

# Implications for long-term implementation: Findings from the K-3 Formative Assessment Consortium field test data collection

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## Executive Summary

As a part of the K-3 Formative Assessment Consortium, administrators and teachers in four Tier II states (i.e., Arizona, Iowa, Maine, and Rhode Island) were surveyed to learn more about how schools were using the assessment in their respective states. The purpose of the data collection was to gain feedback on the development of the K-3 Formative Assessment for future administrations and to explore implications for future implementation across the state.

This report provides an overview of the feedback administrators and teachers offered on the **utility of data collected** through the formative assessment process and the **ease of collection** in their school. The report also answers the overall research question: **what supports are required and at what level to allow the assessment to be implemented with fidelity and produce valid information?**

### **Feedback on the K-3 Formative Assessment**

- Respondents expressed positive perceptions of the K-3 Formative Assessment, but also readily identified ways to improve buy-in for administrators and training for teachers.
- While administrators understood the benefits of the K-3 Formative Assessment, they struggled to see the overall benefit to their schools.

### **Implementation research findings**

- **What was the nature and quality of the initial professional development (PD)?**
  - Administrators attended and benefited from the initial training session provided in the summer or fall for administrators or with teachers.
  - They also requested more frequent training or having another training that occurred after data collection had begun.
  - Teachers requested having more information on how to use the assessment, how to score the progressions, hearing from other teachers, and getting more support to use the technology. Initial teacher training could be improved by providing more information about how to use the assessment and offering more opportunities to practice the assessment process in authentic settings.
  - Teachers suggested that the timing of the initial training is important to using the assessment well. For example, initial trainings closer to the start of the school year would help to retain pertinent information.
- **What ongoing professional development (PD) and other supports are needed to implement the assessment well?**
  - Administrators received supports, such as training, funding, or materials from their district/region/county and state.
  - Administrators reported that additional supports (beyond those received) would be helpful, including: additional training for administrators; training for other educators (e.g., speech therapists, physical education teachers, etc.) in each school rather than training solely for classroom teachers; having more tailored information for administrators; collaboration with other administrators; having more information about how to support teachers; and having more resources about how the K-3 Formative Assessment aligns with other standards or assessments.
  - Funding was the most helpful requested resource for administrators.
  - The most requested support for teachers was additional time to administer the K-3 Formative Assessment. Other popular supports included increased teacher collaboration

or additional support from other school staff.

- **What building-level infrastructure is seen as needed to support teachers in implementing the assessment with fidelity and to use it to guide instruction?**
  - Administrators did not utilize many existing building-level resources to support the use of the K-3 Formative Assessment. For example, many did not change school-level policies or use existing meetings to discuss the assessment. Many schools did not offer additional support or resources to teachers to administer the K-3 Formative Assessment.
  - Teachers used a variety of different communication and collaboration methods to discuss the K-3 Formative Assessment. While teachers found existing meetings to be helpful (e.g., grade-level meetings or teacher-principal meetings), they were used less frequently than informal conversations. This may be due to lack of school-level support to use existing meetings.
  - Some school staff (e.g., therapists, physical education teachers) helped to provide data or evidence for the assessment process.
  
- **What are the classroom conditions that serve as barriers or facilitators to implementing the formative assessment well (to fidelity) and using it to guide instruction?**
  - Teachers were unsure if other teachers in their grade could easily incorporate the assessment into classroom routines. However, field test teachers were able to incorporate the assessment into routines and were able to use it to inform instruction.
  - Facilitators included allowing teachers more time to use the assessment and/or providing additional staff to support teachers' use of the assessment.
  - Barriers to implementation included lack of sufficient time to enter evidences into the online data portal and difficulties with the use of technology.
  - Administrators reported that teachers had success integrating the assessment process into their classrooms, but also noted that class size; child:teacher ratio; time to complete the assessment; or observing children with disabilities may have posed challenges to using the K-3 Formative Assessment.
    - However, according to teachers, the presence of special populations in the classroom was *not* a barrier to implementation. Teachers thought the K-3 Formative Assessment was helpful to inform instruction for children with disabilities or children who are English Language Learners.

### **Recommendations and Considerations**

- **Find feasible, yet effective solutions to challenges:** Because administrators are balancing funding, time, and resource limitations, they must consider the specific challenges faced by teachers in their school and find strategies that are most feasible and effective for addressing these challenges. For example, if teachers are struggling to understand the purpose of the assessment process, it may be more effective to provide some professional development on the alignment of the assessment process to other standards or assessments.
  
- **Focus on building administrator buy-in:** Field test teachers did not report many school-level supports and cited the lack of administrative support as a challenge and the presence of administrative support to be a facilitator. To improve administrator buy-in, state leads may want to focus on engaging and building support from administrators. Different administrators respond to different messages, so understanding the challenges of a variety of administrators is

important. Some administrators may be unfamiliar with the assessment, which limits the support they can offer to teachers. Providing administrator-specific training and resources may help to build awareness and buy-in so that administrators can provide support to teachers.

- **Provide resources to schools about observing children with different levels of development:** Because a common challenge to using the assessment is observing a full classroom of children who are all at different developmental levels, trainings or resources could be focused on helping both administrators and teachers to understand how to use the K-3 Formative Assessment well with all students, including children with special needs and English language learners.
- **Provide information on the alignment of the K-3 Formative Assessment to curriculum and other assessments:** Often, teachers cited that the lack of alignment between the assessment and curriculum or other assessments often posed a challenge for using the assessment. State administrators may want to consider how to communicate the extent of alignment between the assessment and other requirements. Additionally, information on alignment may help to build buy-in for school-level administrators.
- **Modify trainings based on teacher feedback:** Teachers thought that initial trainings on the K-3 Formative Assessment could be improved by providing more hands-on experiences and hearing from other teachers. Both teachers and administrators also thought having more trainings or trainings closer to the school year would be helpful. Once data collection starts, administrators and teachers may have specific questions that were not apparent during the initial training. State leads should continue to gather information from teachers about how to improve the trainings so that the initial professional development can set teachers up for successful implementation of the assessment process.
- **Leverage funding streams to support the use of the assessment:** Because the assessment process requires time and can be facilitated with the use of materials (e.g., iPad), there may be ways to leverage existing funding streams to support the administration of the assessment.
- **Integrate the full school into the process:** Many respondents thought that having other school staff (e.g., counselors or physical education teachers) in addition to teachers trained on the assessment process might help to ease the burden to use the assessment. The more individuals who can support the assessment process or provide observations, the more useful the process may be to the teacher and the school overall.
- **Encourage the use of existing building-level infrastructure to support implementation:** Instead of adding additional expectations or time commitments to the process, schools can find ways to use existing meeting times or professional development venues to support educators' use of the assessment.
- **Understand that effective and successful implementation takes time:** The more familiar school personnel are with the K-3 Formative Assessment, the easier it becomes. But the successful use of the assessment process may take time. As state leads plan for implementation, it is important to consider how implementation may change over time and may occur over multiple years.

## Introduction

### Background

As a part of the K-3 Formative Assessment Consortium, administrators and teachers in four Tier II states (i.e., Arizona, Iowa, Maine, and Rhode Island) were asked to participate in a field test of the enhanced K-3 Formative Assessment. The Research Partners for the K-3 Formative Assessment Consortium surveyed administrators and teachers to learn more about how schools were using the assessment in their state.

The purpose of the data collection was two-fold: 1) to solicit feedback on the development of the K-3 Formative Assessment for future administrations and 2) to explore implications for future implementation across the state. This report presents findings related to future implementation from the Tier II administrators who participated in the field test with corresponding information from the teacher data collection.

### Methods

Administrators were asked to complete an online survey and were offered an opportunity to participate in a follow-up phone interview after completing the survey to elaborate on their responses. Seventy-three administrators who attended a training on the K-3 Formative Assessment or who had teachers who were participating in the field test were invited to complete the survey and follow-up interview. Twenty-nine completed the survey (40% response rate), and seven of these individuals completed the follow-up phone interview (24% response rate). Teachers completed a background survey after receiving training, a survey midway through the field test to address any immediate issues, and a post-field test survey sixty days after the start of data collection.

An overview of the survey findings related to long-term implementation is provided. Data tables for administrator findings can be found in Appendix A and for teacher findings in Appendix B, with table numbers provided throughout the document for reference. Respondents were allowed to skip questions; therefore, the number of respondents who answered each question is provided as a reference in each table. Many questions permitted respondents to provide multiple responses, so percentages may not equal 100%. Rather, percentages represent the percentage of respondents that endorsed a particular response. Open-ended questions were analyzed qualitatively to identify the themes that best represented participant responses. Information from the follow-up phone interviews are provided as quotes and context throughout the report.

