

K-3 Connector Resource Library

Prepared by:

Anne Partika
Lauren LaMonte
Van-Kim Lin

Child Trends

7315 Wisconsin Avenue, Suite 1200W
Bethesda, MD 20814



Prepared for:

K-3 Formative Assessment Research Team and Executive Committee



North Carolina's K–3 Formative Assessment Process was developed with funding from the US Departments of Education and Health and Human Services. The K–3 Formative Assessment is being enhanced with funding from the US Department of Education. The contents of these assessment materials do not represent the policy of these Departments and you should not assume endorsement by the Federal Government.

The K-3 Formative Assessment Consortium provides coordination and support across 10 states in various stages of implementing formative assessment in the early grades. The ***K-3 Connector*** is a bimonthly newsletter that highlights consortium states’ accomplishments and upcoming events, and provides related resources. The resources included in each edition of the K-3 Connector are compiled in this Resource Library by topic.

TABLE OF CONTENTS

Introduction to Formative Assessment.....	4
Five Key Strategies for Effective Formative Assessment	4
How Differentiated Instruction and Formative Assessment Work at Forest Lake Elementary, South Carolina	4
Understanding Formative Assessment	4
Feed-Up, Feedback, Feed Forward: Making Formative Assessment Come Alive.....	4
Developing Kindergarten Readiness and Other Large-Scale Assessment Systems	4
Engaging Families	5
For every child, multiple measures: What Parents and Educators Want from K–12 Assessments	5
A Parent’s Guide to Classroom [K-12] Assessment.....	5
Sharing Data to Create Stronger Parent Partnerships	5
Sharing Data with Families at Parent/Teacher Conferences	5
Sharing Formative Assessment Data with Families	5
Tips for Administrators, Teachers, and Families: How to Share Data Effectively.....	6
Implementing the K-3 Formative Assessment.....	7
New Jersey First through Third Grade Implementation Guidelines	7
Formative Assessment Training Modules and Trainer Guides	7
15 Ways to Know When Your Students Aren’t “Getting” It: A Guide to Formative Assessment	7
K-3 Formative Assessment Process, North Carolina Department of Public Instruction.....	7
Using Formative Assessment to Increase Learning	8
Case Studies of the Early Implementation of Kindergarten Entry Assessments	8
Growing Relationships.....	9
Education Reform Glossary: Stakeholder	9
NC K-3 Formative Assessment Process Vision	9
Formative Assessment: Not Just another Test	9
District Leadership Can Drive Formative Assessment Success, Student Achievement	9
Parent, Family, Community Involvement in Education	9
Professional Development & School Culture	10
Professional Development on Formative Assessment: Insights from Research and Practice.....	10
Three Lessons from Implementing Formative Assessment-Based Teacher Professional Development	10

Formative Assessment at Simmons Elementary.....	10
Building a Culture of Formative Assessment Through Professional Development	10
Early Childhood Assessments: Focus on the Child.....	10
Aligning Formative Assessments	12
Common Early Learning and Development Standards Analysis for the North Carolina EAG Consortium	12
Improving Systems of Learning Through the Use of Child Standards and Assessments	12
50-State K-3 Quality Comparison and Companion Report	12
Policy Considerations	14
Formative Assessment: Key Considerations for Early Childhood Policymakers	14
Tips for Teachers	15
Education Week: A Special Report on Formative Assessment	15
Praise for Formative Assessment and Five Steps for Successful Classroom Integration.....	15
5 Research-Based Tips for Providing Students with Meaningful Feedback.....	15
7 Ways to Understand if Your Classroom Assessments Are Working	15
Using Formative Assessment with Diverse Populations	16
Supporting English Learners in Preschool: Strategies for Teachers.....	16
Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8.....	16
Developmental Assessment of Young Dual Language Learners (DLLs) with a Focus on Kindergarten Entry Assessment: Implications for State Policies.....	16

FIVE KEY STRATEGIES FOR EFFECTIVE FORMATIVE ASSESSMENT

This policy brief details five suggested strategies for successful implementation of formative assessment within the classroom, including setting goals, gathering evidence, providing feedback, empowering students to own their learning, and guiding students to be supports for one another's learning. This brief was written by Dylan William, a professor emeritus at University of London, and published by the National Council of Teachers of Mathematics in 2007.

