



PUTTING IT ALL TOGETHER



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NC K-3 Formative Assessment Process

BACKGROUND INFORMATION

The NC K-3 Formative Assessment Process is comprised of five critical components with each component significant to the overall formative process. Although many of the chapters explored each component in isolation, all of the critical components connect and influence one another. Together, the critical components answer important questions:

- What does the student currently know?
- What is the next understanding/skill the student needs to learn?
- What will it look like when the student has learned the selected learning target?
- What can help me learn what the student knows?
- What do the evidences of learning tell me about the student?
- Knowing this information, how can I respond to the needs of this student?



The construct progressions and situations support this process by providing specific information about the content and identifying ways in which teachers can uncover information about their students. In addition, the electronic platform and app assists teachers in collecting, organizing, and summarizing evidences in an effort to inform instructional decisions.

In the fall of 2014, a pilot study of the NC K-3 Formative Assessment Process at kindergarten entry was conducted in over 250 North Carolina kindergarten classrooms. Teachers were provided with a technology platform to support the implementation of the process. Feedback from piloting teachers was used to inform the next iteration of the technology platform. The current technology platform, along with an optional mobile application, provides teachers the ability to:

- capture evidences of student learning to upload to the technology platform (e.g., observation-based notes, photographs, audio recordings, and videos)
- view the construct progressions and specific performance descriptors to support the selection of learning targets and the development of criteria for success
- store evidences of student learning
- organize the data collected
- generate reports to support the collection of evidence of learning, inform the interpretation of evidences, and inform decisions related to responding to the learners' needs
- interpret evidence, determine the learning status, and make decisions about responding to learning needs

Future enhancements to the electronic platform are informed by the NC stakeholders. Please continue to share your feedback with your regional consultant.

THE NC K-3 FORMATIVE ASSESSMENT PROCESS

<p>Selecting Learning Targets</p> 	<p>The teacher uses the current learning status and engages students in the development of learning targets.</p> <p><i>What does the student currently know? What is the next understanding/skill the student needs to learn?</i></p>	<p>The Construct Progressions help to identify a student's current learning status and the next understanding/skill the student needs to learn.</p>
<p>Developing Criteria for Success</p> 	<p>The teacher uses the learning targets and specific performance descriptors found within the appropriate construct progressions to clarify what one must say, make, do or write to demonstrate the selected understanding/skill.</p> <p><i>What will it look like when the student has learned the selected learning target?</i></p>	<p>The performance descriptors found in the Construct Progressions help to identify the criteria for success.</p>
<p>Eliciting Evidence of Learning</p> 	<p>The teacher consistently uses planned, multiple, ongoing assessment means aligned with learning targets and criteria for success while instruction is occurring and learning is underway.</p> <p><i>What can help me learn what the student knows?</i></p>	<p>The Assessment Means offers strategies for collecting the evidence of learning.</p> <p>The Electronic Platform assists in the collection of evidences and helps a teacher organize the evidences collected.</p>
<p>Interpreting the Evidence</p> 	<p>The teacher accurately interprets evidence generated from the use of multiple ongoing assessment means in an effort to understand what the student knows and able to do. The teacher uses this information to identify students' current learning status.</p> <p><i>What do the evidences of learning tell me about the student?</i></p>	<p>The Construct Progressions are used to help identify a student's current learning status.</p> <p>The Electronic Platform captures the learning statuses over time, documenting where a child has been and where the child is likely heading next.</p>
<p>Adapting/Responding to Learning Needs</p> 	<p>The teacher consistently makes quick adjustments to instruction based on the interpretation of evidence in-the-moment and/or within a series of lessons. In addition, the teacher provides descriptive feedback to students that is not graded or evaluative and aligns with the criteria for success.</p> <p><i>Knowing this information, how can I respond to the needs of this student?</i></p>	<p>The Construct Progressions help to identify a student's current learning status and where the student likely needs to move next along the continuum of learning and development.</p>

For electronic versions of the information provided, please visit <http://nck3fap.weebly.com>

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KEY POINT: Evidence is used to guide instruction.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

CONSTRUCT PROGRESSION

- A construct progression is a carefully sequenced set of understandings and skills for a particular concept (or subject matter). This developmental sequence moves from a less sophisticated state to a more refined state.
- Construct progressions are comprised of 3 parts: understandings, skills, and performance descriptors.
- Construct progressions help teachers identify a student’s current learning status and where the student likely needs to move next along the continuum of learning and development.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

ENGAGING FAMILIES IN THE NC K-3 FORMATIVE ASSESSMENT PROCESS

- Families are important partners in the education of children. By working collaboratively with families, outcomes for children are improved.
- Two-way communication is essential for achieving those improved outcomes. Families have information about their children that will help teachers, and teachers have information about students that will help families.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can enter observational notes, collect work samples, and talk with families (Optional: take photos, record videos, and/or record students speaking)
- All of these methods of documenting evidence of student learning help to inform planning and instruction.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
Evidence is used to guide instruction.	Formative Assessment Process: Using a Construct Progression: Book Orientation & Print Awareness	43		✓	30-45 minutes	193
	Formative Assessment Process: Using a Construct Progression: Object Counting	44		✓	30-45 minutes	198
	Formative Assessment Process: Using a Construct Progression: Writing	45		✓	30-45 minutes	203
The technology platform holds evidence of learning and facilitates teachers' use of the data to inform instruction. It enables teachers to determine learning statuses and identify learning targets.	Self-Reflecting: NC K-3 Formative Assessment Process	46		✓	45-60 minutes	209
	Making Connections	47	✓		45-60 minutes	212
A teacher can learn about his/her students in a variety of ways during instruction.	Communicating the Formative Assessment Process to Families	48		✓	60-90 minutes	219

Formative Assessment Process: Using a Construct Progression: Book Orientation & Print Awareness

30-45 minutes

✓ Face-to-Face

Materials:

- *Morning Meeting Literacy Activity* video clip
- Book Orientation & Print Awareness Construct Progression
- *Implementing the Formative Assessment Process* handout
- *Implementing the Formative Assessment Process: Notes for the Facilitator*

Pre-Learning Option:

Prior to this professional development activity, ask participants to review the Book Orientation and Print Awareness Construct Progression in preparation for the meeting.

Directions:

1. Introduce the video clip to the participants and watch together.
2. Next, walk through the *Implementing the Formative Assessment Process* handout together, and tell the participants that when they watch the video a second time, they will need to look for evidence of one/some/all of the 5 critical components of formative assessment.
3. Show the video clip again.
4. Then, ask participants to reflect on the critical components observed in the video clip and complete the *Implementing the Formative Assessment Process* handout as applicable. Participants may wish to refer to the Book Orientation & Print Awareness construct progression as they work.
5. To conclude, ask a few participants to share some of their examples of the critical components observed that they recorded on the handout with the whole group. You may wish to extend the conversation with the following questions:
 - This video clip only showed a brief snippet of the classroom. If you could talk to the teacher to find out more information, what would you ask?
 - If you had been the teacher, what might you have said or done differently than what was illustrated in the video clip?

