

Foundations for High-Quality Early Learning Programming

Early Learning Readiness (Pre-K – Kindergarten)

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 Readiness 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 process.
- Early childhood educators use the formative assessment process to inform themselves of student's progress toward achieving identified learning goals. They use this evidence of learning to inform and adjust instruction.
- Early Learning Standards Framework and the 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 in the early learning readiness grades benefit when teachers use the formative assessment process to ensure experiences are available toto close the gap between current learning and learning goals.

Implications

- Instruction is crafted based on a deep understanding of the standards and an understanding of how student learning progresses along a learning progression. **Ask Yourself:** *Do I have an understanding of all applicable Content Standards and Objectives for my grade level? Do I know how to use the standards to design learning experiences that will help a student develop an understanding of the standard?*
- Evidence of student learning is gathered during classroom instruction. This evidence may include but is not limited to: student observations (during any part of the day), observed conversations, checklists, student interviews, student conversations, student work samples, and photographs. **Ask Yourself:** *Am I consistently looking for evidence of student learning related to learning goals? Do I use the gathered evidence to alter instruction in order to support student learning? Do I use evidence of student learning to support individual students? Do I use evidence to articulate individual children's progress to families?*



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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>
- National Institute for Early Education Research. (n.d.). **Selected assessment resources.** Online: <http://nieer.org/research/assessment>
- Riley-Ayers, S. (2012). **An assessment primer: Effective assessment in the early childhood classroom.** Online: <http://nieer.org/sites/nieer/files/Assessment%20Primer%207-8-12.pdf>
- Teach 21 WV Educator Resources.** (2012). Online: <http://wvde.state.wv.us/teach21/> .
- WVDE Office of Early Learning Early Childhood Assessment Resources** (n.d.). Online: <http://wvde.state.wv.us/oel/childhood-assessment.php>

Related Policies

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| Policy 2510 | Assuring the Quality Of Education: Regulations For Education Programs |
| Policy 2525 | West Virginia's Universal Access to an Early Education System |
| Policy 2520.15 | Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k) |

