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**FORMATIVE ASSESSMENT  
PEER LEARNING COMMUNITY**



**Formative Assessment Peer Learning Community**

**Initial Community Call**

**Tuesday, November 19, 2013**

**Agenda**

<b>Time</b>	<b>Agenda Item</b>	<b>Facilitator/Presenter</b>
<b>2:00 – 2:10</b>	Welcome and Introductions	Kirsty Clarke Brown, CELO
	Introduction to the Peer Learning Community	Kathi Gillaspy, ECTA
<b>2:10 – 2:50</b>	Formative Assessment Promising Approaches and Challenges: Lessons Learned from One State <ul style="list-style-type: none"><li>• Colorado presentation</li><li>• Discussion/Q&amp;A</li></ul>	Nan Vendegna, Results Matter, Colorado Department of Education
<b>2:50 – 3:00</b>	Wrap up	Kirsty Clarke Brown, CELO
	Next call – 12.17.13	

**Connection Information:**

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Go to Meeting: The GotoMeeting is unique each month and will be sent out a day in advance to all of those who have registered.

We **have attached information about overall goals and processes for the PLC**. Since this will be a peer learning community, we welcome your input on any aspects of the process, calls, and topics for discussion.

**Attendees:**

See end of document

**Discussion:**

Why did we decide to form a PLC on formative assessment:

- Folks are seeking best practices in supporting good policies and practices for formative assessment for young children.
- Good way for us to connect people within and across agencies who might otherwise not have opportunities to engage with one another within and across agencies.
- Birth-5 school readiness planning as part of Results Matter.
- Excited to be celebrating 10 years.
- How can we develop formative assessment practices that inform instruction and also meet accountability needs?
- At child level, want to be able to use data to improve instruction, use resources and inform families and public, and then from accountability standpoint want to be able to use GOLD data to show how we are doing. You can see Teaching Strategies GOLD fall to spring growth trajectories compared with the national samples.
- Data presentation has been enormously successful in getting legislative support. We literally had a senator jump out of his chair to say look at these great results.
- Many state legislators are used to nomenclature that is used for older children and they can see the result on investment in early childhood programs.
- We are one of the ELCG recipients and are very fortunate to have resources to do some expansion work. We have a question that we are eager to answer, we have experience in school districts and Head Start, but we want to foster good assessment practices in other settings. We want to know what supports are necessary to support provides in other settings.
- Expansive reform bill passed in 2008 required changes in standards and assessments. Required school readiness assessment that informed a school readiness plan. This is not a Kindergarten Entry Assessment but instead is a formative assessment. We are using Teaching Strategies and GOLD, we have between 14,000 and 18,000 children being assessment.
- Our question is, what supports and resources do Kindergarten teachers need? We are looking to add other assessments to the menu but at this point GOLD is the only assessment to pass the three-tiered review process.
- Formative assessment in first and second grade is being used. We put together performance collaborative to put together assessment bank. It is very locally controlled. Some use these for summative purposes. Now we are trying to link these to our standards and sample curriculum units that are being developed. The assessment and curriculum development is all locally developed. They find examples and then bring back to the experts.
- Commitment to using authentic assessments

Last questions, thoughts, comments etc.:

- Alice: do we have to focus on child and family outcomes?

- Jennifer: given Alice's comment about the family ratings dropping the longer in that in EI, do other states have information or theories about this? Interested in learning more about this- even if kids aren't improving, we should be able to impact family outcomes (this is the focus and mission of Part C!!)
- Alice: how do we address the challenge that at some point the percentage of children in the summary statements doesn't change? The target is 85% - is the goal to be at 99%? Is that feasible to expect? Is systemic progress the only way to measure the impact on children? Could the measurement be tied to the IFSP somehow and *not* the APR indicators?

### Updates:

- ECO's work scope is merging with ECTA's on November 1. Kathi showed where information about the change, including the shift of the website to be included on ECTA's website, is on the ECO website.

