

K-3 Formative Assessment Training Materials and Resources

K-3 Formative Assessment Training Components

The K-3 Formative Assessment Training Materials and Resources are comprehensive in covering the assessment content and the process for implementing the assessment in a classroom. However, educators using these materials for training will also need to consider state and local priorities, including content that will or will not be implemented, background and familiarity of trainees with formative assessment, and the resources available for teachers to use as they learn about their students through the assessment. Although suggestions are made for the order in which content is presented, trainers will need to adapt materials to the needs and context in which the assessment is being implemented.

This package includes teacher training materials, additional resources for teachers to use after training, and administrator training materials. Training materials and resources include:

1. Teacher Training Materials
 - Teacher Training PowerPoint Slides:
 - Formative Assessment Background and the K-3 Assessment Components
 - Domain and Construct Overviews
 - Formative Assessment Process
 - Assessing All Children
 - Miscellaneous Slide Content (Data Security and Action Planning)
 - Training Activity Guides
 - Handouts (to be used with training activities)
2. Administrator Training Materials
 - Administrator Training PowerPoint Slides
 - Introduction to the Formative Assessment Process
 - Data Security
 - Supporting Teachers
3. Additional Resources
 - Templates and Examples from the Field
 - Additional Formative Assessment Process Activities or Information
 - Other Resources

A critical component of the training that is not included in this package is training on any technology (e.g., platform) that will be used to support the implementation of the assessment. Suggestions for additional training content are provided below in the section, *Additional Content to Consider Adding or Adapting*.

Teacher Training Materials

Mechanics of Conducting Training on the K-3 Formative Assessment

- The training is best-suited for 10-30 participants given the individual and group activities.
- Participants will need copies of all of the progressions and related materials for the constructs they are using, either in hard or soft copy form. The training materials refer to specific construct progressions to follow along or to use for activities.
- Slides covering the following content may need to be added: agenda, transitions, breaks, recap and review, and prompts for questions.

Content to Consider Adding or Adapting in Teacher Training Materials

States/LEAS may need to adapt and/or add content to the slides provided. Below are suggestions for content that has been included in previous trainings, but was specific to the context in which the assessment was implemented.

Suggested Section	Addition or Adaptation	Description/Example of section or slide
Introduction	Addition	<ul style="list-style-type: none"> • State context in which the assessment is being implemented (e.g., as part of a pilot, rollout of districtwide implementation) • Background of the Assessment. States/LEAs may choose to elaborate on the development of the assessment and subsequent pilot and field testing conducted by SRI International in partnership with North Carolina Department of Public Instruction (NCDPI), Child Trends, and the BUILD Initiative.
Domain and Construct Overviews	Adaptation	<ul style="list-style-type: none"> • References to constructs that are not included in the implementation of the assessment should be removed.
Pacing of implementation	Addition	<ul style="list-style-type: none"> • Participants may need guidance on how and when to observe for specific constructs. It is generally recommended that teachers plan for observing constructs to align with the instruction already in place. However, new implementers of the assessment may prefer suggestions for ordering the constructs. Grouping or “clustering” constructs in 2-3 week blocks have proven a successful method to assist new users in managing the content of this assessment. See additional resources at the end of this document for example cluster schedules.
Activity Guide	Adaptation	<ul style="list-style-type: none"> • If states/LEAs are <u>not</u> implementing the full assessment (all constructs), constructs featured in the activities may need to be replaced with constructs that are being implemented.
Research Activities	Addition	<ul style="list-style-type: none"> • If any research activities are to be conducted as part of implementation, the training agenda should include time spent reviewing the research activity expectations such as nature of the research, timing of surveys and/or interviews, and process for consent (if applicable).
Resources and Next Steps	Addition	<p>This portion of the training should cover any processes, procedures, and resources associated with the assessment and its implementation, including:</p> <ul style="list-style-type: none"> • Location of resources (e.g., state-supported website¹) • Due dates associated with implementation milestones (e.g., beginning and end dates of each assessment window) • Point(s) of contact information • Schedule of follow up with point(s) of contact
Technology	Addition	<p>You will need to incorporate the technology that will be used to support the implementation of the assessment. It is recommended that training spend up to half of the allotted training time on introducing the technology, practicing with the technology, and leaving time for questions.</p>

¹ States/LEAs that choose to house materials on their own website may want to spend time reviewing how and where to access these materials (e.g., providing URL, setting up usernames and passwords, reviewing organization of material).

Suggested Section	Addition or Adaptation	Description/Example of section or slide
		<p>Technology training should include, for example:</p> <ul style="list-style-type: none">• How to collect and upload observation data• Assigning skill levels to evidence and to children• Indicating data for children that cannot be collected (e.g., the child moved during assessment window)• Finalizing learning status summaries• Running reports (e.g., individual child reports, class reports)

Additional Resources

Some of the materials in this list have been used as part of various teacher and administrator trainings. Training entities may choose to adapt and incorporate these resources into training, or to make available as additional resources for teachers and administrators after training.

Templates and Examples from the Field

- Training Agenda (Handout)
- Clustering Calendar for Kindergarten (Handout)
- Family Brochure (English and Spanish)

Formative Assessment Process Resources

The Topic Activities are part of the teacher training. It is recommended that the resources corresponding to the different areas of the magnifying glass be available to teachers after the training.



Topic 1: Get a Plan

- Weekly Plan (Template)
- Weekly Plan – Completed (Example)

Topic 2: Look for & Gather Evidence

- Determining Relevance (Activity)
 - Video #1: <https://youtu.be/ato0vn637pM>
 - Video #2: <https://youtu.be/NyFZli6Mw6k>
 - Video #3: <https://youtu.be/F9mbhl-aonY>
 - Video #4: <https://youtu.be/dSEUtkQBhHs>
- Using the K-3 Evidence App (Module)
 - <https://youtu.be/wPfojgkri1M>
- Observation and Documentation Tips (Handout)

Topic 3: Assign a Learning Status

- Assign a Learning Status (Handout)
- Assign a Learning Status Answer Sheet (Handout)

Topic 4: Summarize the Status

- Summarize the Status (Handout)
- Summarize the Status Answer Sheet (Handout)

Topic 5: Strategically Use Data

- Strategically Use Data (Handout)

Other Resources

- Assessing Social-Emotional Constructs (Handout)

- Recommendations for Administrators Supporting Teachers (Handout)
- Assessment Overview and Directions that Apply to All Constructs (Handout)