### Overview

This report provides an overview of the feedback offered on the utility of data collected through the formative assessment process as well as their perceptions on the ease of collection in their school(s). Then, the report focuses on the following research questions:

1. What supports are required and at what level to allow the assessment to be implemented with fidelity and produce valid information?
  - a. What was the nature and quality of the initial PD provided to administrators and others?
  - b. What ongoing professional development (PD) and other supports are needed to implement the assessment well?
  - c. What building-level infrastructure is seen as needed to support teachers in implementing the assessment with fidelity and to use it to guide instruction?
  - d. What are the classroom conditions that serve as barriers or facilitators to implementing the formative assessment well (to fidelity) and using it to guide instruction?

## Characteristics of the Respondents

Administrators who responded to the survey answered questions related to their role in supporting teachers through the K-3 Formative Assessment field test, and teachers responded about teaching experience and experience using the assessment (Tables A.1, B.1).

- **All Tier II states were represented.** Administrators from Arizona (31%), Iowa (7%), Maine (17%), and Rhode Island (45%) were represented in the results. Of the seven respondents who completed a follow-up interview, four were from Rhode Island and three were from Maine. Teachers from Arizona (32%), Iowa (7%), Maine (34%), and Rhode Island (28%) completed the online teacher survey.
- **Most administrative respondents were principals.** More than three-quarters (76%) of respondents were principals of teachers who participated in the field test. The remaining respondents included directors, assistant superintendents, and an instructional coach.
- **All grades (K-3) were represented.** Many teachers taught kindergarten (57%), but first through third grades and mixed/multi age classrooms were represented as well.
- **Teachers in the survey had varied experience.** Teachers' years of experience ranged from being in their first year of teaching to 43 years of experience. Almost half of respondents reported teaching between zero and nine years (41%). Some taught between 10-19 years (28%), others between 20-29 years (20%), and a few reported teaching between 30-40 years (9%). Three respondents had been teaching for over 40 years.
- **Some respondents had previous experience with the K-3 Formative Assessment.** Nearly half of administrators (45%) participated in the pilot project, while 48% did not participate in the project the previous year. Around one in four teachers had previous experience with the K-3 Formative Assessment.

**Summary and Considerations:** The sample offered perspectives from all participating Tier II states. About half of the administrators and a quarter of the teachers had previous experience with the K-3 Formative Assessment by way of participation in the pilot the previous year. The administrator findings largely represented the perspectives of principals, whereas the teacher findings largely represented the perspectives of kindergarten teachers.

## Feedback on the K-3 Formative Assessment

One of the goals of the field test was to solicit feedback on the development of the K-3 Formative Assessment. First, participants were asked to share their perception of the assessment process before and after it had been implemented in their schools. Then, administrators and teachers shared their thoughts about the usefulness of the data collected during the assessment and the feasibility of data collection within daily classroom routines (Table A.2).

*"[The] formative assessment is happening all the time and sometimes we're not even aware that we're doing it and how to really capture in the moment instead of making the moment. We listen to students read all the time, we'll capture that moment. We watch students all the time at recess, so see if they're crossing the line. We shouldn't create that moment it should be a natural activity happening throughout the day." K-3 Teacher*

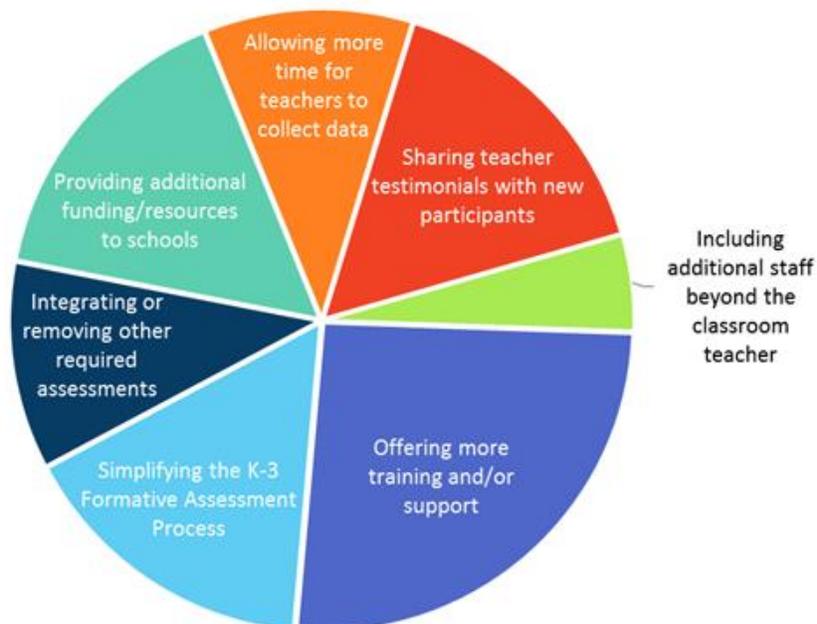
## Perceptions of the K-3 Formative Assessment

We asked administrators and teachers questions about their perceptions of the assessment to understand how they viewed the assessment before and after teachers used the K-3 Formative Assessment during the field test.

- Administrators first learned about the K-3 Formative Assessment from a variety of stakeholders with the majority learning about the assessment from a state-level administrator.** Over half of administrators first heard about the K-3 Formative Assessment from a state-level administrator (52%). Some administrators heard about the assessment from the teacher (21%), and others heard about the assessment from an administrator at district-, county-, or regional level (17%). Three respondents reported learning of the assessment through other sources.
  - Most respondents had a positive reaction when they learned their school would use the new K-3 Formative Assessment and often maintained that positive perception after the field test ended.** Nearly three-quarters (72%) had a positive reaction while all other respondents (28%) had a neutral reaction to learning the assessment would be implemented in their school. While over half of respondents' (59%) opinions on the assessment did not change their positive perception, some (24%) reported having less positive outlook. The remaining respondents (17%) gained a more positive impression of the assessment.
- When asked how states could encourage other schools and teachers to implement the K-3 Formative Assessment, administrators identified more training/support as a key strategy.** The most popular strategy for encouraging participation with the K-3 Formative Assessment was providing additional training and support at the school-level (31%). For example, additional training could be provided to administrators: *"Because we're not in the classroom day in and day out seeing the data and knowing where the children are at and progressing [helps us] to know if there's something we need to do differently in the classroom to help students and teachers learn."* Other strategies shown in Figure 1.

Figure 1. Administrator suggestions for encouraging schools to implement the K-3 Formative Assessment.

If your state wanted to encourage other schools and teachers to implement the K-3 Formative Assessment, what are some strategies or ways that the state could get other schools on board or buy into using the assessment? (n=16)



- **Administrators desired more contextual framework prior to implementing the assessment.** Respondents that participated in the interview further described what additional information would have been useful to know about the K-3 Formative Assessment prior to supporting teachers through implementation. A few respondents wished they knew more about the technology, but most wanted their training to address how to use the assessment process appropriately.
  - One administrator further described how she wished she had more information about encouraging authentic observations when using the K-3 Formative Assessment. *“[The] formative assessment is happening all the time and sometimes we’re not even aware that we’re doing it and how to really capture in the moment instead of making the moment. We listen to students read all the time, we’ll capture that moment. We watch students all the time at recess, so see if they’re crossing the line. We shouldn’t create that moment it should be a natural activity happening throughout the day.”*
  - Another administrator wanted to be able to provide better support for her teachers struggling through the implementation. *“I wish there had been more conversation about how teachers can do this when they’re the only adult in the classroom with 16-17 kindergarteners that have never been in school before.”*

**Summary and Considerations:** More than half of administrators who completed the survey expressed positive perceptions of the K-3 Formative Assessment, but also readily identified ways to improve buy-in for administrators. For instance, a few noted that there is still progress to be made in helping teachers to use authentic assessment. Rather than simply completing the tasks associated with the assessment, these respondents expressed a desire to have further discussions on strategies for collecting authentic observations of students. Others suggested teacher testimonials could be key in building initial and continued engagement for other teachers.

