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December 16, 2014

## **MSEA Report and Recommendations on the Kindergarten Readiness Assessment**

### **Executive Summary**

The Kindergarten Readiness Assessment (KRA) was administered for the first time across Maryland this fall. Throughout the testing window, MSEA and our local affiliates heard a large outcry from kindergarten teachers across the state. MSEA leaders attended local meetings, received emails, and talked to individual teachers about the KRA. It quickly became clear that the assessment was plagued by implementation problems. Kindergarten teachers statewide expressed deep concerns about the amount of instructional time lost and the lack of usable data to help improve teaching and learning for Maryland's youngest students.

As a result of the magnitude of these concerns, MSEA surveyed our kindergarten teacher members, asking for feedback to better understand the issues and work toward solutions. The issues identified by teachers included: the negative impact on instructional time; the lack of benefits of the assessment to students, teachers, and instruction; the length, timing, and developmental appropriateness of the assessment; technology; professional development; and the impact on ELL students and students receiving special education services.

Based on the depth and range of these concerns, MSEA calls upon the State Board and the Maryland State Department of Education to suspend the use of the KRA until critical revisions to the assessment and its implementation, as outlined in this document, are made. MSEA leaders and members stand prepared to be a partner and provide needed information in order to make the KRA useful or look for alternative options.

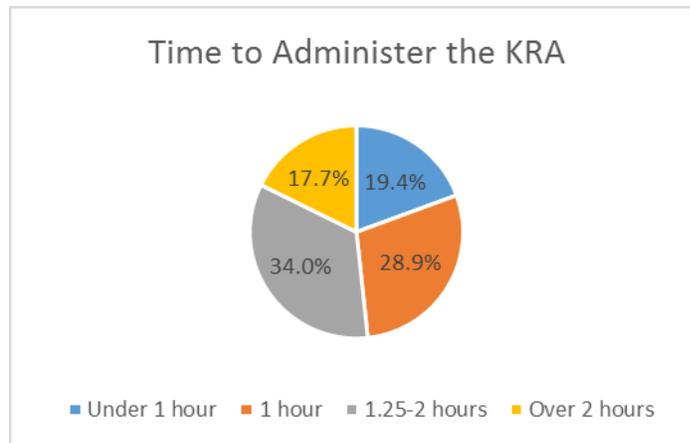
Our students in all grades—and especially those in kindergarten, which for many is their first formal educational experience—are counting on the adults to get it right and provide them with an education in which they have adequate time to learn and their teachers have adequate time to teach.

### **Impact on Instructional Time**

The beginning months of kindergarten are critical for building relationships between staff and students and among students. It can be a very emotional time for students and an important time for teachers to establish routines and a safe and comforting learning environment. Teachers reported that this year these critical first months of school were greatly disrupted by the KRA, which took away valuable and irreplaceable instructional time.

It was originally conveyed to kindergarten teachers that the KRA would take less than 45 minutes per student. With kindergarten class sizes ranging between 14-30 students, the result would already be a significant loss of instructional classroom time. Indeed, as the following chart of MSEA survey

respondents<sup>1</sup> indicates, the majority of kindergarten teachers found that the KRA took more than 60 minutes per student to administer, leading to an even greater loss of instructional time.



Only teachers were permitted to administer the KRA, meaning that while they were testing students, instructional time was left to paraeducators, substitutes, or other adults. However, kindergarten classroom teachers needed to spend the time to prepare detailed instructional plans for those covering their classes as they spent time testing students individually on the KRA. The level of instruction other students received depended on county funding of substitutes, paraeducators, etc. All of this created an enormous burden on kindergarten teachers both within the school day and after hours.

Sampling of teacher comments:

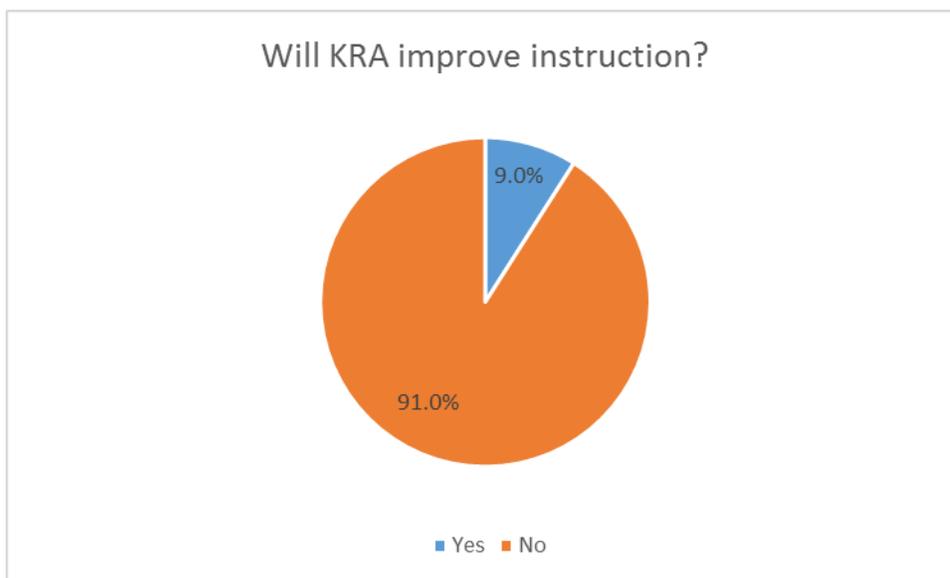
- *The time used to administer the KRA...could be used to pull small groups, work one-on-one with students, provide enrichment to students, collect data for progress reports, etc. That is now 40 days of valuable time lost for a test that is no reflection of what I have taught my students.*
- *I am one of two kindergarten paraeducators servicing 100 students. The KRA took our team 100 hours of instructional time to administer, which entailed pulling each child out of the classroom to be tested. The classroom had to be covered by a noncertified teacher at the most crucial time of the school year for a kindergartener. They were not used to coming to school and did not have a consistent educator and the paraeducators were given filler material to use while testing. The teachers cannot get that instructional time back.*

