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)

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

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