State administrators must first consider the challenges faced by teachers and schools in their state. Then, determine which strategy (e.g., a teacher peer learning network, additional funding, training of additional staff) is most feasible and effective for addressing these challenges. For example, if teachers are not using the assessment process in a formative way, then the state may want to provide additional training on how to use the assessment appropriately; work with higher education institutions to build expertise around using formative assessments; or offer opportunities to provide real-time feedback to teachers when using the assessment to learn how to collect evidences. Each of these strategies can address the challenge, but a particular strategy may be more feasible for some states than for others.

### How do administrators and teachers envision using the K-3 Formative Assessment data?

Respondents answered questions about how the information gathered from the K-3 Formative Assessment would be used and shared within their school (Table A.3).

- **The majority of administrators see the K-3 Formative Assessment as a helpful resource for individualizing instruction in classrooms (69%).** When asked why it is a helpful resource, administrators provided reasons, such as providing data to define student progress (43%); personalizing learning (21%); teacher excitement to learn more about students (14%), and a whole child perspective (14%). One administrator shared how the data were already helping to individualize instruction, allowing her school to establish a system to *“track how individual students are progressing so we can focus in on specific students who are so close to becoming proficient.”*

- **Administrators and teachers identified a variety of benefits of the K-3 Formative Assessment, particularly around understanding more about children.** Responses included having access to additional student data (21%) and identifying areas for student growth (11%). Other benefits included features of the assessment itself, such as having a whole child perspective (16%) and aligning with other assessments (5%). However, some administrators could not identify any benefit of the K-3 Formative Assessment (21%). Over half of teachers (53%) reported that implementing the assessment helped them have a better understanding of the whole child and development in multiple domains. Many teachers (52%) also noted that they had a deeper understanding of individual children’s skills and developmental needs (Table B.8)
- **When asked about how teachers could use the information from the K-3 Formative Assessment, administrators noted strategies around planning instruction and identifying student needs.** Administrators mostly envisioned teachers using the data to plan classroom instruction (48%) or identify individual student needs (43%). Other uses included using the information during Professional Learning Community (PLC) meetings or to share with families. Some respondents noted, however, that the assessment is not being used effectively or did not see how it could be used effectively in the future (14%).
- **Most administrators would share the information from the K-3 Formative Assessments with families.** Eighteen respondents (69%) reported they would use the data from the K-3 Formative Assessment to share with families once the assessment is reliable and valid, while others were unsure (23%). Primarily, administrators mentioned that the data from the assessment would be shared at conference or family engagement meetings (85%). One administrators elaborated that the information could be used to show parents *“tangible next steps or expectations or things they can do to become a part of their child’s development; not just delivering outcomes but [explaining] what their role is at home.”*
- **Despite acknowledging the benefits and potential uses for the K-3 Formative Assessment, most administrators did not see a positive impact on the school when the K-3 Formative Assessment was implemented.** About three-fourths of administrators reported having a neutral impact on schools (74%). Three respondents said the implementation of the assessment positively affected other activities in the school, while three said the impact was negative.

**Summary and Considerations:** Administrator buy-in for the K-3 Formative Assessment is critical for the successful implementation of the assessment process in the long-term. Based on the findings, administrators note clear benefits and uses of the assessment process to inform instruction (e.g., identifying student growth and sharing with families). Teachers also see benefits, particularly that they are better able to understand their students’ development across different domains. However, findings suggest that administrators still struggle to see the overall benefit of implementing the K-3 Formative Assessment in their schools. Among teachers who thought it was not helpful, the top reasons were that the assessment did not provide new information, and they could get the same information through other means.

Over time, as more teachers and more schools integrate the K-3 Formative Assessment into classroom instruction and use it to tailor instruction and support student growth, administrator support for the process may naturally increase. However, state leads can pursue steps to increase administrator buy-in early during implementation to build stronger support. For example, more information can be provided for how the assessment can benefit schools overall, particularly around how the assessment can inform instruction. Finding a champion principal or support staff and featuring their story in communications about the assessment process may help increase buy-in and awareness. More information about how

the data can be used across grade levels or to support other assessments may also help administrators see how the assessment process can be used to benefit the school overall.

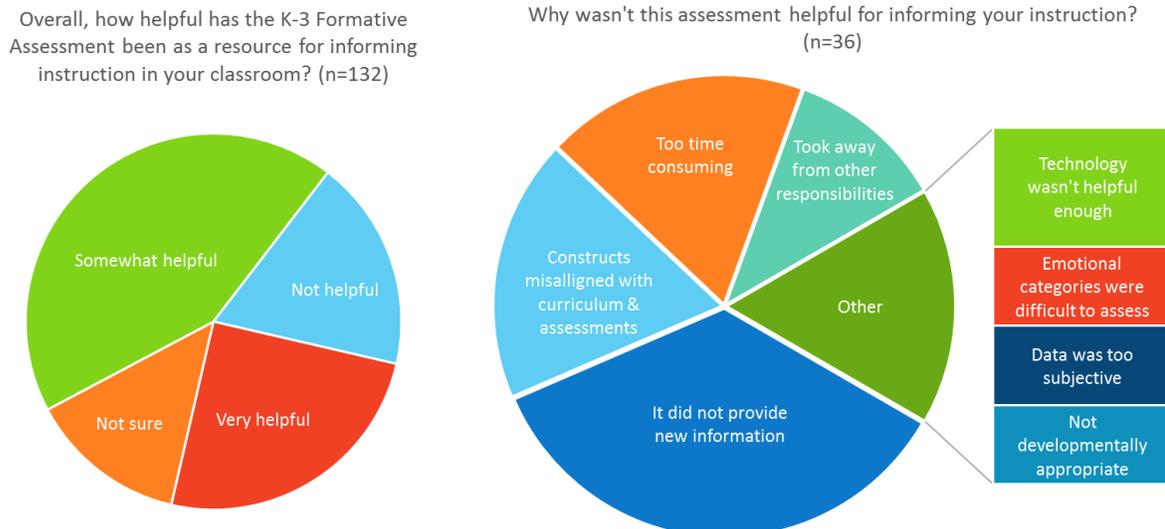
Another recommendation may be to host a brainstorming session where administrators can develop a list of strategies for how to use the K-3 Formative Assessment to inform instruction so that when a teacher comes to them for support, they are equipped to assist. Administrators may be more willing and able to support teachers to use the K-3 Formative Assessment if they are knowledgeable about the ways that the assessment process can inform instruction for the purpose of supporting student growth.

### How well have teachers incorporated the administration of the assessment into classroom routines?

Being able to incorporate the assessment process into classroom routines is important for teachers to use the assessment process long-term.

- Overall, administrators believe that teachers are integrating the assessment into classroom routines well, but teachers had mixed thoughts about whether other teachers could incorporate the assessment into classroom routines.** While half of administrators categorized the process as going “somewhat well”, another 31% said teachers were doing “very well” in implementing the assessment in their classrooms. Another 15% said the process was “not well”, and one administrator reported he or she did not know how implementation was proceeding (Table A.4). On the other hand, about half of teachers (51%) thought that the teachers at their grade level would be able to incorporate this assessment into their classroom routines.
- Teachers used the assessment to inform their instruction and thought it was helpful to informing instruction (Figure 2).** The majority of teachers reported using information from the K-3 Formative Assessment to inform their instruction some of the time (71%), while some used it a great deal of the time (15%). More than half reported that the assessment was somewhat or very helpful as a resource for informing instruction (68%). Of the few teachers who reported that the assessment was not helpful (18%), over half said it wasn’t helpful because it did not provide any new information (53%). Additionally, several of these teachers reported that the constructs were misaligned with other curriculum and assessments, the assessment was too time consuming, or it took away from their other responsibilities.

Figure 2. Teacher perceptions of the K-3 Formative Assessment as a resource for informing instruction.



- **A lack of time and support were the biggest challenges teachers faced using the K-3 Formative Assessment.** The most commonly mentioned challenges included not enough time to implement (67%); not enough support in the classroom to collect the evidence (57%); lack of alignment with state standards (36%); not enough staff in the school trained on the assessment (33%); and technical difficulties accessing the technology platform or app (30%) (Table B.8)

#### **Summary and Considerations:**

Administrators reported that teachers had success integrating the assessment into their classroom routines. Two barriers to being able to integrate the assessment into classroom routines and inform instruction were related to alignment of the assessment to curriculum and other assessments and the number of expectations teachers had to complete other assessments or requirements. State leads may want to engage district- or county-level administrators to see if the number of required assessments for teachers could be reduced. In addition, state leads could work with district leaders to understand how different assessments can inform one another. It may be that mapping out how the K-3 Formative Assessment does or does not align with other requirements may be the first step to addressing this challenge.

