

# FORMATIVE ASSESSMENT PEER LEARNING COMMUNITY



Tuesday, March 18, 2014, 2:00 – 3:00 p.m. (EST)

Center on Enhancing Early Learning Outcomes

Early Childhood TA Center (ECTA)

Please dial in: 888-394-8197 Passcode:725-932-5044#

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# Technical Issues

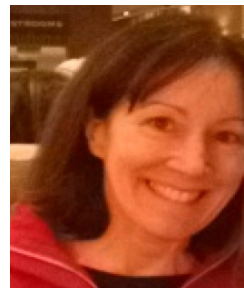
- GoToWebinar is the technology supporting the presentation.
  - Email or call Michelle Horowitz if you have any technical issues at [mhorowitz@nieer.org](mailto:mhorowitz@nieer.org)
  - Notes will be taken and posted on the PLC website
-

# Questions and Comments

- **When you are not speaking please mute your phones:**
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  - **To ask a question or make a comment:**
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    - Type a comment/question in the chat box
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# Facilitators

- Kirsty Clarke Brown, Ph.D., Policy and Communications Advisor, CEELO/NIEER
- Diane Schilder, Ed.D. Senior Research Scientist/TA Specialist , CEELO/EDC



# Agenda



- Introductions
  - Review Updates to the CEELo Website and Scavenger hunt
  - Review Shannon Riley-Ayers' Formative Assessment Brief
    - Discussion
  - Next month's call
-

# CEELO Website Scavenger Hunt

As we review the CEELO website, find the following:

- A “FastFact”
  - Directory of members of the Formative Assessment PLC
  - PLC notes archive
  - Formative Assessment PLC registration information
-

# CEELO Products

<http://ceelo.org/ceelo-products/>



Policy Briefs

*FastFacts*

Webinars

Presentations

Videos

**March 2014**

## **State of the States Policy Snapshot: State Early Childhood Assessment Policies**

*by Diane Schilder, EdD, and Megan E. Carolan, MPP*

What child assessments are required of pre-K and Kindergarten providers? How are child assessment data used? The latest Center on Enhancing Early Learning Outcomes brief answers these questions to provide early childhood specialists in state departments of education and other stakeholders with information to inform policy. The brief is based primarily on secondary analysis of data collected in the State of Preschool Yearbook and presents a snapshot of responses to questions about child assessment.

**December 2013**

## **BUILDING CAPACITY THROUGH AN EARLY EDUCATION LEADERSHIP ACADEMY (full report)**

### **Executive Summary**

*by Stacie G. Goffin, EdD, Goffin Strategy Group*

This policy brief from Dr. Goffin was commissioned by CEELO as they begin designing an Early Education Leadership Academy (EELA) for early learning and K-Grade 3 State Education Agency/Early Learning Agency (SEA/ELA) administrators. The report concludes with a series of action suggestions based on the

# CEELO Briefs and FastFacts

Policy Briefs

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**FastFacts** are rapid response documents developed by CEELO staff to answer common queries received from state leaders. Check back frequently as new FastFacts are added regularly.

**Evidence of Effective Early Numeracy Models** reviews key research that exists on effective early numeral models and provides available resources that can be used to support districts' use of evidence-based models and approaches.

**Inclusion of Pre-Kindergarten and Other Early Childhood Staff in State Teacher Evaluation Systems** provides a snapshot of the number of states that include pre-kindergarten teachers in state teacher evaluation systems. It also provides additional information related to infant/toddler and other early childhood staff.

**Evidence of Effective Early Literacy Models** reviews key research that exists on effective early literacy models, provides an explanation of what early literacy development looks like, describes how teachers can best support children's acquisition of these skills, and identifies specific interventions that have shown positive evidence.

**Information and Resources on Developing State Policy on Kindergarten Entry Assessment (KEA)** provides information about KEA measures used by other states, the processes states have used to develop their KEA state policy, and how states are supporting the training and professional development of practitioners and administrators in various settings.

**Resources on Social and Emotional Development and Early Learning Standards** provides information on how the research defines skills in social-emotional development, approaches to learning, and executive function, to inform planned revisions to early childhood indicators of progress for children birth to three and three to five years old.

**Quality Rating Improvement System (QRIS) Validation Study Designs** provides information on what steps states are taking, that have received Race to the Top-Early Learning Challenge funding, to design their validation studies to inform their approach to validation studies.

**Training to Screen Young English Language Learners and Dual Language Learners for Disabilities** recommends experts in the field of assessing young children who are English Language Learners (ELL) to train administrators and psychologists working in district preschool programs for young children with special needs.