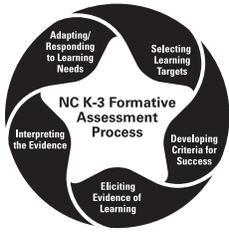
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Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student’s current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

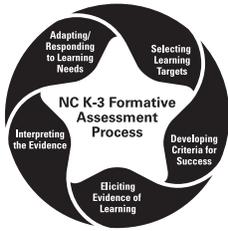
CONSTRUCT PROGRESSION

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IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

NC K-3 Formative Assessment Process Critical Component	Directions	My Notes
	<p>Describe how the evidence of learning was elicited.</p>	
	<p>Analyze the evidence to identify the skills the student demonstrated. This is the student's current learning status.</p>	
	<p>List examples of specific descriptive feedback for the student, based upon which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).</p>	
	<p>Using the student's current learning status identify the learning target as the next step along the construct progression. Learning targets can be established with the student using "I can" statements.</p>	
	<p>Define the criteria for success. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.</p>	



NOTES FOR THE FACILITATOR

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

K-3 Formative Assessment Process Critical Component	Directions	My Notes <i>Morning Meeting Literacy Activity</i>
	Describe how the evidence of learning was elicited .	In a whole group morning routine activity, the teacher uncovered Brody’s understanding of letters and words by asking a series of intentional questions. The teacher could have written or audio- recorded an observation-based note. A video recording could also be useful to capture the evidence.
	Analyze the evidence to identify the skills the student demonstrated. This is the student’s current learning status .	When Brody said that there were four words in the sentence, “Kaleb is here,” the teacher asked him to come and touch the sentence strip, pointing to each word as he counts. Starting on the left side of the sentence, Brody began counting each letter in Kaleb’s name, rather than the words. Based on the observation, one could infer that it is likely that Brody knows where to begin reading (although additional observations may help confirm). It also appears that Brody understands what a letter is. Based on this one piece of evidence, it is likely that his current learning status for Print Awareness is (E) Points to the first word on the page when asked where to begin reading .
	List examples of specific descriptive feedback for the student, based upon which criteria for success have been met and which criteria have not been met and why , as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	The teacher emphasized the difference between a letter and a word with Brody. She provided specific descriptive feedback to Brody after he began counting letters rather than words, such as: “He’s counting what? That’s right. Letters. And you’re right, Brody. Watch. 1, 2, 3, 4, 5 letters. He’s right. That’s 5 letters. Watch this Brody. Let’s count the <u>words</u> . 1, 2, 3 Kaleb... is... here.” The teacher interpreted the evidence in the moment and adapted her instruction by asking additional questions and pointing out the difference between letters and words. The teacher assisted Brody’s pointing as they count the words together and then asked Brody to point independently, without assistance. The teacher could invite two other children to cover one word with their hand and ask Brody to count the hands. As a hand is counted, it could then be removed, revealing the word underneath. The teacher could also hide the name, Kaleb, on the card and ask, “Now how many words are there?” and have Brody count the number of words remaining. This strategy would help reduce the stimuli, which would make it a simpler task and may be more effective in determining if Brody has generalized his learning from letters to words.

	<p>Using the student's current learning status identify the learning target as the next step along the construct progression. Learning targets can be established with the student using "I can" statements.</p>	<p>Since it appears that Brody knows where to begin reading, and his learning status is (E), then his learning target, or next step along the Print Awareness progression is (F) Points to one or two words on a page when prompted and can point to one letter when prompted.</p> <p>Possible I can statements could be:</p> <ul style="list-style-type: none"> • I can show you one letter. • I can point to one word on a page. • I can point to two words on a page. 						
	<p>Define the criteria for success. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.</p>	<p>Using the same sentence, the teacher and students could create an anchor chart that has each word written in a different color. The teacher and students could then cut the words apart and glue the words together to form the original sentence, with a sticky dot above each word. Next, the teacher and students could write the same sentence again and cut apart each letter and glue the letters back together to re-create the words/ sentence. A sticky dot could then be placed above each letter.</p> <p>The teacher writes the same sentence (Kaleb is here.). The teacher then draws a box around each word, reinforcing the idea that words are used to make a sentence. This could then be used as an anchor chart:</p> <table border="1" data-bbox="704 1005 1243 1045"> <tr> <td>Kaleb</td> <td>is</td> <td>here.</td> </tr> </table> <p>= 3 words</p> <p>Next, the teacher then places a dot above each letter in the sentence, reinforcing the concept that letters are used to form words. This could then be used as an anchor chart:</p> <table border="1" data-bbox="704 1268 1243 1308"> <tr> <td>Kaleb</td> <td>is</td> <td>here.</td> </tr> </table> <p>= 11 letters</p>	Kaleb	is	here.	Kaleb	is	here.
Kaleb	is	here.						
Kaleb	is	here.						

Formative Assessment Process: Using a Construct Progression: Object Counting

30-45 minutes

✓ Face-to-Face

Materials:

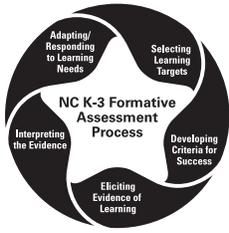
- *Math Center Object Counting* video clip
- Object Counting Construct Progression
- *Implementing the Formative Assessment Process* handout
- *Implementing the Formative Assessment Process: Notes for the Facilitator*

Pre-Learning Option:

Prior to this professional development activity, ask participants to review the Object Counting construct progression in preparation for the meeting.

Directions:

1. Introduce the video clip to the participants and watch together.
2. Next, walk through the *Implementing the Formative Assessment Process* handout together, and tell the participants that when they watch the video a second time, they will need to look for evidence of one/some/all of the 5 critical components of formative assessment.
3. Show the video clip again.
4. Then, ask participants to reflect on the critical components observed in the video clip and complete the *Implementing the Formative Assessment Process* handout as applicable. Participants may wish to refer to the Object Counting construct progression as they work.
5. To conclude, ask a few participants to share some of their examples of the critical components observed that they recorded on the handout with the whole group. You may wish to extend the conversation with the following questions:
 - *This video clip only showed a brief snippet of the classroom. If you could talk to the teacher to find out more information, what would you ask?*
 - *If you had been the teacher, what might you have said or done differently than what was illustrated in the video clip?*



IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

NC K-3 Formative Assessment Process Critical Component	Directions	My Notes
	<p>Describe how the evidence of learning was elicited.</p>	
	<p>Analyze the evidence to identify the skills the student demonstrated. This is the student's current learning status.</p>	
	<p>List examples of specific descriptive feedback for the student, based upon which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).</p>	
	<p>Using the student's current learning status identify the learning target as the next step along the construct progression. Learning targets can be established with the student using "I can" statements.</p>	
	<p>Define the criteria for success. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.</p>	

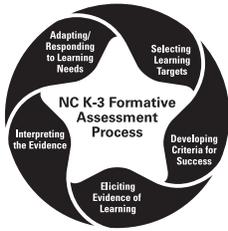
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KEY POINT: Evidence is used to guide instruction.