Although half of the teachers were unsure if other teachers in their grade would be able to incorporate the K-3 Formative Assessment into regular classroom routines, field test teachers found strategies to incorporate the assessment into classroom routines and were able to use the information from the assessment to inform instruction. They also found that the assessment was helpful to inform instruction. On the other hand, over half of respondents reported that they did not have enough time or classroom support to implement the assessment. Therefore, additional support staff and collaboration may be needed for teachers to incorporate the assessment into their classroom routines. States will want to gather feedback often from teachers to find ways to best address the specific challenges faced by teachers in their state. State leads will want to engage district and school administrators to determine the strategies that might work best within specific contexts to address the lack of time or support reported by teachers in this study.

The more seamlessly teachers can integrate the K-3 Formative Assessment into their regular classroom routines, the less burdensome the process may become. State administrators may want to talk with teachers more specifically about how they have been integrating the assessment into their classroom routines to identify what does or does not work well. To improve confidence and efficiency in supporting special populations of children through the assessment process, states may want to focus training specifically on how the assessment can reinforce other intervention strategies. The compiled tips can be shared among teachers to help implement the assessment process across diverse student populations. Additionally, a peer learning network within and across school buildings could be established to provide teachers a chance to collaborate on how to integrate the assessment process into their routines or to support others who may be having difficulties.

#### **Research Findings: What supports are required and at what level to allow the assessment to be implemented with fidelity and produce valid information?**

To understand the applicability and effectiveness of the supports, we asked about the professional development that was provided to teachers and administrators during the field test. Then, we asked about specific supports provided by the state, region/district/county, and building administration to support the use of the K-3 Formative Assessment and whether these supports were helpful. Finally, we wanted to know more about what classroom conditions supported the use of the assessment process.

### What was the nature and quality of initial professional development provided?

Administrators were asked to describe the nature and quality of their initial K-3 Formative Assessment professional development to identify which portions of the trainings were most helpful for administrators in supporting teachers. Additionally, teachers attended an in-person training in the summer or fall before the field test to learn more about the K-3 Formative Assessment and relevant materials to use during the school year. To understand the nature and quality of the initial training provided to teachers, teachers provided suggestions about what could have been included into the training to support the use of the assessment.

- **Most administrators who participated in trainings attended a summer or fall administrator training, and half thought it was helpful (Table A.6).** The majority of administrators (90%) reported attending a summer or fall administrator training. About half (53%) of respondents found the materials helpful to support teachers in carrying out the K-3 Formative Assessment process well. One respondent reported attending a live webinar training and one other reported completing the online modules. The two administrators that completed other training sessions found the materials helpful.
- **Topics covered in the fall/summer training sessions were helpful for administrators.** The training provided to administrators, whether in-person or online, followed the same structure. Training covered four key aspects of the formative assessment process. Administrators generally reported that these sections were helpful in implementing the field test (Table A.7).
- **Of the feedback offered on the administrator training sessions, respondents most commonly request more thorough and more frequent trainings.** Eleven respondents provided feedback on ways to improve the training to help them better support teachers (Table A.6).
  - About a quarter of responses suggested more thorough training (25%). One administrator was concerned that her training was inadequate when compared to her teachers, which created difficulty in her role. She explained, *“At some point in the beginning I felt they knew more than I did, so it was difficult to support them.”*
  - Another group of administrators requested that concrete examples of how the process looks in the classroom be added to the training (25%). One administrator noted the lack of applicability of the administrator training for her teachers’ own classroom experiences. She described, *“One of the things we talked about frequently was that teachers needed to...observe kids in a realistic way. All of that conversation involved having another adult in the classroom... and we don’t have another adult in the classroom.”*
  - An additional 17% of respondents requested more training sessions to occur after the implementation has started to recalibrate scoring or answer questions. One respondent cited the lack of training after the first round of data collection as a hurdle to implementing the assessment with fidelity. Without an additional training, she worried her teacher were scoring, *“too globally and not drilling down far enough.”*
- **Teachers suggested trainings could be improved by providing more information about how to use the assessment.** Nearly a third of teachers said that nothing additional needed to be included in future trainings on the K-3 Formative Assessment (28%). However, teachers also offered recommendations for improving the training by providing more information about how to use the assessment. For example, several respondents (36%) noted that more guidance on the constructs would be helpful, including realistic practice scoring evidence. Others (14%) suggested that guidance from other teachers would be helpful, including hearing from experienced teachers about how to manage implementation; observing another teacher administering the assessment; and facilitating support networks among teachers. Then, there

were some teachers (16%) that wanted improvements to the technology training (e.g., additional practice with the platform or streamlining the technology platforms).

- **Others suggested changing how trainings are offered.** For example, some teachers (20%) wanted to change the logistics of the training by providing training closer to the start of the school year or improving the materials provided at the training. Others (12%) suggested that more support was offered during or after the training, especially regarding how to start the assessment process and how to pace data collection when using the assessment.

**Summary and Considerations:** Most administrators reported attending and benefiting from a summer or fall administrator training. However, they also requested more frequent or differently-timed training. Specifically, administrators wanted to attend follow-up trainings after data collection began, particularly for recalibrating scoring after seeing the assessment in practice. While increasing the frequency and intensity of trainings may be a financial and logistical hurdle, states may be able to utilize regional trainings or embed training within existing administrator meetings.

The feedback on the initial training suggests that teachers are seeking ways to be better prepared to use the assessment. Teachers reported that the initial training could be improved by having more opportunities to use the assessment in an authentic fashion. They requested having more information on how to use the assessment, how to score the progressions, hearing from other teachers, and getting more support to use the technology. Teachers also thought that the timing of the training could be improved, such as having the training closer to the start of the school year.

State leads should consider modifying their training model based on teacher feedback gathered after each initial training. States can designate a point person or professional development team to work on improving training and the materials provided at the initial training. Through these feedback efforts, state leads can identify the ideal times to host initial trainings so that information is fresh in teachers' minds. Improving the initial training also offers the opportunity to incorporate more authentic practice sessions. For example, having training in the school building can give teachers the chance to observe in a classroom similar to where they will need to collect observations. Other ideas include allowing more time in the initial training to discuss practice examples.

### **What ongoing professional development and other supports are needed to implement the assessment well?**

During the field test and across states, schools received varying levels of supports and resources from **districts/regions/counties and states**. We asked respondents to share the professional development and supports provided to the schools to implement the assessment well to understand what supports may be most helpful to implement the assessment well. Additionally, we wanted to know about what communication and collaboration strategies were utilized by teachers and what supports and resources would be most helpful in using the assessment well.

- **More than half of administrators received support from the district/region/county.** Most reported receiving training (43%), funding (39%), communication (39%), or materials (13%). Of those who received supports, nearly all respondents identified the supports as being helpful. Six administrators (26%) shared they did not receive supports from the district/region/county (Table A.8).
  - **Communication and collaboration at the district level occurred through varying means and levels.** While some administrators connected with their districts through established meetings, others used more informal processes like e-mail or Google

documents to collaborate. Additionally, some districts implemented tiered support in which teachers met with one another and communicated their needs to their building-level administrators who, in turn, connected with the district. The methods and frequency of collaboration depended on districts' needs and existing structures.

- One administrator expressed appreciation for her district's meeting structure, which allowed for everyone in the district doing the pilot and the assistant superintendent to meet and collaborate. Having teachers involved in the meetings was important, *"It was helpful to hear frustrations, what went well, what they would do differently, and share ideas."*
- While meetings proved useful for reflection on the process, another administrator praised the use of consistent and wide-reaching emails *"so we were all on the same message and receiving the same information."*
- **More than three-quarters of administrators received support from their state.** Most reported receiving training (79%), funding (63%), materials (45%), or communication (42%). One respondent reported not receiving any resources or supports from their state. Of the supports identified, all respondents rated the supports as being helpful (Table 8).
- **Reflecting on their experiences with the field test, administrators identified that training and additional staff would be helpful supports in the future.** In addition to additional training, respondents occasionally requested bringing more school staff into the process. Including other staff – like physical education teachers, social workers, or occupational therapists – could help teachers address constructs more easily and completely. *"Some of this just happens in the cafeteria,"* one respondent explained, *"Have it be more of a collective responsibility or a team at a school."*
- **Respondents see a need for and a usefulness in providing additional administrator supports and resources for the future use of the K-3 Formative Assessment.** We asked administrators to rate the helpfulness of five potential supports (Table A.9).
  - Having more information about the K-3 Formative Assessment, tailored for administrators. Nearly all (95%) of the twenty-two respondents viewed having administrator-tailored information as being at least somewhat helpful for future K-3 Formative Assessment implementations. Only one respondent said the practice would not be helpful.
  - Being able to talk or collaborate with other principals/building-level support staff. Twenty-two respondents commented on the utility of being able to collaborate with their peers in the K-3 Formative Assessment process. Nineteen (86%) viewed the practice as being helpful while one respondent saw it as not being helpful. Two additional respondents were not sure of the impact.
  - Having more information about how to support K-3 teachers to implement the assessment. All respondents identified having more information on how to support teachers as being helpful. Most respondents (87%) identified the practice as "very helpful" and another three (13%) saw it as "somewhat helpful" to their work as administrators.
  - Having information about the alignment of the K-3 Formative Assessment with the ELGs/Common Core or State K-3 Standards. Only one of the 23 respondents viewed having more information on the K-3 Formative Assessment's alignment with other standards as not being helpful in their role. An additional 5 respondents (22%) found the information on alignment to be "somewhat helpful" and the remaining 17 respondents (74%) found it "very helpful".