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<sup>1</sup> MSEA received 334 responses to an online survey sent to all kindergarten teacher members statewide and 140 narrative responses (Appendix I) via email. The teachers responding had an average of 10.1 years of experience teaching kindergarten. We received responses from teachers in Allegany, Anne Arundel, Baltimore, Carroll, Charles, Cecil, Frederick, Garrett, Harford, Howard, Montgomery, Prince George’s, St. Mary’s, Washington, Wicomico, and Worcester counties. Additionally, the Montgomery County Education Association conducted its own survey of more than 350 Montgomery kindergarten teachers (Appendix II).

- *I feel like I have wasted valuable time administering a test that has zero benefit to my students. Forty days is an entire quarter of the school year!*
- *It is not age appropriate for kindergarteners to be assessed so much without proper time to become kindergarten students.*
- *The assessments we already do benefit us and show us what the students know so the KRA was of little benefit.*

The survey asked whether the KRA will improve instruction. The Committee on Developmental Outcomes and Assessments for Young Children’s *Early Childhood Assessment, Why, What, and How* states that “...a primary purpose for assessing children or classrooms is to improve the quality of early childhood care and education by identifying where more support, professional development, or funding is needed and by providing classroom personnel with tools to track children’s growth and adjust instruction.” It is unclear how the KRA provides this information, and based on the survey results, teachers strongly believe that the KRA will not improve instruction.



Sampling of teacher comments:

- *The KRA assessment, while providing a snapshot, does not give adequate data for teachers to plan instruction. For example, the letter and sound portion of the assessment includes only five letters and three sounds. That is not enough information to group for instruction.*
- *Very few of the assessment tasks provide any useful information to help guide instruction as many of the skills assessed by the tasks could be easily assessed during authentic classroom activities.*

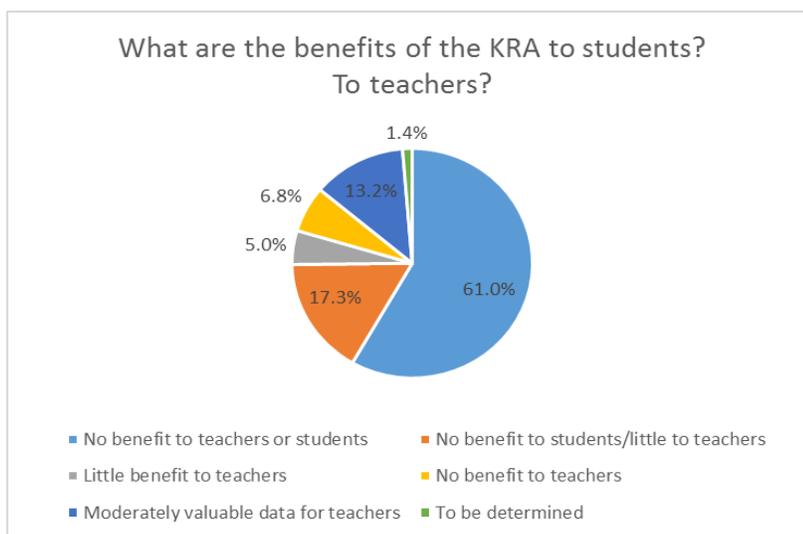
- *The MSDE Office of Early Childhood says there is no requirement to do benchmarking and phonemic awareness assessments this quarter and we can determine reading groups from KRA. That is ridiculous. We are expected to begin guided reading in October. In order to meet the needs of the students and form reading groups based on their needs, I must have accurate reading levels, sight word assessments alphabet/letter sound assessments, and phonemic awareness assessments. The KRA gives some vocabulary and comprehension information and asks students to identify six letters and three letter sounds, two rhyme questions, one initial sound question, one final sound question, and two word tense questions. How is that enough data to form reading groups?*
- *The skills assessed are not relevant to what students actually need to enter kindergarten.*

**Recommendation:**

- MSDE, in conjunction with MSEA and BTU, shall convene a focus group of kindergarten teachers from across the state to examine current local kindergarten readiness tools and examine the skills assessed by the KRA. This group should be charged with determining the appropriate skills to be assessed to provide useful data, identifying a shorter number of items in which to assess skills in age-appropriate language, and refining how the test is administered so as to not lose instructional time (i.e small group, headsets for scripted portions, integrated with instruction, how items are indicated on scoring tools).

**Assessment Benefits, Developmental Appropriateness, and Timing**

Assessments of any kind should be given to students with the goal of providing data to educators to inform their instruction and make necessary adjustments to meet the needs of their students. However, many teachers in our survey indicated that there was little to no instructional benefit to the KRA.



