CEELO ECTA Formative Assessment PLC

June 17, 2014

Today's Topic:

Formative Assessment Within R&R (Recognition & Response)

Attendees:

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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"

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

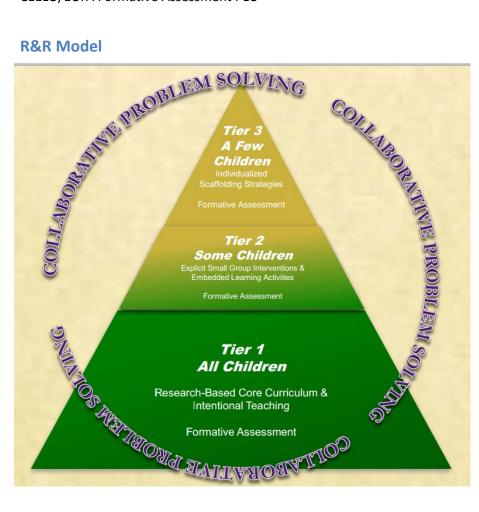
More Findings

- 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?

Defining Features Choosing Assessments	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 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
General Considerations for Choosing Assessment	Determine whether children need additional support, monitor progress in learning, determine whether achieving curriculum goals (like teaching strategies GOLD), diagnostic/ developmental screening, program evaluation
Purpose of Formative Assessment	Universal screeningdetermining whether child needs instructional supports Progress monitoringmonitor progress in learning and development
Sources of Information	Formaldirect assessments of children's knowledge and skills (standardized) often more reliable and valid, level in relation to peers, well established psychometrics Informalobservation, work sampling, parent/teacher ratings: only requires adult involved, not aware its happening, more likely to capture emerging skills or judgment-based rating
Properties for Screening	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 levelsto 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