

K-3 Formative Assessment Process:

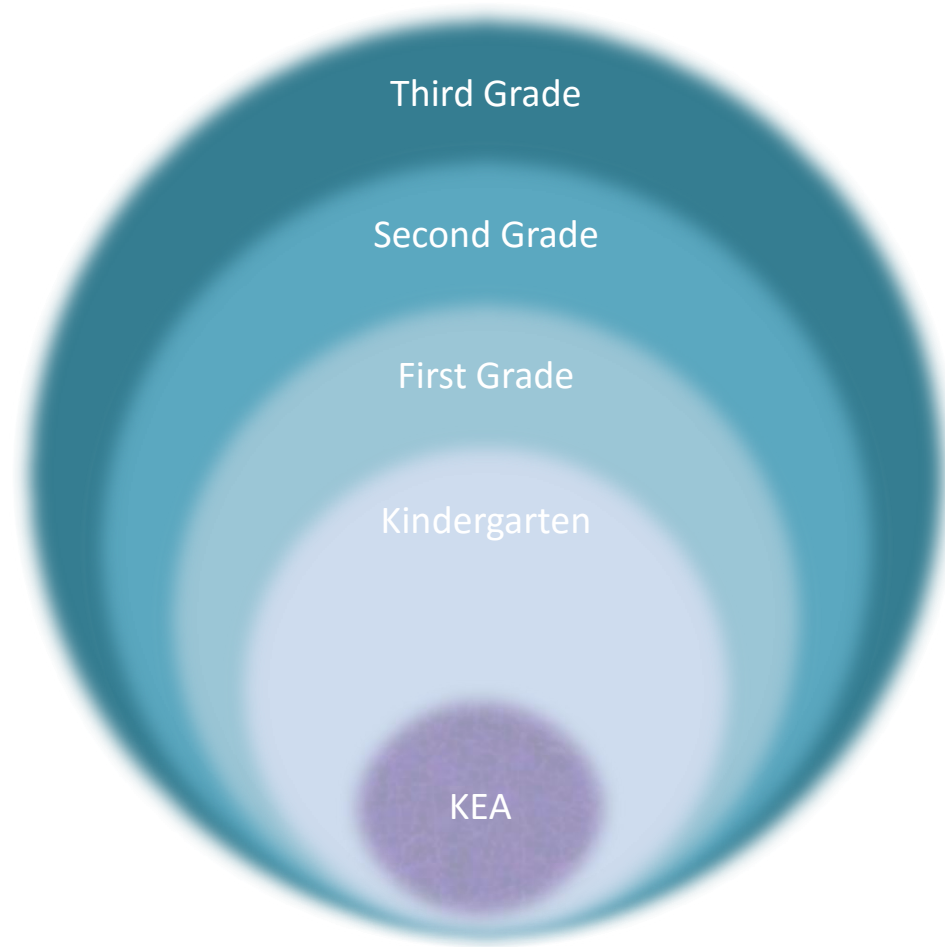
The Vision



NC Legislation K-3 Formative Assessment

- The State Board of Education shall develop, adopt and provide developmentally appropriate individualized assessment instruments for kindergarten through third grade
- Local school administrative units shall use these assessment instruments provided to them by the State Board of Education
- The initial administration of the K-3 Assessment will include a process at kindergarten entry that generates a *Child Profile* within the first 60 days of enrollment
- This process will include screening of all students entering kindergarten in early language, literacy, and math within 30 days of enrollment (a subsection of the *Child Profile*)
- The assessment shall be administered at the classroom level in all LEAs, aligned to NC's early learning and development standards and standard course of study, and appropriate for use with all students

K-3 Formative Assessment Process



K-3 Formative Assessment Process

- **Formative Assessment**

A **process** used by teachers and students **during instruction** that provides feedback to **adjust ongoing teaching and learning** to help students improve their achievement of intended instructional outcomes.

