

# NC K-3 FORMATIVE ASSESSMENT PROCESS VISION



## BACKGROUND INFORMATION

The NC K-3 Formative Assessment Process was developed in accordance with a solid research base and in response to ideas of expert teachers of young children across the state of North Carolina. Research supports positive interactions between teachers and students, instruction that focuses on all aspects of child development, and multiple approaches to teaching – together forming the foundation of a formative assessment process. North Carolina teachers informed us that they are eager to balance summative and benchmark assessments with a process that 1) gives them a more complete picture of a child’s developing abilities, 2) can be integrated into daily instruction, and 3) is manageable and meaningful. This combination of research and professional wisdom provides the best opportunity for children to demonstrate what they know and are able to do, and to help each child reach challenging and achievable goals that contribute to his/her ongoing development and learning.

The NC K-3 Formative Assessment Process is based on the NCDPI adopted definition (2006) of formative assessment: **a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.** Recently (2014), this definition was also adopted by AERA (American Education Research Association), APA (American Psychological Association), and NCME (National Council on Measurement in Education).

This process is comprised of **5 Critical Components**:

- 1) Selecting Learning Targets:** The teacher uses what the student currently knows (learning status) and engages students in the identification of the next understanding/skill to learn (learning target)
- 2) Developing Criteria for Success:** The teacher identifies what it will look like when the student has learned the identified understanding/skill
- 3) Eliciting Evidence of Learning:** The teacher learns what the students know and are able to do and captures that evidence in a variety of ways (e.g., observation-based notes, video recordings, work samples)
- 4) Interpreting the Evidence:** The teacher interprets the evidence elicited and identifies the students’ current learning status
- 5) Adapting/Responding to Learning Needs:** The teacher 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.

In contrast to summative assessment, formative assessment occurs in an ongoing manner during – rather than separate from or at the end of – instruction. Evidence gathered helps teachers identify where students are currently in their learning and informs next steps with instruction. Thus, the NC K-3 Formative Assessment is a cyclical process that occurs daily rather than a test that is administered at one point in time.

What is particularly unique for kindergarten within this process is the Kindergarten Entry Assessment portion of the NC K-3 Formative Assessment Process. Throughout the first 60 days of school, kindergarten teachers elicit evidences of learning for every student, enter documentation for every student, and identify learning statuses for every student in order to inform teaching and learning. Teachers then use this information to make Status Summaries, after the first 60 days of school, which depict the teacher’s best interpretation of where a child is currently along a construct progression using a collection of evidences and learning statuses made. Status Summaries made by the teacher are then entered into the state’s longitudinal data system, creating a portrayal of North Carolina’s kindergarteners. With any future requests from the state or federal government, data are reported at the aggregate level without individually identifiable information associated with them. These data will be used to inform decisions regarding additional support and professional development for early learning and development programs and K-3 classrooms rather than for accountability and high-stakes purposes (e.g., to evaluate teachers or early learning programs).

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The NC Department of Public Instruction recognizes formative assessment as an important component of 21st Century Balanced Assessment System and has dedicated materials resources to support its use in NC schools. For more information about NCDPI and the Balanced Assessment System, please visit: [ncpublicschools.org/accountability/educators/vision](http://ncpublicschools.org/accountability/educators/vision)

