FORMATIVE ASSESSMENT
PEER LEARNING COMMUNITY

CEELO
Center on Enhancing
Early Learning Outcomes

ECTA Center
The Early Childhood Technical Assistance Center
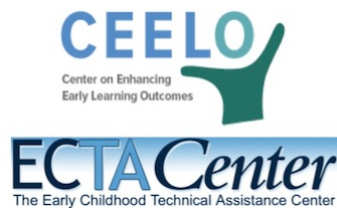
Tuesday, December 17, 2013, 2:00 – 3:00 p.m. (EST)
Center on Enhancing Early Learning Outcomes
Early Childhood TA Center (ECTA)

Agenda

- Introduction to the Peer Learning Community
- Formative Assessment Choices in States: Desired Results Developmental Profile (DRDP) Assessment System: Supporting Early Education in California
  - California presentation
  - Discussion/Q&A
- Next month's call

Who is With Us Today?

- Early Childhood Specialists in State Departments of Education (SDE)
- Part B (619) Coordinators and Part C Coordinators
- Evaluation specialists in SDE
- Literacy specialists in SDE
- Comprehensive center and other TA staff
- Other national organizations

Peer Learning Community (PLC) Objectives

Objectives of the PLC are to:

- Engage more deeply in issues related to formative assessment
- Explore different assessment approaches
- Collaborate with early childhood stakeholders within and across states
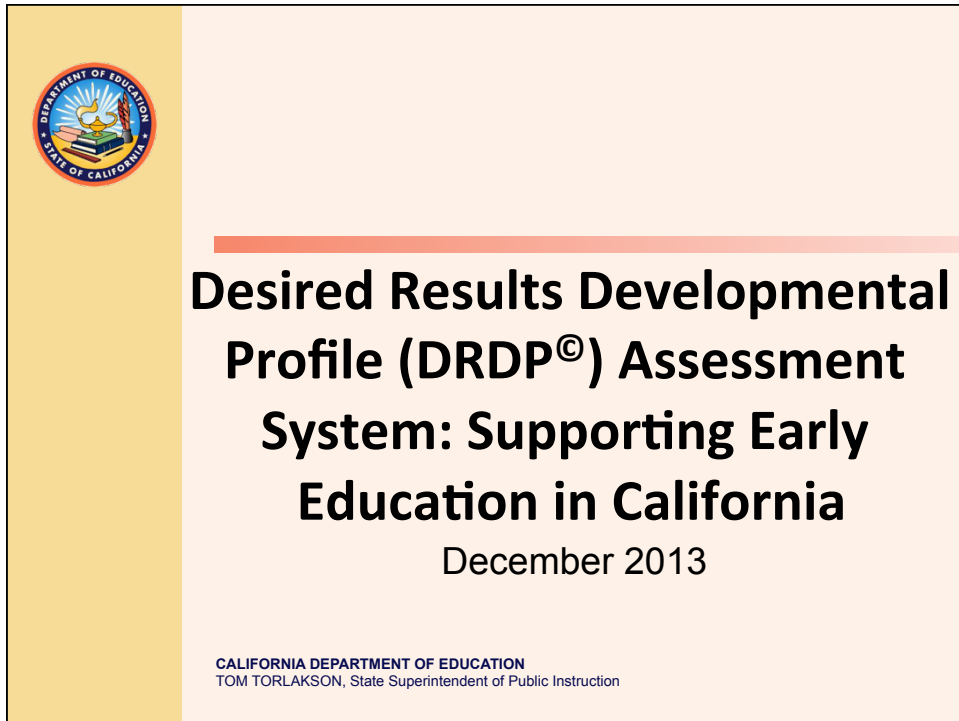- Learn about and develop innovative policies and approaches

PLC Principles

- Supportive of collaborative processes and the free flow of ideas and exchange of information
- Encourages members to actively participate in the conversation
- Designed to be sustained by the participants

Presenters

Cecelia Fisher-Dahms, Child Development Division, California Department of Education

Meredith Cathcart, Special Education Division, California Department of Education

Desired Results Developmental Profile (DRDP©) Assessment System: Supporting Early Education in California

December 2013

CALIFORNIA DEPARTMENT OF EDUCATION
TOM TORLAKSON, State Superintendent of Public Instruction

California's Early Learning and Development System

Program Guidelines and Resources

Curriculum Frameworks

Learning and Development Foundations

Professional Development

Desired Results Assessment System

California Department of Education, Child Development Division

What is the DRDP?