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NOTES FOR THE FACILITATOR

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

K-3 Formative Assessment Process Critical Component	Directions	My Notes <i>Math Center Object Counting</i>
	<p>Describe how the evidence of learning was elicited.</p>	<p>At the Math Center, the child selected leaves to sort and count. As the teacher moved around the room, she stopped at the Math Center to observe and probe the child counting the leaves. The teacher provides wait time before offering any instruction, which provided room for the child to illustrate what she understood about counting objects. The teacher could have written or audio- recorded an observation-based note of this observation for future reference. A video recording could also be useful to capture the evidence.</p>
	<p>Analyze the evidence to identify the skills the student demonstrated. This is the student's current learning status.</p> <p>What additional evidence may you wish to gather?</p>	<p>The child pointed to each leaf as she counted 7 of the 8 leaves in a scattered arrangement with one-to-one correspondence. She did not count the 8th leaf, possibly because she lost track of the objects she had counted. The teacher pauses, and the child voluntarily counts them again, this time slightly moving each leaf as she counted them one at a time, keeping track of the leaves she counted. When the teacher asks, "So, how many are there?" the child said, "Eight."</p> <p>Based on this portion of the observation, she demonstrates (D) States or indicates that the last number counted is the total quantity (for 8 objects in a scattered arrangement). The teacher comments on her strategy of moving leaves to help her keep track of the leaves counted.</p> <p>The child then looks to the leaves she placed in a scattered arrangement in the blue hoop and wonders how many there are. As she counts each leaf, she moves them to keep track of the leaves counted, counting each leaf with one-to-one correspondence. When she finishes counting and moving the 8th leaf, she reaches to another leaf outside of the hoop and brings one leaf over at a time, extending the counting sequence: "Nine, ten, eleven, twelve."</p> <p>Based on this portion of the observation, one could infer that she is able to count up to 12 objects, with one-to-one, keeping track of objects counted. In addition, she continues the counting sequence as she adds new leaves, without recounting all of the leaves. Therefore, her current learning status for Object Counting is likely (G) Continues the counting sequence when one object is added to the set, without counting all of them again (for 12 objects in a scattered arrangement).</p> <p>Based on the observation and the additional questions that the teacher has about the child as a result of this observation, the teacher plans to purposefully plan for and observe what the child does if the objects were rearranged (Skill F). In addition, because the child miscounted the first set of 8 leaves, the teacher plans to intentionally watch to see how she counts sets of up to 12 objects to see if she consistently keeps track of the objects.</p>

	<p>List examples of specific descriptive feedback for the student, based upon which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).</p>	<p>When the child counted the first set of leaves for the second time, she moved the leaves to help her keep track of the leaves counted. The teacher commented on that strategy, asking, “You know what I noticed? When you moved them, did that help you? Did that help you when you were counting?” The child nods slightly and then continues to use that strategy when counting the set in the blue hoop.</p> <p>The teacher could ask the child to share her strategy of moving the objects to help her keep track of objects counted during the Whole Group Reflection Time that follows Developmental Center Time. The teacher may then want to follow up with the whole class by asking questions such as, “Why is it important to keep track of the objects we count?” “Are there other strategies you use to help you know which objects you counted?”</p> <p>The teacher can provide additional counting activities and counting games for students and observe and probe as students are working with the different math experiences.</p>
	<p>Using the student’s current learning status identify the learning target as the next step along the construct progression. Learning targets can be established with the student using “I can” statements.</p>	<p>The observation uncovered different skill abilities on the progression, but did not illustrate other skills. Since the child illustrated two different skills, the teacher decides to provide additional opportunities for the student to count different collections of 8-12 objects, watching to see if she consistently keeps track of up to 12 objects with cardinality (Skill D), and if she extends the number sequence beyond 12 (Skill G). In addition, the teacher is interested in whether the child could state the number of objects, even if rearranged (Skill F).</p> <p>Possible I can statements could be:</p> <ul style="list-style-type: none"> • I can keep track of the objects I count. • I can tell you how many objects I counted. • I can tell you how many objects I have when I add one more.
	<p>Define the criteria for success. Describe how models & examples can be routinely used to guide students’ learning and help them develop a clear understanding of what the criteria for success looks like.</p>	<p>After the child counted the first set of objects accurately, the teacher pointed out that moving the objects helped her keep track of the leaves she had counted. She asked, “When you moved them, did that help you? Did that help you when you were counting?”</p> <p>The teacher could use a whole group opportunity to ask other children for strategies they use to keep track of objects. The teacher may invite children to illustrate those strategies, taking a photo of each, and refer to the different strategies when children are counting objects.</p> <p>The teacher could illustrate what it looks like when one does not keep track of objects counted (or say how many objects counted, or the number of objects when one more is added) and then what it looks like when one does keep track (or say how many objects counted, or the number of objects when one more is added). She could then invite students to show a partner what it does and does not look like.</p>

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Learning Focus: *Evidence is used to guide instruction.*

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Formative Assessment Process: Using a Construct Progression: Writing

30-45 minutes

✓ Face-to-Face

Materials:

- Writing Construct Progression
- Student Writing Sample(s) (either from participants' classroom or *My Tooth is Gone* from Appendix C: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects)
- *Implementing the Formative Assessment Process* handout
- *Implementing the Formative Assessment Process: Notes for the Facilitator*

Pre-Learning Option:

Prior to this professional development activity, ask participants to select 3-5 student writing samples to bring to the meeting. In addition, encourage participants to review the writing construct progression in preparation for the meeting.

Directions:

1. Review the Writing construct progression has needed.
2. Ask participants to work either independently or with a partner and select a student writing sample they brought from their classroom or use a writing sample from Appendix C: CCSS ELA, such as *My Tooth is Gone*.
3. Using the selected example, as well as the Writing Construct Progression, ask participants to reflect on the formative assessment process as they complete the *Implementing the Formative Assessment Process: Writing* handout.
4. To summarize, have the whole group discuss one/some/all of the 5 Critical Components, asking participants to provide examples of each using their selected work sample.