- **After the field test, teachers reported a variety of supports that would be helpful to support the use of the assessment with time being the most requested support (Table B.4).** One in four teachers reported that they would have liked more time to implement the assessment. Some teachers (17%) mentioned that having an additional teacher in their classroom would have been helpful to support their implementation of the assessment, and others (10%) thought that increased teacher collaboration would be helpful. A few teachers (9%) noted that no additional supports were needed. Other supports included:
  - Making changes to the technology platform
  - Asking support staff to observe certain constructs
  - Providing tablets/phones
  - Decreasing the overall number of assessments required for teachers
  - Increased flexibility in what constructs to assess or streamlining the constructs
  - Aligning the assessment to curriculum or other assessments
  - Supportive administrators
  - Streamlined documentation (e.g., checklists)
  - Support in collecting/documenting evidence
  - Editing the constructs
  - Parent involvement
  - Starting the assessment process in pre-kindergarten
- **Of all the resources and supports used during the process, administrators found funding to be the most helpful.** Seventeen administrators listed the resources they found most helpful during the field test. The most popular response was funding (24%), followed closely by opportunities for collaboration (18%) and learning more about how to support teachers (18%) (Table A.10).

**Summary and Considerations:** Most administrators who participated in the field test reported receiving resources and supports from their state and/or their district/region/county – primarily training or funding. Nearly every respondent who received a support or resource identified it as being helpful. Respondents singled out funding (e.g., to cover time at training or for substitutes) as being the most helpful resource for assisting them in supporting teachers’ implementation of the K-3 Formative Assessment.

Additionally, school-level administrators can be brought in to strategize about how to address challenges related to using the assessment. The most helpful resources requested by teachers were having additional time, additional teacher support, and increased teacher collaboration. Teachers also requested materials, such as tablets or phones and increased parental involvement. To provide these supports, it may be necessary to bring school-level administrators to the table to collaboratively strategize about how the school can provide these resources or supports, which was another requested support. However, it is important to note that each of these provisions may be expensive or may not be feasible due to other resource constraints. State administrators may want to consider how to leverage other funding streams to support K-3 Formative Assessment implementation moving forward. For instance, states can collaborate with non-profit organizations to provide training or connect with foundations to receive additional funding to cover costs related to training or support teachers.

When asked to consider what supports and/or structures would have been helpful to effectively implement the assessment, administrator respondents primarily discussed further administrator training and a desire to incorporate other staff – like school psychologists or occupational therapists – into the assessment process. This idea of **full-school integration** was also bought up by respondents in a survey of teachers during the field test. As the K-3 Formative Assessment develops and expands, states could

benefit from examining how to allow for easy and meaningful collaboration within a school. For example, physical education teachers could be included in the K-3 Formative Assessment data collection process for measurement of students' ability to cross their midline.

Similarly, state leads may need to consider how they can leverage their resources to support teachers. For example, teachers wanted to know more about the alignment of the K-3 Formative Assessment with curriculum or other assessments; more streamlined documentation materials; edits to the constructs; or to start the assessment process earlier in pre-kindergarten. These supports are better provided at the state-level. State teams can provide additional information to clarify the assessment process; improve materials; or consider how the assessment process can be extended throughout the early years. Again, because these supports may be costly or may take time, it is important to consider what is most feasible within a state's context.

### **What building-level infrastructure is seen as needed to support teachers in implementing the assessment with fidelity and use it to guide instruction?**

In addition to the supports and resources provided to the schools, some administrators provided **building-level supports** to help teachers implement the assessment with fidelity. We asked respondents to share how they helped teachers to implement the assessment.

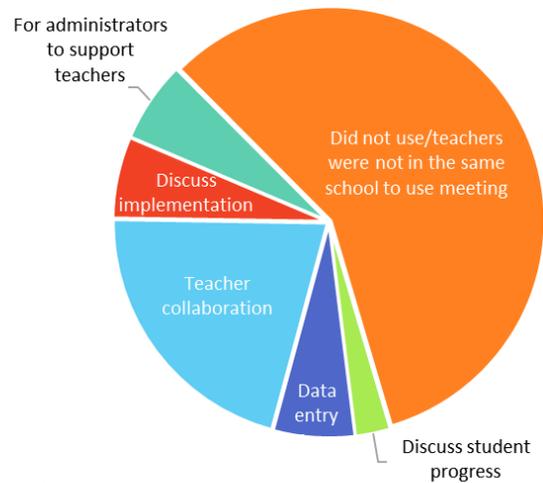
- **Nearly all administrators did not change any policies related to assessment or provide additional training, coaching, or materials beyond what was provided by others.** Of the twenty-six respondents, nearly all (92%) identified not changing any policies (Table A.11). One administrator who changed her school policies specified, *"We adjusted the expectations of the curriculum for the first trimester, eliminated all other formal assessments, and changed the report card."*
- **Administrators did not utilize existing meetings structures to support teachers in implementing the K-3 Formative Assessment, but teachers used existing meetings to discuss the assessment on their own and found them useful.** We asked administrators to describe how they used Professional Learning Communities (PLCs), grade-level meetings, and teacher-principal meetings to support implementation. Most reported not using the meetings (Table A.11). When existing meeting structures were used, they were used for various reasons (Figure 3). Almost all teachers communicated or collaborated with others about the assessment (Table B.3). Most teachers communicated or collaborated about the assessment informally with other teachers (85%). Over half of respondents participated in grade-level meetings about the assessment (61%). Many teachers also used Professional Learning Communities (PLCs) (45%) or teacher-principal meetings (38%) to collaborate on the assessment. Nearly all the teachers who used PLCs or informal discussions with other teachers found them to be helpful in supporting implementation. Additionally, most teachers who used grade-level meetings (88%) or teacher-principal meetings (78%) found them to be helpful.

Figure 3. Administrator use of existing meetings for the K-3 Formative Assessment.

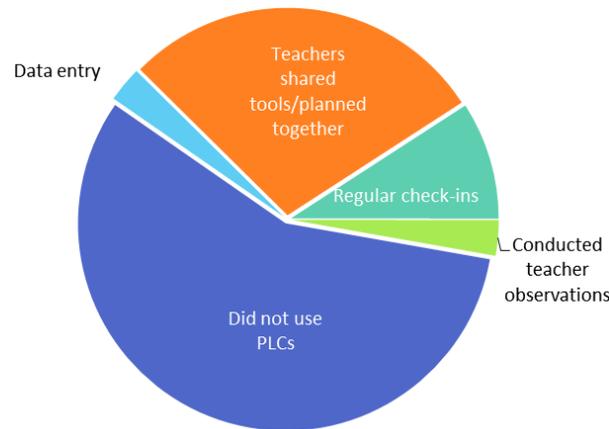
How, if at all, did you use **teacher-principal meetings** to support teachers in using the K-3 Formative Assessment? (n=29)



How, if at all, did you use **grade-level meetings** to support teachers in using the K-3 Formative Assessment? (n=29)



How, if at all, did you use **PLCs** to support teachers in using the K-3 Formative Assessment? (n=29)



- Many teachers (44%) reported that their school or administration did not provide any supports to use the K-3 Formative Assessment.** When building-level administration offered support or resources, it was by allowing teachers time to work on the assessment or access to necessary technology. About a quarter of teachers (24%) reported that their schools gave them time during their team meetings to discuss the assessment process, and other teachers (15%) reported that they used PLC time. Some teachers noted that they were also offered time to plan for the assessment by their administration (14%). Other resources that were provided included access to a computer or laptop in their classroom (21%) or improved internet access (14%).
- Sometimes, other school staff helped to provide data or evidence to inform the assessment.** Although more than half of teachers reported that other school staff did not provide data for the assessment process (58%), some teachers received information from “specials” teachers

(i.e., art, music, or physical education teachers); paraprofessionals or aides; special education teachers; therapists; a co-teacher; or other staff (e.g., social worker or guidance counselor).