Link to resource: http://schools.nyc.gov/NR/rdonlyres/40877F5B-D6C0-4EB5-A5A45644A86CA523/0/Research_brief_04_Five_KeyStrategies.pdf

HOW DIFFERENTIATED INSTRUCTION AND FORMATIVE ASSESSMENT WORK AT FOREST LAKE ELEMENTARY, SOUTH CAROLINA

In this short video, we hear from elementary school teachers about how they implement formative assessment through various modes of technology, and the advantages to using ongoing assessment as part of an individualized, personalized, authentic, and collaborative (IPAC) teaching model. This video was shared by Edutopia, a foundation that researches and evaluates educational tools and strategies and also provides resources to educators.

Link to resource: <https://www.youtube.com/watch?v=gFXbuE-21I4&feature=youtu.be>

UNDERSTANDING FORMATIVE ASSESSMENT

This comprehensive report was developed in 2013 by WestEd, an education-focused research, evaluation, and consulting company. The report provides an overview of some of the benefits and underlying theory of formative assessment, and general strategies and guidelines for teachers implementing formative assessment.

Link to resource: http://www.wested.org/wp-content/files_mf/1370912451resource13071.pdf

FEED-UP, FEEDBACK, FEED FORWARD: MAKING FORMATIVE ASSESSMENT COME ALIVE

In this hour-long webinar recorded by ASCD in 2011, Dr. Nancy Frey presents strategies for integrating ongoing formative assessment into instruction, with examples from elementary and middle school classrooms. Dr. Frey is an author and professor at San Diego State University.

Link to resource: <http://www.ascd.org/professional-development/webinars/nancy-frey-webinar.aspx>

DEVELOPING KINDERGARTEN READINESS AND OTHER LARGE-SCALE ASSESSMENT SYSTEMS

This report was developed in 2011 by Dr. Kyle Snow, Director of the Center for Applied Research at the National Association for the Education of Young Children (NAEYC). It provides guidance on the development and implementation of assessment initiatives, with particular focus on Kindergarten Entry Assessments (KEAs).

Link to resource: http://www.naeyc.org/files/naeyc/file/research/Assessment_Systems.pdf

FOR EVERY CHILD, MULTIPLE MEASURES: WHAT PARENTS AND EDUCATORS WANT FROM K–12 ASSESSMENTS

This report presents findings from a nationally-representative research study focusing on parent, teacher, and school administrator perceptions of formative assessment. It was developed in 2012 by Northwest Evaluation Association, a non-profit association specializing in academic services, and Grunwald Associates, a research center and consulting firm.

Link to resource: http://www.grunwald.com/pdfs/NWEA-GRUNWALD_Assessment_Perceptions_b.pdf

A PARENT’S GUIDE TO CLASSROOM [K-12] ASSESSMENT

This guide provides information to parents about on-going assessment in the classroom and covers formative assessment, evaluation, and reporting. It may be useful in sharing with parents who have questions or concerns about the formative assessment process. This guide was developed by Surrey Teachers Association, an association of 5,000 teachers from Surrey, Canada.

Link to resource:

<https://www.surreyschools.ca/ParentServices/ParentInfoBrochures/Documents/A%20Parent's%20Guide%20to%20Classroom%20Assessment.pdf>

SHARING DATA TO CREATE STRONGER PARENT PARTNERSHIPS

In this short video, we hear about how one elementary school teacher in Humbolt, AZ uses data to communicate with parents about their children's academic progress. This video was shared by Edutopia, a foundation that researches and evaluates educational tools and strategies, and also provides resources to educators.

Link to resource: <https://youtu.be/kL5lO8gMrR0>

SHARING DATA WITH FAMILIES AT PARENT/TEACHER CONFERENCES

This webpage, developed by Choice Literacy, offers educators strategies for sharing data with families during parent-teacher conferences. Choiceliteracy.com is an online portal providing a variety of resources to educators.

Link to resource: <https://www.choiceliteracy.com/articles-detail-view.php?id=490>

SHARING FORMATIVE ASSESSMENT DATA WITH FAMILIES

This resource from Transitional Kindergarten (TK) California provides guidance for teachers sharing formative assessment data with families, a practice that has important benefits for students.

- Drop-off and pick-up times are good opportunities to share brief but unique comments about a child with his or her family.

