

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



Race to the Top-Early Learning Challenge Grant Kindergarten through Third Grade Assessment

North Carolina Department of Public Instruction
Office of Early Learning
Exceptional Children Conference
November 21, 2013





Welcome & Introductions





Comfort Items

Please silence your cell phones.



Take stretch breaks as needed.

Today's Purpose

- **To communicate, collaborate and celebrate connections**





Office of Early Learning: Meeting the Needs of All Children



Each child is honored, respected, and empowered to achieve success in school and life. ~

Office of Early Learning, NCDPI



Race to the Top--Early Learning Challenge Grant NC State Law





How does it fit with other DPI initiatives

HomeBase
Racetothetop
ReadtoAchieveReading3D
DPI
PBIS
K3FormativeAssessment
ResponsivenessstoIntervention

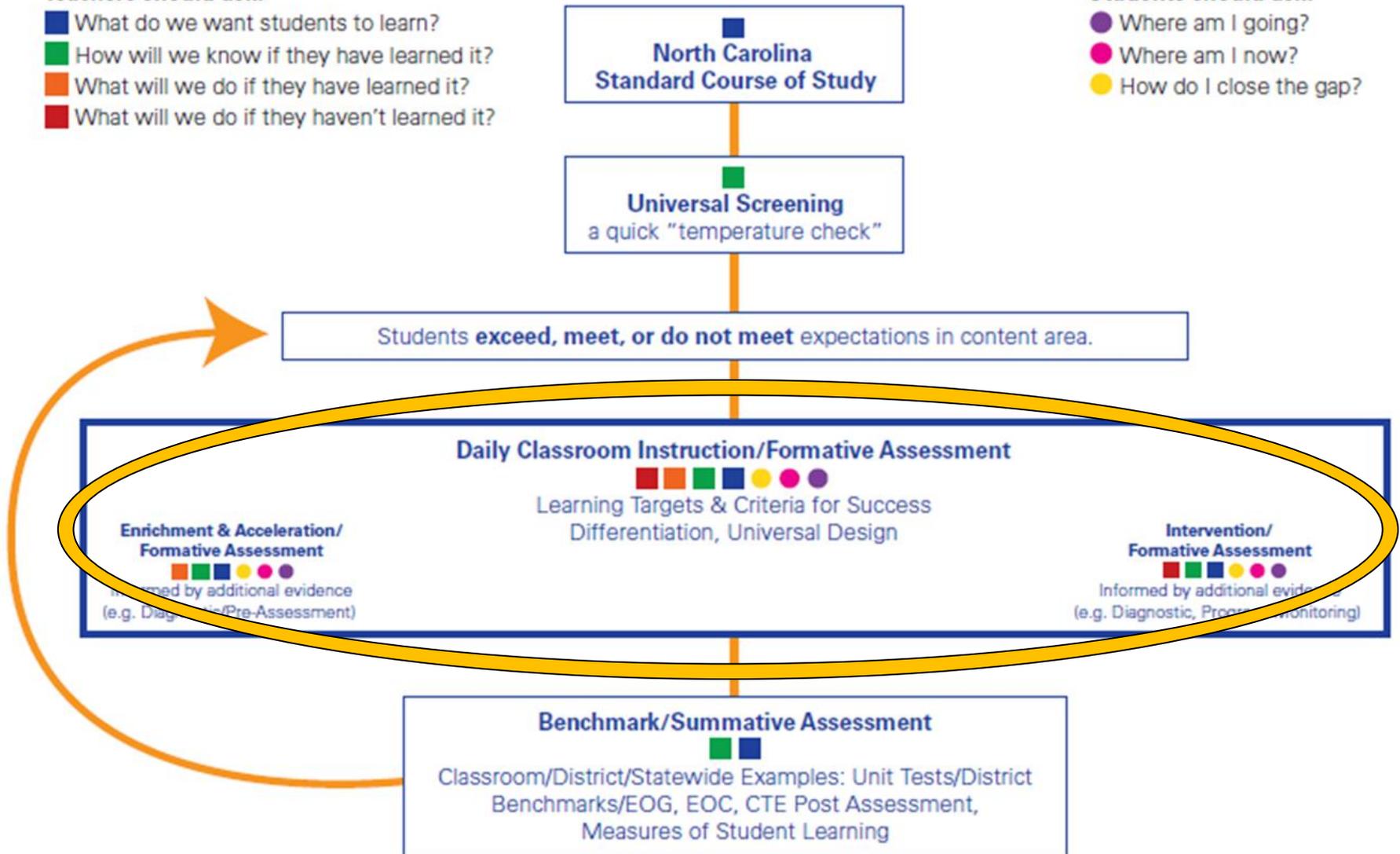
Integrating Assessment into Instruction

Teachers should ask:

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they have learned it?
- What will we do if they haven't learned it?

