

BUILDING AN EFFECTIVE EARLY CHILDHOOD SYSTEM IN NORTH CAROLINA

NC DEPARTMENT OF
PUBLIC INSTRUCTION

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Office of Early Learning

Vision: Each child is honored, respected, and empowered to achieve success in school and life.

Mission: The Office of Early Learning believes a strongly aligned, high-quality early learning experience increases success for all children in school and life. Therefore, we exist to collaboratively reform and support a coherent and aligned approach to teaching and learning from early care and education to the primary grades and beyond.



NC RTT-ELC PROJECTS AND GOALS

K-3 Formative Assessment Process

- **Goal:** Support school success by developing and implementing a valid and reliable Kindergarten Entry Assessment within a broader K-3 Assessment that measures the five domains of development and is used by teachers to guide instruction
- **Project End date - December 2016**



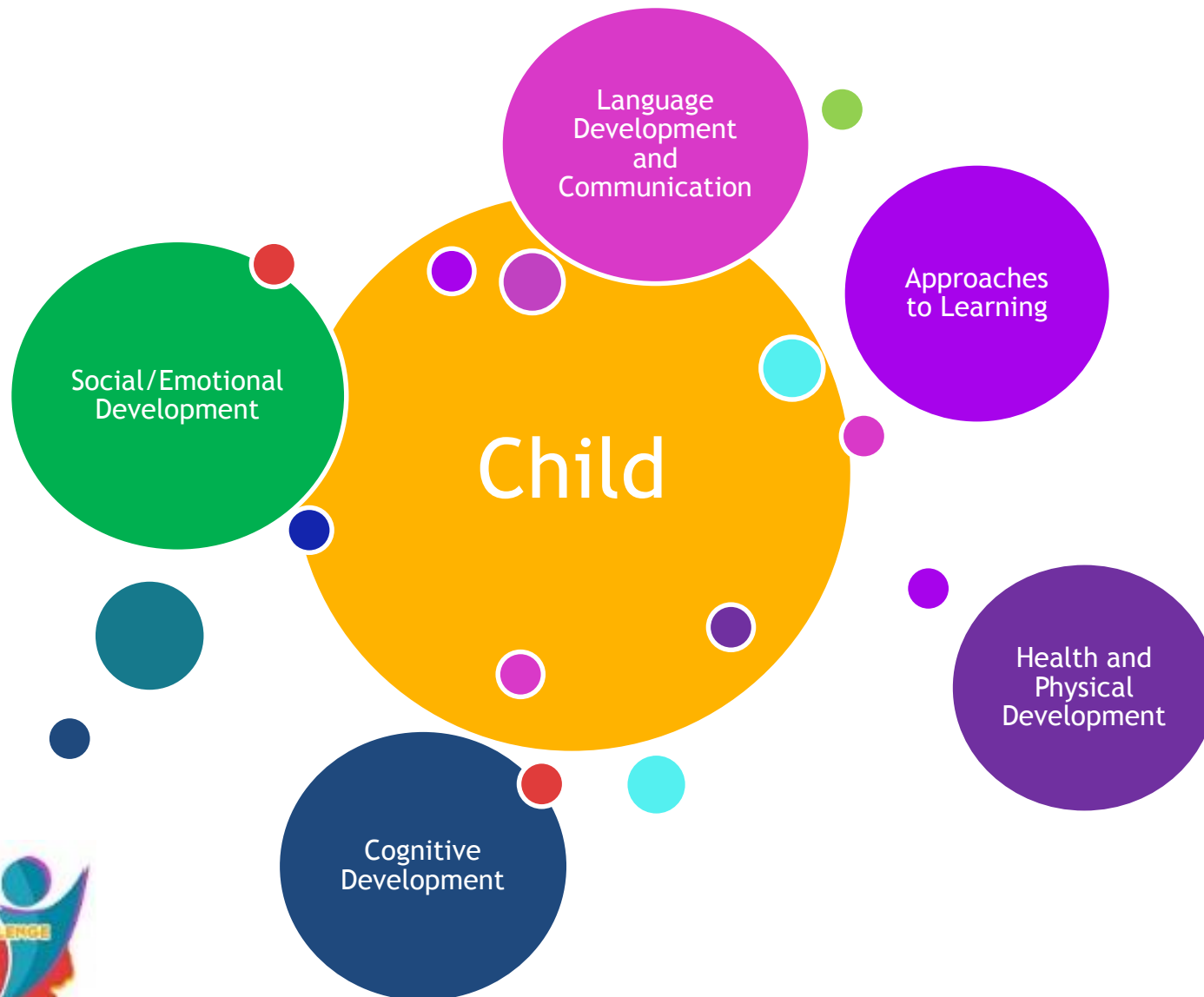
K-3 ASSESSMENT - KEY ACCOMPLISHMENTS

KEA

K-3 Formative
Assessment



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**Purpose of the K-3
Assessment is...**

**to inform teaching
and learning.**



K-3 ASSESSMENT - KEY ACCOMPLISHMENTS

K-3 Formative Assessment Process: 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.

AERA/APA/NCME, 2014

CCSSO, 2006



| Domain | K-3 Constructs |
|--------------------------------------|---|
| Approaches to Learning | Engagement in Self-Selected Activities Perseverance in Assigned Activities |
| Cognitive Development | Object Counting Problem Solving |
| Emotional-Social Development | Emotional Literacy Emotion Regulation |
| Health & Physical Development | Fine Motor Development Midline Motor Development Gross Motor Development |
| Language Development & Communication | Following Directions Letter Naming Book Orientation & Print Awareness Vocabulary Writing Reading Comprehension |



K-3 ASSESSMENT - FUTURE WORK

- Full K-3 Pilot - January - March, 2016
- Usability Testing - January - June, 2016
- Full Kindergarten Implementation - Fall, 2016
- Initial K-3 Implementation - Fall, 2016



HOW PROJECTS FIT INTO THE BROADER EARLY CHILDHOOD SYSTEM BUILDING EFFORTS

- Supports a Birth-3rd Grade Continuum
 - Leverages gains made in B-5 programs
 - Influences instructional practices across the span
 - Provides information at kindergarten entry that can inform professional development and support provided for B-5 programs



SUSTAINABILITY EFFORTS

- Module Development
- Collaboration with IHEs on pre-service courses
- Excellent Public Schools Act
- Statewide System of Support



AUDIENCE Q&A AND REFLECTION

- Questions?
- Reflections?
 - How does this relate to your ongoing early childhood system efforts?
 - Are there learnings that could inform your work?

