**Formative Assessment Peer Learning Community**
**December 17, 2013 2:00 pm**

Formative Assessment Choices in States: Desired Results Developmental Profile (DRDP)
Assessment System: Supporting Early Education in California

**www.desiredresults.us**

Attendees:

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|---|---|---|
| Anna Severens | Ivy Starns | Francine Markowitz |
| Betsy Sutherland | Jen Rassler | Gaye Tylke |
| Brenda Sigmon | Jim Lesko | Holly Ayotte |
| Carolyn Loveridge | Johnah Stuart | Holly Cavender Wood |
| Chase Reynolds | Joyce Johnson | Phyllis Mondak |
| Connie Casha | Kenley Branscome | Sue Mutchler |
| Dorothy Strickland | Laurie Taub | Sue Reed |
| Fiona Helsel | Nick Bellack | Susan Henry |
| | Lucy Trautman | |

Why did we decide to form a PLC for Formative Assessments?
- SEAs are looking for best practices around Formative Assessments
- We know that PLCs are very effective in terms of bringing people together within a state and across states
- To inform practices

We hope for:
- To engage more deeply on issues related to formative assessment
- Learn from other states and give opportunities to probe deeper
- Collaborate with other early childhood stakeholders within and across states

- Encourage the interactive-ness nature of these calls

Presenters:
Cecelia Fisher-Dahms, Child Development Division, California Department of Education
Meredith Cathcart, Special Education Division, California Department of Education

California's Early Learning and Development System:
- Program Guidelines and Resources
- Curriculum Frameworks
- Professional Development
- Desired Results Assessment System
- Learning and Development Foundations

What is the DRDP
- 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 results
- Based in the natural setting
- Based in theory- and engaged national experts in the process to also look at the developmental continuum over the domains and where there is enough research to indicate the validity of the steps
- The first one was early 2000 and was more of a consensus model and have been growing from there

California Department of Education current DRDP Instruments
- DRDP Infant Toddler
- DRDP Preschool
- DRDP School Age
- DRDP-School Readiness
- DRDP access manual (instructions)

Race to the Top Early Learning Challenge Grant: 5 essential domains of school readiness
1. Language and literacy development
2. Cognition and general knowledge
3. Approaches toward learning
4. Physical well-being and motor development
5. Social and emotional development

Where are we going for a 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, and the national goals panel domains

How we are developing the instrument
- You need at least 4 DRDP measures to get a valid reading
- 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.

Accommodating the Range of Abilities
- Accommodate the development of most all children in the age range
- This means: it should not allow for ceiling or floor effects
- Ceiling: the latest level is beyond the development of what would be expect of most children assessed by the instrument- in the end of the year, you are looking to not have all the children be rated at the final because it isn't reflected on the capacity of the student. You can miss students that are exceeding skill level. If you miss them, that means the instrument is not sensitive enough
- We want to reduce ceiling and floor effects.

Guiding principals
- Should provide a general orientation to facilitate development and learn in key domains at each stage and age
- Should focus on qualitative differences in development in key developmental domains
- Should focus on the child's current level of development
- Should help teachers track the developmental progress of individual
- Should be inclusive of children with disabilities and other special needs
- Should be inclusive of children's cultural and linguistic experiences
- Should be conducted by familiar teachers and in a naturally occurring behavior rather than situational
- Should support classroom activities rather than interfere with detail interactions,

We are opposed to instruments that have numeric values- we rather have descriptive values
- We want them to look at a continuum rather than be hung up by numbers

Reflections
- It takes longer than you might think
- Collaboration requires time to understand each other's' perspective and to accommodate others
- There is an art to framing items to be reflective of all children
- Linking back to experts maintains integrity
- Want a more refined tool in the spring
- we need to get feedback and then work with that on calibrating it
- a child

A child observation assessment is not a quick easy thing- it can be overwhelming
- Often times the profession is underpaid and valued some times
- As you use the instrument and become more familiar with doing it, you digest the developmental continuum, you can actually make the connections
- Using it, becoming familiar, and take the anecdotal notes- so you can actually go more smoothly
- It is more challenging to do an observational assessment
- But the benefit for teachers is so valuable
- Online trainings can be done as a group or individually- allows people to become familiar
- This will be helpful
- **www.desiredresults.us**

**QUESTIONS**
Jim Lesko: ELCTA group supporting states
- can you clarify more on Kindergarten Entry measure
- given that DRDP provides a profile, how has the state looked at what determines readiness?

A:
- that was hard to define readiness
- we chose not to define school readiness
- the instrument doesn't provide a benchmark on a you are or not ready – more of a continuum
- one of our counties (Santa Clara) they took the tool, and also asked teachers with =what their expectation is, so they used a teacher development tool-
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2015 version- will that include the K entry window, or will the K entry will always be separate?
A: We always wanted to keep it separate

Q: Sue M One of the Guiding principles is cultural competence
How do you look for that?

A:
It is really the frame for the observer to try to eliminate their bias about children's performance
We want to make sure they engage their family
Ex: some things that might be reflective on independence approach or collaborative approach that could have cultural reflections
We want to make sure the adult is attentive and aware to the cultural and linguistic experience and how they don't have bias
Ex: linguistic for all of the measures- it is how the child responds- language and literacy is not dependent on English.
        Rather- for language and literacy- you want to see the responsiveness to writing, not limiting the rating of a child based on background
There are video

Kirsty:
How to look at their instruments
Next months call: Jan21st at 2pm