- During the day, write a quick note about something you observed a child learning and place it in the child's cubby so parents will see it at pick-up.
- Keep work samples in a file box for each child that you encourage parents to browse.
- Create communication notebooks to jot down progress updates. Send notebooks home each day, or keep them at school in a location accessible to families waiting to pick up their children.
- Capture students in action with snapshot photos to share with parents.

Link to resource: <http://www.tkcalifornia.org/teaching-tools/classroom-instructional-planning/assessment/sharing-formative-assessment-information-with-families/>

TIPS FOR ADMINISTRATORS, TEACHERS, AND FAMILIES: HOW TO SHARE DATA EFFECTIVELY

This resource from the Harvard Family Research Project provides tips for administrators, teachers, and families on how to share data on children in an ongoing and meaningful way. The resource includes tip sheets as well as real-life examples of data-sharing, which may be helpful to share with schools. The guidance for administrators and teachers is detailed below.

Tips for administrators include:

- build capacity and a data-sharing culture among teachers;
- help school support staff, including parent liaisons and guidance counselors, develop a role in data-sharing;
- ensure respect for student privacy and appropriate data management practices across staff;
- emphasize the importance of parent-teacher conferences;
- provide data orientation for families;
- ensure equity in families' access to data;
- communicate the purpose and goals of data collection to families;
- elicit feedback from families on how well the data is communicated;
- involve community partners in family outreach.

Tips for teachers include:

- focus on the whole child when sharing data with families;
- ensure that accurate and timely data is accessible to families;
- collaborate with other teachers to determine the best ways to share specific types of data;
- when developmentally appropriate, discuss the data with students and tell them you plan to share data with their family, so they have the opportunity to discuss it with their family as well;
- be sensitive to the diverse cultural and linguistic backgrounds of the families you work with;
- be mindful of family privacy;
- avoid education jargon as much as possible;
- focus conversations on growth potential;
- invite families to share their own observations of their children.

Link to resource: <http://www.hfrp.org/var/hfrp/storage/fckeditor/File/7-DataSharingTipSheets-HarvardFamilyResearchProject.pdf>

NEW JERSEY FIRST THROUGH THIRD GRADE IMPLEMENTATION GUIDELINES

The purpose of these guidelines is to outline best practices in the primary years of schooling and to assist educators with fusing practices that are both academically rigorous and developmentally appropriate. These guidelines were developed collaboratively by New Jersey's local school districts, State and Federal agencies, and higher education organizations. The writing of these guidelines was led by Drs. Shannon Ayers and Sharon Ryan at Rutgers University. In addition, this project would not have happened without the support of our Federal partners provided through the Race to the Top-Early Learning Challenge.

Link to resource: <http://www.childtrends.org/wp-content/uploads/2016/01/NJDOE-First-through-Third-Grade-Implementation-Guidelines.pdf>

FORMATIVE ASSESSMENT TRAINING MODULES AND TRAINER GUIDES

North Central Comprehensive Center (NCCC) developed a series of seven professional development modules to help teacher learning communities (TLCs) understand what formative assessment is, and how to effectively implement a formative assessment program. Each module has an accompanying trainer's guide to support facilitators of the modules. The modules reinforce the process of formative assessment outlined by Heritage (2010) and provide opportunities for hands-on activities and group discussion. NCCC released these modules and trainer guides in 2013 with funding from the U.S. Department of Education and is collaborating with the Center on Standards and Assessment Implementation to encourage the use of these professional development tools for formative assessment in all states.

Link to resource: <https://sites.google.com/site/ncccmcrel/formative-assessment>

15 WAYS TO KNOW WHEN YOUR STUDENTS AREN'T "GETTING" IT: A GUIDE TO FORMATIVE ASSESSMENT

Whether a teacher is looking for some fresh ideas or is new to implementing formative assessment, this article provides strategies that all teachers can use throughout the day to determine how much and which lessons are sticking with their students. This article was developed by weareteachers.com, an online community where educators can find and share teaching insights.

Link to resource: <http://www.weareteachers.com/blogs/post/2015/08/21/15-ways-to-know-when-your-students-aren-t-getting-it-a-guide-to-formative-assessment>

K-3 FORMATIVE ASSESSMENT PROCESS, NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

In this video, John Pruette describes the purpose and process for developing and implementing formative assessment statewide in North Carolina. John Pruette is the Director of the Office of Early Learning, the office focused on pre-K through 3rd grade, which is housed within the Department of Public Instruction in North Carolina.