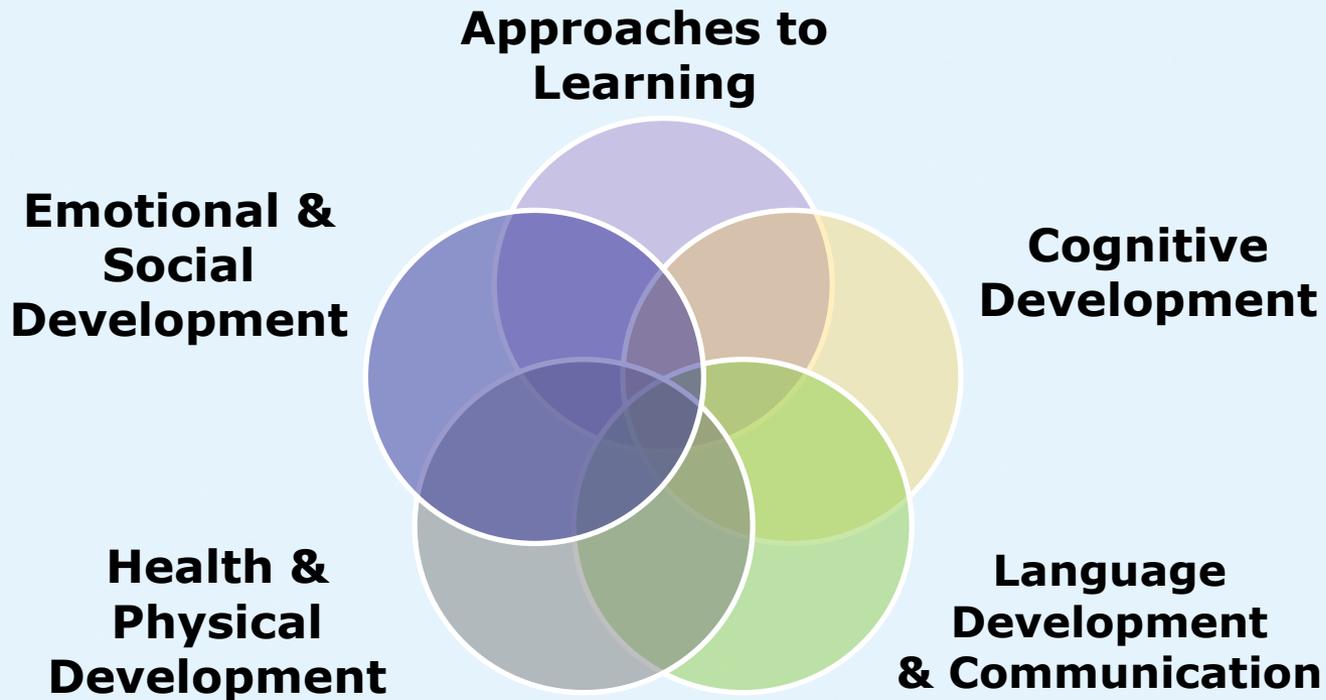
Students should ask:

- Where am I going?
- Where am I now?
- How do I close the gap?



