

CEELO RoundTable Using Assessment to Improve Teaching & Learning for Young Children, Birth-3rd Grade

Formative Assessment in Context

Panelist:

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Learning and Development...

begins in relationships, is informed by relationships, and is stimulated by relationships



Formative Assessment

Considerations for the Birth-to-5 Age Range

- Learning is integrated
- Need to support both learning and development
- Emotional security in close, caring relationships is foundational
- Exploration and play are central in learning
- Spontaneous, responsive interactions are critically important
- Qualitative shifts in learning and development
- Young children become increasingly able to learn from guided instruction as they develop

Formative Assessment

Helps shape a student's learning by:

- Eliciting evidence of learning
- Interpreting the evidence to illuminate a student's learning needs
- Using interpretations of evidence to adjust instruction to meet a student's needs (Black & Wiliam, 1998)

Orland, M., & Anderson, J. (April 2013). Assessment for learning: What policymakers should know about formative assessment. San Francisco: WestEd.

Kinds of Adjustments Based on Formative Assessments in ECE Settings

Contexts for Learning and Development:

- Interactions/Conversations
- Environment
- Routines



Formative Assessment

Ranges from:

- Informal to formal
- Responsive to planned
- Brief to extended

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Formative Assessment in ECE Settings

- Embedded in educational program
- Ongoing Observation and Documentation (observation notes, photos, videos, audio-recording, children's products)
- Reflection on documentation and reflective curriculum planning based on observation/documentation
- Reflection done both individually and collaboratively (importance of collaborative, reflective dialogue, family engagement)

Formative Assessment in ECE Settings

Focus on:

- Individual child
- Learning in small groups
- Learning in the large group (preschool, particularly older preschoolers)



Interim/Benchmark Assessments

Periodic measures of student progress toward achieving performance objectives

Formative Assessment Combined with Interim/Benchmark Assessments

- Use observation/documentation as data in the completion of periodic comprehensive developmental assessments (5 Essential Domains of School Readiness)
- Periodic comprehensive developmental assessments provide qualitative information on the child's level of functioning (defined along learning progressions) across developmental domains

Periodic developmental assessments:

- Allow for monitoring the progress of individual children
- Help teachers understand and interpret children's learning, development and behavior
- Facilitate long-range planning for individuals, small groups, and large group

Thank You