- **Administrators check in with teachers through multiple means with varying frequencies.** Respondents most frequently identified checking in with their teachers through on-on-one conversations (68%), in meetings (50%), or over e-mail (29%). No respondents reported using the phone to check in with their teachers. Regardless of the method of communication, most administrators seemed to check in with their teachers monthly. One administrator reported not checking in with teachers (Table A.12).

**Summary and Considerations:** For the field test, most administrators took a business-as-usual approach. Instead of using existing meetings and venues or changing policies to support the K-3 Formative Assessment work, administrators checked in with teachers through more informal means (e.g., face-to-face conversations as needed). This may be in part because the K-3 Formative Assessment was in a field test stage instead of being implemented statewide in a more formal fashion. At this point, administrators may not want to change school policies officially for the K-3 Formative Assessment until they see whether the assessment process will be a mainstay in their school. As states move into initial implementation and/or teachers express their continued interest in using the assessment process, state administrators may want to provide school-level administrators with guidance for how they can adapt school policies and practices to best support the use of the K-3 Formative Assessment in their schools. For example, as noted earlier, peer learning networks that are already established within schools (in the form of Professional Learning Communities or grade-level teacher meetings) could be used to provide teachers a chance to collaborate on how to integrate the K-3 Formative Assessment process into their routines or to support others who may be having difficulties. To effectively make these changes, state administrators must first clearly communicate the vision and expectation of the K-3 Formative Assessment process; how the assessment can benefit the school as a whole; and what administrators' specific role can be in supporting the use of the assessment. They must also be explicit in making recommendations on how to use existing school policies and practices to incorporate the new formative assessment process into current school structures.

### **What are the classroom conditions that serve as barriers or facilitators to implementing the formative assessment well and using it to guide instruction?**

We asked administrators questions to determine what conditions helped or hindered their role in supporting teachers with classroom implementation (Table A.13).

- **Teachers found that using the K-3 Formative Assessment with special populations was useful. However, administrators reported that it posed a challenge to teachers' efforts to use the K-3 Formative Assessment (Table A.5).**
  - Just over half of teachers (55%) reported implementing the assessment with children with individualized education plans (IEPs) or 504 Plans. Over half of the teachers who worked with children with disabilities said that implementing this assessment with children with disabilities was not any more difficult than with other children in the class (58%), and most reported that the assessment was somewhat or very useful for informing their instruction (81%).
  - A quarter of teachers (25%) implemented the assessment with ELLs. Most teachers reported that implementing this assessment with ELLs was not any more difficult than with the other children in the class (76%) and that the assessment was somewhat or very useful for informing their instruction (81%).

- Administrators were asked to identify if certain classroom situations “help to facilitate” or “pose a challenge” to teachers’ work on the assessment. Administrators and supports staff primarily selected “poses a challenge” when considering the class size or teacher-child ratio (77%), the number of children diagnosed with disabilities in the classroom (60%), and having to do other assessments (85%). When it came to the number of ELLs in a classroom, slightly more administrators said they did not know the impact (42%) the situation had on the assessment implementation than said it posed a challenge (38%).
  - During one interview, a respondent commented that her teachers, *“felt the special needs population made progress, but not as much as they needed to show improvement.”*
- **Respondents identified various supports they provided to teachers to assist with using the assessment in their classrooms.** The most popular methods of supporting teachers were to provide teachers with extra time to work on the assessment (76%) or providing additional staff to cover classrooms while teachers worked on the assessment (64%). Administrators occasionally offered technological support (40%) or assisted in data collection (24%). *“Front-loading support and confidence in what [the teachers are] doing was the most beneficial,”* one administrator cited as her most successful method of engaging and supporting teachers through the K-3 Formative Assessment process.
- **Administrators commonly cited time or technology/material limitations as barriers to supporting teachers through the assessment implementation.** Nineteen respondents described common barriers they faced in supporting their teachers. Often, administrators struggled with how long the assessment took and the impact on teacher workloads (74%) or issues with assessment technology and materials (26%).
  - Respondents expressed other difficulties, including
    - The school already does other assessments
    - Time-intensive data collection methods
    - The need for more substitutes or teacher aides
    - Teacher buy-in
    - The assessment not collecting enough academic data or the limited implementation
    - Collecting consent from parents
  - To address these barriers, administrators hired substitutes or tried to brainstorm ways for teachers to incorporate the tasks as a part of teachers’ daily routines. One administrator comforted her teachers, *“It’s a pilot – do the best you can and as much as you can, and that’s more feedback for the state.”*

**Summary and Considerations:** Administrators noted that special classroom circumstances such as the class size or child:teacher ratio or the number of children diagnosed with disabilities in the classroom posed a challenge to using the assessment. When asked about the number of English language learners (ELLs) in the classroom, most respondents said they were unsure of the impact of ELLs on teachers’ efforts to use the K-3 Formative Assessment. However, results from the teacher survey indicate that the assessment is useful for instruction for children with disabilities and children who are English Language Learners. Particularly for children with disabilities, the assessment may be useful for informing teacher instruction since teachers can use assessment data to inform Individualized Education Plans (IEPs). State leads may want to share that the assessment is useful with special populations as it may help to build buy-in for using the K-3 Formative Assessment. They may also consider how to improve the process of collecting and summarizing assessment information so that teachers can more easily use the data to inform instruction in a similar way writing an IEP, but for an entire class or small groups.

Because the biggest challenges to using the K-3 Formative Assessment are time and resource limitations, finding creative ways to better integrate the assessment process into regular instruction or reducing the time it takes to enter data into the online portal proved to be the most helpful supports at the classroom level. One strategy was to provide additional staff either to watch the classroom while the teacher entered data or to train additional staff to help collect evidences of children's developmental abilities.

Because of the nature of the assessment process, state administrators may need to address similar challenges throughout the implementation of the K-3 Formative Assessment. As teachers use the assessment process more consistently, they will become more familiar with the assessment structure and content and, thus, more proficient in the assessment process, thereby reducing the burden of using the assessment. However, it may take years before teachers are proficient to the point where it no longer feels burdensome. Therefore, state administrators may want to consider ways to support teachers as much as possible to build buy-in and enthusiasm for using the assessment. Providing resources that teachers may not otherwise have access to may be one strategy (e.g., an iPad to collect evidences). Finding ways to reward or highlight teacher accomplishments when using the assessment is another strategy for increasing buy-in and support among teachers.

## Appendix A: Administrator Data Tables

Table A.1. Respondent characteristics

Characteristic	Percentage
<i>State (n=29)</i>	
Rhode Island	45%
Arizona	31%
Maine	17%
Iowa	7%
<i>Role (n=29)</i>	
Principal	76%
Director	14%
Assistant Superintendent	7%
Instructional Coach	3%
<i>School participated in pilot last year (n=29)</i>	
Yes	45%
No	48%
Unsure	7%

Table A.2. Perceptions of the K-3 Formative Assessment

Question	Percentage
<i>How did you hear about the K-3 Formative Assessment? (n=29)</i>	
State-level administrator	52%
A teacher	21%
Administrator at district-, country- or regional level	17%
Other	10%
<i>When you first learned your school would use the new K-3 Formative Assessment, did you have a positive, negative, or neutral reaction? (n=29)</i>	
Neutral	28%
Positive	72%
<i>Now that the assessment has been used in your school, is your perception more positive, less positive, or stayed the same? (n=29)</i>	
Less positive	24%
More positive	17%
Not changed	59%
<i>If your state wanted to encourage other schools and teachers to implement the K-3 Formative Assessment, what are some strategies or ways that the state could get other schools on board or buy into using the assessment? (n=16)*</i>	
Offering more training and/or support	31%
Sharing teacher testimonials with new participants	19%
Simplifying the K-3 Formative Assessment Process	19%
Providing additional funding/resources to schools	19%
Allowing more time for teachers to collect data	13%
Integrating or removing other required assessments	13%
Including additional staff beyond the classroom teacher	6%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response

