

## CEELO ECTA Formative Assessment PLC

June 17, 2014

### Today's Topic:

Formative Assessment Within R&R (Recognition & Response)

### Attendees:

Betsy Sutherland (MA)  
Connie Casha (TN)  
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Kara Sammet (CA)  
Kayla Hindman (OK)  
Kim Guieb (HI)  
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Phyllis Mondak (VA)  
Shelly Pollnow (AZ)  
Sue Reed (ME)  
Wynette Howard (CO)

### Key takeaways:

- FA in R&R used for instructional decisions
- Programs determine specific screening tools
- Teachers often screen all children on fall, winter, spring schedule
- Teachers use collaborative problem solving to monitor progress and use FA to determine which children may need interventions

### Resources:

- See ["Resource List from Virginia Buysse's Presentation"](#)

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### Deeper dive notes:

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

- Most states report it's a requirement of pre-K program
- Fewer than 35 percent use assessment to determine K readiness
- States don't mandate particular assessment, lets districts choose, local control

- Most important--no single measure used predominately across states, not much consensus on what should be used for pre-K programs

**More Findings**

- Most states using systematic approach and some standardized
- Mismatch between types of tools that are being used and stated purposes of assessment--are child assessments really valid? not good for high stakes testing
- Potential misuse of child assessment results

**What’s Happening in Child Assessment?**

<b>Defining Features</b>	Standardized process and materials, collecting and documenting information, what child knows and is able to do, understands only a sample of behavior, method for managing interpreting and using information to make decisions
<b>Choosing Assessments</b>	Think about purpose of child assessment, who is going to administer?, what tool is going to be used, determine what process is for and sharing results
<b>General Considerations for Choosing Assessment</b>	Determine whether children need additional support, monitor progress in learning, determine whether achieving curriculum goals (like teaching strategies GOLD), diagnostic/ developmental screening, program evaluation
<b>Purpose of Formative Assessment</b>	Universal screening--determining whether child needs instructional supports Progress monitoring--monitor progress in learning and development
<b>Sources of Information</b>	Formal--direct assessments of children’s knowledge and skills (standardized) often more reliable and valid, level in relation to peers, well established psychometrics Informal--observation, work sampling, parent/teacher ratings: only requires adult involved, not aware its happening, more likely to capture emerging skills or judgment-based rating
<b>Properties for Screening</b>	Instructional planning, not diagnostic evaluation, used repeatedly, direct assessments of children’s skills, quick and easy to administer (5 minutes), predicts later achievement- which children are struggling in what areas, info. on both levels--to immediately compare with sample and rate of growth

## R&R Model



**TIER 3:** Showing through assessment that they need additional support, collaborative problem solving process: help teachers and support them as they are using data to make decisions, how well are tier 3 working?

**TIER 2:** Give teachers a curriculum and carry out lessons with small group of children (4-5), how well are tier 2 working?

**TIER 1:** Do most children meet screening criteria? Which need targeted interventions?

### How Does Formative Assessment Work?

- Teachers administer assessments to all children 3 times a year each season
- Used web based system to record store and download results
- Use collaborative problem-solving process to interpret assessment results and make instructional decisions

### What Does Formative Assessment Look Like in R&R

- Formative assessment in R&R used for instructional decisions
- Screening vs Assessment--2 uses of the word screening
  - 1. Formative assessment screening
  - 2. Developmental or diagnostic screening- done outside of pre-K classroom

### PLC Audience Questions

- **What is curriculum used for Tier 2?** Model or a framework, but not tool or curriculum. Different resources within study, but same formative assessment tool.
- **How important it is to use formative assessment tool, those mentioned in presentation don't match with those reported used by states in NIEER's report?** Don't have a lot of choices, fall

under different categories and for different purposes, sometimes tools are used for purposes that tools were not designed for, not a good fit for tool and purpose.

- **How do we recognize what should be used and how important is it that we use a true formative assessment tool?** Formal and informal assessment work really well together, ideal to understand processes children use, how do they arrive to that point? Need some sort of initiative or effort to develop a product of what tools are out there and how to use them, more guidance, PD and effort. Have got some information but there's a lot more

**Next call (July 15):** Using Data