### Next call:

**Tuesday, December 17<sup>th</sup>, 2:00-3:00 PM Eastern Standard Time**

- 1) GOLD modules as a minimum. Teachers can enter and exist as they please and they are divided into short little lessons and the system tracks where they are so they can go back in and reflect. If they go back in and re-watch video clips, but teachers can generally complete the modules effectively in about 6 to 7 hours. They are divided into 4. The first two are overview and observation skills. Modules 3 and 4 take more time; you get more in-depth into the tool. We do everything from a 3-hour course, a 10 minute learning video online, we do day-long workshops that we contract with Teaching Strategies to provide
- 2) We recognize we need more
- 3) Now have teachers course and administrators' course that we are offering.
- 4) Tried to create a video library with teacher reflecting on the use of the technology. Use of technology such as iPad to document what is happening in the classroom.
- 5) Developed tools

### Ivy Starns from Louisiana Department of Education

- You mentioned tools for teachers to engage in reflection around the assessments. I am wondering if these are available and if you have other resources such as a guidebook or materials about how to develop these practices in my community.
- We would love to develop a guidebook. We have samples from several states. I can tell you that both Arizona and Nebraska have user guides available and we are trying to develop our own. We have a lot of one and two page guidance documents. We would be happy to share what folks are looking for.
- We have professional development resources online. You can actually download the trainers guide.

- We would love to be able to share resources. We are eager both to share with our state level and local level partners. I'll put another plug in for our video library—we encourage you to take a look to see if there are materials that can help you to practice your observation skills.

Donna Traynam from Massachusetts:

- I want ask if you came across issues related to technology. We are moving forward with both GOLD and Work Sampling that both have online systems. We are trying to figure out how to build in the technical skills as part of the training. Have you encountered this and how did you deal with it?
- Ten years ago we were bracing ourselves and it wasn't as bad as we thought it would be. It was not quite as difficult as we thought it might be. We still run into problems with places that don't have access with high speed Internet or we might have our preschool buildings away from the building. This is becoming less and less frequent. What we have come across is the challenges of basic computer literacy and also knowing how to use some of the devices we encourage them to use. We encourage the use of iPad minis, iPads, or iPod touches. Teaching Strategies App. We have been working with Larry Eddleman for a number of years. We use pocket videocams and some of these have gone by the wayside. Our staff has offered mini iPod trainings, sitting down with teaching teams. They have been able to purchase but have not been able to use effectively.

Fiona Helsel from Oregon;

Can you go back to a slide around implementation challenges that Nan was reviewing could you say more about what you mean by the “Ready or Not” pitfall?

- We are increasingly in a situation where people think that we will be able to say that X percent of children are ready for Kindergarten. People are over-simplifying the definition of school readiness, over-simplifying what goes into the assessment, and what this means? We are getting a lot of pressure to give these pat numbers and we have been talking a lot about how we can steer people away from that approach to assessment data and instead give people a deeper understanding of what we are attempting to measure and how we hope to use the data. This might to be the best way to express it but I have come to think of it this way.
- Question around selection of Teaching Strategies GOLD—does this mean all of the centers are using Creative Curriculum or can you use it with other curriculum?
- It is criterion-referenced and is designed to be used with any developmentally appropriate curriculum. We are seeing it being used in a variety of settings effectively. It is a good cross-walk to our new Early Learning Guidelines and our most recent victory is that we were getting questions from the Montessori community and we are seeing some nice positive progress in that area as well. We do have some programs who have adopted the Creative Curriculum and we do have some infant and toddler programs but certainly not a majority at this point. There are a lot that are saving up their dollars.

What other tools are appropriate for formative assessment tools have you found to be effective in supporting high-quality curriculum and instruction?

- Cecilia Fisher-Dahms from California we are working on the Desired Results Developmental Profile School Readiness and at this point it doesn't go through primary grades. We do have a school grades assessment that was developed for our after school, but the DRDP has gone through the alignment with the Common Core. We have modules for reliability and for ongoing

professional development and we have made that available with other states and are developing MOUs with other states to use this. I believe Colorado is looking at this and we are in the process of expanding this to include physical health and well-being which wasn't in the original instrument.

- Kayla from Oklahoma, we are piloting an Early Literacy Quick Assessment for our Pre-Ks and it is brief and it might be a resource to other states.
- Judy W Maryland; We are in the process of developing a comprehensive assessment in 7 domains from 36 months to 72 months and next year we are looking at Version 2.0. These are aligned to the Common Core Standards for the literacy and math domains in the pre-K and K standards.
- New Mexico has embedded observation rubrics within their early learning standards that are going through a validation process to form the basis of their Kindergarten Entry Assessment.
- Joyce Johnson and I work with Nan in Colorado. I would suggest doing a deep dive on some of the issues such as the professional development that is needed to support the use of formative assessment. We could get in touch with you.
- Cecelia will be happy to share with everyone what we were involved in the future.

**Attendees:**

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