## SUPPLEMENTAL RESOURCES

- **Document:** *Assessment for Learning and Development: A Report by the NC K-3 Assessment Think Tank Report (2013)*  
In response to a mandate by the North Carolina State Legislature and the requirements of the Race to the Top Early Learning Challenge Grant, NC Superintendent June Atkinson convened the K-3 Assessment Think Tank, which included NC schoolteachers, parents, scholars representing seven NC universities, and additional stakeholders. The group was charged with proposing a plan to improve early elementary school learning and instruction through more efficient and effective use of student-centered assessments. This report summarizes the think tank’s findings, its proposal for an innovative process to improve learning, and its recommendations for next steps. (36 pages) A two-page Executive Summary is also available.
- **Document:** *NC’s NC K-3 Formative Assessment Process Critical Components*  
This document describes the core elements for each of the 5 Critical Components of formative assessment and provides examples for expected implementation. (2 pages)
- **Document:** *Self Reflection – NC K-3 Formative Assessment Process*  
This document describes each of the 5 Critical Components and can be used to self-assess how each of the critical components is currently in place in daily classroom practice. (1 page)
- **Webinar:** *Formative Assessment as the Key to Effective Instructional Practice*  
<https://www.relmidatlantic.org/content/formative-assessment-key-effective-instructional-practice>  
This Mid-Atlantic Regional Educational Laboratory recorded webinar discusses the systematic process of formative assessment and the evidence it provides to help teachers inform instruction and students inform learning. In addition, the webinar examines the role of school leaders in supporting effective use of formative assessment and strategies that improve teacher effectiveness. Dr. Margaret Heritage is featured in this presentation. Presentation slides, Q&A with Dr. Heritage, and a transcript are also provided. (2 hours)
- **Webinar:** *Formative Assessment, Part I (August 2014)*  
This recorded webinar presentation features Dr. Margaret Heritage and Dr. Carmella Fair. Dr. Heritage, a senior scientist at WestEd and consultant for the development of the NC K-3 Formative Assessment Process, examines how formative assessment informs teaching and learning. Dr. Fair, the NC FALCON coordinator at NCDPI, discusses the NC Balanced Assessment System and the important role of formative assessment and how it fits with other types of assessment. The webinar concludes with a Q&A session with participants. (55 minutes)
- **Webinar:** *Formative Assessment, Part 2 (October 2014)*  
This NCDPI recorded webinar presentation builds upon the Formative Assessment, Part I webinar by connecting the theory of formative assessment to real-life examples and connects this process to the instructional cycle. Photos and illustrations are provided. You may wish to have the Critical Components document available for reference during this webinar. (36 minutes)
- **Webinar:** *Unpacking the Think Tank Report (2014)*  
This NCDPI recorded webinar presentation reviews the content of the 2013 published K-3 Assessment for Teaching and Learning Think Tank Report. This report was presented to Dr. Atkinson in October 2013 and serves as the driving force for the current assessment design phase of the project. The content of the report includes research-based educational claims about what is essential for children in kindergarten through third grade to know and be able to do. It also emphasizes the integrated nature of

learning and child development during the early years. During this webinar, these educational claims are explored. (17 minutes)

- **Webpage:** *NCDPI Accountability & Services Division: Learn More About Formative Assessment*  
This NCDPI webpage outlines the state-adopted definition of formative assessment and provides presentations, multimedia resources, and other learning tools to support districts in implementing a formative assessment process.

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

**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.

**PROFESSIONAL DEVELOPMENT ACTIVITIES**

Focus	Activity Title	#	Independent	Face-to-Face	Time	Page #
NC K-3 Formative Assessment Process Introduction	The NC K-3 Introduction & Overview	1		✓	30-45 minutes	6
	The NC K-3 Introduction & Overview	2	✓		30-45 minutes	9
	An Enabler of Learning	3		✓	30-45 minutes	12
	Attributes of Formative Assessment	4		✓	30-45 minutes	14
NC K-3 Formative Assessment Vision	What's the Vision?	5	✓	✓	60-90 minutes	16
	What's the Vision?	6		✓	90-120 minutes	20
	What's the Vision?	7	✓		45-60 minutes	23

# The NC K-3 Introduction & Overview

30-45 minutes

✓ Face-to-Face

## Materials:

- *The NC K-3 Formative Assessment Process* flyer
- *Formative Assessment* Prezi
- *Structures for Implementation* PowerPoint
- *What? So What? Now What?* recording sheet