AERA/APA/NCME, 2014

CCSSO, 2006

North Carolina's Balanced Assessment System

Aligned to State Content Standards



Summative Assessments

(Classroom, School, District, & State)

Interim/Benchmark Assessments

(Classroom, School, District, & State)

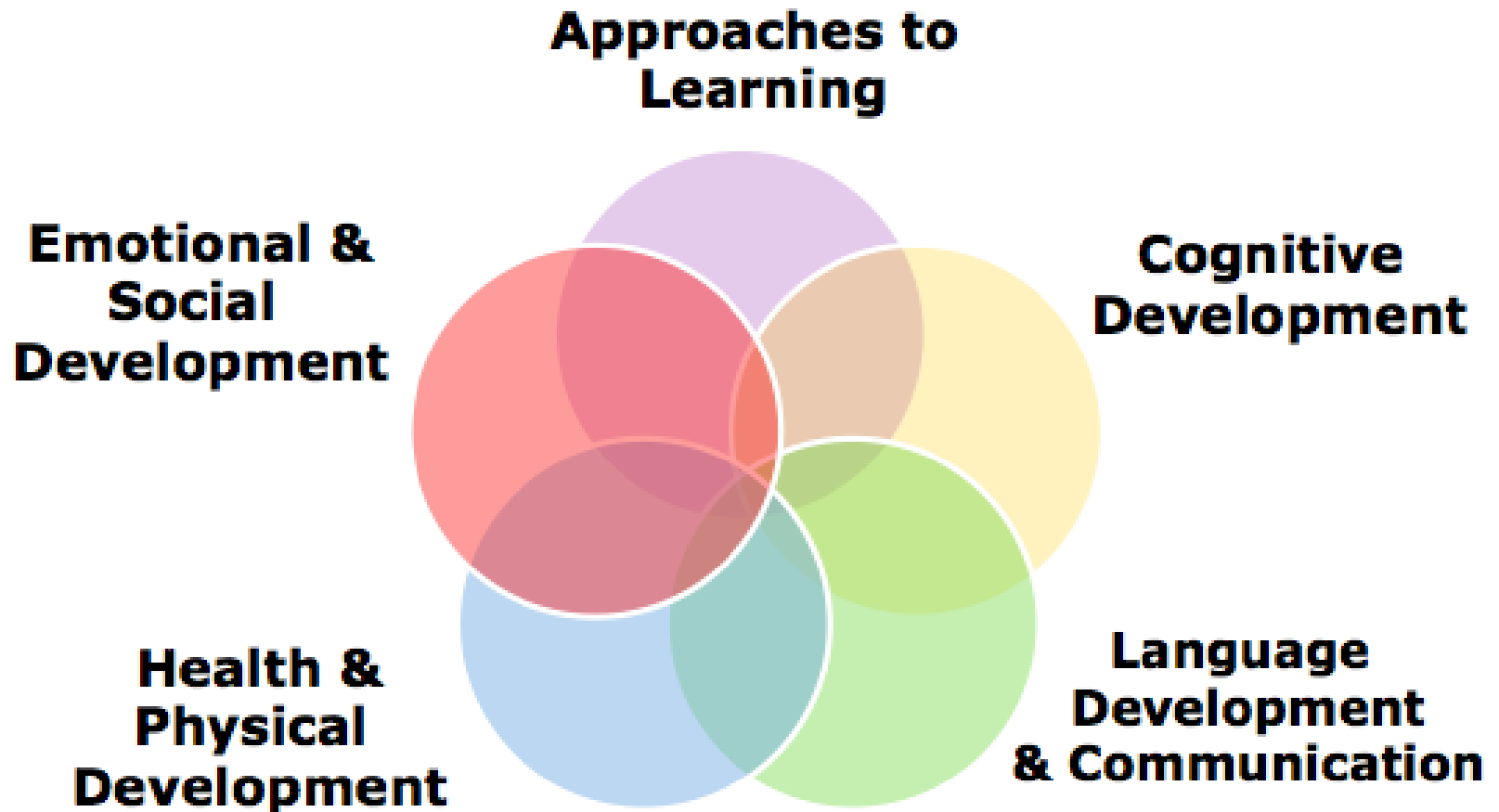
Formative Assessment

(Classroom)



Educating the Whole Child:

