What's Formative Assessment Got To Do With It? EVERYTHING

Formative Assessment

The NC Division of Child Development and Early Education defines formative assessment as "systematic ongoing procedure to document, monitor and evaluate children's progress, and plan appropriate learning experiences by:

a. Observing, documenting and evaluating all children's development, knowledge, skills, behaviors, strengths, needs and interests in all areas defined in North Carolina Foundations for Early Learning and Development;

b. Providing opportunity for communication and collaboration with families, teachers, and service providers regarding children's interests, development, and learning; and

c. Providing data that teachers can use to systematically plan and evaluate learning experiences and teaching practices based on documentation of the learning and development of a diverse group of children."[1]

Source: NC Curriculum and Assessment Review Committee Working Title, Definition and Criteria for Assessments
http://ncchildcare.nc.gov/pdf_forms/definition_and_criteria_for_formative_assessments.pdf

Learn More

Observation-Documentation Components
http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Observe.pdf

Planning Components http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Plan_0.docx

Evaluation Components http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Evaluate_0.docx

Communication-Collaboration Components
http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Communicate-Collaborate.pdf

NC Approved Early Childhood Formative Assessment Tools
http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/North%20Carolina%20Approved%20Early%20Childhood%20Formative%20Assessment%20Tools%202013.docx

Formative Assessment and the NAEYC Standards

Source: NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs
http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf

Standard 3: Candidates practice a variety of formative and summative, qualitative and standardized, assessment tools and strategies (p.33)

Key Elements
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Component of Formative Assessment	Where Else Does Formative Assessment Appear?
Observing	**Standard 7** (p. 41-43) 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)
Evaluating	**Standard 2** (p. 31) "candidates evaluate and modify . . . approaches" **Standard 5**, Key Element C (p. 36) "Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child"
Planning	**Standard 1** (p. 30) ". . . learning environments that early childhood candidates create are appropriately challenging — in other words, candidates apply their knowledge of contemporary theory and research to construct learning environments that provide achievable and "stretching" experiences for each child—including children with special abilities and children with disabilities or developmental delays."
Communication	**Standard 2** (p. 31) Candidates know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families **Standard 6** (p.40) "Candidates demonstrate that they have the essential communication skills and knowledge base to engage in interdisciplinary team meetings as informed partners and to fulfill their roles as part of IEP/IFSP teams for children with develop-mental delays or disabilities"
Collaboration	**Standard 6**, Key Element C (p. 39) "Engaging in continuous, collaborative learning to inform practice"

Formative Assessment Resources

Evidence Sources
Early Childhood Curriculum, Assessment and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8 **http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf**

Print Materials
Formative Assessment: Guidance for Early Childhood Policymakers
http://ceelo.org/wp-content/uploads/2014/04/ceelo_policy_report_formative_assessment.pdf

Video Materials
Aiden's Parent Teacher Conference **http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AidensParent-TeacherConference.asp**
Aurelius Reading at Naptime
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/AureliusReadingAtNaptime.asp
Documentation as a Habit
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/DocumentationAsAHabit_SA.asp
Family Engagement with TS GOLD
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FamilyEngagementWithTSGOLD.asp
Sharing Data to Create Stronger Parent Partnerships
http://www.edutopia.org/practice/sharing-data-create-stronger-parent-partnerships
Sharing Video Documentation with Families
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/SharingVideoDocumentationWithFamilies_SA.asp
Using the iPod Touch and iPhone to Record Video and Photographic Documentation
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/UsingiPodTouchAndiPhonetoRecordVideoandPhotographicDocumentation_SA.asp
Using Video to Celebrate Progress
http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/UsingVideoToCelebrateProgress_SA.asp

Web Sites
Measuring What Matters: Exercises in Data Management **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters-introduction.pdf**
Measuring What Matters: Exercises in Data Management: Resource Guide **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-matters-resource-guide.pdf**
Measuring What Matters: Using Data to Support Family Progress **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf**
NCDPI K-3 Formative Assessment Process LiveBinder **http://www.livebinders.com/play/play/1606285**
SCRIPT-NC Resources
- Formative Assessment webinar materials **http://scriptnc.fpg.unc.edu/formative-assessment**
- Formative Assessment Ideas for Introduction to Early Childhood Education
  http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/SCRIPTNC_FormativeAssess_119.docx
- Formative Assessment Ideas for Child Development
  http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/SCRIPTNC_FormativeAssess_144%20-%20FINAL.docx
- Formative Assessment Ideas for Infants, Toddlers, and Twos
  http://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Ideas%20and%20Strategies%20for%20Incorporating%20Formative%20Assessment.docx