## Directions:

1. Depending on your need, select one or more of the presentations listed in the Materials section. You may also wish to use the *NC K-3 Formative Assessment Process* flyer, which can found on at <http://nck3fap.weebly.com>.
2. Using the notes provided for each slide, walk through the selected presentations with the participants. Provide an opportunity for participants to review the flyer as well.
3. Distribute a copy of the *What? So What? Now What?* recording sheet to participants.
4. Using the “What? So What? Now What?” reflection model, ask participants to discuss the information just shared. You may wish to walk everyone through the questions together, or provide them as the framework for each group to use as they work independently. As participants to write their responses on the recording sheet.

### WHAT?

This part of the entry should note facts and statements.

- What did you learn? What stood out to you?
- What are the facts about the NC K-3 Formative Assessment Process?

### SO WHAT?

Now begin to analyze your observations.

- What were your professional feelings, perceptions, questions, and ideas?
- How does this connect to your teaching practices?

### NOW WHAT?

Combine your observations and experiences with what you learned in the Introduction and Overview.

- What impacts will the NC K-3 Formative Assessment Process have on students and their demonstration of learning in your classroom?
- Knowing what you know now, what are one or two positive steps you can take to ensure successful implementation of the NC K-3 Formative Assessment Process?

5. Conclude by asking participants to share some of their points discussed with the whole group. Reinforce key points as appropriate.

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- 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.

ADAPTED FROM THE NATIONAL YOUTH LEADERSHIP COUNCIL

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# WHAT? SO WHAT? NOW WHAT?

## Recording Sheet

**Directions:** Please use the following questions and prompts to reflect and respond to the NC K-3 Formative Assessment Process materials.

### WHAT?

This part of the entry should note facts and statements.

- What did you learn? What stood out to you?
- What are the facts about the NC K-3 Formative Assessment Process?

### SO WHAT?

Now begin to interpret your observations.

- What were your professional feelings, perceptions, questions, and ideas?
- How does this connect to your teaching practices?

### NOW WHAT?

Combine your observations and experiences with what you learned in the Introduction & Overview.

- What impacts will the NC K-3 Formative Assessment Process have on students and their demonstration of learning in your classroom?
- Knowing what you know now, what are one or two positive steps you can take to ensure successful implementation of the NC K-3 Formative Assessment Process?

ADAPTED FROM THE NATIONAL YOUTH LEADERSHIP COUNCIL

# The NC K-3 Introduction & Overview

30-45 minutes

✓ Independent

## Materials:

- *The NC K-3 Formative Assessment Process* flyer
- *NC K-3 Formative Assessment Process* Prezi
- *The NC K-3 Implementation* PowerPoint
- *What? So What? Now What?* recording sheet
- Virtual collaborative space

## Pre-Learning Activity

Prior to the face-to face meeting, set up a collaborative virtual space and post the questions found on the *What? So What? Now What?* recording sheet. Then, email the *NC K-3 Formative Assessment Process* flyer: (which can be found at <http://nck3fap.weebly.com>) and the presentation(s) of choice to the participants. Ask participants to review the materials and come prepared to discuss the materials at the upcoming meeting.

### Sample Email:

The NC K-3 Formative Assessment Process was developed using research and input of expert teachers of young children across the state of North Carolina. It is designed to support continuous teaching and learning by providing teachers, families, and administrators the information they need to move learning forward. Please read the *NC K-3 Formative Assessment Process* flyer and watch the presentations:

\_\_\_\_\_. Then, go to \_\_\_\_\_ virtual collaborative space and respond to the questions. We will discuss the information about the NC K-3 Formative Assessment Process and your thoughts at our next meeting on \_\_\_\_\_.

Link to Material(s):

Link to Collaborative Space:

## Directions:

1. Distribute a copy of the *What? So What? Now What?* recording sheet to participants.
2. Using the *What? So What? Now What?* reflection model, adapted from the National Youth Leadership Council, ask participants to discuss the information just shared. You may wish to walk everyone through the questions together, or provide them as the framework for each group to use as they work independently. Ask participants to write their responses on the recording sheet.