The primary reasons cited for the lack of benefit to students and teachers were the time taken away from instruction, the lack of developmental appropriateness, the length of the assessment, the assessment window, and the assessment not being given prior to the start of kindergarten.

If the purpose of the assessment was to determine whether or not a child was ready for kindergarten, then many teachers believe it should have been administered at the end of preK, over the summer, or during an extended staggered start day period. The data could then have been used by teachers prior to students arriving to determine group placement and individual needs. The assessment would also not have collided with county and teacher assessments.

As seen in the below sampling of comments, many teachers expressed concern regarding the developmental appropriateness of the assessment, the usefulness of the resulting data, and the timing of the assessment.

#### Sampling of teacher comments:

- *While I am attempting to do a one-on-one assessment with my student, I am having to ignore behaviors and leave students to independent time, which is not always developmentally appropriate.*
- *Provides little data to teachers and no benefit to students.*
- *Since this is a state mandated test and the data is really of no use to me as a teacher, then the state should send teams of testers into schools the first month of school and pull the students to test them. To waste my time, my students' instructional time, and the school system's funds to provide substitutes to collect data that is not of any use in my classroom instruction goes against plain common sense.*
- *Math skills not accurate for children entering kindergarten.*
- *Questions are wordy and difficult for young students to comprehend.*
- *Directions on many questions are unclear. Some are too short, too long, or the vocabulary is unfamiliar. Students are confused and on a few of the questions, my whole class scored 0 because they could not understand what I was asking of them. Was the KRA actually piloted on real kindergarten students?*
- *I had students who cried and stated they were stupid because they felt they did not know some answers and were upset because they thought they were supposed to know the answers.*

An additional validity concern is that the 53-day assessment window results in data that are not comparable across classrooms, let alone schools, districts, or the state. For example, a child assessed in late October may appear more ready than a child assessed in late August simply because the child assessed later had the benefit of more instruction.

#### Recommendations:

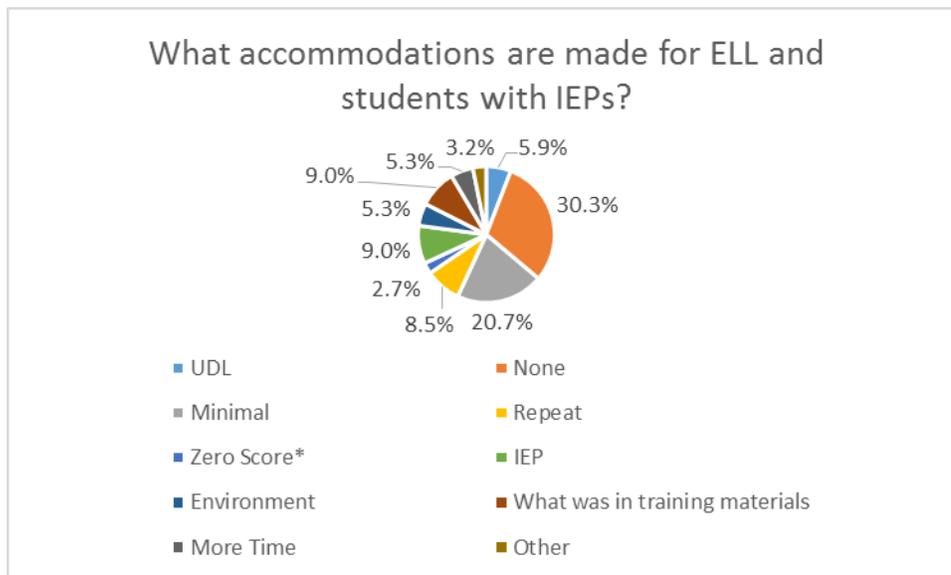
- The KRA, as revised by the focus group recommended above, shall be administered at the end of preK for those students enrolled in pre-k, with supports available for pre-k teachers so as to

not diminish their instructional time. For those students not attending pre-k in a Maryland public school, the KRA could be administered in the spring during kindergarten round up, by administrative staff, by hired teachers during summer registration, or in some counties during gradual entry. The goal is to have a readiness assessment administered prior to entry into kindergarten.

- If a small group of students enter a kindergarten classroom without having taken the KRA, then MSDE shall provide LEAs with the funds necessary for test administrators to administer the KRA, so as to not take kindergarten teachers away from instructional time.

### Appropriate Accommodations for Students

Having the time, training, and materials to ensure that any assessment provides the necessary supports for students with Individualized Education Programs (IEPs) and English Language Learners (ELL) is critical in collecting reliable data. When teachers were asked what accommodations were made for ELL students and students with IEPs, 51% reported that there were no or minimal accommodations made. Teachers of ELL students in particular expressed concerns regarding the assessment not being given in the students' native language.



These results indicate a clear concern with the communication of accommodations, implementation of accommodations, and validity of the assessment given the uneven (or non-existent) application of necessary accommodations.