Vision

5 Domains of Learning and Development



K-3 Formative Assessment Vision



K-3 Formative Assessment Vision



Learning and
Development

Formative Assessment

Questions & Discussions



Observations



Embedded Tasks





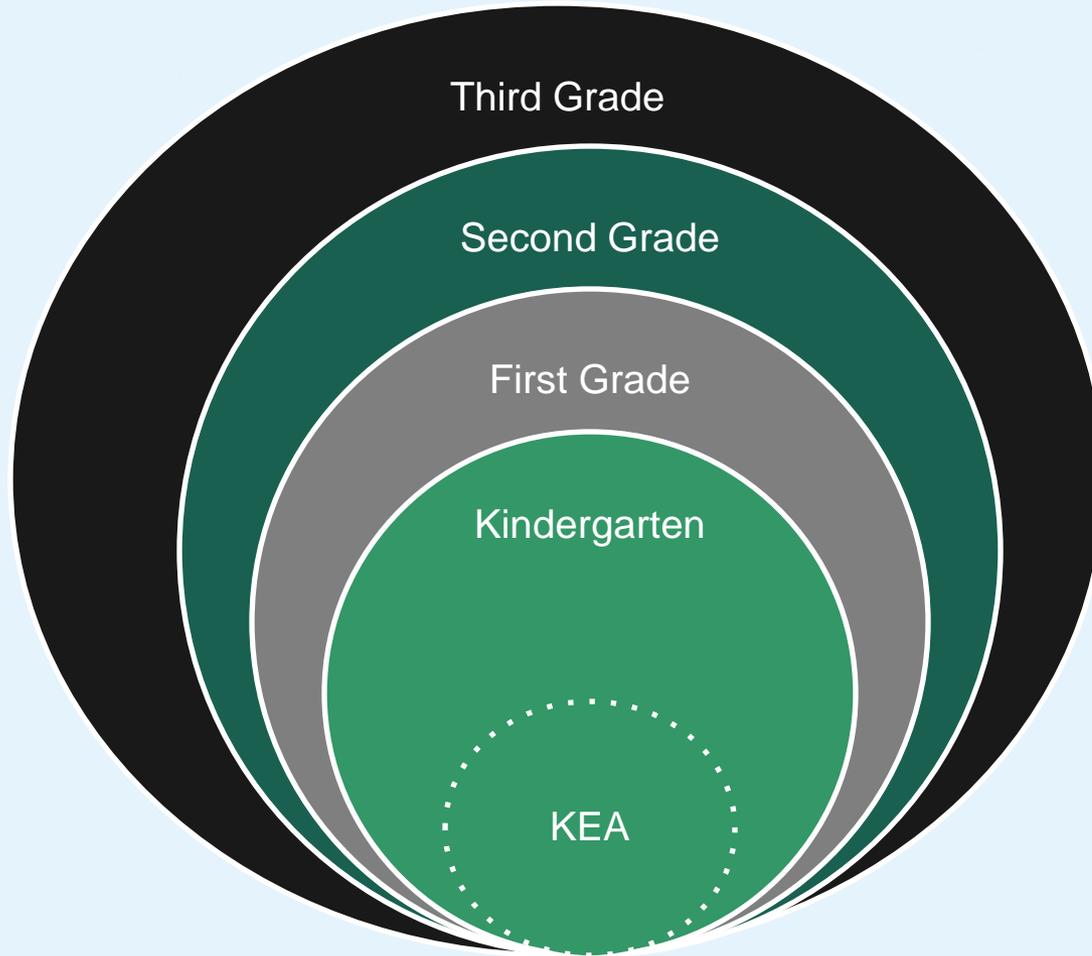
K-3 Assessment Vision

The formative assessment process will:

- be **ongoing**
- be **embedded** in daily instruction
 - Includes interaction with the child
 - Is an indivisible part of instruction
- gather information using **multiple means**
 - e.g., observations, conversations, work samples, tasks, etc.
- be aligned with early learning standards and the NC SCS (Common Core and Essential Standards)