### WHAT?

This part of the entry should note facts and statements.

- What did you learn? What stood out to you?
- What are the facts about the NC K-3 Formative Assessment Process?

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**SO WHAT?**

Now begin to analyze your observations.

- What were your professional feelings, perceptions, questions, and ideas?
- How does this connect to your teaching practices?

**NOW WHAT?**

Combine your observations and experiences with what you learned in the Introduction & Overview.

- What impacts will the NC K-3 Formative Assessment Process have on students and their demonstration of learning in your classroom?
- Knowing what you know now, what are one or two positive steps you can take to ensure successful implementation of the NC K-3 Formative Assessment Process?

3. Conclude by asking participants to share some of their points discussed with the whole group. Reinforce key points as appropriate.

**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.**

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- Evidence is used to guide instruction.

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# WHAT? SO WHAT? NOW WHAT?

## Recording Sheet

**Directions:** Please use the following questions and prompts to reflect and respond to the NC K-3 Formative Assessment Process materials.

### WHAT?

This part of the entry should note facts and statements.

- What did you learn? What stood out to you?
- What are the facts about the NC K-3 Formative Assessment Process?

### SO WHAT?

Now begin to interpret your observations.

- What were your professional feelings, perceptions, questions, and ideas?
- How does this connect to your teaching practices?

### NOW WHAT?

Combine your observations and experiences with what you learned in the Introduction & Overview.

- What impacts will the NC K-3 Formative Assessment Process have on students and their demonstration of learning in your classroom?
- Knowing what you know now, what are one or two positive steps you can take to ensure successful implementation of the NC K-3 Formative Assessment Process?

ADAPTED FROM THE NATIONAL YOUTH LEADERSHIP COUNCIL

# An Enabler of Learning

30-45 minutes

✓ Face-to-Face

## Materials:

- Playing cards, sorted and grouped according to the number of participants
- Article: *An Enabler of Learning* by Margaret Heritage (one copy per participant)
  - Retrieval at [livebinders.com/media/get/MTAzOTkwNTE=](https://livebinders.com/media/get/MTAzOTkwNTE=)

## Directions:

1. As each participant arrives, have him/her select one playing card.
2. Distribute a copy of the article to each participant and ask the participants to read the first two paragraphs and the section that corresponds to his/her playing card's suit:
  - **Hearts:** *The Teacher's Role*
  - **Clubs:** *Feedback*
  - **Diamonds:** *The Students' Role*
  - **Spades:** *Classroom Climate & Conclusion*
3. Next, ask the participants to form four groups according to the suit of their card. For example, all of the participants with hearts, who read *The Teacher's Role*, will form a larger group. Once groups are formed, ask participants to 1) discuss the information to make sure they all understand the information related to the group's targeted section and 2) identify the most important points in the assigned section.
4. Then, regroup the participants by the number on their cards. For example, all of the participants with a "5" playing card will form a group. Once groups are formed, have the hearts group teach the other participants about their section; then clubs; then diamonds, then spades. Once all four suits have been called, the group will have debriefed the entire article. If you have participants that do not have all four suits, invite them to join another group and co-teach their portion of the article.
5. Finally, ask each participant to individually answer one or more of the following questions on a notecard to be submitted as their exit ticket.
  - *What most resonated with you? What had the greatest impact on you?*
  - *What was something new to you?*
  - *In what ways are you already using formative assessment?*
  - *Why do you think formative assessment is important?*
  - *In what ways might students in your classroom be a part of the formative assessment process?*

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**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.**

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# Attributes of Formative Assessment



**30-45 minutes**

✓ **Face-to-Face**

**Materials:**

- *Attributes of Effective Formative Assessment* by Margaret Heritage article
- *Summary Strategies* handout

**Pre-Learning Activity:**

Prior to the face-to-face meeting, email the *Attributes of Effective Formative Assessment* article to the participants. Ask participants to read the article and come prepared to discuss the material at the upcoming meeting.

