


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
New Orleans, LA
August 15, 2016




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


2



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



3



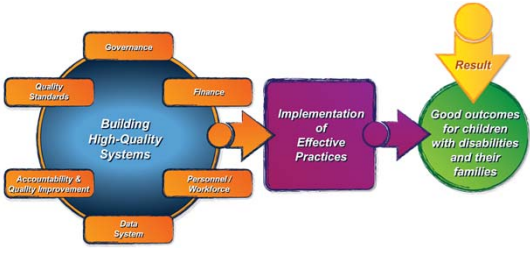
High quality child assessment data are a key component of program evaluation



4




Child Assessment & the ECTA Framework




http://ectacenter.org/~pdfs/pubs/ecta-system_framework.pdf

5



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>

6



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/>

7

Building Child Assessment Systems

Across Four Broad Categories

8

Developmental Screening

9

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

10

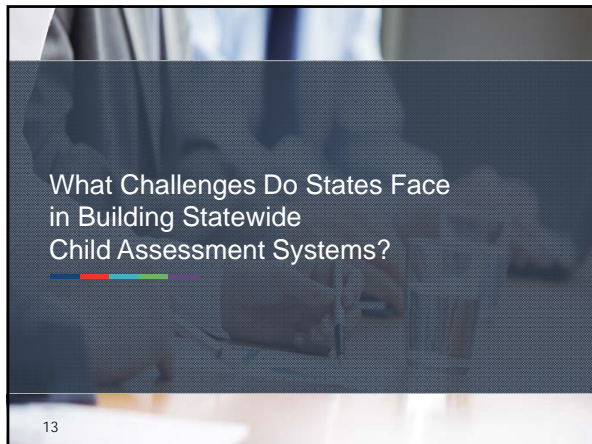
Formative Assessment

- 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

11

Child Outcome Assessment

12



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

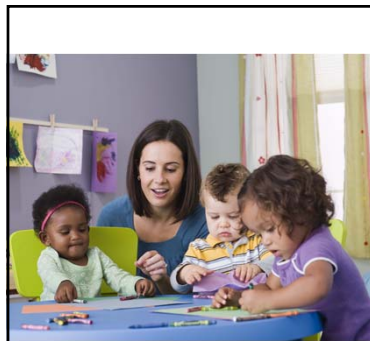
13

#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

14




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

15



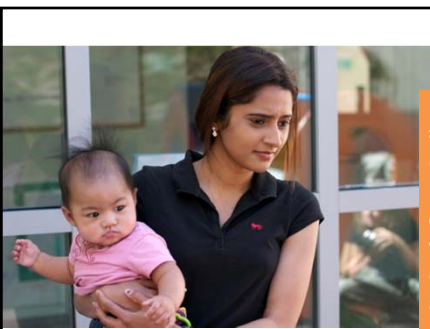
#3—Confusion about which measures to use for different purposes and who should administer them

16




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

17



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

18





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


19



TODAY'S PURPOSE

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

20



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




21



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

22



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
- Circle Progress Monitoring System, Children's Learning Institute

23




What child assessments are you using currently?

Which ones can be used to monitor progress?

In what areas? For what age groups?

24



Recommendations for States

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



25 

Recommendations for States


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




26 

Recommendations for States

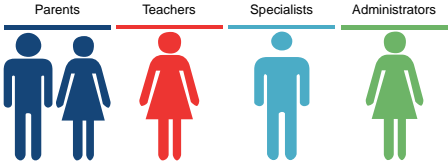
3 Create data systems for storing, managing, retrieving, analyzing, and sharing formative assessment data




27 


Recommendations for States

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




28 

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

29 

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) or Kristin Ruedel (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)
 - Like DaSy on Facebook: <https://www.facebook.com/dasycenter>

30 

The image contains several logos arranged in a grid. In the top left is the DaSy logo, featuring the text 'DaSy' in blue with a red flower icon above the 'y', and 'The Center for IDEA Early Childhood Data Systems' below. To its right is the WestEd ncsi logo, with 'WestEd' in green and 'ncsi' in blue, and 'national center for systemic improvement' below. In the center is the 'IDEA's that Work' logo, with 'IDEA's' in red and 'that Work' in blue, and 'Office of Special Education Programs U.S. Department of Education' below. In the bottom left is the AIR logo, with 'AIR' in blue and 'AMERICAN INSTITUTES FOR RESEARCH' below. To its right is the TA&D NETWORK logo, with 'TA&D' in blue and 'NETWORK' below. On the far right is the SRI International logo, featuring a globe icon and 'SRI International' text.

The contents of this presentation were developed under grants from the U.S. Department of Education, # H373Z120002 and H326R140006. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. DaSy Center Project Officers: Meredith Miceli and Richelle Davis. NCSI Project Officers: Perry Williams and Shedah Hajghassemi.

31