

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



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# Today's Agenda

- NC definition of formative assessment
- How does formative assessment jive with the NAEYC Standards for Early Childhood Professional Preparation Programs
- Components of formative assessment
- Formative Assessment Resources
  - Approved formative assessments
- Discussion
- Next steps



# Resources from this webinar

Online now at

<http://scriptnc.fpg.unc.edu/resource-search>

- Handouts
- PowerPoints

Coming soon to

<http://scriptnc.fpg.unc.edu/resource-search>

- Webinar recording



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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.”<sup>1</sup>

<sup>1</sup>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](http://ncchildcare.nc.gov/pdf_forms/definition_and_criteria_for_formative_assessments.pdf)

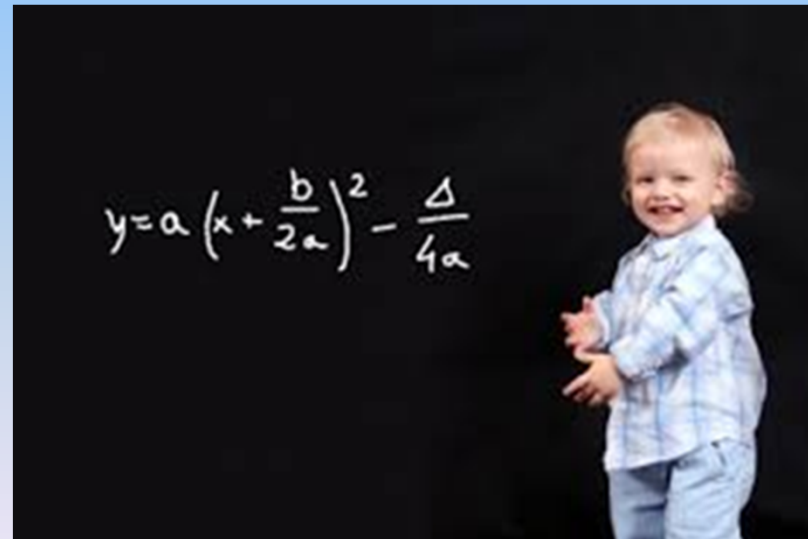


## Definition

**Observation:** the act of careful watching and listening; the activity of paying close attention to someone or something in order to get information (Miriam Webster).

**Documentation:** the provision of documents in substantiation (Miriam Webster).

Observe  
&  
Document



## Definition

Evaluation is a systematic examination of data as compared to a standard. In the early childhood field, the standard is often age-related developmental milestones and/or the principles of developmental practice. Another aspect of evaluation is also examining the assessment tool, the purpose of the assessment, and the validity and reliability of assessment process.

## Evaluate



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## Definition

Once you have collected and analyzed your data you will need to plan to use the information. Your plan will be delineated by your purpose for the observation assessment.

## Plan



## Definition

**Communication** is the purposeful process of sharing information using a variety of methods and strategies and includes verbal, written and non-verbal exchanges.

**Collaboration** involves open two-way communication. Collaboration is the process of developing supportive and respectful partnerships/relationships to share information and expertise in order to solve a problem or enhance a solution. It goes beyond singular knowledge and vision.

**Communicate  
&  
Collaborate**



North Carolina Approved Early Childhood Formative Assessment Tools 2013  
[http://ncchildcare.nc.gov/pdf\\_forms/NC\\_Approved\\_Early\\_Childhood\\_Formative\\_Assessments.pdf](http://ncchildcare.nc.gov/pdf_forms/NC_Approved_Early_Childhood_Formative_Assessments.pdf)