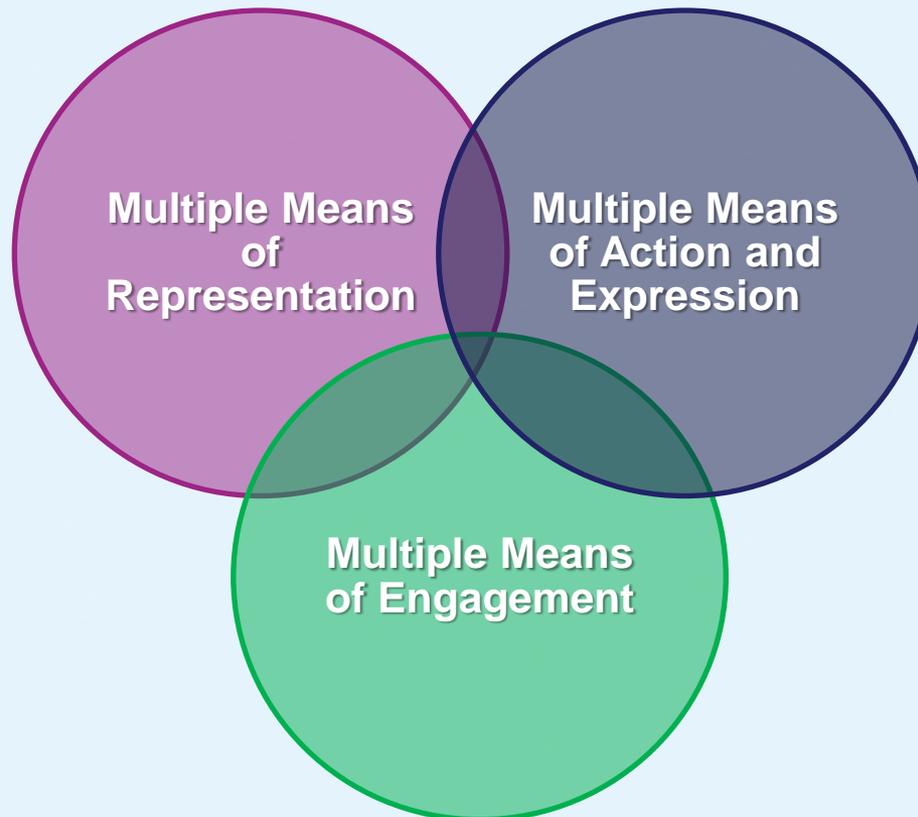


K-3 Assessment Vision





K-3 Assessment Vision





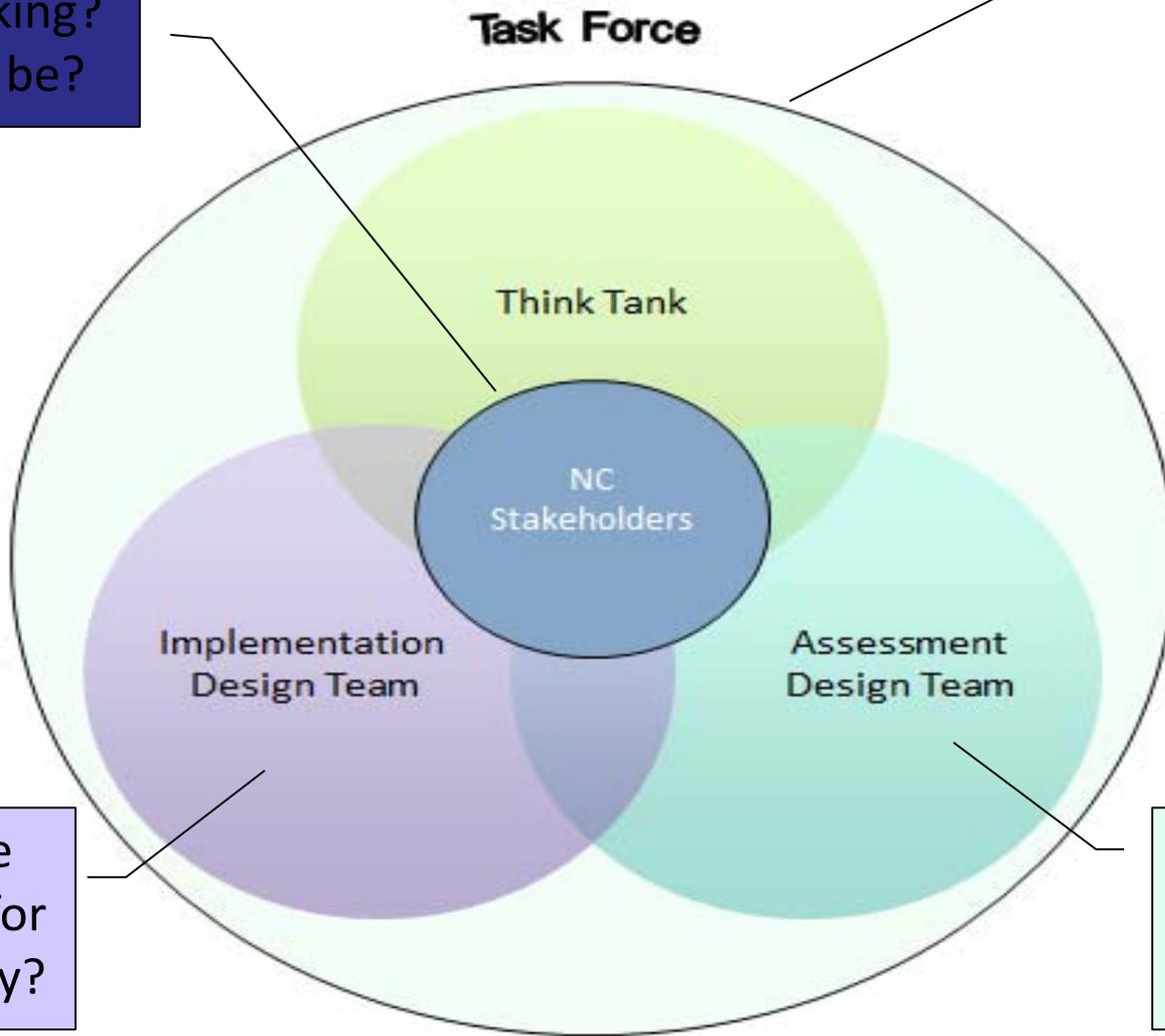
K-3 Assessment Vision

Rather than determine teacher effectiveness, it will **support teacher effectiveness** (Standard 6) by:

- informing targeted professional development in multiple content areas
- promoting reflective practice
- encouraging collaborative decision making

What is working?
What could be?