Table A.3. K-3 Formative Assessment data utility

Question	Percentage
<i>Do you think the K-3 Formative Assessment process has been or could be a helpful resource for individualizing instruction in classrooms? (n=26)</i>	
Yes	69%
No	4%
Unsure	27%
<i>If you think the K-3 Formative Assessment process has been or could be a helpful resource for individualizing instruction in classrooms, why? (n=14)*</i>	
It gives data to define student progress	43%
Personalizes learning	21%
Teachers are excited or say they learn more about their students	14%
Focuses on whole child	14%
<i>What, if any, benefits do you experience in your school in using the K-3 Formative Assessment? (n=19)*</i>	
Access to additional student data	37%
Ability to collect information on individual children	16%
Whole-child approach	16%
Develops familiarity with formative assessments	11%
Identify areas for student growth	11%
Aligns with other practices	5%
Time	5%
None	21%
<i>How could you envision teachers using information generated from the K-3 Formative Assessment process in your school? (n=21)*</i>	
Planning instruction/teaching practice	48%
Identifying needs for individual students	43%
In PLC/teacher meetings	29%
Reporting to parents	29%
Not being used right now/ cannot see how it can be used	14%
<i>Once the K-3 Formative Assessment is valid and reliable, would you use the data from the K-3 Formative Assessment to share with parents and families? (n=26)</i>	
Yes	69%
No	8%
Unsure	23%
<i>How would you share the information with parents and families? (n=20)*</i>	
Conferences/family engagement meetings	85%
RTI/IEP meetings	20%
Progress reports	25%
Web-based access	5%
<i>Did the implementation of the K-3 Formative Assessment process positively or negatively affect other activities in your school? If so, how? (n=23)</i>	
Negative impact	13%
Neutral	74%
Positive impact	13%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response

Table A.4. Integrating the assessment into the classroom

Question	Percentage
<i>How well do you perceive teachers to be integrating the assessment into classroom routines? (n=26)</i>	
Not well	15%
Somewhat well	50%
Very well	31%
Don't know	4%

Table A.5. Aspects that challenge or facilitate integrating the assessment into the classroom

<i>In your opinion, can you tell me whether the following either poses a challenge or helps to facilitate teachers' efforts to use the K-3 Formative Assessment?</i>		<i>Helps to facilitate</i>	<i>Poses a challenge</i>	<i>Don't know</i>
Class size or teacher:child ratio (n=26)	90%	19%	77%	4%
The number of English language learners in the class (n=24)	83%	21%	38%	42%
The number of children diagnosed with a disability in the class (n=25)	86%	16%	60%	24%
Having to do other assessments (n=26)	90%	8%	85%	8%

Table A.6. Administrator training

Question	Percentage
<i>Did you receive training on the K-3 Formative Assessment Process? If so which training(s) did you attend? (n=29)</i>	
No (n=10)	34%
Yes (n=19)	66%
A summer/fall administrator training	90%
Live webinar	5%
Online Module	5%
<i>Now that your teachers have used the K-3 Formative Assessment in your school, what topics, if any, would you add to improve the training and help you support teachers to use the assessment? (n=11)*</i>	
More thorough administrator training	25%
More concrete examples of how the process looks in the classroom	25%
Additional training sessions	17%
Interactive question and answer session	8%
Training for the entire school community	8%
Learn how to align and input data into the system	8%
More updates through the process	8%
Share more research	8%
Introducing the assessment process as something teachers already do	8%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response

**Table A.7. Utility of administrator training modules**

<i>How helpful were the following aspects of the summer/fall administrator training?</i>	<i>Helpfulness</i>			
	<i>Not</i>	<i>Somewhat</i>	<i>Very</i>	<i>Don't know</i>
Background about the project (n=15)	7%	23%	73%	0%
The formative assessment process (n=17)	18%	53%	29%	0%
Data Security (n=17)	12%	59%	24%	6%
Ways to support teachers (n=17)	18%	71%	6%	3%

**Table A.8. Supports and resources provided to schools**

<i>What resources or support did your school receive from the district/region/county?</i>		<i>Were they helpful?</i>	
		<i>Helpful</i>	<i>Not Helpful</i>
Materials (e.g., iPads or toys) (n=3)	13%	100%	0%
Funding (e.g., to cover training time or to pay for substitutes) (n=9)	39%	100%	0%
Training (e.g., training on assessment by the district/region/county) (n=10)	43%	90%	10%
Communication (e.g., checking on process and how they can support) (n=9)	39%	89%	11%
Other (n=3)	13%	--	--
I did not receive resources or support from the district/region/county (n=6)	26%	--	--

<i>What resources or support did your school receive from the state? Were they helpful? Why or why not? (n=24)</i>		<i>Were they helpful?</i>	
		<i>Helpful</i>	<i>Not Helpful</i>
Materials (e.g., iPads or toys) (n=11)	46%	100%	0%
Funding (e.g., to cover training time or to pay for substitutes) (n=15)	63%	93%	0%
Training (e.g., training on assessment by the state) (n=19)	79%	100%	0%
Communication (e.g., checking on process and how they can support) (n=10)	42%	100%	0%
Other (n=3)	13%	--	--
I did not receive resources or support from the state (n=1)	4%	--	--

**Table A.9. Helpful administrative resources for future use**

<i>For the following supports or resources, which ones would be helpful to you as an administrator or for other administrators for the future use of the K-3 Formative Assessment?</i>		<i>Helpfulness</i>			
		<i>Not</i>	<i>Somewhat</i>	<i>Very</i>	<i>Don't know</i>
Being able to talk or collaborate with other principals/building-level support staff (n=22)	76%	5%	41%	45%	9%
Having more information about the K-3 Formative Assessment tailored for administrators (n=22)	76%	5%	36%	59%	0%
Having more information how to support K-3 teachers to implement the assessment (n=23)	79%	0%	13%	87%	0%
Having information about the alignment of the K-3 Formative Assessment with the ELGs/Common Core or State K-3 Standards (n=23)	79%	4%	22%	74%	0%

Table A.10. Helpfulness of administrative resources

Question	Percentage
<i>Of all the resources and supports you just mentioned or you have used during this process, which was the most helpful? (n=17)*</i>	
Funding	24%
Opportunities for collaboration	18%
Training	18%
Support for teachers	18%
Alignment to standards	12%
Domains/Continuum	6%
Technology	6%
Did not have supports	6%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

Table A.11. Building-level supports and resources provided to teachers

Question	Percentage
<i>Did you change any policies related to the assessment or provide additional training, coaching, or materials beyond what was provided by others? (n=26)</i>	
Yes	8%
No	92%
<i>How, if at all, did you use Professional Learning Communities (PLCs) to support teachers in using the K-3 Formative Assessment? (n=29)*</i>	
Did not use PLCs	62%
Teachers shared tools/planned together	31%
As regular check-ins on the assessment	10%
Conducted teacher observations	3%
Data entry	3%
<i>How, if at all, did you use grade-level meetings (e.g., K meeting) to support teachers in using the K-3 Formative Assessment? (n=29)*</i>	
Teacher collaboration	24%
Implementation discussions	7%
Data entry	7%
For administrators to support teachers	7%
Discuss student progress	3%
Did not use/teachers were not in the same school to use meeting	66%
<i>How, if at all, did you use teacher-principal meetings to support teachers in using the K-3 Formative Assessment? (n=29)*</i>	
Provide supports	21%
Implementation discussions	14%
Share information	14%
Informal Meetings	10%
Discuss data	7%
Did not use	45%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

**Table A.12. Methods to check in with teachers**

<i>How did you check in with your teachers about how the data collection process for the K-3 Formative Assessment was going?*</i>	<i>How often did you check in with your teachers?</i>			
		Once or twice	Monthly	Weekly
Email (n=8)	0%	25%	50%	25%
Phone (n=0)	0%	--	--	--
In meetings (n=14)	50%	29%	64%	7%
One-to-one conversations (n=19)	68%	32%	63%	5%
I did not check in with my teachers (n=1)	5%	--	--	--