Tools Name	Publisher and website	Information about the formative assessment tool	Alignment with NC Early Learning Standards
<p><b>The Creative Curriculum Developmental Continuum for Ages 3-5</b></p> <p>The Developmental Continuum for Infants, Toddlers and Twos not approved as an NC Formative Assessment Tool</p>	<p>Teaching Strategies, Inc. 2001</p> <p><a href="http://teachingstrategies.com/">http://teachingstrategies.com/</a></p>	<p>Intended for use with the Creative Curriculum for Early Childhood, this integrated ongoing student assessment toolkit is designed for preschool teachers to help them focus on all aspects of a child's development, thereby giving them a way to ensure that all children in their classes are making progress. The assessment kit uses a strength-based approach and is based on observations taken within the context of classroom activities. The kit provides tools to collect data and analyze children's progress as part of demonstrating program outcomes and management accountability. The goals and objectives cover the Head Start domains and required domain elements and indicators. The toolkit contains: (1) the Creative Curriculum Developmental Continuum, showing the developmental steps children go through for each of 50 curriculum objectives related to social/emotional, physical, cognitive, and language development; (2) a teacher's guide, providing guidance on implementing an assessment system linking directly to planning for a group of children and individual children; (3) a poster for classroom display delineating goals and objectives; (4) a class summary worksheet to allow teachers to track and pinpoint progress for all children in the group on each of the 50 objectives; (5) individual child profile forms used to document each child's progress at three checkpoints during the year (fall, winter, and spring); and (6) child progress and planning reports used to summarize a child's progress, gain input from the family, and plan together for the next steps. (KB)</p> <p><a href="http://eric.ed.gov/?id=ED457984">http://eric.ed.gov/?id=ED457984</a></p> <p>Includes 50 objectives and forenumbers.  <a href="http://haddonfield.k12.nj.us/dev-cont.pdf">http://haddonfield.k12.nj.us/dev-cont.pdf</a>  <a href="http://wvde.state.wv.us/osp/CreativeCurriculumContinuum.pdf">http://wvde.state.wv.us/osp/CreativeCurriculumContinuum.pdf</a></p>	<p><a href="http://teachingstrategies.com/wp-content/uploads/2014/06/NC-GOLD-Alignment-PS-2014.pdf">http://teachingstrategies.com/wp-content/uploads/2014/06/NC-GOLD-Alignment-PS-2014.pdf</a></p>

# Approved Formative Assessment Tools and Other Resources



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THE NATIONAL CENTER ON  
Parent, Family, and  
Community Engagement



**MEASURING WHAT  
MATTERS:  
USING DATA  
TO SUPPORT  
FAMILY PROGRESS  
OVERVIEW**



# Questions?



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# Next Steps

## SCRIPT-NC webinar Resources

<http://scriptnc.fpg.unc.edu/resource-search>

  
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Ideas and Strategies for Incorporating Formative Assessment  
in Child Development (conception to age 8)

**What is Formative Assessment?** Introduce and discuss the concept of formative assessment, underscoring how it relates to the development of young children. Then ask students to find their state's definition of formative assessment online. For example, the North Carolina 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:



- 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*;
- Providing opportunity for communication and collaboration with families, teachers, and service providers regarding children's interests, development, and learning; and
- 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."<sup>1</sup>

**Observing and Documenting Development.** The assignment of observing a child over time and documenting what is observed can be a powerful way to develop foundational understanding of formative assessment. Students can be asked to observe a child at several points in time across the semester, documenting what they see each time. (NOTE: This might also be an opportunity to introduce students to several different methods of observation/documentation. For ideas see <http://www.heartland.edu/documents/heap/faculty2/CHLD101/Handouts/CommonObservationStrategies.pdf>). Incorporate an expectation that students will check to determine how the child's development aligns with *Foundations*.

What to Document	Documentation
Development (across all domains of <i>Foundations</i> )	
Behaviors	
Strengths	
Needs	
Interests	

This assignment can be extended in a variety of ways to increase the complexity (e.g., hold a conversation with family to gain additional insights about development, cultural/linguistic considerations, etc.; ask students to use the information they have been collecting in their observations to draw some conclusions from the data).

<sup>1</sup> NC Curriculum and Assessment Review Committee Working Title, *Definition and Criteria for Assessments*  
[http://nchildcare.nc.gov/pdf\\_forms/definition\\_and\\_criteria\\_for\\_formative\\_assessments.pdf](http://nchildcare.nc.gov/pdf_forms/definition_and_criteria_for_formative_assessments.pdf)

# Next Steps

## Growing Greatness presentations on formative assessment

April 29-30, 2015

Mary Rittling Conference Center  
Davidson Community College  
Thomasville, NC

**What is formative assessment? How  
does it connect to the NAEYC  
standards?**

**Camille Catlett**

**NC's Formative Assessments**

**Bobbi Rowland and Sharon Spigner**

**What could formative assessment  
look like in each core NC EC course?**

**Talented community college faculty  
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# Please give us your feedback



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# Thank you for joining us