# How to Get to the PLC on Formative Assessment

- <http://ceelo.org/plc-formative-assessment-1/>

OR

- Type 'PLC' in the search function in the upper right corner



# Formative Assessment PLC Page



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# PLC Pages on CEELO Website

**Overall Structure** – This peer learning community is intended to be an ongoing technical assistance activity, launched in November 2013 and continuing as long as participants are interested and find the PLC useful. We will host monthly video conferences and keep notes that will be posted on a secure group website. Agendas will be co-developed by participants and the PLC facilitators. Participants may meet in smaller groups to discuss specific topics or issues. The structure and flow of the PLC will change based on the phase of implementation.

[Registration](#)

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[Member Directory](#)

[Archive](#)

The Formative Assessment Peer Learning Community sponsored by CEELO and ECTA will meet on the third Tuesday of each month from 2:00pm to 3:00pm Eastern. Register for a session now by clicking a date below:

- [Tue, Feb 18, 2014 2:00 PM – 3:00 PM EST](#)
- [Tue, Mar 18, 2014 2:00 PM – 3:00 PM EDT](#)
- [Tue, Apr 15, 2014 2:00 PM – 3:00 PM EDT](#)
- [Tue, May 20, 2014 2:00 PM – 3:00 PM EDT](#)

Once registered you will receive an email confirming your registration with information you need to join the Webinar.



# PLC Meeting Notes Archive

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- [November PLC Meeting Notes](#)
- [November PLC Slides](#)
- [December PLC Meeting Notes](#)
- [December PLC Slides](#)

# PLC Registration

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A circle of 12 modern, grey, curved armchairs arranged around the word "Discussion". The chairs are arranged in a circle, with one chair at the top, one at the bottom, and ten others spaced around the perimeter. The word "Discussion" is centered in the middle of the circle in a blue, sans-serif font.

# Discussion

# **Review of Formative Assessment Paper by Shannon Riley-Ayers**

## **Questions for PLC members:**

- **What one or two key ‘take away’ messages about formative assessment did you glean from reviewing the paper?**
-

# Review, continued

## What we know:

- Formative assessment is a process that provides a critical link between standards, curriculum, and instruction.
- Assessments must be used in everyday routines, activities, and places and include information from multiple sources.
- Evidence that informs instruction should be gathered over time. A single snapshot does not provide a complete and accurate picture of a child's capabilities.

## Questions for PLC members:

- What are states doing to assure formative assessment is a process? What supports are needed to assure evidence is gathered from multiple sources and over time?
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# Review, continued

## What we know:

- Assessments must be reliable and valid; aligned with standards, age-appropriate expectations, and curricula; and examine key domains of learning and development.
- Assessment should not supersede effective practices, nor should it in any way drive instruction and learning to become didactic, rote, or isolated for children.

## Questions for PLC participants:

- Are the data useful to teachers and other stakeholders?  
Who has access to the data and for what purposes?
-

# Review, continued

## Dr. Riley-Ayers reported that:

- Formative assessment data are used to plan effective and differentiated instruction and intervention for young children.

## Questions for PLC participants:

- What has your state put into place to assure that teachers can use formative assessment data to differentiate instruction? Are there models you can share with other members?
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# Issues for Policymakers to Consider

Which of the following would you like to discuss in more depth in future?

1. Does the **purpose of the assessment match the intended use** of the assessment? Is the assessment appropriate for the age and background of the children to whom it will be administered?
  2. Does the assessment allow the convergence of information from **multiple sources/ caregivers**?
  3. Are the **necessary contextual supports** in place for assessment implementation and effective, meaningful data use? (e.g., training, time, ongoing support)
  4. Does the assessment have a **base or trajectory/continuum that is aligned to child developmental expectations, standards, and curricula**? Does the assessment include all key domains?
  5. Does the assessment have a **systematic approach and acceptable reliability and validity data**? Has the assessment been used successfully with similar children?
  6. Are the data **easily collected and interpreted** to effectively inform teaching and learning?
  7. What **technology** is necessary in order to gather data?
  8. **Are the data useful** to teachers and other stakeholders?
  9. What are the policies for **implementation and what is the roll-out plan** for the assessment?
  10. Will data be **gathered and maintained within FERPA** and other security guidelines? Are there processes in place to inform stakeholders about how data are being gathered and held securely to allay concerns?
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# Questions?



# Coming up...

## Next month's call:

April 15, 2014, 2 pm EST

Visit the PLC website, below.

## PLC Website

<http://ceelo.org/plc-formative-assessment-1/>

Resources on <http://CEELO.org>

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# Contact Information

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