5 Domains of Learning and Development



K-3 Formative Assessment Process

Domain	Constructs
Approaches to Learning	Engagement in Self-Selected Activities Perseverance in Assigned Activities
Cognitive Development	Object Counting <i>Cognitive Process TBD</i>
Emotional-Social Development	Emotional Literacy Emotion Regulation
Health & Physical Development	Fine Motor Development Gross Motor Development Midline Motor Development
Language Development & Communication	Following Directions Letter Naming Book Orientation & Print Awareness Vocabulary Writing Reading Comprehension: Monitoring Meaning

2015-2016

Required Constructs

Domain	Constructs
Approaches to Learning	Engagement in Self-Selected Activities Perseverance in Assigned Activities
Cognitive Development	Object Counting <i>Cognitive Process TBD</i>
Emotional-Social Development	Emotional Literacy Emotion Regulation
Health & Physical Development	Fine Motor Development Gross Motor Development Midline Motor Development
Language Development & Communication	Book Orientation & Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning Vocabulary Writing

2015-2016

Optional Constructs

Domain	Constructs
Approaches to Learning	Engagement in Self-Selected Activities Perseverance in Assigned Activities
Cognitive Development	Object Counting <i>Cognitive Process TBD</i>
Emotional-Social Development	Emotional Literacy Emotion Regulation
Health & Physical Development	Fine Motor Development Gross Motor Development Midline Motor Development
Language Development & Communication	Book Orientation & Print Awareness Following Directions Letter Naming Reading Comprehension: Monitoring Meaning Vocabulary Writing

