FORMATIVE ASSESSMENT PEER LEARNING COMMUNITY

Tuesday, June 17, 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#

Technical Issues

- GoToWebinar is the technology supporting the presentation.

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- Notes will be taken and posted on the PLC website

Questions and Comments

- **We will be recording this call**

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Facilitators

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Presenter

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Formative Assessment within R&R

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Presentation Goals

- Discuss current use of child assessment in early childhood

- Discuss the definition of assessment & consider how to use it for different purposes

- Examine the role of formative assessment within R&R

- Consider practical applications of the assessment component of R&R in early childhood classrooms

Findings from a Recent Study of States' Assessment Policies (NIEER, 2012)

- Most states required pre-k programs to collect child assessments (n=43)

- Most states used child assessments to
  - improve practice
  - track child & program outcomes
  - make adjustments to curricula

- < 35% used child assessment to determine K readiness or to make changes to pre-k program

More Findings....

- In ~50% of states programs chose their child assessment measures, including locally designed measures

- Most instruments assessed multiple domains

- No single measure used predominantly across states
  - Two most common were TSG/CCDC (12 states) & WSS (8 states)
  - Next most common were COR (4), DSC (3), PPVT (3), DIAL (2), state-developed (2)

More Findings…

Of the 9 states using TSG, the purposes were:

- PD (n=9)

- Track child/program level outcomes (n=8)

- Make adjustments to curricula (n=7)

- Make program funding decisions (n=2)

Other reported uses by individual states included: evaluating teacher performance, measuring K readiness, identifying programs for sanctions, & making changes to state policy.

Good News… Bad News…

Good News…

- Most states are gathering child assessment data
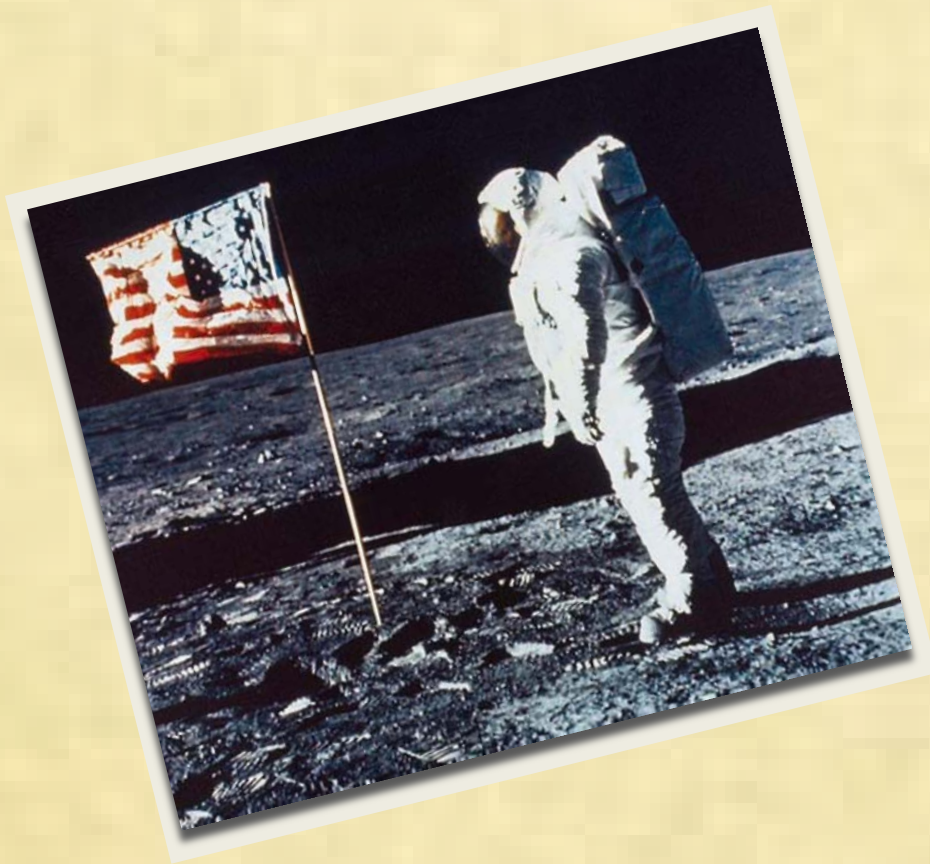
Bad news…

- No broad consensus on which measures should be used in early childhood programs

