

What to Look and Listen For

Formative Assessment

Look For . . .	Listen For . . .
<p>Teachers</p> <ul style="list-style-type: none"> observing students (from the “sidelines”) in multiple settings while they are actively engaged in centers/ independent exploration, during outdoor play, while they are eating, etc. and possibly jotting notes; “dropping in” on children during independent exploration work periods to initiate quick, focused interactions (15-20 seconds) to assess understanding and identify needs; making quick notes about student responses or observations during or just following group gatherings; and, referencing developmentally appropriate, interactive visuals posted around the room as scaffolds for formative assessment (e.g., blank Venn diagram posters for classifying/ sorting, a large poster with Elkonin boxes for blending/segmenting practice or individual assessment, etc.). <p>Students</p> <ul style="list-style-type: none"> demonstrating visual evidence of engagement in response to teacher prompts or questions (as appropriate to their development/ linguistic/ cultural backgrounds). 	<p>Teachers</p> <ul style="list-style-type: none"> engaging students in conversation about their activities to assess their understanding. Teachers select questions that are aligned with both the task and the current developmental level of the child; <ul style="list-style-type: none"> <i>Tell me about your ___.</i> <i>Can you explain this to me?</i> <i>What do you notice about ___?</i> <i>Can you make yours look like mine?</i> <i>How do you think this works?</i> <i>Can you show me another way to ___?</i> <i>What do you think would happen if___?</i> providing immediate feedback or “feed-forward” after observing or interacting to gather formative information/evidence to guide their “next steps;” and, excusing children to line up by playing “Tell Me Something“ game: e.g., <i>Tell me something</i> <ul style="list-style-type: none"> <i>- you learned in our story.</i> <i>- new you tried today.</i> <i>- you did to help someone today.</i> <p>Students</p> <ul style="list-style-type: none"> using language that reflects active engagement and responds to teacher prompts (as appropriate to their development/ linguistic/ cultural backgrounds).

Differentiated Instruction

Look For . . .	Listen For . . .
<p>Teachers</p> <ul style="list-style-type: none"> • working with individuals and small groups to reinforce or extend learning during center time; • finding non-traditional opportunities to have brief differentiated instruction conversations or interactions: <ul style="list-style-type: none"> - during snack; - at recess (as long as there is adequate supervision); • referencing assessment note to guide her differentiated instruction interactions; • actively monitoring other students as she interacts with her group; and • using TPR and other visual clues and manipulatives to scaffold learning during differentiated instruction. <p>Students</p> <ul style="list-style-type: none"> • working with the teacher to demonstrate visual evidence of engagement in response to the differentiated instruction (as appropriate to their development/ linguistic/ cultural backgrounds); • who are not working with the teacher to be focused on their tasks or explorations. 	<p>Teachers</p> <ul style="list-style-type: none"> • reinforcing routines and orchestrating smooth transitions to maximize available instructional time; • providing clear instructions for both teacher-guided and student-guided activities; • using additional verbal scaffolds along with visual cues and manipulatives to build, reinforce, or correct conceptual understanding for individuals or small groups who have been identified through formative assessments; • adjusting the pace of their instruction, the complexity of the language, or the amount of wait time to differentiate learning experiences for selected students; and, • providing extension or accelerated instruction for students who are ready for additional challenge. <p>Students</p> <ul style="list-style-type: none"> • who are engaged and actively responding to the teacher's instruction (as appropriate to their development/ linguistic/ cultural backgrounds).