Link to video: <https://youtu.be/H2qCY3sOrUc>

USING FORMATIVE ASSESSMENT TO INCREASE LEARNING

This research brief describes differences found across various types of assessment and provides information on best practices for teachers in implementing formative assessment. This brief was written by Douglas G. Wren, a specialist in assessment at the Department of Research, Evaluation, and Assessment, in Virginia Beach, Virginia.

Link to resource: http://www.vbschools.com/accountability/research_briefs/ResearchBriefFormAssmtFinal.pdf

CASE STUDIES OF THE EARLY IMPLEMENTATION OF KINDERGARTEN ENTRY ASSESSMENTS

This report provides details from a study of four Race to the Top- Early Learning Challenge grant states (Maryland, Oregon, Pennsylvania, and Washington) during their first 1 to 3 years of implementing a kindergarten entry assessment (KEA). The report provides an overview of how each state's KEA is structured, the steps states made to develop or adopt the KEA, how states trained and prepared their teachers, the role districts played in implementation, and challenges that states faced with potential solutions. Here is a summary of recommendations offered in the report:

- Prepare for a **multi-year process** and **iterative roll-out** to develop a statewide KEA system.
- Clarify **how the KEA will and will not be used** and build structures associated with the intended uses.
- Place a high priority on selecting KEA tools that have an **adequate developmental range**, to capture skills of all students.
- **Eliminate other kindergarten assessments** that inventory the same skills and serve the same purpose of the KEA, to reduce burden on teachers.
- Provide teachers with explicit training, coaching, and guidance on the administration of the KEA with **EL students and students with disabilities**.
- Develop **user-friendly and timely reports** closely tied to instructional decisions, to support use of KEA results to inform instruction.
- Develop timely reports that teachers can **share with parents** that describe children's strengths and identify particular skills that parents and other family members can support at home.
- Include **preschool practitioners** in the development of KEA reports that identify instructional areas in which early learning programs could help children be better prepared for kindergarten.
- Provide **training and coaching** to teachers, district and school administrators, and preschool directors.

As states move forward with implementation, state leadership may want to consider how to learn from the lessons of other states that are further in the process.

Links to resource:

<https://www2.ed.gov/rschstat/eval/disadv/kindergarten-entry-assessments/brief.pdf>

<https://www2.ed.gov/rschstat/eval/disadv/kindergarten-entry-assessments/report.pdf>

EDUCATION REFORM GLOSSARY: STAKEHOLDER

This resource includes an in-depth definition of the term *stakeholder*, as defined by The Glossary of Education Reform. This Glossary has been developed by the Great Schools Partnership to help parents, journalists, and community members understand terms related to education reform.

Link to resource: <http://edglossary.org/stakeholder/>

NC K-3 FORMATIVE ASSESSMENT PROCESS VISION

This video was developed by North Carolina's Department of Public Instruction. This resource may be used as a tool to inform teachers and school administrators of potential benefits to implementing formative assessment, as it presents multiple teacher perspectives and their creative examples of integrating formative assessment into daily instruction.

Link to resource: <https://youtu.be/FoXOAVMp0EM>

FORMATIVE ASSESSMENT: NOT JUST ANOTHER TEST

This article provides insights gathered during the third year of implementing the New York Formative Assessment Project, which focuses on educators' perceptions of formative assessment. The article summarizes some key features of the program that helped make it a success, including but not limited to "training district-level coaches" and establishing "buy-in at state and district levels." The article was developed and published by WestEd, an education-focused research, evaluation, and consulting company and one of the partners in the NY project.

Link to resource: https://www.wested.org/wp-content/files_mf/1372729300article_formativeassessmentnotanother_2010.pdf

DISTRICT LEADERSHIP CAN DRIVE FORMATIVE ASSESSMENT SUCCESS, STUDENT ACHIEVEMENT

This paper focuses on the integral role that district leaders play in successfully implementing formative assessment. This paper was released in 2005 by STI Education Data Management Solutions, a consulting company supporting educators in making software decisions.

