

USING FORMATIVE ASSESSMENT TO DIFFERENTIATE INSTRUCTION IN TRANSITIONAL KINDERGARTEN

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Goals

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1. Align, connect to, and build upon previous information related to formative assessment.
2. Provide an opportunity for participants to consider the important role of classroom-based, instructionally-embedded formative assessment in the Transitional Kindergarten (TK) program.
3. Provide helpful tips and information that might be applied immediately.

Agenda

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- Introductions and Opening Activity
- The *Gift of Time* and Opportunity to Learn
- A Brief Overview of Assessment: A Frame of Reference
- Bridging Assessment and Instruction
- Activity
- A Closer Look: Formative Assessment/Instruction
- Closure and Evaluation

Activity: Read, Reflect, Share

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- *The art of teaching is the art of assisting discovery.*

Mark Van Doren

- *True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.*

Nikos Kazantzakis

The Gift of Time

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- *“TK provides the gift of time that will help students build a strong foundation for success . . .”*
- To maximize this gift, students need an “opportunity to learn” (OTL refers to *“the opportunities which schools provide students to learn what is expected”* (Herman, Klein,& Abedis, 2000)).



The *Gift of Time*

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- Developmentally appropriate practices anchored in embedded assessment is a vehicle for “building our bridges” and “assisting discovery” while providing OTL.



Types of Assessment

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For the purposes of this presentation . . .

- Program/Summative – evaluates institutions and programs
- Screening/Diagnostic – describes individuals
- Formative, progress-monitoring – “forms” learning and informs teaching
 - ▣ Long-term, interim (6-8 wks.) *periodic evidence*
 - ▣ Short-term, ongoing evidence of achievement (weekly/daily/within lesson or activity) - a “*continuous flow of information*”

Assessment in the TK Classroom

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Adapted from the *Transitional Kindergarten Planning Guide* (CCSESA)

- Formative assessments should be used **regularly** for instructional planning.
- Assessment should support the student's **development in all areas of learning:**
 - ▣ Social-Emotional
 - ▣ English Language Arts
 - ▣ Mathematics
 - ▣ English Language Development

Assessment in the TK Classroom

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- Assessment should use a **variety of measurement tools and approaches** including analysis of student work, teacher observation, and records of individual progress.
- Assessment results should identify the **strengths, needs, and progress** of individual students and facilitate flexible groupings.



Refining Our Vision of Formative Assessment

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- ❑ Black and Wiliam define formative assessment as, “*all activities undertaken by teachers . . . that provide information to be used as feedback to modify teaching and learning activities.*”
- ❑ Dylan Wiliam - purpose of formative assessment is to “*improve rather than measure learning.*”
- ❑ When selecting/using formative assessments, the data/evidence should be used formatively (and for summative purposes as required).

Embedded Formative Assessment

Answers These Questions...

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- *Who got it? (the concept or skill)*
- *Who didn't get it?*
- *Who already had it?*
- *What am I going to do about the students who didn't get it? When and how?*
- *What am I going provide for those students who already had it? When and how?*

Perhaps the most important question is . . .

What could I adjust in my instruction and in the learning environment I create for my students that might improve the OTL for students?

Bridging Assessment and Instruction

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Instruction ↔ **Assessment**

If we view formative assessment as a process embedded in instruction, then

- “instruction” provides an opportunity for assessment

plan, do, review . . . check

- and formative assessment provides an opportunity to reinforce, not just evaluate, learning.

Powerful Effects of Embedded Formative Assessment

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- ❑ Embedded formative assessment provides evidence of student learning at the point when the “cement is still wet” (Madeline Hunter) and we are able to shape successful learning.
- ❑ Effectively implemented embedded formative assessment maximizes the benefits of RTI and may provide a tighter mesh for our safety net.



Formative Assessment Strategies

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- ❑ *Dropping in . . .* engage students in instructional conversations (*responding to prompts, e.g., show me how you would..., tell me a word that...*)
- ❑ *Eavesdropping . . .* listen to student discussions
- ❑ *Dipsticking . . .* conduct “wellness checks” during circle/group time to assess how selected students are responding to instruction
- ❑ *Quickwrites/draws . . .* review journals, story responses, “what I learned”

Activity

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- ❑ Think about your class during the past few days.
- ❑ Take a moment to reflect on either a whole or small group interaction. Were you able to gather any immediate evidence of learning? If so, how? If you did not, how might you gather *on-the-go* evidence about the impact of your instruction in the future.
- ❑ Share your thoughts with a partner.

The Differentiation Challenge

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Decision Point #1

- ❑ Based on my current instructional priorities,
 - ❑ what information should I gather, and
 - ❑ which students should I assess?



The Differentiation Challenge

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Decision Point #2

- ❑ What is/are my goal/s (intentional and focused) for differentiated interaction/s?
 - ❑ Preteach
 - ❑ Reteach
 - ❑ Provide additional practice
 - ❑ Extend or accelerate learning

The Differentiation Challenge

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Decision Point # 3

- ❑ Once you have data/evidence, an identified student/group, specific goals, the challenge is finding the time during . . .
 - ❑ centers/rotations
 - ❑ free exploration
 - ❑ other opportunities for shorter interactions

The Differentiation Challenge

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Decision Point # 4

- ❑ How and when will I reassess to evaluate the impact of my differentiation/intervention?



Priority-Based Decision Points

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What information, from which students?



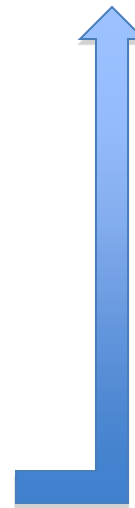
Preteach, reteach, practice, accelerate?



When and where?



Re-assess . . . how and when?



Activity

1. The teacher rereads an anchor story and focuses students' attention on rhyming words in the repetitive text. Students use signals to indicate whether pairs of words rhyme or not.
2. The teacher reviews and demonstrates one-to-one correspondence during a whole group mini-lesson. Students count along as the teacher points to objects.

Formative, Classrooms Assessments...

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- ❑ Encourage, rather than discourage.
- ❑ Build confidence, not anxiety.
- ❑ Bring hope, not hopelessness.
- ❑ Offer success, not frustration.
- ❑ Trigger smiles, not tears.

Richard Stiggins

Back to the Beginning

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Nikos Kazantzakis

Questions?

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Thank You!

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