**Directions:**

1. Select a summary strategy from the handout.
2. Place participants in small groups and explain the directions based on the Summary Strategy selected.
3. Highlight main ideas as needed.

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# SUMMARY STRATEGIES

**3-2-1** List: **3** main points (or 3 things that resonated with you [or your group])  
**2** ideas that fit with your personal teaching experience, and  
**1** question you still have

## \$5 SUMMARIES

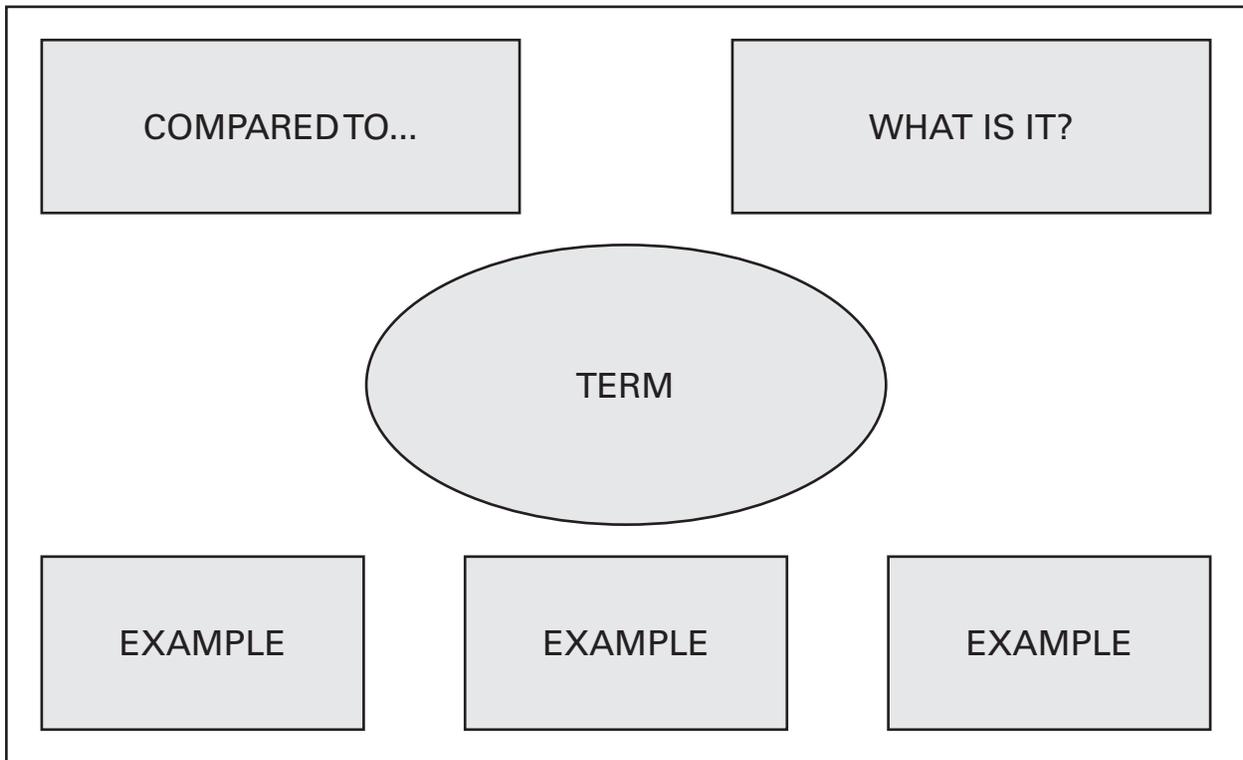
With each word worth 10 cents, write a \$5 summary of the learning from the article.