Link to resource: http://www.chalkable.com/wp-content/uploads/2015/Press/STI_Assessment_WP.pdf

PARENT, FAMILY, COMMUNITY INVOLVEMENT IN EDUCATION

This research brief focuses on the critical role of parents, families, and communities in education, including how to get these stakeholders engaged in educational initiatives as well as some potential barriers for their involvement. The brief was developed by the National Education Association, the largest national association focused on the advancement of public education.

Link to resource: http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

PROFESSIONAL DEVELOPMENT ON FORMATIVE ASSESSMENT: INSIGHTS FROM RESEARCH AND PRACTICE

This comprehensive report developed was developed in 2013 by WestEd, an education-focused research, evaluation and consulting company. This report outlines the need for, issues with, and successful practices of professional development for formative assessment. The report highlights, in detail, 11 cases of professional development models across the US and in the UK.

Link to resource: https://www.wested.org/wp-content/files_mf/1370913036resource13051.pdf

THREE LESSONS FROM IMPLEMENTING FORMATIVE ASSESSMENT-BASED TEACHER PROFESSIONAL DEVELOPMENT

This short, but informative, blog post includes lessons learned from a study focusing on professional development and formative assessment with math and science teachers. This blog was written by Kathy Dyer at Northwest Evaluation Association (NWEA), a non-profit organization that develops assessment tools, technical assistance and that collaborates with experts in the field of assessment.

Link to resource: <https://www.nwea.org/blog/2013/three-lessons-from-implementing-formative-assessment-based-teacher-professional-development/>

FORMATIVE ASSESSMENT AT SIMMONS ELEMENTARY

This video focuses on strategies that teachers used while piloting formative assessment at Simmons Elementary School in Hatboro-Horsham, Pennsylvania. Teachers discuss their collaborative, on-going approach to improving their practice of formative assessment through the use of monthly meetings. This video was developed and shared by the Hatboro-Horsham School District.

Link to resource: <https://youtu.be/mMDVzRy8bJU>

BUILDING A CULTURE OF FORMATIVE ASSESSMENT THROUGH PROFESSIONAL DEVELOPMENT

This article outlines one method for creating a formative assessment professional development program and how to align it with elements of formative assessment implementation. It also provides a case study of a Virginia school district that used this method, including successes and challenges the district faced and lessons learned. This article was published by the Journal of International Society for Design and Development in Education.

Link to resource: <http://www.educationaldesigner.org/ed/volume2/issue7/article26/>

EARLY CHILDHOOD ASSESSMENTS: FOCUS ON THE CHILD

This brief provides information to states developing early childhood assessment systems. It includes general information about early childhood assessment and its appropriate uses across types of assessments, as well as the purpose of formative assessment and recommended assessment procedures and resources. This brief was

developed by Helios Education Foundation, a foundation focused on helping individuals in Arizona and Florida succeed in higher education.

Link to resource: <http://www.helios.org/Media/Default/Documents/Early%20Childhood%20Assessments%20-%20Focus%20on%20the%20Child.pdf>

COMMON EARLY LEARNING AND DEVELOPMENT STANDARDS ANALYSIS FOR THE NORTH CAROLINA EAG CONSORTIUM

Early in the life of our K-3 Formative Assessment Consortium (otherwise referred to as the EAG Consortium), Catherine Scott-Little, Sharon Lynn Kagan, and their colleagues at the Common Standards Analysis Project reviewed the early learning and development standards (ELDS) for all 10 K3 Consortium states. The research team compared each state's ELDS with other Consortium states' ELDS, and with two national sets of standards (Head Start Child Development and Early Learning Framework and the Common Core State Standards). A summary report produced by the BUILD Initiative includes the major findings of the cross-state analysis of standards alignment along with recommendations that were used to inform the development of the enhanced K-3 Formative Assessment.

