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
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?

North Carolina Standard Course of Study

Universal Screening
a quick “temperature check”

Students exceed, meet, or do not meet expectations in content area.

Daily Classroom Instruction/Formative Assessment
- Learning Targets & Criteria for Success
- Differentiation, Universal Design

Enrichment & Acceleration/Formative Assessment
Informed by additional evidence (e.g., Diagnostic/Pre Assessment)

Intervention/Formative Assessment
Informed by additional evidence (e.g., Diagnostic, Progress Monitoring)

Benchmark/Summative Assessment
- Classroom/District/Statewide Examples: Unit Tests/District Benchmarks/EOG, EOC, CTE Post Assessment,
- Measures of Student Learning
Vision

5 Domains of Learning and Development

Approaches to Learning

- Emotional & Social Development
- Cognitive Development
- Health & Physical Development
- Language Development & Communication
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
  o Includes interaction with the child
  o Is an indivisible part of instruction
• gather information using **multiple means**
  o 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

Multiple Means of Representation

Multiple Means of Action and Expression

Multiple Means of Engagement
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 essential?
How do we measure this?
What is working? What could be?
How do we implement for sustainability?
How do we measure this?
# Our Proposed Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Implementation (Usability Testing)</td>
<td>Fall 2014 – Spring 2015</td>
</tr>
<tr>
<td>Statewide Implementation</td>
<td>Summer 2015 – Ongoing</td>
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</tbody>
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Supporting Teachers

Discovery Education Clip 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.
NCDPI K-3 Assessment Wiki

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

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

In response to legislation passed by NC General Assembly, and to meet requirements of the Race to the Top Early Learning Challenge grant, NCDPI's Office of Early Learning is designing a developmentally appropriate, individualized assessment for K-3 children.

This assessment will be formative in nature and aligned with both North Carolina’s Early Learning and Development Standards and the Standard Course of Study. It will build on the best assessments currently being used in the early grades while broadening areas assessed to incorporate the five domains of development and learning included in North Carolina’s definition of school readiness. The K-3 Assessment will provide teachers a more complete picture of the whole child and provide data to inform daily instructional practices and help meet the needs of every child.

The Office of Early Learning values stakeholder input and will offer a variety of opportunities for teachers, administrators, families, and community members to be involved. Monitor this wiki for updates and new information regarding the K-3 Assessment. Information will also be sent out via the Office of Early Learning listserv.

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!
The greatest love of all is easy to achieve.
Kindergarten through Third Grade Assessment  
Race to the Top-Early Learning Challenge Grant

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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.

For additional Information and today’s presentation materials please visit:  
http://rtt-ELC-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).


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).