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STUDENT WRITING SAMPLE

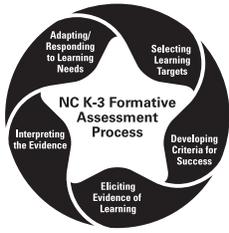
Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

My first tooth is gone

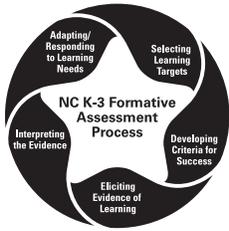
I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

Student writing sample from Appendix C: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, pg. 17.



IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

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	<p>Analyze the evidence to identify the skills the student demonstrated. This is the student's current learning status.</p>	
	<p>List examples of specific descriptive feedback for the student, based upon which criteria for success have been met and which criteria have not been met and why, as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).</p>	
	<p>Using the student's current learning status identify the learning target as the next step along the construct progression. Learning targets can be established with the student using "I can" statements.</p>	
	<p>Define the criteria for success. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.</p>	



NOTES FOR THE FACILITATOR

IMPLEMENTING THE FORMATIVE ASSESSMENT PROCESS

K-3 Formative Assessment Process Critical Component	Directions	My Notes <i>Morning Meeting Literacy Activity</i>
	Describe how the evidence of learning was elicited .	This narrative was produced in class and the student received some support from the teacher.
	Analyze the evidence to identify the skills the student demonstrated. This is the student's current learning status . What additional evidence may you wish to gather?	For this writing sample, the student writes with an introduction "I recall one winter night", related content, and a sense of closure. This piece illustrates the writer's largely consistent use of beginning-of-sentence capitalization and end-of-sentence punctuation (both periods and exclamation points). The pronoun I is also capitalized consistently, and almost all the words are spelled correctly. The writer uses an apostrophe correctly. For this writing sample, it is likely that the student's current learning status is Skill H .
	List examples of specific descriptive feedback for the student, based upon which criteria for success have been met and which criteria have not been met and why , as well as cues or hints of what students need to do to move learning forward (based upon the students current learning status).	In your writing, you are beginning to use descriptive details (character, setting, events). You did that right here: <i>I recall one winter night. I was four. My sister and I were running down the hall and something happend.</i> You are beginning to use different kinds of sentence structures. You also used commas correctly. <i>Boy! did we cry. Then it felt funny. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad.</i> The teacher plans to involve children in creating a list of word choices for commonly used words (e.g., said, good) to help strengthen students' writing.

 <p>Selecting Learning Targets</p>	<p>Using the student's current learning status identify the learning target as the next step along the construct progression. Learning targets can be established with the student using "I can" statements.</p>	<p>This student also builds knowledge about the topic, uses some details (ran down the hall, felt funny), writes with some attention to conventions with various sentence structures and word choices (Skill I). Therefore, this student's learning target is Skill I on the progression because he/she is developing these skills.</p> <p>With the student, develop I Can statements for Skill I:</p> <ul style="list-style-type: none"> • I can re-read my writing to help me with my word choices and adding details. • I can use the revising and editing check sheet with my partner and on my own to have different kinds of sentences.
 <p>Developing Criteria for Success</p>	<p>Define the criteria for success. Describe how models & examples can be routinely used to guide students' learning and help them develop a clear understanding of what the criteria for success looks like.</p>	<p>The teacher decides to post the writing models and provide copies of the revising and editing check sheet to clearly articulate the criteria for success.</p> <p>Thus, the criteria for success created with this particular student might be:</p> <p style="padding-left: 40px;">I know what successful writing looks like, and I can use the model posted on the classroom wall and the revising and editing check sheet to make my writing the best it can be.</p>

Self-Reflection: NC K-3 Formative Assessment Process

45-60 minutes

✓ Face-to-Face

Materials:

- *Self-Reflection: NC Formative Assessment Process*
- Link to the self-reflection survey (to be created by the District Implementation Team)

Pre-Learning Activity:

Prior to the face-to-face meeting, email the *Self-Reflection: NC Formative Assessment Process* to the participants. Ask participants to complete the self-reflection in an effort to help identify their current practices regarding the five critical components of the NC Formative Assessment Process. Ask participants to bring their completed self-reflection to the upcoming face-to-face meeting.

Sample Email:

We have been learning about the 5 Critical Components of the NC K-3 Formative Assessment Process. By completing this self-reflection, we will be able to identify our strengths and our needs, and we'll develop strategies for enhancing our formative assessment practices.

- Attached, you will find the *Self-Reflection: NC Formative Assessment Process*.
 1. Complete the self-reflection.
 2. In an effort to learn about our strengths and needs as a district, please re-enter your self-reflection scores on the survey (see link below). Your personal entry will remain anonymous.
 3. Bring a hard copy of your self-reflection to the meeting on ____ to assist with goal-setting and identifying strategies for reaching these goals. Your self-reflection is a tool for your use and will not be collected.

Link to the self-reflection survey _____

Directions:

1. Prior to the meeting, review the data from the self-reflection survey and compile the data into a graph/report for distribution at the meeting.
2. At the meeting, share the overall results of the self-reflection with the participants. Note particular strengths of the team and particular areas of focus.
3. Next, form job-alike groups (e.g., teachers, assistants, coaches, administrators, support staff) and, while reflecting on the data from the survey, invite them to discuss the following questions:
 - How can I support the components of the self-reflection in my current role?
 - How can I support others in their endeavors to promote the components of the self-reflection?

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4. Invite job-alike groups to share their thoughts and responses from their table discussions.
 5. Conclude by asking each participant to record 2–3 short-term goals related to their individual self-reflection (e .g ., putting a component in place, improving a particular aspect).

KEY POINT: The NC K-3 Formative Assessment Process is intended to be an ongoing and integral part of the instructional and learning process for teachers and students.

- The NC K-3 Formative Assessment Process focuses on the whole child.
- The NC K-3 Formative Assessment Process occurs within the instructional routine rather than as an isolated event apart from instruction.
- A teacher can learn about his/her students in a variety of ways during instruction and collect evidence about students using a variety of strategies.
- Evidence is used to guide instruction.



SELF-REFLECTION NC K-3 FORMATIVE ASSESSMENT PROCESS

Critical Component	Description of Practice	In place	Partially in place	Not in place
 Selecting Learning Targets	I select learning targets with students using the next step along the construct progression.			
 Developing Criteria for Success	I use performance descriptors from the construct progressions to develop criteria for success, engaging students in the development (when appropriate).			
	I model strategies to illustrate criteria for success, and my students independently refer to these criteria while learning (some students may require scaffolding and support).			
 Eliciting Evidence of Learning	I use planned, multiple, ongoing assessment means to provide insight into skills along the construct progression while instruction is occurring and learning is underway.			
	I use a balance of both child-initiated and teacher-initiated opportunities for students to express their thinking and ideas through what they say, do, make or write.			
 Interpreting the Evidence	I interpret evidences of learning from the use of multiple assessment means and locate students' current learning status along the construct progressions.			
 Adapting/Responding to Learning Needs	I provide non-graded, descriptive feedback that highlights which criteria for success have been met and which have not been met and why.			
	My students use the descriptive feedback I provide to move their learning forward.			
	I make timely adjustments to instruction based upon students' current learning status.			