An important recommendation made by Scott-Little, Kagan, and colleagues to our EAG Consortium was that we should continually revisit a program's alignment with the standards over time, and especially after the upcoming field test work:

The Consortium [should] not try to decide on a set of standards or demonstrate alignment between the KEA and standards at the very beginning of the KEA development process, but rather consider it an iterative process and develop a plan that will enable the Consortium to move, over the course of the project, toward a set of standards that is accepted by the states and ultimately aligned with the KEA. We suggest this because, as the KEA is piloted and field tested, there will be opportunities to revise the assessment and, therefore, the content addressed in the standards may need to change over time. (Scott-Little, Kagan, Reid, Sumrall, & Fox, n.d., p.12)

Link to resource:

<http://buildinitiative.org/Portals/0/Uploads/Documents/Common%20Early%20Learning%20and%20Development%20Standards%20Analysis%20for%20the%20North%20Carolina%20EAG%20Consortium%20-%20SUMMARY%20REPORT.pdf>

IMPROVING SYSTEMS OF LEARNING THROUGH THE USE OF CHILD STANDARDS AND ASSESSMENTS

As a part of BUILD's Rising to the Challenge: Building Effective Systems for Young Children and Families e-book, Catherine Scott-Little and Kelly Maxwell contributed a chapter on how Early Learning Challenge grant states are using funds to build their early learning development standards, formative assessments, and kindergarten entry assessments. In particular, they summarize lessons learned and future considerations for the alignment between ELDS and formative assessments.

Link to resource: <http://www.buildinitiative.org/Portals/0/Uploads/Documents/E-BookChapter6ImprovingSystemsofLearningThroughtheUseofChildStandardsandAssessments.pdf>

50-STATE K-3 QUALITY COMPARISON AND COMPANION REPORT

The Education Commission of the States has compiled information about K-3 Quality policies across all states to see what states have in place to sustain the gains achieved in high-quality early education. The 50-State Comparison details summary information about K-3 quality across all states on key topics, such as basic K-3

requirements; school readiness and transitions; assessment, intervention, and retention; instructional quality; family engagement; and social-emotional learning. Individual state profiles are also available. By comparing and examining the policies that affect K-3 in each state, the authors provide a necessary context for what and how formative assessments should be aligned.

Link to resource: <http://www.ecs.org/50-state-comparison-k-3-quality/> and http://www.ecs.org/ec-content/uploads/50-State_Comparison_K-3_Quality_Companion-Report-1.pdf

FORMATIVE ASSESSMENT: KEY CONSIDERATIONS FOR EARLY CHILDHOOD POLICYMAKERS

In 2014, the Center on Enhancing Early Learning Outcomes (CEELO) developed a set of recommendations for policymakers who are considering the implications of formative assessment in early childhood education. This [policy report](#) discusses considerations for the implementation of the formative assessment process, including assessments' alignment with age-appropriate standards. The report also highlights ten key considerations for policymakers:

1. Does the purpose of the assessment match the intended use of the assessment? Is the assessment appropriate for the age and background of the children to whom it will be administered?
2. Does the assessment allow the convergence of information from multiple sources/caregivers?
3. Are the necessary contextual supports in place for assessment implementation and effective, meaningful data use? (e.g., training, time, ongoing support)
4. Does the assessment have a base or continuum that is aligned to child developmental standards, expectations, and curricula? Does the assessment include all key domains?
5. Does the assessment have a systematic approach and acceptable reliability and validity data? Has the assessment been used successfully with similar children?
6. Are the data easily collected and interpreted to effectively inform teaching and learning?
7. What technology is necessary in order to gather data?
8. Are the data useful to teachers and other stakeholders?
9. What are the policies for implementation and what is the roll-out plan for the assessment?
10. Will data be gathered and maintained within FERPA and other security guidelines? Are there processes in place to inform stakeholders about how data are handled securely to allay concerns?

Link to resource: http://ceelo.org/wp-content/uploads/2014/04/ceelo_policy_report_formative_assessment.pdf

EDUCATION WEEK: A SPECIAL REPORT ON FORMATIVE ASSESSMENT

This special edition of Education Week includes several helpful articles for understanding formative assessment, including a side-by-side comparison of assessments, explanations of common formative assessment misconceptions, and stories of people and places where formative assessment has been successfully utilized.

Link to resource:

http://ew.edweek.org/nxtbooks/epe/ew_sr_11112015/index.php?_ga=1.63940972.2127290258.1476364523

PRaise FOR FORMATIVE ASSESSMENT AND FIVE STEPS FOR SUCCESSFUL CLASSROOM INTEGRATION

Teachers may wonder how to successfully integrate formative assessment into their daily classroom routine. This report includes tips, such as starting with small changes; maintaining transparency with students about the formative assessment process and teaching students how to utilize it to enhance their learning; planning and integrating assessment into regular classroom routines; and celebrating the little victories of formative assessment, such as when students become resources for one another or view mistakes as learning opportunities.