#### Sampling of teacher comments:

- *We were not allowed to restate or reword questions to make them accessible.*

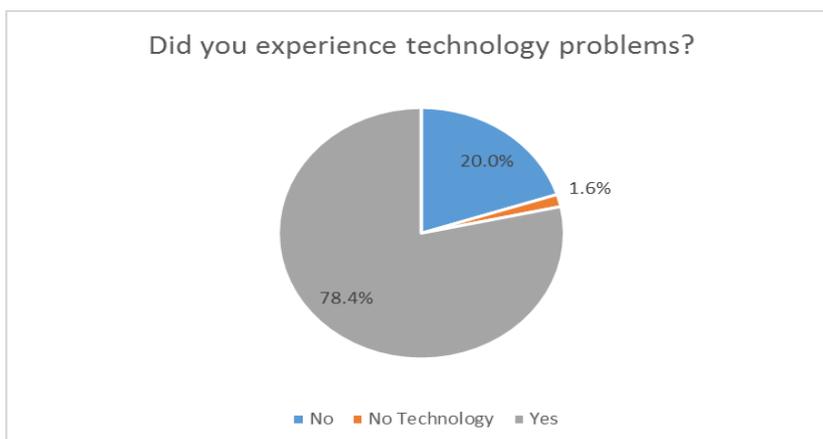
- *Accommodations for ELL and IEP students were not provided within the KRA kit.*
- *A special education student in a self-contained program is there for a reason. He/she has been identified as having specific needs and providing accommodations to the KRA does not provide an accurate representation of the students and their skill levels.*
- *My students who did not speak English could not be given translators. They received a score of “no score” because they do not speak English.*
- *The test is not developmentally appropriate for my special education students. There is too much language and tasks presented are too high level. Special educators are already assessing regularly for first quarter IEP progress reports and the fall kindergarten report cards. It is not necessary to add another piece of data collection which removes me from teaching.*

**Recommendations:**

- Provide the training and clear and consistent communication to school test coordinators and test administrators on accommodations, along with needed resources and supports, to appropriately administer the KRA to students with IEPs.
- Determine if KRA is a needed assessment for ELL students as it relates to current assessment already being administered.
- Work with LEAs to ensure time is provided to KRA test administrators to be appropriately trained without relying on teachers to access online training on their own time.

**Technology and Resource Needs**

The KRA as designed was primarily an online assessment and required the use of technology for both administration and data entry. More than 78% of teachers reported technology problems in MSEA’s survey. According to the narrative responses, the KRA site crashed, data entry was lost, not all schools received technology in a timely manner or at all, and students had issues with the iPads used for testing, among numerous other issues.



Additionally, teachers reported discrepancies between data sheets that could be used for hand data collection compared to the online data collection system. Although MSDE expanded the KRA window after being made aware of the many technology glitches, by the time that decision was made many teachers had spent numerous hours retesting, recreating data entry, etc.

#### Sampling of teacher comments:

- *Saving: No matter how many times I have entered ALL data for my students; there are still 1-6 answers that will not save at all.*
- *Testing materials were not received until the third week of school and the iPads were not ready.*
- *An individual report was to be given at the end of the assessment, but teachers are unable to access this report. Therefore, teachers are unable to use the data to guide instruction or inform parents of progress.*
- *Many students are still reading 0 despite having completed the assessment.*
- *Many problems connecting to the KRA website.*
- *Children had no idea how to use the iPad.*
- *The technology was very frustrating. I had problems entering comments. I would type them in and then the comments would not save. I also had problems with the percentage. When 4 out of 5 students were complete it registered as 28% complete, yet my administrators recorded 75% complete on my students. How is this even possible? All these issues should have been resolved or tested before administration of the assessment. Are the results even accurate then????*
- *We were contacted today (11/6) and told that we need to print the student reports before the Nov. 8 deadline. That leaves 2 days to get it done. Only the reports can't be printed within the program - you have to snip each report or take a screen shot and print it from there - until a later date - at which point they will hopefully have the program working correctly. This should have been fixed prior to implementation, just one more reason it should have been piloted.*

#### Recommendations:

- MSDE must assess local technology infrastructure and needs to ensure that computers can stay online during testing, data isn't lost, and items save appropriately. These technology glitches must be remedied prior to any further administration of the KRA.
- The kindergarten teacher focus group (page 4) would also be charged with examining data collection and entry tools to recommend solutions including the alignment of tools, creating clear directions for use of technology for test administrators, establishing a help desk for technology needs, creating a clear and useful rubric, and overall work to streamline the test administration and data collection glitches expressed by practitioners after the past KRA administration.
- MSDE should seek feedback from KRA test administrators as to what types of reports they would prefer to have following the KRA administration to help inform instruction.

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## Professional Development

For a new initiative to be successful, those responsible for the implementation must be fully informed, trained, and provided the necessary support. Educators reported that the professional development to administer and use the KRA was lacking at best. Professional development was offered over the summer and was problematic in terms of scheduling and implementation, including the need for many kindergarten teachers to do online training on their own time. In some cases, the professional development conflicted with mandatory local professional development. Teachers reported that the KRA site crashed during the professional development, there was online homework teachers had to do on their own time, and that the training was not high quality. Training for principals was voluntary and also not timely, conflicting with many demands at the beginning of the school year.