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

**Table A.13. Classroom supports and resources provided to teachers**

<b>Question</b>	<b>Percentage</b>
<i>What resources/supports did you provide to teachers to assist them with using the assessment in their classrooms? (n=25)*</i>	
Time to work on the K-3 FAP (e.g., extra time in the day for them to enter data)	76%
Substitute teachers/aides (e.g., providing additional staff to cover classrooms while teachers are working of the K-3 FAP)	64%
Technological support (e.g., trouble-shooting issues when using the mobile app or other technology)	40%
Data collection (e.g., helping to collect data on children)	24%
<i>What, if any, barriers do you experience in your school using the K-3 Formative Assessment? (n=19)*</i>	
Time limitations	74%
Technology/Material limitations	21%
Our school already does other assessment	21%
Time-intensive data collection methods	16%
Need for more substitutes/teacher aides	11%
Teacher buy-in	11%
Not enough academic data collected/limited implementation	10%
Collecting consent from parents	5%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

## Appendix B: Teacher Data Tables

Table B.1. Respondent characteristics

Characteristic	Percentage
<i>State (n=148)</i>	
Rhode Island	28%
Arizona	32%
Maine	34%
Iowa	7%
<i>Grade-level (n=145)</i>	
Kindergarten	57%
1st Grade	13%
3rd Grade	8%
2nd Grade	11%
Mixed/Multi-Grade	6%
Other	4%
<i>Years of experience (n=145)</i>	
Average - 14.5 years	
Minimum - 0 years, maximum - 43 years	
0-9 years	41%
10-19 years	28%
20-29 years	20%
30-39 years	9%
40+	2%
<i>Pilot Participation (n=145)</i>	
Yes	26%
No	74%

Table B.2. Training supports

Question	Percentage
<i>What else would have been helpful to include in the training that would support your use of the assessment? (n=90)</i>	
Guidance on the constructs (e.g., practice assigning placements on the progression)	36%
Logistics of the training (e.g., training closer to start of school; improved materials)	20%
Technology (e.g., additional practice using the platform; streamlining websites)	16%
Guidance from other teachers (e.g., hearing how teachers manage the work; learning community; observing other teachers)	14%
Logistics of implementation (e.g., more support after the training, especially for how to get started and pace the assessment)	12%
Nothing (i.e., everything was helpful and training was good)	28%
Unsure	7%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

Table B.3. Communication and collaboration strategies

<i>What ways, if any, have you communicated or collaborated with other professionals about the K-3 Formative Assessment? (n=132)</i>		<i>How helpful was it to support the implementation of the assessment?</i>		
		Not helpful	Somewhat helpful	Very helpful
Professional Learning Communities (PLCs)	45%	5%	58%	37%
Grade-level meetings (e.g., K meeting)	61%	12%	40%	48%
Teacher-principal meetings	38%	22%	41%	37%
Informal discussions with other teachers	85%	8%	47%	45%
Other means (e.g., email or social media)	4%	0%	50%	50%
I did not communicate or collaborate with others about this assessment.	5%	--	--	--

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

Table B.4. Additional supports

<b>Question</b>	<b>Percentage</b>
<i>What supports would be helpful to support you to use the assessment? (n=108)</i>	
More time	25%
Additional teacher/team teaching environment	17%
Increased teacher collaboration	10%
Changes to the technology platform	8%
Delegate constructs to support staff	6%
Tablets/phones provided	6%
Decrease total number of assessments	5%
Flexibility in what constructs to assess/streamlined constructs	5%
Align curriculum/assessments	4%
Supportive administrators	4%
Streamlined documentation (e.g. checklists)	4%
Support in collecting/documenting evidence	4%
Editing the constructs	3%
Parent involvement	3%
Starting the assessment process in Pre-k	3%
Unsure	1%
No additional supports	9%
N/A	4%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

Table B.5. Building-level supports provided to teachers

Question	Percentage
<i>Did your school/administration provide you any of the following specifically to support the administration of the K-3 Assessment? (n=131)</i>	
Team meetings to discuss	24%
Access to computer/laptop in classroom	21%
PLCs (professional learning community)	15%
Increased time allocated for planning	14%
Improved internet access/connectivity	3%
Other (e.g., substitutes or tablets)	6%
No, the school/administration provided none of this to support administration of the assessments.	44%
<i>Did any other school staff provide data/evidence for you during the assessment process? (n=132)</i>	
Art, music or PE teacher	21%
Paraprofessional or aide	11%
Special education teacher	8%
Therapist (speech, physical therapy, etc.)	8%
Co-teacher	5%
Other (e.g., social worker, guidance counselor)	7%
No other school staff provided data or evidence during the assessment process.	58%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

Table B.6. Using the assessment with special populations

	Children with IEPs (n=132)	Children who are ELLs (n=132)
Implemented the assessment with this population	55%	25%
Difficulty assessing children	n=73	n=33
Not any more difficult	58%	76%
A little more difficult	32%	24%
Much more difficult	11%	0%
Usefulness to informing instruction	n=73	n=33
Not useful	20%	18%
Somewhat useful	47%	48%
Very useful	34%	33%

Table B.7. Use of the assessment in classrooms

Question	Percentage
<i>Do you think that most teachers teaching at your grade level would be able to incorporate the assessment into their routine? (n=132)</i>	
Yes	51%
No	49%
<i>If no, why not? (n=65)</i>	
It was difficult to incorporate into daily routine/instruction time	22%
Misaligned with standards/curriculum	17%
Documentation was unnecessary	12%
Misaligned with district assessments/ indicators	12%
Assessment would not work with more students	9%
It was not helpful for planning instruction	6%
Teachers are not equipped	6%
Some constructs were not developmentally appropriate	5%
Constructs were difficult to understand/use	5%
Problems with the emotional constructs	3%
Other school personnel should be involved	3%
Feedback from pilot was not implemented	2%
Requires too much technological proficiency	2%
<i>To what extent are you using information from the K-3 Formative Assessment (e.g., evidence collected, learning status) to inform your instruction? (n=133)</i>	
Not at all	14%
A little/Somewhat	71%
A great deal	15%
<i>Overall, how helpful has the K-3 Formative Assessment been as a resource for informing instruction in your classroom? (n=132)</i>	
Not helpful	18%
Somewhat helpful	43%
Very helpful	25%
Not sure	14%
<i>Why wasn't this assessment helpful for informing your instruction? (n=36)</i>	
It did not provide new information	53%
Constructs are misaligned with curriculum/assessments	28%
Too time consuming	28%
Took away from other responsibilities	17%
Technology wasn't helpful enough	8%
Emotional categories were difficult to assess	6%
Too subjective/bad data	6%
Not developmentally appropriate	6%
Data became less valuable throughout the year	3%
Factors beyond this affect planning	3%
Did not help instruction - no reason listed	3%
N/A	12%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.

Table B.8. Benefits and challenges to implementation

Question	Percentage
<i>What benefits have you experienced implementing the assessment in your classroom? (n=132)</i>	
Better understanding of the whole child, of development in multiple domains	53%
Deeper understanding of individual child's skills and developmental needs	52%
Readily available data to share with support staff, administrators, and families	33%
Data is in one place to review for instructional planning	30%
Better equipped to respond to individual student needs	29%
Better prepared to plan instruction that is developmentally appropriate	27%
Increased knowledge of how technology can be used for data collection and for guiding instruction	27%
Other (e.g., validates experience and more familiar with emotional development)	2%
No real benefits	23%
<i>What challenges have you experienced implementing the assessment in your classroom? (n=132)</i>	
Not enough time to implement	67%
Not enough support in the classroom to collect the evidence (e.g., helpful for aides to help collect evidence)	57%
Lack of alignment with state standards	36%
Not enough staff in the school were trained (e.g., helpful for administrators to be trained)	33%
Technical difficulties accessing the technology platform or app (e.g., accessing the internet, downloading the app, internal server errors)	30%
Not enough information about the content of the assessment (e.g., uncertainty about the purpose or use of the assessment, individual constructs)	23%
Lack of support and/or buy-in from my school administrators	13%
Not enough information about expectations for implementing the assessment (e.g., the cluster scheduling or dates for uploading evidence)	11%
Not enough practice with the technology platform or app prior to using it in the classroom	11%
Problems using the technology platform or app (e.g., understanding how to use, locating items on the platform/app, lack of support from technology provider)	8%
Other (see below)	20%
No challenges	4%
<i>What other challenges did you experience? (n=27)</i>	
Not compensated for time	15%
No ongoing training	15%
Inconsistency across teachers	15%
Only done during the first 60-day	15%
Parent report was not available	4%
Too many constructs	4%
Focused more on kindergarten than higher grades	4%
N/A	7%

\*Note: Respondents were able to provide multiple responses; therefore, percentages will not add up to 100%. Percentages represent the percent of respondents that mentioned a particular response.