

Getting On Track

A Preschool Math Formative Assessment and Professional Learning System

Getting On Track is a curriculum-neutral **formative assessment and instruction system** that helps preschool and pre-K teachers assess their students' math knowledge and tailor their instruction to meet students' needs.

The system also supports teachers' **professional learning**: As they use the system, teachers deepen their knowledge about foundational math skills, including how children develop them and how to support them at different stages

Demonstrated Positive Impact: In two different studies, preschool & pre-K students whose teachers used GoT for 1 year were **4-5 months ahead in math & 4-6 months ahead in verbal comprehension** compared to peers in the comparison group.

GoT System Components

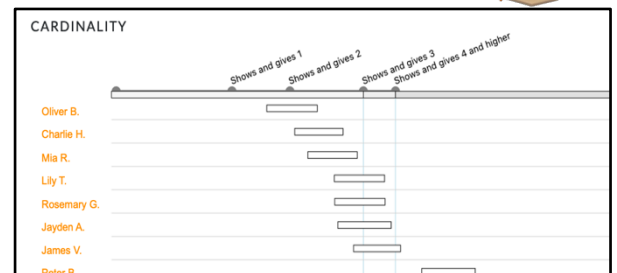
Formative Assessment System and Classroom Teaching Resources

- Materials for administering game-like assessment tasks to students in 15-minute sessions, 2 times per year
- Website that provides immediate student results along with associated evidence-based strategies and instructional activities targeted to students' differing needs
- Family updates tailored for each student with recommendations for home math activities so families can support their children's learning



Professional Learning Activities and Tools

- A series of workshops and coaching sessions that support staff in:
 - Understanding how foundational math skills develop in early childhood
 - Learning to administer the assessments
 - Interpreting assessment results and planning differentiated instruction
 - Using evidence-based strategies to promote children's math understanding through classroom instruction and everyday routines
- Protocols, templates, and other tools to support teachers with effectively interpreting and using GoT data outside of the workshops



Current Level

These children can identify and make sets of objects for small numbers (1, 2, and 3). However, they may not yet be able to create larger sets that they cannot subitize (automatically "see").

Next Steps

Count and label larger sets (greater than 3). Encourage these children to make and count sets of greater than 3 objects. Help them connect the counting process to quantity by labeling the total as well as pointing and counting (e.g., "You have five crackers on your plate. One, two, three, four, five"). Reinforce that the number word represents the whole set by gesturing around all of the objects.

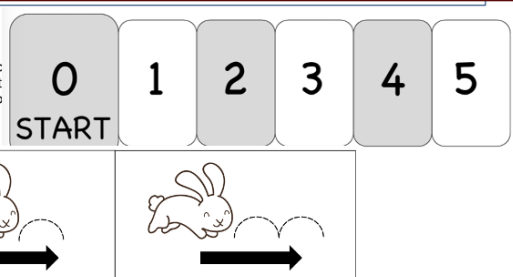
Lessons to Try

For these lessons, focus on sets of 1 to 6 objects and omit or deemphasize written numerals.

- 3-2-1 Action!
- Bears in the Zoo 🐻
- Cards & Counters
- Color-Number Match

What to Do:

Have each child choose of the game, shuffle the Taking turns, players place the card at the bot a non-competitive versio board).



Implementation Details

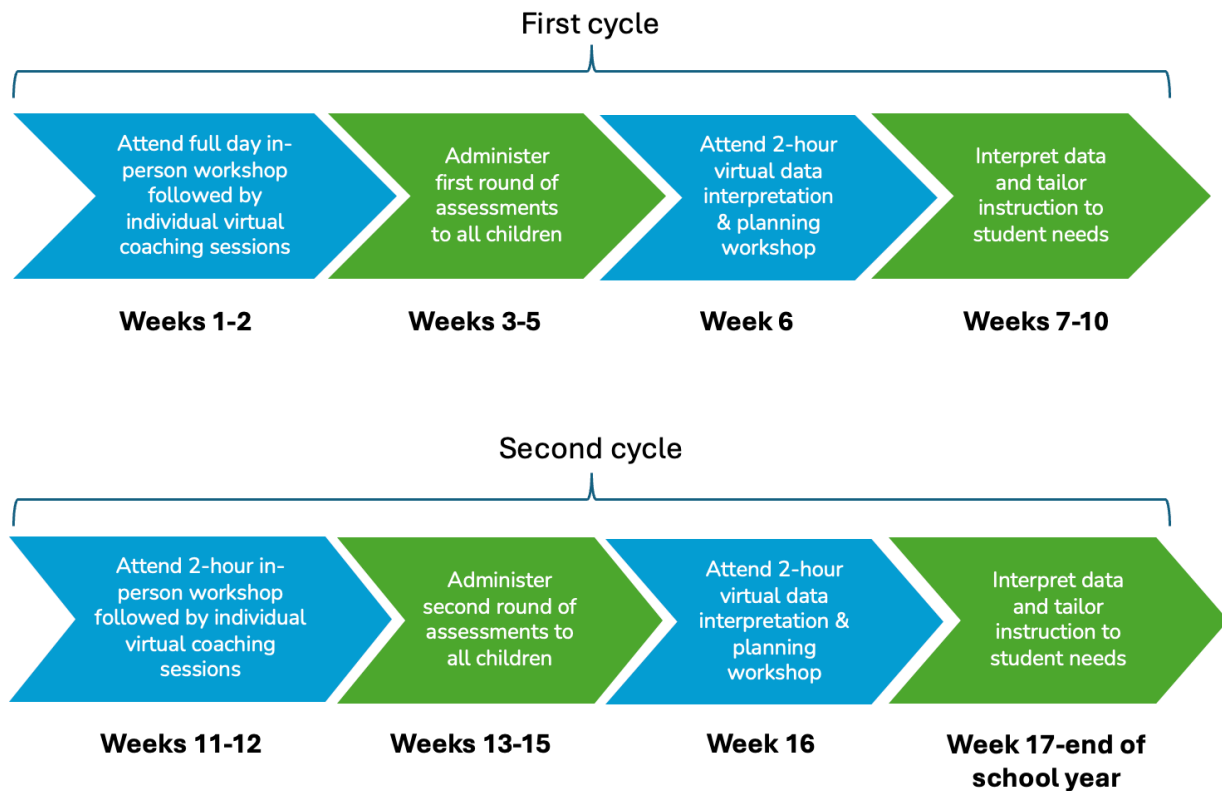
OVERVIEW: Over two 8-10 week cycles, staff are supported in assessing students, interpreting student data, and tailoring instruction to meet children's different needs. In doing so, they build knowledge about the development of foundational math skills that will help them provide more intentional instruction for current and future students.

WHO: Preschool and pre-K teachers, and, if desired, any administrators or coaches who support those teachers

WHAT:

- Attend 4 workshops, one full-day and 3 two-hour (12 hours total)
- Participate in 2 virtual coaching sessions (30-45 minutes each)
- Administer 15-minute assessments to each student, once per cycle (note: site will need to plan for classroom coverage while teachers are assessing students)
- Use data interpretation and instructional resources to tailor instruction to student needs

WHEN: The first workshop will be scheduled soon after you sign up, and activities will continue as outlined in the diagram below. We will work with your site to find times convenient for you.



WHERE: In-person workshops will take place either at your site or, if attending joint workshops with other sites, at a location convenient for all sites.