Sampling of teacher comments:

- *The training was quick and insufficient. Teachers were told a few months ago that the MMSR was being eliminated and replaced with KRA; however, teachers were expected to take time from summer vacation or on a day during the first week of school to attend professional development.*
- *Training did not provide practical information to help teachers prepare to actually give the test. Did not have iPads for trainings.*
- *No previous experience on the part of the teachers was taken into account so I had to spend several weekend days during the busy beginning of the year to complete the online training. I have ten years' experience, but changed counties on August 19 and did not hear anything about the KRA after that and the KRA meeting before school conflicted with my school's mandatory professional development.*
- *The required training and test we had to take and pass in order to administer this assessment didn't really impact or help us to give the assessment.*

Recommendations:

- MSDE must work with LEAs to ensure that KRA test administration training is provided during the work day and available to all who will be administering the KRA.
- Elementary principals, or their designee, along with test administrators must be provided with timely, useful, and practical training on the administration and data entry of the KRA.
- Teachers found that the KRA app was helpful, but recommend that it be shared with test administrators well in advance to provide time to learn and troubleshoot the app.
- MSDE should seek feedback from current users to help improve the app.

## Conclusion

The KRA was plagued by problems in its first year, frustrating teachers and kindergartners and cutting back on valuable instructional time. By immediately suspending the KRA and working with teachers to improve how we assess our youngest learners, the State Board of Education and MSDE can send a clear

message to teachers, parents, and students that their concerns have been heard and will be addressed. MSEA stands ready to partner in these efforts.

Appendix I: Narrative responses to MSEA's survey of kindergarten teachers

Appendix II: Results of the Montgomery County Education Association's survey of more than 350 Montgomery County kindergarten teachers

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## Appendix I: Narrative responses to MSEA's survey of kindergarten teachers

### Baltimore County:

1.

I am writing as an eleven year veteran kindergarten teacher about concerns I have with the KRA. This has been by far the most frustrating year I have had as a teacher and the KRA is a big part of that.

It is beyond me why anyone would want to spend 24 hours (I have 24 students) assessing children within the first months of school. The first few months of school are the most important in setting routines, expectations and getting to know my children. I have spent more hours ignoring their needs or handing off instruction to substitutes than I can count. On top of that, I should be spending my hours at home or on the weekends learning the brand new curriculum our county has purchased but instead I have spent my time inputting data into a system that 'sometimes' works and sometimes doesn't.

I also question the value of the data collected from this assessment. How are we assessing what children know coming into kindergarten when we are assessing them up until the end of October. I can tell you that the first week of school I had 7 children who couldn't write their name. By the 3<sup>rd</sup> week of October all of those students can now do that. If I didn't get around to assessing that skill until October what is that telling the state about kindergarten readiness.

As a teacher I am observing student behavior daily to drive my instruction. What does a one-time observation really tell me?

It is insulting that I am expected to spend my time reading a script that took me HOURS to complete and facilitating a computer game. I didn't spend years in college and graduate school to read a script and document if a child can hop on one foot.

I challenge the state to find even one kindergarten teacher who supports this assessment. This assessment was poorly thought through and must have been written by a group of people who understand nothing about developmentally appropriate practice. As I was reading through the language portion of the assessment I watched as some of my brightest kids just checked out. They had no interest and I couldn't blame them.

Thank you for spending the time to collect feedback from the kindergarten teachers from across the state.

2.

As a kindergarten teacher with the County for 30+ years I am dumbfounded by the lack of understanding by officials as to their knowledge and understanding surrounding nature of the kindergarten classroom. This KRA assessment benefits not one single child currently enrolled in kindergarten, disrupts routines and the opportunity to establish them at a very important time in the year, interrupts teaching time and takes away from instruction, insults my intelligence as the teacher/facilitator in charge. I am not encouraged as to the path our kindergarten is headed with this major interruption. On the heels of the

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KRA timeline is the conferencing with parents as to the progress made by the students. I cannot fully confer with the parents of my students if I have spent the majority of the time assessing as opposed to teaching to address progress. In addition, we have a window of teaching time mandated by our SLO duties that is interrupted by the KRA timeline, so this KRA impedes my SLO window timeline as well, which actually effects my personal evaluation in the end. I am not teaching, I am assessing at the most crucial time of the kindergarten year! My program has been made very weak by the introduction of the KRA assessment. I am embarrassed by the direction that our County/State is going with regards to the education of children. A student's foundation is built in kindergarten. If this is an assessment needed by the State in order to address prekindergarten programs, then possibly the best place for this assessment to take place is in the prekindergarten program not in the kindergarten program. In addition, if I assess one child in early September, and that same child in November wouldn't one think that the data would be different based on maturation and experience. This is absolutely ridiculous. I look forward to hearing from you and would offer to assist where needed in immediately putting a halt to this madness. I am happy to see that it is being addressed, I just wanted to offer some additional thoughts. As for the money spent on devices, let it be known that the devices worked only a portion of the time for this assessment, and County money was already spent for these devices, how and when will I see the benefit of that money in my classroom? The reallocation of money spent, I would like to know where it went actually. It possibly should have been given to schools for subs that were needed to perform said assessment, or to the teachers for the countless additional man hours it took to record the information. Please just let us teach, this assessment couldn't be any more valuable to the state than my teaching time is to me with the children present. I want to see what they are doing with this information, as a taxpayer and an employee.

3.

As a kindergarten teacher, I started the year with 26 students. It takes 45 minutes to sit down and test each child. It then takes another 20 minutes to input the data. I am losing 6 full days of teaching if I were allowed to test and input data during my regular workday. However, teachers are not given 6 days of sub time to complete this new assessment. I have not included the time it takes to record and observe the observation skills. When am I supposed to assess my students for progress reports which are due November 14th? When am I supposed to go into stars and complete progress reports? In the past, when we entered MMRS data it took half a day per class not days.