Good news…

- Most states are using a systematic approach & some states are using standardized measures
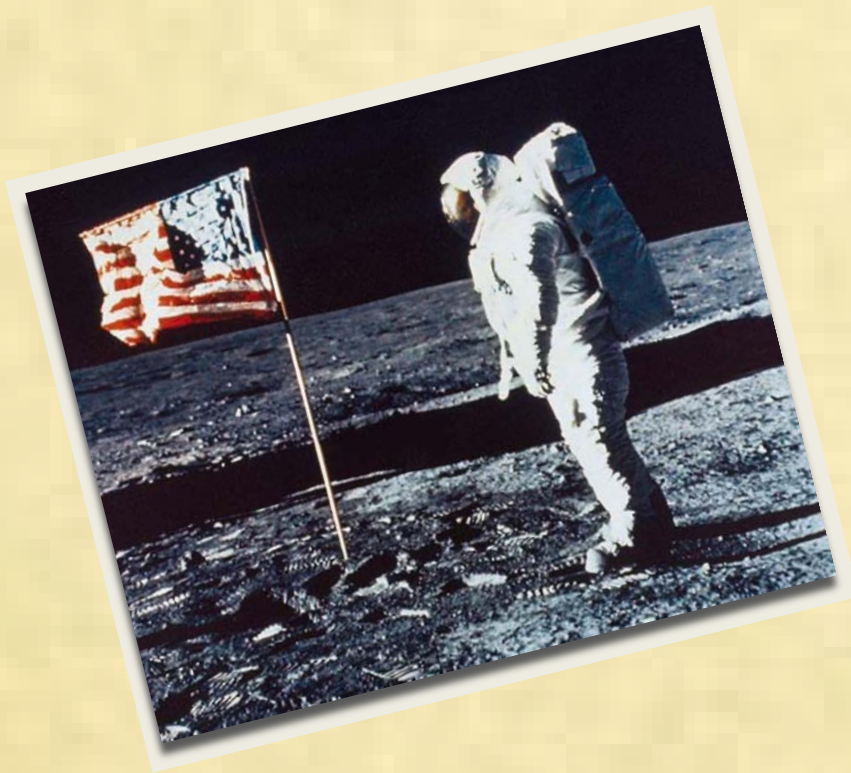
Bad news…

- A mismatch between the types of tools that are being used & the stated purposes of child assessment

- Potential misuse of child assessment results (corrective action taken against programs)

Taking a Fresh Look at Assessment

What is Child Assessment?

A systematic process for gathering, documenting, & interpreting information about a child's knowledge, skills, or abilities based on a sample of behavior

(Peisner-Feinberg & Buysse, 2013)

Defining Features of Child Assessment

- Involves a standardized process & materials

- Entails collection & documentation of information

- Focuses on what the child knows & is able to do

- Represents a sample of behavior at a given point in time

- Includes a method for managing, interpreting, & using the information to make decisions

(Peisner-Feinberg & Buysse, 2013)

General Considerations for Choosing Assessments

- Think about the purpose of using child assessment

- Decide who is going to administer the assessment(s)

- Decide what tools are going to be used

- Determine what the process is for using & sharing the results

Choosing Assessments for Use within R&R

- Purpose: To inform instructional decision-making

- Who administers: Classroom teachers

- What tools: Brief screeners of language, literacy, & math skills as determined by the program

- Process for using & sharing results: Web-based assessment system & collaborative-problem solving teams

What are the Purposes of Assessment?

- Determine whether children need additional instructional supports

- Monitor children's progress in learning and development

- Determine if children are achieving curriculum goals

- Diagnostic screening

- Program evaluation

Purposes of Assessment within R&R

Formative assessment:

– **Universal screening**: To determine whether children need additional instructional supports

– **Progress monitoring**: To monitor children's progress in learning and development

Sources of Information

➢ Formal

- Direct assessments of children's knowledge & skills (standardized, norm-referenced)

➢ Informal

- Observation & anecdotal records
- Work sampling
- Parent/teacher ratings or checklists

Sources continued…

Advantages

> Formal:

- Standardized procedures=more reliable & valid
- Allows examination of child's level/rate in relation to peers
- Well-established psychometrics

> Informal:

- Only requires adult involvement
- More likely to capture emerging skills or skills that require judgment-based ratings

Source of Information within R&R

- Formal assessment of language, literacy, & math skills using a standardized screening tools

Properties of Screening & Progress Monitoring Tools for R&R

- For instructional planning, not for diagnostic evaluation

- Designed to be used repeatedly

- Direct assessments of children's skills in language, literacy, & math

- Quick, easy to administer

- Predicts later achievement

- Information on both *level & rate* of growth

Examples of Formative Assessment Tools for R&R

- **C-PALLS+** (Circle-Phonological Awareness Language & Literacy System Plus; Landry et al., 2007)