Making Connections

45-60 minutes

✓ Face-to-Face

Materials:

- *Find It-Try It* recording sheet
- *Find It-Try It* Notes for the Facilitator
- Access to the K-3 NC Formative Assessment Process platform: www.nc.teachingstrategies.com
- *Making Connections* recording sheet
- *Making Connections* Notes for the Facilitator

Pre-Learning Activity:

Prior to the face-to-face meeting, email the *Find It-Try It* recording sheet to the participants. Ask participants to sign into their account on the NC K-3 Formative Assessment Process platform and review the tasks on the *Find It-Try It* recording sheet. Then, ask participants to record responses to each task as directed as they navigate the platform. Ask participants bring their completed *Find It-Try It* recording sheet to the upcoming face-to-face meeting.

Sample Email:

The NC K-3 Formative Assessment Process platform was created to support your implementation of the formative assessment process in your classroom. The attached activity is designed to familiarize you with the features and functionality of the technology platform. Attached, you will find the *Find It-Try It* recording sheet.

1. Sign-in to your account: www.nc.teachingstrategies.com
2. Review the tasks on the *Find It-Try It* recording sheet.
3. As you navigate and explore the system, record your responses to each task as directed.
4. Bring your *Find It-Try It* recording sheet to the meeting on ____ . We'll review our answers together and then make connections between the platform's functions and the 5 Critical Components of the NC K-3 Formative Assessment Process.

Directions:

1. Discuss the answers to the *Find It-Try It* recording sheet. You may wish to refer to the *Find It-Try It* Notes for the Facilitator handout.
2. Now that participants have some familiarity with platform and the 5 Critical Components of the formative assessment process, ask participants to work together with a partner to identify ways that the platform can support the 5 Critical Components. Ask participants to record their thoughts on the *Making Connections* recording sheet.

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3. Once participants have had an opportunity to discuss the connections, ask participants to share their connections with the whole group. Elaborate or extend the participants' contributions as needed using the Making Connections Notes for the Facilitator.

Follow Up Activity:

Ask teachers to use their smart device (e.g., tablet, phone) to collect a variety of evidence (without assigning a learning status) using the NC K-3 Formative Assessment Process app. Then, at the next face-to-face meeting or during a PLC, ask teachers to explore how to upload that evidence to the platform, locate the uploaded evidence on the platform, and assign a learning status.

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

- For example, a teacher can enter observational notes, collect work samples, and talk with families. (Optional: take photos, record videos, and/or record students speaking)
- All of these methods of documenting evidence help to inform planning and instruction.

FIND IT- TRY IT

Recording Sheet

This activity is designed to familiarize you with the features and functionality of the NC K–3 Formative Assessment Process technology platform. Exploring a new technology on your own is a great way to learn what it can do and how you can use it to accomplish your tasks. Have fun exploring!

Directions: Sign-in to your account: www.ncteachingstrategies.com. As you navigate and explore the NC K-3 Formative Assessment Process technology platform, record your responses to each task below as directed.

Task	Response
What information did you find on your home page?	
Click the Support & Resources button to locate and watch the Getting Started video tutorial. Name one thing that you learned from the video tutorial.	
Name the tabs that are visible on the technology platform.	
What kinds of files can you upload using the Evidence tab ?	
If you uploaded evidence from the NC K-3 Formative Assessment app , where is that uploaded evidence located on the platform?	
Where is the feature located that allows you to assign an uploaded piece of evidence to more than one child?	
How could you find out how many pieces of evidence you have entered for all the students in your class?	
What is the purpose of the Sandbox ?	
Find and describe two ways to view a performance descriptor on a construct progression.	
On a construct progression, which view shows only one skill and its performance descriptors?	
Which report in the Reports tab could you use to show learning statuses for your entire class for a particular progression?	
When would the Status Summary tab be used?	