If Pre-K teachers are given 2 full days to conference with 40 families why are not the K teachers given the 6 full days to complete the KRA assessment?

4.

As a kindergarten teacher, I started the year with 26 students. It takes 45 minutes to sit down and test each child. It then takes another 20 minutes to input the data. I am losing 6 full days of teaching if I were allowed to test and input data during my regular workday. However, teachers are not given 6 days of sub time to complete this new assessment. I have not included the time it takes to record and observe the observation skills. When am I supposed to assess my students for progress reports which are due November 14th? When am I supposed to go into stars and complete progress reports? In the past, when we entered MMRS data it took half a day per class not days.

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If Pre-K teachers are given 2 full days to conference with 40 families why are not the K teachers given the 6 full days to complete the KRA assessment?

5.

I am a Kindergarten teacher in Baltimore County. I am writing to express some of my concerns about the KRA. While I understand the purpose of the KRA, I feel that administering it is doing more harm than good.

During the initial teacher training over the summer, teachers were told that administering the KRA would take approximately an hour per student. In my experience administering the KRA, it takes more than an hour per student. It is almost the end of the first quarter of the school year and I am still not finished administering the KRA to every child in my class. I have been working on parts of it almost every day.

The time used to administer the KRA is valuable time that could be used to pull small groups, work one on one with students, provide enrichment to students, collect data for progress reports, etc. That is now 40 days of that valuable time lost for a test that is no reflection of what I have taught my students. The end of the first quarter of the school year is Friday, October 31 and I have yet to find time to finish assessing my students for their progress reports.

The KRA is supposed to show if students are coming to Kindergarten ready to learn. Regardless of their scores, they are here in Kindergarten. Ready to learn or not, they are here. Several of my students do not have the skills that they should have in order to be ready for Kindergarten. However, instead of working on those skills with them, I have to pull students and administer the KRA. If the test is supposed to show Kindergarten readiness, it should be administered prior to the student entering Kindergarten. I am still administering certain parts of the KRA after teaching for 40 days, so any parts administered at this point are not an accurate reflection of what my students came to Kindergarten knowing. Many of the skills have been taught in the past 40 days. Those skills include counting, comparing lengths, letter identification, and letter sounds.

I am not sure if you have ever taught Kindergarten or not, but the beginning of the Kindergarten year is a time when routines are taught. The students are learning how to work through different centers and how to work with their peers. It is a time for teachers to learn about their students and their students' strengths and weaknesses, not a time to administer a test. In addition to administering the KRA, Baltimore County teachers are also learning to implement a brand new reading and phonics program.

What about the ESOL students? My school has a huge ESOL population. There are five Kindergarten classes at my school. Each class has approximately 19 students and at least five of those students in each class are ESOL students. If this test is truly a measure of a child's readiness for Kindergarten, it should be administered in that child's native language. If it is not administered in that child's native language, then it would seem the test is only a measure of his/her English proficiency, which I believe is determined by the WIDA. Why are we testing our ESOL students twice when both tests would give us the same result?

The KRA is not fair to students and it is not fair to teachers. Kindergarten used to be a half day program that consisted of circle time, center time, snack time, and rest time. Kindergarten teachers are responsible for so much more now. We have a huge responsibility to have our Kindergarten students ready to be successful in first grade and beyond. I feel like I have wasted valuable time on administering a test that has zero benefit to my students. 40 days is an entire quarter of the school year! My evaluation is based on my students' progress and I can guarantee you that they would have made much more progress at this time if I did not have to administer the KRA. Administering this test is having a negative effect on my students' progress and on my teacher evaluation.

Our principal has been wonderful and extremely understanding about the KRA. She is more than willing to allow us to get substitutes for our classes in order for us to administer the KRA. I don't want a substitute teaching my class. I am the teacher and I should be the one teaching my students. Substitutes don't know my students and they are not qualified to teach my students.

I hope that this email shows you the negative effects that the KRA is having on students and teachers throughout the state of Maryland. I didn't become a teacher because I wanted to administer tests to my students. I became a teacher because I love kids and I love knowing that I am making a difference in their lives. I want to be able to spend quality time teaching my students, not testing my students.

Thank you for your time.

6.

I am a kindergarten teacher at a Baltimore County Public School. I am writing to express my concerns and experience administering the KRA to my students.

1. The KRA is time consuming – 50 – 60 minutes **per child** to administer the KRA.
2. My students are losing a week's worth of valuable instruction, not to mention the consistency of routines/rules in the beginning of the year, because I have substitutes teaching instead of me.
3. The KRA does not drive my instruction. The purpose for the KRA, as stated on the KRA website, is for data collection for funding (Race to the Top). **It is an inappropriate use of kindergarten teachers' time and resources and a disservice to our students.** All kindergarten teachers know that students who received Pre-K are better prepared for kindergarten.
4. How is the KRA a fair or accurate assessment if some skills or students are assessed in the beginning of September and other skills or students are assessed at the end of October?
5. The math and language/literacy sections of the KRA are **scripted** tests, but only trained kindergarten teachers can administer them? That doesn't make sense. Please consider allowing reading specialists, special educators and/or our kindergarten assistants to **read** the questions to our students, thus keeping me in the classroom.
6. Directions on many questions of the KRA are unclear. Some are too short, too long, or the vocabulary is unfamiliar. Students are confused and on a few of the questions, my whole class scored "0" because they could not understand what I was asking of them (reading from the

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script, I couldn't use my own words). Was the KRA actually piloted on real kindergarten students?