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of Public Instruction

- Individual child assessment
- Observation-based assessment tool
- Based in developmental research and theory
- Includes developmental sequences of behavior
- Based on ongoing activities and routines in the early care and education setting with familiar adults

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California Department of Education current DRDP Instruments
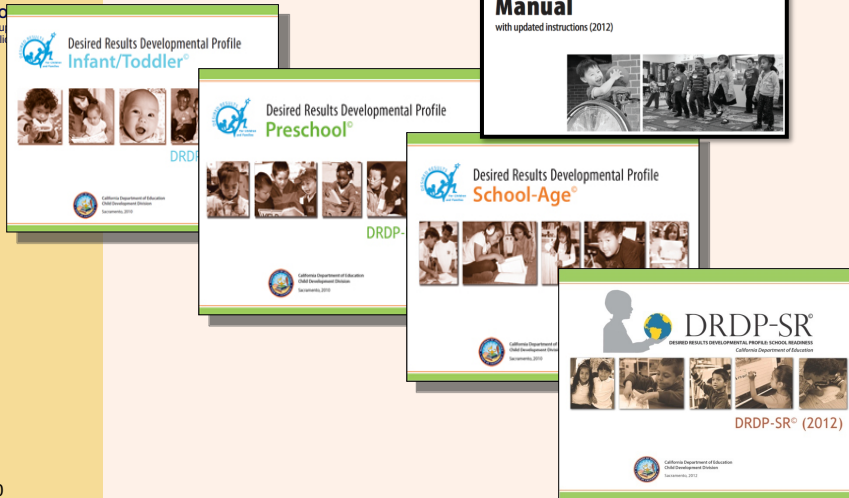
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Race to the Top Early Learning Challenge Grant:
Five Essential Domains of School Readiness

Language and Literacy Development

Cognition and General Knowledge

Approaches Toward Learning

Physical Well-Being and Motor Development

Social and Emotional Development

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The DRDP (2015) Instrument

- Create a single DRDP instrument for all children birth through five years of age—typically developing and special needs
- Add domains for all of CA's early learning foundations
- Comply with federal reporting requirements for the Special Education Division
- Align to Head Start Early Learning Framework & Nat'l Goals Panel Domains

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DRDP (2015) Domains

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- Approaches to Learning-Self Regulation
- Social Emotional Development
- History-Social Science
- Language and Literacy Development
- English Language Development
- Cognition, including Math and Science
- Physical Development
- Health Development
- Visual and Performing Arts

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Instrument Development Criteria

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A minimum of four DRDP measures per domain to address:

•Breadth of content represented within the domain of the foundations

•Most salient constructs represented within the domain of the foundations

•Behaviors that are observable in early care and education settings

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Accommodating the Range of Abilities

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Accommodate the development of almost all children in the age range

- Each measure was created to prevent ceiling or floor effects
  - Preventing a ceiling effect: In the developmental continuum, the latest level is beyond the development of what would be expect of most children assessed by the instrument
  - Preventing a floor effect: The earliest level of development on the continuum begins a little earlier than what would be expected for most children assessed by the instrument

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Guiding Principles for the DRDP Assessment Approach

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- Assessment should provide a general orientation to facilitating development and learning in key domains at each stage and age.
- Assessment should focus on qualitative differences in development in key developmental domains.
- Assessment should focus on the child's current level of development (Positive Orientation) rather than on what the child has not yet or only partially mastered.
- Assessment should help teachers track the developmental progress of individual children.

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Guiding Principles *(continued)*

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– Assessment should be inclusive of children with disabilities or other special needs (universal design).

– Assessment should be inclusive of children's cultural and linguistic experiences (cultural competence).

– Assessment for curriculum planning should be conducted by familiar teachers.

– Assessment should consist of observing naturally occurring behavior rather than setting up situations to observe and record specific behavior.

– The observation and documentation process should support classroom activities rather than interfere with daily interactions, routines, and activities.

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Completing the Assessment

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• **Gather evidence**
• **Review and reflect**
• **Determine mastery**
• **Select developmental level**

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Using Data for Classroom Planning

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Making Use of Reports

Get to know developmental competencies

Use for curriculum planning for individuals and groups

Use for parent-teacher conferences

Use to support schools prepare for children

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Reflections on Development

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- It takes longer than you think …
  - –Collaboration requires time to understand each other's perspective and to accommodate
- There is an art to framing items to be reflective of all children
- Linking back to experts maintains integrity

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Reflections on Implementation

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- It takes teachers several uses to become comfortable with the instrument
  - Many ECE & K teachers prefer a checklist, until they realize the value of seeing children's progress over a developmental continuum
- On-line training modules help
- Creating a system for tracking observations & evidence helps

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Questions

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- Cecelia Fisher-Dahms
  – Child Development Division
  – cfisherd@cde.ca.gov
- Meredith Cathcart
  – Special Education Division
  – mcathcart@cde.ca.gov

Coming up…

- Next month's call:
  - January 21, 2014, 2 p.m. EST
    - How to connect

- PLC Secure Website
- Resources on CEELO.org

Contact Information

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