What is essential?



How do we implement for sustainability?

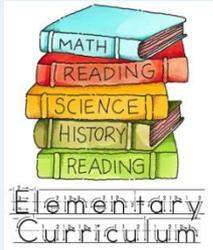
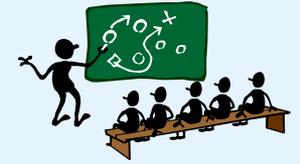
How do we measure this?



Our Proposed Timeline

Task	Timeline
K-3 Assessment Design & Development	Spring 2013 – Summer 2014
Initial Implementation (Usability Testing)	Fall 2014 – Spring 2015
Statewide Implementation	Summer 2015 – Ongoing

Supporting Teachers



Discovery Education's Civ Art Gallery created by Mark A. Hicks, illustrator



Working Together





Today's Focus

- **Current reality:** To discover the ways teachers are gathering evidence of student learning and what they believe is useful and valuable to inform their instruction.
- **Future needs:** To gather feedback from teachers about their *hopes and dreams* regarding what best practices for gathering evidence would look like and what it would provide them as educators.



Hopes

Dreams

Thoughts



NCDPI K-3 Assessment Wiki

http://rtt-elc-k3assessment.ncdpi.wikispaces.net/

The screenshot shows a Mozilla Firefox browser window displaying the NCDPI K-3 Assessment Wiki homepage. The browser's address bar shows the URL rtt-elc-k3assessment.ncdpi.wikispaces.net. The page content includes a navigation sidebar on the left with links for Wiki Home, Recent Changes, Pages and Files, Members, and Manage Wiki. The main content area features a header with the text "home" and a large image of diverse young children in a classroom. Below the image is the title "K-3 Assessment" and a mission statement: "Each child is honored, respected, and empowered to achieve success in school and life." The page also contains introductory text about the assessment's purpose and a call to action to join the Office of Early Learning Listserv.



Stay Connected!

- Office of Early Learning Listserv
 - join-office_of_early_learning_pre-k-grade3@lists.dpi.state.nc.us





Upcoming Opportunities

- Surveys

- Webinars

- Focus Groups

More to Come!



Kindergarten through Third Grade Assessment

Race to the Top-Early Learning Challenge Grant

Each child is honored, respected, and empowered to achieve success in school and life.

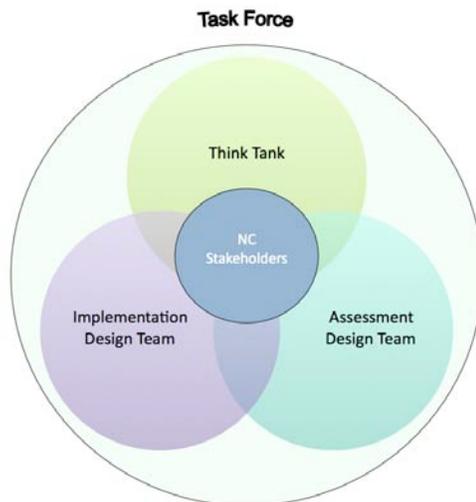
A Vision for K-3 Assessment

- ✓ Includes Kindergarten through Third Grade
- ✓ Addresses 5 domains of learning & development
- ✓ Is formative in nature
- ✓ Is embedded in and a part of daily instruction
- ✓ Guides teaching & learning
- ✓ Collects data in multiple ways
- ✓ Utilizes a digital format for ease of use
- ✓ Is *not* used to make high-stakes accountability decisions
- ✓ Informs early grades reform

Formative Assessment is 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.

YOUR VOICE is Vital

The Office of Early Learning values your input and will offer a variety of collaborative opportunities for teachers, administrators, families, & community members to be involved with the development of the assessment. Watch for opportunities via listserves, webinars & the K-3 Assessment Wiki/webpage.



