System

Domain III: Mathematical Thinking

Functional Component: B - Number and Operations

Performance Indicator: Shows beginning understanding of number and quantity

Record Data: Several Options (Profile of Children's Work and Progress)

Developmental Checklist: Completed 3X per year making ratings of "Not Yet", "In Process", and "Proficient"

Examples of NC Approved Assessment Tools Aligned with Foundations

Activity: Study Unit: Bears

Provide a variety of manipulatives that can be counted, sorted and ordered (e.g. bears by color, size and shape)



Selected Sources

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- ▶ Riley-Ayers, S. (2014). *Formative Assessment: Guidance for Early Childhood for policymakers (CEELO Policy Report)*. New Brunswick, NC: Center on Enhancing Early Learning Outcomes.



Information and resources for teachers

<http://www.livebinders.com/play/play/112510>

Access Key: EESLPD_TEACHER

Closing

► Questions



Thank you for attending