## EXPERT GROUPS / JIGSAW

Divide the article into five to six sections and place participants in groups with the same number of participants as sections of the article. Then, ask each participant in a group to independently read one section of the article. Next, mix participants into groups by section read (e.g., all who read section 1 form a group). Ask participants to discuss the assigned section of the article to become an “expert” of that section. Last, have participants return to their original group and share/summarize their section of the article to the rest of the group. Once all members of the group share, the full article will be discussed.

## WORD MAP

Ask participants to use the Word Map to unpack a particular term or aspect of the article read.





# What's the Vision?

60-90 minutes

✓ Face-to-Face  
✓ Independent

## Materials:

- *NC K-3 Formative Assessment Process* video
- *Visible Thinking* recording sheet, electronic version
- 3 Charts (titled: "I See," "I Think," "I Wonder")
- Additional chart paper, as needed
- Markers
- *The Vision* Powerpoint

## Pre-Learning Activity:

Prior to the face-to-face meeting, email a link to the *selected video* and the *Visible Thinking recording sheet* to the participants. Ask participants to view the video independently, record their thinking on the *Visible Thinking* recording sheet, and come prepared to discuss their thoughts at the meeting.

### Sample Email:

The NC K-3 Formative Assessment Process was developed using research and input of expert teachers of young children across the state of North Carolina. It is designed to support continuous teaching and learning by providing teachers, families, and administrators the information they need to move learning forward.

Please watch the video about the NC K-3 Formative Assessment Process, and record your thoughts using the attached "I See, I Think, I Wonder" Visible Thinking recording sheet. Bring your recording sheet to our meeting on \_\_\_\_\_, and come prepared to discuss your thoughts at the meeting.

Link to Video:

## Directions:

1. At the face-to-face meeting, display each of the three charts and markers in different areas of the room. As participants enter, ask them to write their reflections from the pre-learning activity on each of the corresponding charts. Add additional chart paper as needed.
2. After all participants have recorded their reflections, divide the participants up into three groups (e.g., count off 1, 2, 3), and assign each group to one of the charts.
3. Ask each group to read all of the reflections and work together to draft a summary of the big idea(s) from the chart. Then, ask each group to select a reporter to share the summary with the whole group.

4. Once groups have shared their summaries, show the video and ask participants to now watch for evidences/examples of the following:

- Development of the whole child
- Instructional and assessment practices
- Collecting evidence of student learning
- Using evidence to guide instruction

5. After the video, extend the discussion by asking guiding questions to highlight key points regarding the vision. For example:

**FACILITATOR:** Let’s now think about the video in relationship to the whole child. In the video, what evidence did you see that attention was placed on the development of the whole child?

**TEACHER:** I saw children learning about many different things. I saw them working with math manipulatives, exploring ladybugs, writing about feelings in their journal, and building a library with blocks. It wasn’t just about reading.

**FACILITATOR:** So, based on those observations, what does that make you think or assume with respect to the learning environment?

**TEACHER:** I think that the teachers recognize it’s important to know that one area of development impacts other areas of development. For example, fine motor development impacts writing, cutting, and manipulating small objects in the science center. It’s all integrated!

**FACILITATOR:** What does that make you wonder about? and/or What questions do you have in order for this to happen in a classroom?

**TEACHER:** I wonder how to find time to focus on everything.

6. After several participants have reflected upon this topic using the same format as above, use the Key Points slides to highlight the key point(s) to the participants if not addressed through their comments.

**FACILITATOR:** I heard you talk about different areas of development. [ShowThe Vision PowerPoint.] The NC K-3 Formative Assessment Process focuses on the whole child. This means that it focuses on more than reading and math. It focuses on five “Domains of Learning and Development.” It is essential that teachers support children’s development in all of these areas. Throughout our work we will explore these areas more deeply.

**KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.**

- By focusing on the whole child, attention is placed on areas beyond those typically assessed (e.g., mathematics and literacy).
- For purposes of this assessment process, the whole child is comprised of five Domains of Learning and Development: Approaches to Learning, Cognitive Development, Emotional/Social Development, Health & Physical Development, and Language Development & Communication.
- Each area of development impacts other developmental areas.

7. Next, ask the following questions while continuing to use the “I See, I Think, I Wonder” format. As you ask each set of questions, listen to what the participants see, think, and wonder about. Once two to three participants have had an opportunity to reflect about a topic, highlight the key point before moving to the next topic.

- In the video, what did you see in terms of **instruction and assessment practices**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

**KEY POINT: 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. For example, a teacher can observe students working, ask probing questions, listen to their thinking, and review their work.
- This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

- In the video, what did you see in terms of **collecting evidence of student learning**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

**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 take photos, record students speaking, write anecdotal notes, collect work samples, and talk with families.
- All of these types of data help to inform planning and instruction.

- In the video, what did you see in terms of **using evidence to guide instruction**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

**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.
- This helps teachers plan and adjust instruction in an ongoing manner, thus meeting the needs of all students.

8. Last, conclude the meeting by asking participants to reflect upon the vision and then individually write (on the back of their recording sheet) about an aspect of the NC K-3 Formative Assessment Process Vision that resonated with them and why. Have each participant submit his/her thoughts as an exit ticket.

NOTE TO FACILITATOR: Use the exit tickets to learn about which aspects of the vision were important to the participants, and identify areas for future planning with the District Implementation Team and your regional consultant.

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# I SEE / I THINK / I WONDER

- What do you see?
- What do you think about that?
- What does it make you wonder?

What do you see?	What do you think about that?	What does it make you wonder?

**Visible Thinking recording sheet**

Adapted from: Artful Thinking

[http://pzweb.harvard.edu/tc/see\\_think\\_wonder.cfm](http://pzweb.harvard.edu/tc/see_think_wonder.cfm)



# What's the Vision?

90-120 minutes

✓ Face-to-Face

**Materials:**

- *NC K-3 Formative Assessment Process* video
- *Visible Thinking* recording sheet, one per participant
- *The Vision* PowerPoint

**Directions:**

1. Introduce the video to the participants.
2. Next, watch the video together. After the video, ask participants to count off into three groups.
3. Ask one group to move to the corner of the room to discuss what they actually saw happening in the video. Ask another group to move to an area and discuss what the video made them think or assume about the classroom/school. Ask the third group to move to an area to discuss what the video made them wonder about or questions they have about the classroom in order for this to occur.
4. Then ask each group to share with the whole group two or three thoughts from their discussions.
5. Once groups have shared their ideas, extend the discussion by asking guiding questions to highlight key points regarding the vision, using the "I See, I Think, I Wonder" format. Listen carefully to what the participants think and wonder about as you ask each set of questions. Once two to three participants have had an opportunity to reflect about a topic, highlight the key point before moving to the next topic if not articulated by the participants.

For example:

**FACILITATOR:** Let's now think about the video in relationship to the whole child. In the video, what evidence did you see that attention was placed on the development of the whole child?

**TEACHER:** I saw children learning about many different things. I saw them working with math manipulatives, exploring ladybugs, writing about feelings in their journal, and building a library with blocks. It wasn't just about reading.

**FACILITATOR:** So, based on that observation, what does that make you think or assume with respect to instructional practices?

**TEACHER:** I think that the teachers recognize it's important to know that one area of development impacts other areas of development. For example, fine motor development impacts writing, cutting, and manipulating small objects in the science center. It's all integrated!

.....

**FACILITATOR:** What does that make you wonder about? or What questions do you have in order for this to happen in a classroom?

**TEACHER:** I wonder how to find time to focus on everything.

6. After several participants have reflected upon this topic using the same format as above, the facilitator uses *The Vision* PowerPoint to highlight the key point to the participants if not addressed through their comments.