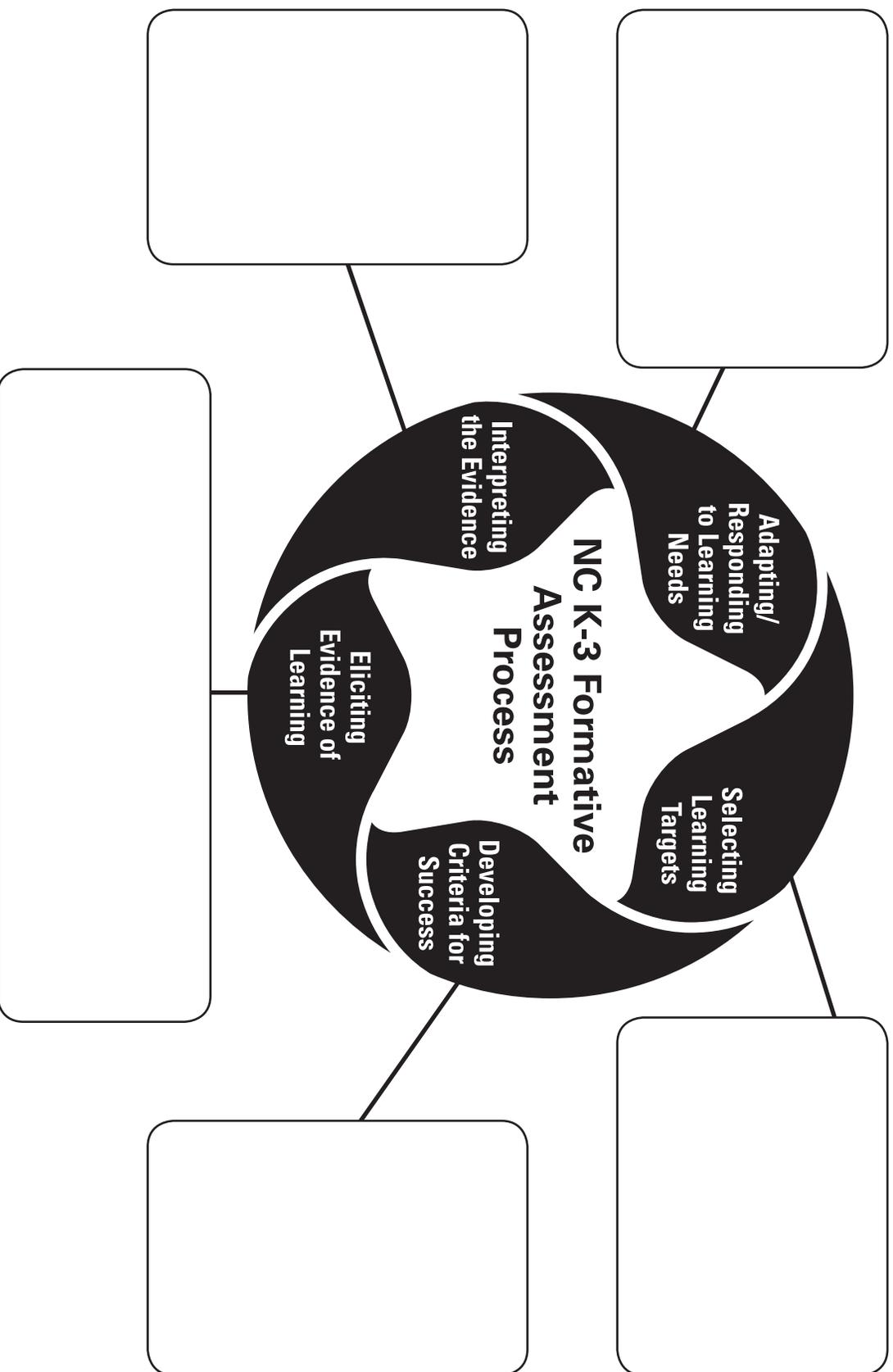
NOTES FOR THE FACILITATOR

FIND IT- TRY IT Recording Sheet

Task	Response
What information did you find on your home page?	Technology platform news/updates Progress completing the formative assessment process
Click the Support & Resources button to locate and watch the Getting Started video tutorial. Name one thing that you learned from the video tutorial.	Answers will vary.
Name the tabs that are visible on the technology platform.	Evidence Status Summary Communication Reports Children
What kinds of files can you upload using the Evidence tab ?	Photos, videos, audio recordings, observation-based notes, work samples
If you uploaded evidence from the NC K-3 Formative Assessment app , where is that uploaded evidence located on the platform?	Click on the "View Evidence" tab located under the Evidence tab All evidences in the View Evidence tab is organized by student name and date. You can also assign a learning status within the app.
Where is the feature located that allows you to assign an uploaded piece of evidence to more than one child?	From the "View Evidence" tab, select the piece of evidence that you wish to assign to multiple students. Then, click on "Edit" (located to the left of the screen). You will be taken to the "Add Evidence" screen where you can select the names of the students you wish to add to this piece of evidence. Be sure to click "Save" before exiting.
How could you find out how many pieces of evidence you have entered for all the students in your class?	Generate an Evidence Status report
What is the purpose of the Sandbox ?	To practice using the technology platform without using live data.
Find and describe two ways to view a performance descriptor on a construct progression.	In "Skill View" (by default) and in "Progression View" by clicking the "Show Performance Descriptors" button
On a construct progression, which view shows only one skill and its performance descriptors?	Skill View
Which report in the Reports tab could you use to show learning statuses for your entire class for a particular progression?	Class Profile Report
When would the Status Summary tab be used?	The Status Summary is used by kindergarten teachers in an effort to fulfill the kindergarten entry NC requirement.

MAKING CONNECTIONS

Directions: Identify ways that the platform can support the 5 Critical Components of the NC K-3 Formative Assessment Process. Record your ideas in the appropriate box.



NOTES FOR THE FACILITATOR

MAKING CONNECTIONS

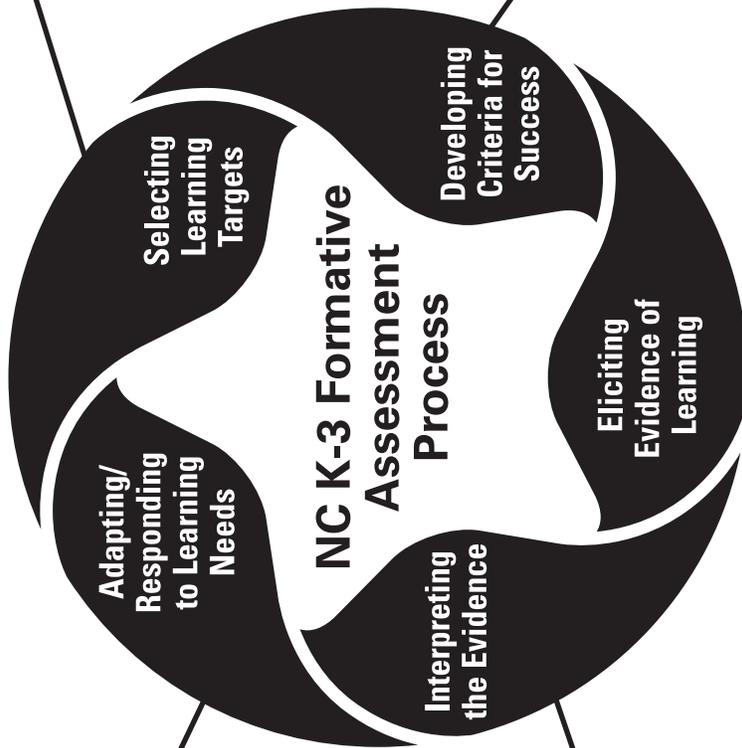
Directions: Identify ways that the platform can support the 5 Critical Components of the NC K-3 Formative Assessment Process. Record your ideas in the appropriate box.

The performance descriptors and Situations provide research-based examples for how a teacher could instruct and/or elicit additional evidences of learning.

The platform helps the teacher to see the construct progression, where the student's current learning status is and use this information to identify the next understanding/skill the student likely needs to learn (learning target). The platform also allows the teacher to review previous learning statuses made and note progress over time.

Once the evidences are entered on the platform, the teacher can toggle along the progression to read the skills and performance descriptors. This information helps the teacher interpret the evidence to make a learning status.

The construct progressions and performance descriptors provide concrete examples that can be used to help to identify the criteria for success.



The platform and the app support the teacher's ability to collect and organize evidences. Photos, videos, anecdotal notes, & voice recordings can be uploaded into the platform. A teacher can review previous evidences stored on the platform. The teacher can also access the Situations on the platform, which provide examples for how a teacher may go about eliciting evidences of learning.