7. Why can't pre-K teachers administer this test at the end of the year of Pre-K? Wouldn't that make more sense? Then kindergarten teachers would only have to assess the students who did not attend pre-K.

Thanks so much for your consideration and for helping kindergarten teachers' voices be heard. We all just want to do what is right for our kids – KRA is not in our kids' best interests.

7.

Thank-you for taking the time to listen to our concerns:

1. The KRA is a test to see the readiness of kindergarteners coming to school with pre-K experience and those without it. It is well known and common sense that those kindergarteners who have had prior school experience are better prepared. We have enough data to prove this w/o having to do it every year. That's not to say I agree with mandatory pre-school. Anyhow the test if conducted should be at the end of pre-school or prior to the beginning of kindergarten, so as not to interfere with the gradual introduction to a new setting that may already be anxiety producing.
2. The test takes approximately 40-60 minutes per child and that is just the Language and Literacy and the Math and Science sections (34 questions). I have 25 students this year, so that is 25 hours. Thankfully my principal allowed me to take days off with a sub for my class so I could administer it. I took a half day and then my planning time for a week and a half so I wouldn't be out of the classroom so much. I pulled the kids from their specials which I don't like to do. I also used small group time. All of this time should have been spent acclimating new kindergarteners to school routines, getting used to rules and their teacher and delivering the curriculum (TEACHING). Then there were the 29 observations per child that you had to record with the date and where you observed it. This was absurd- it should be sufficient that it was observed at school and in Sept. and Oct. Thankfully, they told us later if we didn't already put the date and location in, we didn't have to. Not to mention, I am more concerned with my students' safety on the playground and in the classroom, then taking notes on everything they are doing.
3. Some of the observation questions were redundant and some of the language and literacy and math questions too wordy for kindergarteners.
4. Then it took several more hours to input the information. If you did it by child, the questions were not in the same order as the spread sheets and every time you input an answer and saved it, it took you back to the top of the screen and you had to scroll down again to find the next question. The system also timed you out sometimes. Painstakingly time consuming!!!
5. The test is also not fair or valid. The students that you test later, have the opportunity to learn some of the things on the test that you cover in the curriculum in those beginning weeks that the ones tested earlier did not.
6. Most teachers are competent enough to have their own screenings and after several weeks or a month or two have already deduced which of their students need more help and in which areas and have a plan in place to further the education of all their students.

8.

I am a kindergarten teacher in Baltimore County and am writing in regard to the KRA. I administered the KRA this year over a period of four full days to my 22 students. My students spent four days with a substitute teacher which required me to write four day's worth of substitute plans. Luckily my administration gave all of the K teachers in my building as many days as necessary to complete the KRA but at the same time four instructional days were lost. It took one full day alone just to enter data. Data entry was very slow due to multiple glitches in the system, i.e. I had to type in a date and location for every observation and could not cut and paste. By the time someone found a solution to the glitch I was done.

If this is a KRA why is it not administered in the spring BEFORE students enter kindergarten? In addition, the skills assessed are not relevant to what students actually need to enter kindergarten, i.e. Students are asked to name six alphabet letters on the KRA. What about the other 20? As a K teacher, I want to know whether or not my students can name all 26 letters, uppercase and lowercase. I could go on and on about other items on this assessment but I'll stop with this one pertinent example.

What I've written so far is just a drop in the bucket to what I could write but I'm sure, at least, I hope you are overwhelmed with emails about the flaws with this KRA from other K teachers across the state.

I truly hope our voices are heard and the issues are addressed.

9.

Thank you for looking into this.

Here are some of the concerns my team and I have...

It takes 30-40 minutes one on one with each child in our class. We are being required to do this by Nov; this is in addition to DIBELS, our regular report card assessing, and teaching. The only release time we have been given is in place of one 3 hour grade level planning meeting. We are to do it during centers, so we have been scrambling to get some volunteers in the rooms to help manage the rest of the class while we administer KRA and sacrificing small group instruction and essential time building routines to get it done.

The assessment has very little value to my instruction because it takes so long to administer. Some of the information collected could be valuable to me, but I am assessing some students at the beginning of September and some at the end of October. And I question the validity of the results as information for the state. Are the kids assessed in October a real indication of Kindergarten readiness anyway? The students are very different than when they walked through my door in August.

Thank you,

10.

I am writing to share my concerns regarding the KRA. As a special educator, the KRA is not developmentally appropriate for most of my students. There is too much language and tasks presented are too high level. Also, it takes too much time to complete per student. For my higher students, I have spent 30-45 minutes, per student, to complete the assessment. There are 13 students in my Early Childhood Learning Support Kindergarten (self-contained, adapted) class. It has taken one full school day to test my higher group of students. I feel that for my class, in general, the tasks are not appropriate and will not provide an accurate assessment of Kindergarten readiness. Lastly, special educators are already assessing regularly for first quarter IEP progress reports and fall Kindergarten report cards. I do not feel it is necessary to add another piece of data collection, which removes teachers from teaching.

