

Foundations for High-Quality Early Learning Programming

Early Learning Primary (Grades 1-2)

Developmentally Appropriate Practices for Formative Assessment Processes

Teachers employ formative assessment processes to guide daily instruction in early learning programs. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (FAST SCASS)

Teachers and students in the Early Learning Primary grades use authentic evidence of student learning to inform instruction and learning during the teaching/learning cycle.

Critical Considerations to Help Assure Developmentally Appropriate Practices for Formative Assessment Processes:

- A classroom culture in which teachers and students are partners in learning is essential for the successful implementation of the formative assessment processes.
- Early childhood educators use the formative assessment processes to inform themselves of student's progress toward achieving identified learning goals. They use this evidence of learning to inform and adjust instruction.
- Students at these grade levels benefit from having learning goals articulated in terms that they understand and are able to self-assess their progress toward reaching these goals.
- Next Generation Content Standards and Objectives articulate what young students should know, understand and be able to do. The learning progressions within these standards assist the educator in determining the evidence needed to impact future learning.
- Students at these grade levels benefit when teachers use formative assessment processes to make changes in the instruction to close the gap between current learning and learning goals.

Implications

- The focus of classroom instruction is based on a deep understanding of standards and learning progressions within the standards. **Ask Yourself:** *Do I have an understanding of the Next Generation CSOs that enable me to craft instruction to support individual student learning?*
- Primary students need to have an understanding of the expectations within the learning goals. **Ask Yourself:** *Do I share the learning goals with my students in terms that they understand? Do my students hold themselves accountable for their progress in achieving the identified learning goals?*
- Evidence of student learning is gathered during classroom instruction. This evidence may include but is not limited to: student observations, checklists, student interviews, student conversations, student work samples. **Ask Yourself:** *Am I consistently looking for authentic evidence of student learning related to learning goals? Do I use the gathered evidence to impact student learning?*
- Students at this level achieve the learning goals at different rates. **Ask Yourself:** *Do I use evidence to design learning experiences to meet the individual learning needs of students?*



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Selected Resources**

Achieve the Core: Common Core Resources. (n.d.). Online: <http://www.achievethecore.org/>

Bredenkamp, S. & Copple, C. (2009). Developmentally **Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 (3rd ed.)**. NAEYC.

National Association for the Education of Young Children. (n.d.). **Early Childhood Curriculum, Assessment, and Program Evaluation** Online: <http://www.naeyc.org/files/naeyc/file/positions/CAPExpand.pdf>

Ready, Set, Go! WV: West Virginia's Comprehensive Framework for School Readiness. (2014). Online: www.readysetgowv.com.

Teach 21 WV Educator Resources. (2012). Online: <http://wvde.state.wv.us/teach21/>.

Related Policies

Policy 2510

[Assuring the Quality Of Education: Regulations For Education Programs](#)