COMMUNICATING THE NC K-3 FORMATIVE ASSESSMENT PROCESS WITH FAMILIES



BACKGROUND INFORMATION

The importance of strong home-school partnerships is recognized by both teachers and families and well-documented in the literature. For example, research has shown that children whose families are engaged in their schooling have more positive attitudes toward school and perform better academically, a finding that is consistent across all income and education levels, as well as across cultural backgrounds (Allen & Tracey, 2004). Families who feel good about the relationship with their child’s school hold higher expectations for their child. When school personnel actively reach out to families and honor their contributions, relationships between home and school are strengthened (Iruka & Barbarin, 2009; Mapp, 2003), and the development of a student’s self-efficacy, academic achievement, and emotional development is supported (Wang & Sheikh-Khalil, 2014). Tina Durnad’s (2011) research regarding kindergarten found that parental involvement in schooling was central to early school success and was a significant predictor of children’s literacy skills. The research is clear: families are key stakeholders in educating students, and opportunities for engagement are central to student’s successes.

Finding ways to connect with families gives teachers the opportunity to learn about the child and plan appropriate educational experiences, while helping families learn about their child in school and understand ways they can support their child at home. Therefore, it is important for schools to work collaboratively with families and facilitate opportunities for families to be advocates in their child’s social and academic endeavors (Anonymous, 2007). When school personnel actively reach out to families and caregivers, welcome them to school, honor their contributions, and connect with them through the children, relationships between families and school staff are strengthened (Iruka & Barbarin, 2009; Mapp, 2003). By learning from each other and working together, teachers and families are collectively better able to support the child’s learning and development.

In an effort to support development of these relationships, family focus groups were held across North Carolina to understand families’ perceptions regarding the NC K-3 Formative Assessment Process. Information collected from these focus groups indicated that while parents look to teachers for information about their children’s academic and behavioral performance, they also wish to share information about their children regarding learning styles and personality traits, so teachers can better meet the needs of their students. Therefore, the NC K-3 Formative Assessment Process includes questions (in English and Spanish) designed to help teachers learn from families about the unique strengths and needs of each child in their classroom. One component provides questions that have been designed to gather information from families about their child in an effort to help teachers meet the child’s needs. Open-ended questions that encourage families to share information about their child can help teachers learn important information and strengthen the teacher’s ability to meet the child’s needs. Ideally these questions would be used during a face-to-face conversation that occurs at the beginning of the school year (e.g. home visit, conference). A personal phone call might also be used if face-to-face meetings present challenges. Whichever method is used, the goal is to use questions as a starting point for an ongoing conversation between home and school regarding their child.

Another way to support open communication between school and families about the NC K-3 Formative Assessment Process is to carefully communicate with families in a way that supports a partnership. School and home have the same-shared goals; both are committed to the development and education of the child. In order to partner with the family on behalf of the child, two-way communication is paramount. One way to open the lines of communication is to be sure that anything communicated from the school about the NC K-3 Formative Assessment Process is done in a thoughtful and meaningful manner, and that the message is delivered through the best channel (e.g., face-to-face, written, verbal). When a message contains the right amount of information and is delivered in a way that the readers can understand it, the message becomes effective and families are more likely to communicate

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Learning Focus: *A teacher can collect evidence about students using a variety of strategies.*



Communicating the Formative Assessment Process with Families

60-90 minutes

✓ Face-to-Face

Materials:

- *Communicating with Families* PowerPoint
- *Current Channels of Communication* handout
- *Tips for Effective Communication with Families* handout
- *Channels of Communication* handout
- *What a Teacher Might Say to Families about the NC K-3 Formative Assessment Process* handout
- *Resources for Communicating the NC K-3 Formative Assessment Process to Families* handout
- *Planning for Home-School Communication* handout
- *NC K-3 Formative Assessment Process: Family Communication Plan* handout

PART I: EFFECTIVE COMMUNICATION CHANNELS

Directions:

This two-part activity will support participants' efforts to 1) identify current and explore additional communication channels of communication and 2) make a communication plan for sharing information about the NC K-3 Formative Assessment Process with families.

PART 1: IDENTIFYING CHANNELS OF COMMUNICATION

1. Ask participants to list the various channels of communication (e.g., home visits, conferences, newsletters, texts, emails) currently used with families. They may generate this list either as an individual on the *Current Channels of Communication* handout or as a group on chart paper.
2. After participants have had a moment to generate a list, discuss the special considerations, advantages, and limitations of each channel of communication.
3. Next, review the *Tips for Effective Communication with Families* handout. Ask participants what *additional tips they suggest adding to the list. You may also wish to use the Communicating with Families* PowerPoint.
4. Then, explore the *Channels of Communication* handout. Ask participants to add, if applicable, any channels of communication and special considerations, advantages, and limitations previously discussed. Then, ask participants to discuss the advantages and limitations of the remaining channels.

PART 2: PLANNING FOR FAMILY COMMUNICATION

1. Group participants by school. Once the participants have had ample time to discuss channels of communication, ask participants to review the list of resources on the document *What a Teacher Might Say to Families about the NC K-3 Formative Assessment Process* as well as the *Resources for Communicating the Formative Assessment Process to Families* identified on the handout and located on the LiveBinder.

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2. After reviewing the handouts and resources, ask participants to use the *Planning for Home-School Communication* questions and the *Family Communication Plan* handout to make a plan for how these resources can support efforts to share information about the NC K-3 Formative Assessment Process with families (participants may wish to revisit the *Tips for Effective Communication with Families* handout as needed).
 3. Conclude the activity by identifying team roles to help support communication efforts. For example, select a point person to proofread all written communication to families and a facilitator to help keep the team's plan on target.

Follow-Up:

Following this professional development activity, ask participants to choose a question to ask one or more of their families. What did they learn about their students that they did not already know? Ask a similar question of the school personnel. What did they learn from the families that validated information already learned about the student?

KEY POINT: A teacher can learn about his/her students in a variety of ways during instruction. A teacher can collect evidence about students using a variety of strategies.

Teachers use a variety of data to better understand what their students know and are able to do. When evidence is generated, the teacher interprets the evidence and locates the student's current learning status along a construct progression. This allows the teacher to adapt and respond to the learning needs of the student, adjusting the learning targets as appropriate.

ENGAGING FAMILIES IN THE NC K-3 FORMATIVE ASSESSMENT PROCESS

- Families are important partners in the education of children. By working collaboratively with families, outcomes for children are improved.
- Two-way communication is essential for achieving those improved outcomes. Families have information about their children that will help teachers, and teachers have information about students that will help families.

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TIPS FOR EFFECTIVE COMMUNICATION WITH FAMILIES

- ✓ **Do ask families what channels of communication work best for them.**
 - Use multiple communication channels when communicating and receiving important information.

- ✓ **Do remember your audience. Families are busy.**
 - Be concise. Succinct and direct messages are easily read. Short messages are often better received and remembered than lengthy letters.
 - Be clear. Use simple language so every word can be understood.
 - Be complete. Include all of the information in your correspondence the first time so you will not have to clarify in a second correspondence.
 - Be conversational. Present the information in a way that invites interaction.
 - Re-check your correspondence for accuracy before sending.

