

## Using Formative Assessment

To Evaluate Children's Progress In Early Intervention and Early Childhood Special Education

Virginia Buysse, NCSI @ AIR  
Alise Paillard, NCSI @ WestEd  
Taletha Derrington, DaSy/NCSI @ SRI

Improving Data, Improving Outcomes  
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## Session Objectives

- Identify four broad types of child assessment and the purpose of each
- Describe how formative assessment can be used to monitor child progress and evaluate program improvement
- Discuss current practices and key challenges that states face in using formative assessment

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States have a growing need for high quality data to evaluate early childhood program improvement efforts



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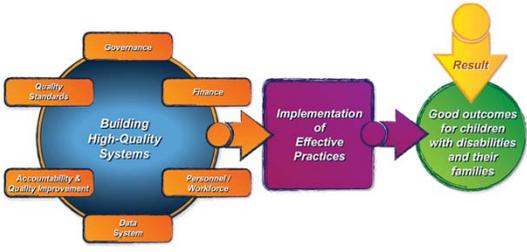
High quality child assessment data are a key component of program evaluation



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## Child Assessment & the ECTA Framework



[http://ectacenter.org/~pdfs/pubs/ecta-system\\_framework.pdf](http://ectacenter.org/~pdfs/pubs/ecta-system_framework.pdf)

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## Child Assessment & DEC Recommended Practices

The Division for Early Childhood of the Council for Exceptional Children



April 14, 2014

<http://www.dec.sped.org/>

This document is available online at: <http://www.dec.sped.org/recommendedpractices>

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## Child Assessment & the DaSy Framework

- Section 2: Quality and Integrity:** This section addresses policies to ensure validity, reliability, accuracy, consistency, and intended use of data. The section also focuses on the implementation of the monitoring and training procedures to ensure consistent application of data quality and integrity policies.

<http://dasycenter.org/resources/dasy-framework/>

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## Building Child Assessment Systems

Across Four Broad Categories

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## Developmental Screening

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## Diagnostic Assessment

- Used to identify significant concerns about children's development
- Multiple methods and sources required, with special attention on family input
- Eligibility decisions based in part on norm-referenced assessments that are age-appropriate and technically sound
- Include accommodations to ensure assessments appropriately measure child's knowledge and skills

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## Formative Assessment

- Used to plan and evaluate instruction or intervention linked to early learning standards
- Assess progress in learning and determine need to adjust instruction or intervention
- Adopt tools at a systems-wide rather than individual program level
- Administer periodically throughout the year

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## Child Outcome Assessment

- Used most often to determine the effectiveness of the program
- Data aggregated at group rather than individual child level
- Rely on direct assessments of child's knowledge and skills based on structured observations and individual assessments
- Selection of tools depends on purpose of the evaluation and child characteristics
- Used in conjunction with measures of program/classroom quality

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What Challenges Do States Face in Building Statewide Child Assessment Systems?

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#1—Identifying valid, appropriate measures for young diverse learners



- Infants and toddlers
- Children from diverse linguistic or cultural groups
- Children with learning or behavioral problems
- Children with disabilities

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#2—Confusion about terminology and the meaning of screening, formative assessment, and progress monitoring

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#3—Confusion about which measures to use for different purposes and who should administer them

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#4—Absence of professional development on how to administer and use assessments

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#5—Lack of guidance in how to engage families and others in assessment process

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#6—Lack of time and limited capacity to administer and use formative assessment data at the individual child, program, and state levels

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TODAY'S PURPOSE

Explore the What and How of Formative Assessment for Monitoring the Progress of Individual Children and Groups of Children

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Expanding the traditional use of formative assessment to include program evaluation and SSIP



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Formative assessment within SSIPs should...

- Reflect the intended purpose
- Be appropriate for use with diverse groups of children
- Take into account the broader context in which the results will be used
- Be adopted and used consistently across programs to provide a common metric for measuring progress in groups of children

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Exemplar Formative Assessment Tools

- Early Communicator Indicator (ECI), Juniper Gardens
- Early Social Indicator (ESI), Juniper Gardens (under revision)
- Preschool Early Literacy Indicators (PELI), Dynamic Measurement Group
- Individual Growth and Development Indicators (IGDIs), [www.myIGDIs.com](http://www.myIGDIs.com)
- Circle Progress Monitoring System, Children's Learning Institute

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What child assessments are you using currently?

Which ones can be used to monitor progress?

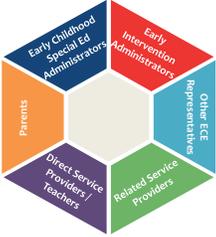
In what areas? For what age groups?

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### Recommendations for States

1 Select an approach to formative assessment with input from key stakeholder groups



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### Recommendations for States

2 Support the use of formative assessment through professional development, resources, and ongoing supports



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### Recommendations for States

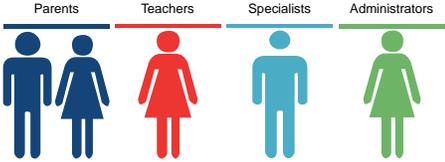
3 Create data systems for storing, managing, retrieving, analyzing, and sharing formative assessment data



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### Recommendations for States

4 Incorporate formative assessment into SSIPs as a way of measuring progress toward SIMRs



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What are your ideas about using formative assessment to monitor the progress of individual children and groups of children within SSIP?

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### For More Information

- NCSI (<http://ncsi.wested.org/ask-the-ncsi/> or <http://ncsi.wested.org/>)
  - Contact your NCSI TA Facilitator or Cross-state Learning Collaborative Lead
  - Contact Virginia Buysee ([vbuysee@air.org](mailto:vbuysee@air.org)) or Kristin Ruedel ([kruedel@air.org](mailto:kruedel@air.org)), Lead for Data Use & Evaluation
  - Follow NCSI on Twitter: [@TheNCSI](https://twitter.com/TheNCSI)
- DaSy (<http://dasycenter.org/>)
  - Contact your DaSy TA Liaison
  - Follow DaSy on Twitter: [@DaSyCenter](https://twitter.com/DaSyCenter)
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