- **IGDI**s (Individual Growth & Development Indicators; McConnell & Missall, 2008)

- **SCRIBLLS** (School Readiness Indicators of Basic Language & Literacy Skills; under development at University of TX, Health Science Center)

- **ECI** (Early Communication Indicators; Greenwood et al., 2011)

- **PELI** (Preschool Early Literacy Indicators; Kaminski et al., 2010)

(Peisner-Feinberg & Buysse, 2013)

R&R Model

COLLABORATIVE PROBLEM SOLVING
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Tier 3
A Few
Children
Individualized
Scaffolding Strategies

Formative Assessment

Tier 2
Some Children
Explicit Small Group Interventions &
Embedded Learning Activities

Formative Assessment

Tier 1
All Children

Research-Based Core Curriculum &
Intentional Teaching

Formative Assessment

Questions Addressed within R&R

- **Tier 1**
  Do *most* children meet screening criteria? Which children need targeted interventions?

- **Tier 2**
  How well are Tier 2 interventions working for *some* children who need additional supports?

- **Tier 3**
  How well are Tier 3 interventions working for a *few* children who need more individualized and intensive supports?

How Does Formative Assessment Work?

- Teachers administer the assessments to all children 3 times a year—fall, winter, & spring

- Teachers use a web-based assessment system to record, store, & download the results

- Teachers use the collaborative problem-solving process to interpret the assessment results & make instructional decisions

What does Formative Assessment Look Like in R&R?
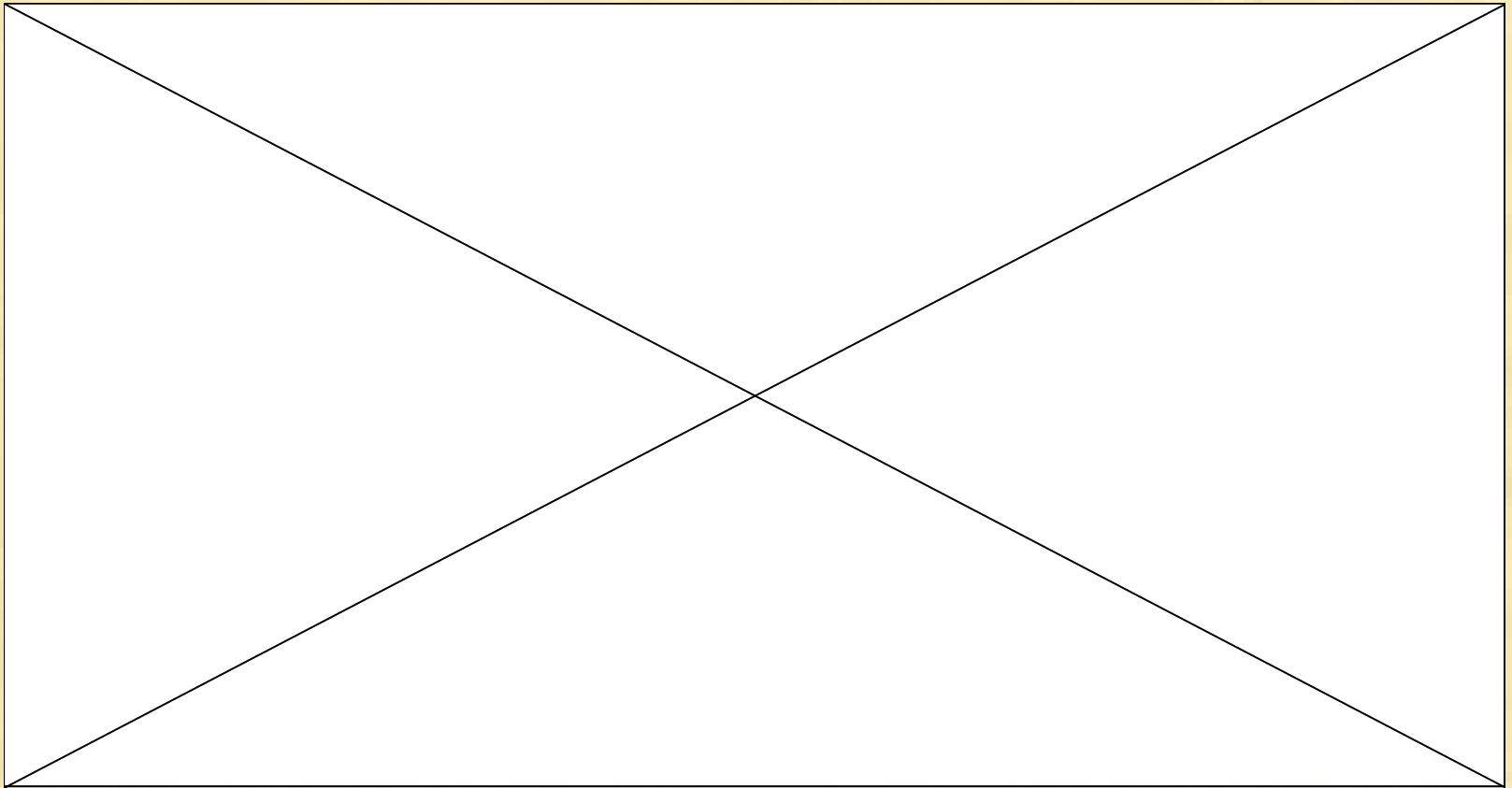
If video does not play, go to the [CEELO website](http://ceelo.org):
http://ceelo.org/wp-content/uploads/2014/06/FA-PLC-6-17-14_video_2.pptx