- ✓ **Do consider cultural differences when communicating with families.**

- ✓ **Do consider how often you will send messages.**
 - Strive to communicate often and consistently.
 - Send written communication to homes on the same day each week, so families know when to expect it.

- ✓ **Do consider the message and the best channel for communicating that message.**
 - General information is likely best received through one channel, while specific information about their child is likely best received through other channels.
 - Be specific regarding the channels that you would like to receive communication. This, too, may be dependent on what is being communicated (e.g., change in transportation, upcoming vacation).

- ✓ **Do respond in a timely manner.**
 - Let families know when they can expect a response from you (e.g., respond to email message in 24 hours).

CURRENT CHANNELS OF COMMUNICATION

Channel	Considerations	Advantages	Limitations
Blogs	Update regularly		
Class Parent-Volunteers			
Curriculum Share			
Classroom Website	Update regularly		
Email			
Facebook			
Face-to-Face: <ul style="list-style-type: none"> • Conferences • Curriculum Share Events • Parent Night • Open House 			
Home Journals/ Learning Logs			
Homework Folders			
Multimedia (PowerPoint, Prezi)			
Newsletter			
Letter to Families			
Open House/Parent Night			
Personal Notes/Letters			
Postings Outside Classroom: <ul style="list-style-type: none"> • Information Easel • Signs and Notices on Classroom Door 			
PowerSchool			
Report Cards			
Telephone Calls			
Texting			
Twitter			
Video/Animoto			
Wiki	Update regularly		

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PLANNING FOR HOME-SCHOOL COMMUNICATION

- What information should we communicate to families?

- In which order shall we share the information?

- Which channel of communication is best for conveying this message?

- Considering our school's population and the communication processes we have identified, are we being culturally responsive?

- Do the provided resources meet our needs? Does the information need to be revised to meet the needs of our families so that the message is conveyed in a way that allows all of our families to understand it?

- Are there additional resources we need to create to support our communication efforts about the NC K-3 Formative Assessment Process?

- How will we receive feedback from families regarding our communication efforts?

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NC K-3 FORMATIVE ASSESSMENT PROCESS: FAMILY COMMUNICATION PLAN

Message	Channel/s of Communication	Person/s Responsible	Send Date	Evidence of Completion

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WHAT A TEACHER MIGHT SAY TO FAMILIES ABOUT THE NC K-3 FORMATIVE ASSESSMENT PROCESS

The purpose of the NC K-3 Formative Assessment Process

“The formative assessment process helps me to get to know your child really well. It is a strengths-based process. That means I’m observing your child to find out what s/he knows and can do. It helps me identify his strengths and interests. With this information, I can guide his/her instruction by planning opportunities and activities to help him/her meet his/her learning goals.”

The inclusive nature of NC K-3 Formative Assessment Process

“The formative assessment process is for all children. It is a process that helps every child reach his/her potential. It identifies what your child can do, and s/he can show what they know in different ways. S/He can show me his/her understanding in what s/he says, does, makes or writes. If we already have certain strategies and/or accommodations in place to support learning, then I keep using them when I observe, probe, and gather information. Then I can figure out what s/he needs next in learning and development and provide the instruction for growth.”

An illustration of the NC K-3 Formative Assessment Process

“This is an example of what a formative assessment process looks like in the classroom. We’ve been reading *Goldilocks and the Three Bears* during read aloud time. The children are really interested in the story, so I’m going to use their interest to learn more about their development in the areas of listening and speaking. So, I ask the children to imagine that the three bears decided to move to a new part of the woods so that Goldilocks couldn’t find them. I ask the children to work together to build the three bears a new house in the block area. As the children work together to build a new house for the bears, I observe them working and listen to their conversation. As they are working, I listen, observe, ask questions, and make notes. I’m looking to see how children express their thoughts, how much they stay on topic, and if they allow other children to take turns during the conversation.”

The 5 Domain of Learning and Development

“This year we are observing children in two domains (or areas of learning and development). The Cognitive Development Domain is about learning how to learn. I will observe your child’s ability to learn, organize and how s/he uses his/her new learning in more complex ways through counting in math. The second domain is Language Development and Communication. This is about learning to communicate. I will observe your child as s/he learns about the alphabet, begins to read, and how well s/he follows directions. I welcome any information you may learn at home about these areas. Next year we will observe all five domains.”

Sharing evidence and data gathered

“As I share evidence with you, discussions will address where your child is in his/her current learning and development. Wherever your child is in his/her learning and development is our starting point. We will talk about what to do to enhance your child’s learning and development. For example, I will set up opportunities and activities to grow his/her learning and development based on the goals set. We will also talk about what you see your child doing at home, because what you share about your child will help support his/her learning as well.”

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RESOURCES FOR COMMUNICATING THE NC K-3 FORMATIVE ASSESSMENT PROCESS TO FAMILIES

PowerPoint Presentation: *NC K-3 Formative Assessment Process (Formal)*

This PowerPoint provides information to families about the NC K-3 Formative Assessment Process and could be shared with families during school events, such as an open house, curriculum night, or family night. The six PowerPoint slides contain notes and talking points for the presenter and may be adapted, modified, and adjusted as needed. (NOTE: The content is the same as the themed PowerPoint.) At the conclusion of the presentation, families are invited to complete the survey, Partnering with Families.

PowerPoint Presentation: *“POP” In to Find Out What’s New in Your Child’s Classroom (Themed)*

Delivered in a fun popcorn theme, “POP” In to Find Out What’s New in Your Child’s Classroom, this PowerPoint provides information to families about the NC K-3 Formative Assessment Process and could be shared with families during school events, such as open house, curriculum night, or family night. The eight PowerPoints contain notes and talking points for the presenter and may be adapted, modified, and adjusted as needed. (NOTE: The content is the same as the formal PowerPoint.) At the conclusion of the presentation, families are invited to complete the survey, Partnering with Families.

Invitation: *“POP” In to Find Out What’s New in Your Child’s Classroom*

This sample invitation uses a fun popcorn theme to advertise the event and determine who plans to attend.

Reminder: *“POP” In to Find Out What’s New in Your Child’s Classroom*

This sample reminder flyer uses a fun popcorn theme to help remind families about the upcoming event.

Sign-In Sheet: *“POP” In to Find Out What’s New in Your Child’s Classroom*

This sample sign-in sheet uses a fun popcorn theme to keep track of family members who attended the event.

Family Brochure: *NC K-3 Formative Assessment Process*

This one-page flyer for families explains the NC K-3 Formative Assessment Process in a Q&A format. The flyer is available in English and Spanish as a PDF on the LiveBinder for printing purposes and may also be purchased from NCDPI Publications.