For example:

**FACILITATOR:** I heard you talk about different areas of development. [Show *The Vision* PowerPoint.] The NC K-3 Formative Assessment Process focuses on the whole child. This means that it focuses on more than reading and math. It focuses on five “Domains of Learning and Development.” It is essential that teachers support children’s development in all of these areas. Throughout our work we will explore these areas more deeply.

**KEY POINT: The NC K-3 Formative Assessment Process focuses on the whole child.**

- By focusing on the whole child, attention is placed on areas beyond those typically assessed (e.g., mathematics and literacy).
- For purposes of this assessment process, the whole child is comprised of five Domains of Learning and Development: Approaches to Learning, Cognitive Development, Emotional/Social Development, Health & Physical Development, and Language Development & Communication.
- Each area of development impacts other developmental areas.

7. Next, ask the following questions while continuing to use the “I See, I Think, I Wonder” format. As you ask each set of questions, listen to what the participants see, think, and wonder about. Once two to three participants have had an opportunity to reflect about a topic, highlight the key point before moving to the next topic.

- In the video, what did you see in terms of **instruction and assessment practices**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

**KEY POINT: 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. For example, a teacher can observe students working, ask probing questions, listen to their thinking, and review their work.
- This can occur throughout the day in a variety of settings, such as whole group, small group, learning centers & stations, and individual.

- In the video, what did you see in terms of **collecting evidence of student learning**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

.....

**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 take photos, record students speaking, write anecdotal notes, collect work samples, and talk with families.
- All of these types of data help to inform planning and instruction.

- In the video, what did you see in terms of **using evidence to guide instruction**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

**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.
- This helps teachers plan and adjust instruction in an ongoing manner, thus meeting the needs of all students.

8. Last, conclude the meeting by asking participants to individually reflect upon the vision and then individually write (on the back of their recording sheet) about an aspect of the NC K-3 Formative Assessment Process Vision that resonated with him/her and why it specifically resonated. Have each participant submit his/her thoughts as an exit ticket.

NOTE TO FACILITATOR: Use the exit tickets to learn about which aspects of the vision were important to the participants, and identify areas for future planning with the District Implementation Team and your regional consultant.



# What's the Vision?

45-60 minutes

✓ Independent

**Materials:**

- *NC K-3 Formative Assessment Process* video
- Virtual collaborative space

**Directions:**

PART 1

Email a link to the video and a link to a virtual collaborative space (e.g., Google Doc, Padlet, Moodle) to participants. Ask participants to view the video independently and use the collaborative space to record their thoughts using the “I See, I Think, I Wonder” format. Request that all responses be entered by a determined date.

Sample Email:

The NC K-3 Formative Assessment Process was developed using research and input of expert teachers of young children across the state of North Carolina. It is designed to support continuous teaching and learning by providing teachers, families, and administrators the information they need to move learning forward.

Please watch the video about the NC K-3 Formative Assessment Process. Then, go to \_\_ virtual collaborative space and answer each of the questions. We will discuss this video and your thoughts at our next meeting on \_\_.

Link to Video:

Link to Collaborative Space:

**Questions for Virtual Collaborative Space:**

- In the video, what did you see in terms of **development of the whole child**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?
  
- In the video, what did you see in terms of **instruction and assessment practices**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?
  
- In the video, what did you see in terms of **collecting evidence of student learning**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?
  
- In the video, what did you see in terms of **using evidence to guide instruction**?
- What does that make you think or assume about the characteristics of the learning environment?
- What does that make you wonder about?

PART 2

Following your district implementation action plan, have the participants’ responses available for the follow-up experience in order to ensure that participants understand the key points of the video. For example, invite participants to discuss their thoughts about the video with other colleagues during a grade-level meeting or a professional learning community in the school. Ask participants to reflect upon the key points and discuss strategies that illustrate each of the points.