Office of Early Learning RTT-ELC K-3 Assessment Staff

John Pruette

Executive Director

John.pruette@dpi.nc.gov

Cindy Bagwell

Project Administrator

Cindy.bagwell@dpi.nc.gov

Amy Scrinzi

Project Lead

Amy.scrinzi@dpi.nc.gov

Dan Tetreault

Project Lead

Dan.tetreault@dpi.nc.gov

Jody Koon

OEL Education Consultant

Jody.koon@dpi.nc.gov

Catherine Woodall

Region 1 Consultant

Catherine.woodall@dpi.nc.gov

Leslie Simmons

Region 2 Consultant

Leslie.simmons@dpi.nc.gov

Darlene Germano

Region 3 Consultant

Darlene.germano@dpi.nc.gov

Jami Graham

Region 4 Consultant

Jami.graham@dpi.nc.gov

Cindy Dewey

Region 5 Consultant

Cynthia.dewey@dpi.nc.gov

Erika Beattie

Region 6 Consultant

Erika.beattie@dpi.nc.gov

Karen Lounsbury

Region 7 Consultant

Karen.lounsbury@dpi.nc.gov

Nancy Costello

Region 8 Consultant

Nancy.costello@dpi.nc.gov

For additional information and today's presentation materials please visit:

<http://rtt-elic-k3assessment.ncdpi.wikispaces.net/>

Race to the Top Early Learning Challenge Grant K-3 Assessment Guiding Principles

The to-be-developed K-3 Assessment must meet the following criteria as outlined in the Race to the Top Early Learning Challenge grant, based on recommendations from the National Research Council's (NRC) 2008 *Early Childhood Assessment: Why, What and How* report*. Most of the Guiding Principles are adapted from the NRC report, and the appropriate page numbers are provided for reference.

1. The K-3 Assessment strategy—which assessments to use, how often to administer them, how long they should be, how the domain of items or children should be sampled—must match the stated purpose and require the minimum amount of time to obtain valid results for that purpose (p.5).
2. Those charged with developing the K-3 Assessment must weigh options carefully, considering the appropriateness of the assessment for the desired purposes and for use with all the subgroups of children to be included. Consideration of all potential purposes is essential, as is careful analysis of the actual content of the assessment instrument (p. 5).
3. The K-3 Assessment must include items that measure all five Essential Domains of School Readiness: Approaches to Learning, Cognitive Development- Math, Science, Social Studies & the Arts, Emotional-Social Development, Health & Physical Development, and Language Development & Communication.
4. For children with disabilities and special needs, the K-3 Assessment may need to be replaced or supplemented with more functional approaches (p. 6).
5. Decisions about the K-3 Assessment will be made by individuals with the requisite programmatic and technical knowledge and after careful consideration of a variety of factors, including existing research, recommended practice, and available resources. For us, this means that individuals knowledgeable of test development, assessment of children in K-3rd grades, assessment of children in K-3 with High Needs (e.g., Dual Language Learners and children with disabilities), ELD standards, K-3 Standards, K-3 instruction, and cultural diversity must be meaningfully involved in the development of NC's K-3 Assessment.
6. Assessors must be trained to meet a clearly specified level of expertise in administering assessments, must be monitored systematically, and must be reevaluated occasionally. Careful supervision and reliability checks and monitoring must be put into place to ensure teachers adhere to approved administration procedures and practices (p.7).
7. The K-3 Assessment must be constructed in accordance with principles of universal design, so it will be accessible to, valid, and appropriate for the greatest number of children. Children with disabilities may still need accommodations, but this need should be minimized (p. 8).
8. Development of the K-3 Assessment will ensure that young children with special needs, children from language-minority homes, and other Children with High Needs are well represented in pilot studies and validation samples (p. 8).
9. Extreme caution will be exercised when drawing any conclusions about the status and progress of, as well as the effectiveness of programs serving, Children with High Needs.
10. Results from the K-3 Assessment will be used to provide additional support, professional development, or funding for ELD programs and K-3 classrooms (rather than for accountability or high-stakes purposes).
11. The K-3 Assessment will not be used for accountability or high-stakes purposes (e.g., to evaluate teachers or ELD programs).
12. The K-3 Assessment will include procedures for checking, on an ongoing basis, a sample of the assessments for reliability.
13. The K-3 Assessment will include careful safeguards to prevent misuse of the information in decisions made about individual children (adapted from recommendation S-5 on p. 11).

*National Research Council. (2008). *Early Childhood Assessment: Why, What, and How*. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, *Editors*. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington DC: The National Academies Press.