Link to resource: <https://www.nwea.org/blog/2015/praise-formative-assessment-five-steps-successful-classroom-integration/>

5 RESEARCH-BASED TIPS FOR PROVIDING STUDENTS WITH MEANINGFUL FEEDBACK

One way to make the most of the formative assessment process is to ensure that students receive meaningful feedback based on observations and evidenced gained from the formative assessment process. Feedback is most meaningful when it's specific, immediate, and goal-oriented. The student should be an active participant in the feedback process, and teachers should be careful to avoid presenting feedback in a counterproductive manner. For example, feedback that elicits an uncomfortable sense of competition can be counterproductive if it leads to a feeling of disengagement in learning.

Link to resource: <https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger>

7 WAYS TO UNDERSTAND IF YOUR CLASSROOM ASSESSMENTS ARE WORKING

In order to understand if the formative assessment process is effective for supporting student learning, this resources offers the following checklist for teachers' self-reflection:

- ☐ You regularly identify and share learning expectations with students.
- ☐ You continuously elicit evidence of student learning.
- ☐ You adapt instruction to meet students' immediate learning needs.
- ☐ You provide feedback to move learning forward and create a structure for students to act on it.
- ☐ Students welcome and act on feedback.
- ☐ Students are engaged when they are involved in classroom discussions.
- ☐ Students support one another and take responsibility for their own learning.

Link to resource: <https://www.nwea.org/blog/2015/7-ways-understand-classroom-assessments-working/>

SUPPORTING ENGLISH LEARNERS IN PRESCHOOL: STRATEGIES FOR TEACHERS

This case study provides strategies from the Supporting Preschoolers with Language Differences (SPLD) professional development program. It guides teachers on using English Learners' (ELs) assessment data to plan curriculum; implementing language support strategies such as restating comments and questions, adapting activities, and scaffolding oral language with pictures and body language; and intentionally grouping ELs with other children to facilitate natural language interactions.

Link to resource: <https://journals.uncc.edu/dialog/article/view/473/427>

EARLY CHILDHOOD CURRICULUM, ASSESSMENT, AND PROGRAM EVALUATION: BUILDING AN EFFECTIVE, ACCOUNTABLE SYSTEM IN PROGRAMS FOR CHILDREN BIRTH THROUGH AGE 8

In this resource, the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) present standards for effective and accountable assessments in early childhood. The following standards relate to working with diverse populations:

- assessment methods should be culturally and linguistically responsive and inclusive of families;
- ethical principles should guide assessment practices;
- assessment design and validation should reflect the cultures, home languages, socioeconomic status, abilities and disabilities, and other characteristics of the children who will be assessed;
- assessments should be developmentally and educationally significant; and
- assessments should be derived from real-world classroom or family contexts that are consistent with children's experiences.

Link to resource: <https://www.naeyc.org/files/naeyc/file/positions/pscape.pdf>

DEVELOPMENTAL ASSESSMENT OF YOUNG DUAL LANGUAGE LEARNERS (DLLs) WITH A FOCUS ON KINDERGARTEN ENTRY ASSESSMENT: IMPLICATIONS FOR STATE POLICIES

This resource applies the NAEYC and NAECS/SDE standards to policy and practice by making recommendations for conducting assessments with young DLLs.

Recommendations for practitioners include:

- ensure assessments and procedures consider DLL characteristics;
- use caution and make accommodations when developing and interpreting standardized formal assessments;
- build cultural and linguistic competence for those administering assessments through professional development that works towards a long-term goal of having bilingual and multicultural assessors who are knowledgeable about second-language learning; and

- involve families in the assessment process by ensuring that results of the assessment are meaningful and understandable to families and involving them in decisions around selection and interpretation of assessments.

Recommendations for policymakers include:

- require agencies that conduct assessments of young children to institute specific policies related to DLLs;
- mandate the early and accurate identification of DLLs in ECE settings;
- revise current standards to address features of dual language development and incorporate supports to promote English-language learning while supporting home-language development; and
- support specific professional development related to working with DLLs.

Link to resource: http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/CECER-DLL_WP%231_Nov12.pdf