Meet Marissa

Marissa's Questions

Now that I've gathered the fall screening assessments, how do I use this information to determine which children should participate in the Tier 2 small-group lessons?

Example of Assessment Results in R&R

Sample classroom universal screening results

First universal screening/first intervention period					
Child	Letters	Vocab	PA	Overall rank	Tiers
Jacob	3	4	2	18	T1, T2
Sophia	6	10	1	17	T1, T2
Adrian	3	8	3	16	T1, T2
Olivia	8	12	2	15	T1, T2
Caleb	11	17	8	14	T1
Martin	10	20	9	13	T1
Jasmine	12	18	11	12	T1
Nicholas	15	16	13	11	T1
⋮	⋮	⋮	⋮	⋮	⋮

Marissa's Questions

Now that I've completed the fall intervention and gathered the winter assessments, how do I use this information for instructional decision-making?

Example of Assessment Results in R&R

Sample classroom universal screening results

Second universal screening/second intervention period				
Child	Letters	Vocab	PA	Overall rank	Tiers
Jacob	11	15	3	18	T1, T2, T3
Sophia	10	17	9	17	T1, T2
Adrian	14	22	12	15	T1, T2
Olivia	28	26	17	9	T1
Caleb	14	20	8	16	T1, T2
Martin	18	24	14	14	T1
Jasmine	18	26	16	12	T1
Nicholas	24	21	19	12	T1
⋮	⋮	⋮	⋮	⋮	⋮

Let's Review

- We discussed the current state of child assessment in the U.S.

- We shared a definition of child assessment & discussed possible uses for this information

- We looked more closely at formative assessment within R&R as one type of child assessment

- We shared examples of what formative assessment looks like in practice

Take-Away Messages…

- Formative assessment in R&R used for instructional decisions

- Programs determine the specific screening tools

- Teachers screen all children on a fall, winter, spring schedule

- Teachers use results through collaborative problem-solving to monitor progress & determine which children need interventions

References

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Greenwood, C. R., Buzhardt, J., Walker, D., Howard, W. J., & Anderson, R. (2011). Program-level influences on the measurement of early communication for infants and toddlers in Early Head Start. Journal of Early Intervention, 33(2), 110-134.

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Landry, S. H., Assel, M., Gunnewig, S., & Swank, P. R., (2007). *CIRCLE Phonological Awareness, Language, & Literacy System Plus.* Houston, TX: Ridgeway.

McConnell, S. R., & Missall, K. N. (2008). Best practices in monitoring progress for preschool children. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed., pp. 561-573). Washington, DC: National Association of School Psychologists.

Peisner-Feinberg, E., & Buysse, V. (2013). The role of assessment within response to intervention in early education. In V. Buysse, & E. Peisner-Feinberg (Eds.), *Handbook of response to intervention in early childhood (pp. 121-142).* Paul H. Brookes Publishing Company.

University of TX, Health Science Center (under development). SCRIBLLS (School Readiness Indicators of Basic Language & Literacy Skills).

Questions from Webinar Participants

Coming up…

Next month's call:

    July 15, 2 pm EST

    Tentative topic: Using data

PLC Website   http://ceelo.org/plc-formative-assessment-1/

Resources on http://CEELO.org

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