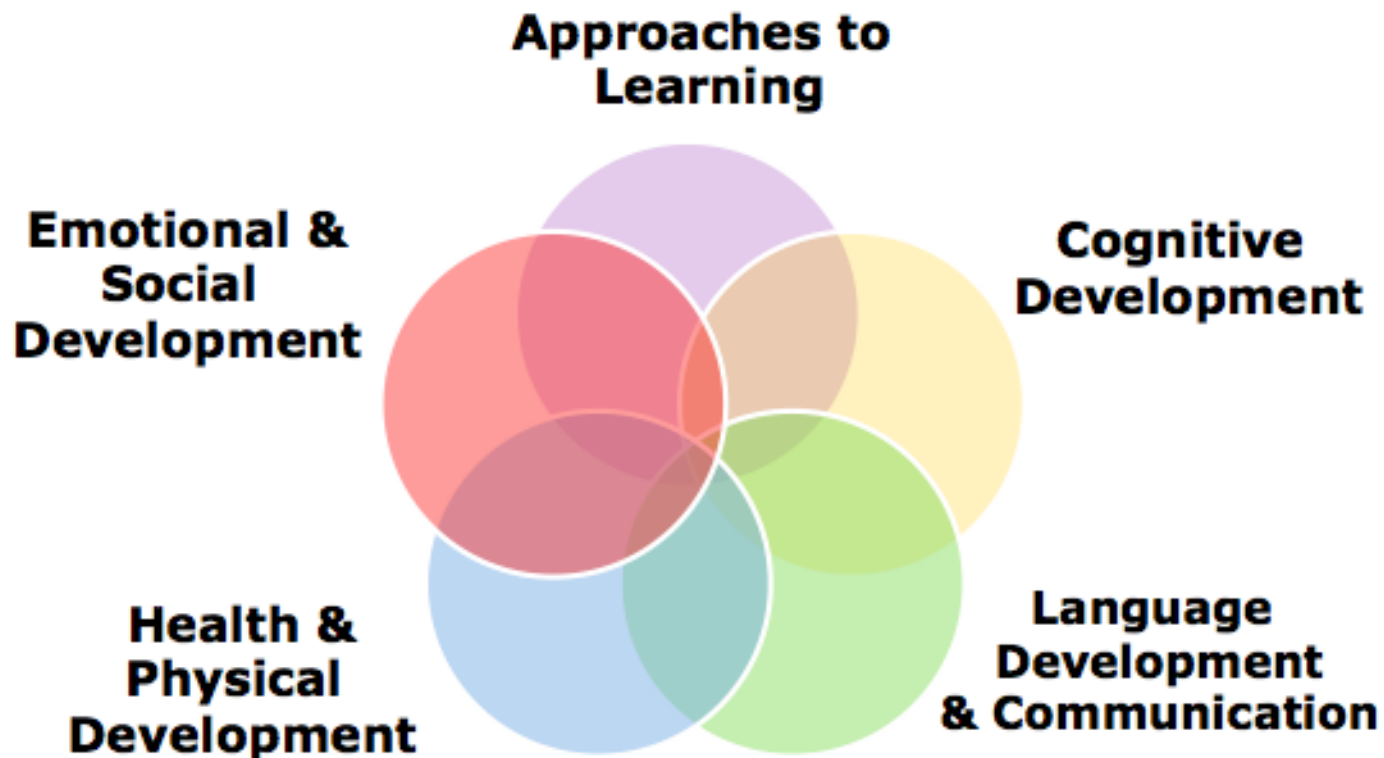
K-3 Formative Assessment Vision

4 Key Points



KEY POINT 1

- **K-3 Formative Assessment Process focuses on the whole child: 5 Domains of Learning and Development**



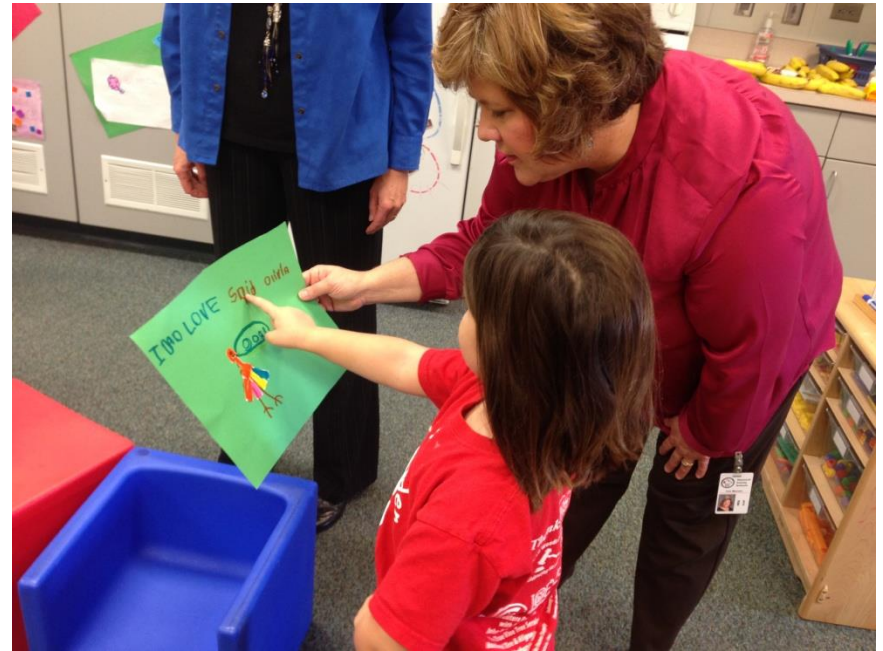
KEY POINT 2



- This K-3 formative assessment process occurs *during* instruction rather than as an isolated event apart from instruction.

KEY POINT 2

- There are a variety of ways to learn about students during instruction
 - observe students working
 - ask probing questions
 - listen to student thinking
 - review student work



KEY POINT 2

- Teachers can learn about students throughout the day in a variety of settings
 - whole group
 - small group
 - centers/stations
 - individual



KEY POINT 3



- A teacher can collect evidence about students using a variety of strategies:
 - talk with families
 - take photos
 - record student conversations
 - write anecdotal notes
 - collect work samples
 - incorporate evidence from other school educators (e.g., PE, OT, Speech, ELL)

KEY POINT 4

- **Evidence is used to guide instruction:**
 - identifies what students know and are able to do and where to head next
 - helps to plan and adjust instruction in an ongoing manner
 - helps to meet the needs of all students



Questions?



Update on Summer Reading Camp

- Read to Achieve Legislation requires summer reading camps to be provided for students non proficient on 3rd grade standards

2015 Sites:

- Candor
- Green Ridge
- Page
- Mt. Gilead

Summer Reading Camp

- 21st century Afterschool Program collaboration
- 74 kids eligible for camp
- Audit from SERVE and Regional Consultant
- 45 % of students demonstrated proficiency through iReady, RTA, Level P or portfolio.
- RTA gains
- Portfolio gains- 135 Standards mastered/220 passages mastered

Questions?