Thank you for taking the time to hear my concerns.

11.

KRA Concerns for Meeting 10/14/14 4:30-5:30

Device Test:

1. KRA app kids device test has delays and requires multiple taps to go forward
2. Very inappropriate directions – too wordy, emphasize actual question when they read a whole paragraph of directions. Kids are confused.
3. Teachers have noticed that when there is a delay students select a different answer.
  - KRA – too time consuming, students are losing about a week’s worth of instruction time
  - Doesn’t apply to what they’re learning now
  - Inappropriate material for their knowledge
  - Wasn’t ready, not piloted
  - Training was poor and the trainer had never seen it
  - INEFFECTIVE trainings
  - Training had many unanswered questions
  - We take the children and meet their needs wherever they are so why are we really doing this?
  - If this is data collection for funding (as it’s stated on the KRA website) it is an inappropriate use of OUR time and resources.
  - Our school is providing us 2 days of sub coverage which isn’t even enough so it should be five days of subs - the financial burden this is costing the county school system is astronomical
  - We have to spend OUR OWN TIME to prepare sub plans, then the school pulls our subs from us at the last minute, causing us to have to scramble at the last minute to change our plans and schedules
  - It’s the worst time of year to turn your classroom over to a substitute when you’re trying to establish routines and beginning of the year rules, etc.
  - Format for entering data is time consuming
  - Some have said their data entry has disappeared
  - Constant KRA updates – no one has time to read all that

12.

We would like to take a moment to send you an email with ALL the concerns we have regarding the administration of the Kindergarten Readiness Assessment. We are going to do a bulleted list, as we think that will be the easiest for you to read.

- The administration of the KRA takes WAY too long to do – it takes away precious time from us getting to know our new students those first couple weeks of school
- Regular instruction and teaching the children the necessary routines to make their school year successful was choppy, due to the broken up times of administration throughout the day. We tested whenever we could get someone in the room. It might have been 15 minutes here, ½ hour there, etc.
- It was suggested that we get a substitute so that we could focus the whole day on administering the test – Those first couple of days/weeks are too important in teaching the routines that we do NOT want a sub in our rooms.
- The window for the KRA is too long. If we are truly testing to see “how ready for Kindergarten” children are, testing all the way until end of October is ridiculous. Our children with last names at the end of the alphabet did so much better than the poor children whose last names are at the beginning of alphabet because they had more instruction than the other children.
- Skills that were being taught in the curriculum during the first couple of weeks were also skills that were being tested, so those later last name children had instruction on those skills and the others did not – example: letters, shapes, numbers, counting, etc.
- Not allowing any other professional in our building to help administer this test is ludicrous! They are professionals as well and can read the “scripts” just as well as we can.
- One of us chose to break down the Language Arts portion and only do ½ of the test at one time. Every time she called a student back for another part, she got, “Oh no, not again!” So, when that teacher administered the Math part, she did the whole portion for each child and the children became fatigued and started to “zone out!”
- The data reports that we can print out are of no use in assessment for the classroom. All we get is a brief list of skills and the children’s names with a bunch of numbers or letters. In order for us to remember WHY we gave that child the score we did, we would have to go back into the actual test booklet or online and read the description for each of the scores on the rubric.
- The skills that are assessed on the KRA do not line up with the skills on our Kindergarten Progress Report that we fill out in November.
- The “language” and “directions” on the scripted parts of the test are too confusing for the children. They are not written in “child-friendly” terms, so what we are really testing is “Who is actually the better listener and can figure out what we are asking them to do.” We know that some of our children who scored low could have gotten a better score if we could have rephrased the questions – THAT is NOT testing their Kindergarten Readiness skills.
- We received a new student from Anne Arundel County in later October and was told by the previous Kindergarten teacher that his KRA report was 90% completed. When he was added to the class list, there are no scores at all. Therefore, we have to go back and complete the test for that one child, as we were already finished with the other students.

- This student is still listed on that teacher's class list and is showing 90% completed AND he is also on our class list as well, but is showing 0% completed – How can one student be on 2 different class lists in 2 different counties at the same time?

13.

My concerns are with the timeline given to produce the results needed for the state. Time should be provided at the start to ensure accurate data collection. Results should be provided to the teacher with a score or thrive report. The questions on the math assessment are confusing and the reading selection is poorly written. Teachers are not given a results indicator after all data is collected. Please examine the amount of time and cost put into the test.

### **Frederick County**

1.

I have many concerns regarding the KRA. I understand the importance of obtaining this type of information at the beginning of the year, however, the KRA is too time consuming and stressful. The KRA takes away valuable instruction time and it requires too much of my unpaid, free time at home to record and enter the data.

The KRA test took around 70-85 minutes per child to administer. This time was INSTRUCTION time that is extremely important, especially at the beginning of the year when we are developing routines. Then I had to use MY FREE TIME to enter the required data on the site because I couldn't take away any more instruction time from my class. Our K team was not given any extra time or staff support to help us complete the KRA or enter data. This has been a very frustrating and stressful experience. I hope that in the future, we are given the time necessary to assess and enter the data.

2.

This is my 28th year as a teacher and the last 11 have been in kindergarten. In all my years of teaching I have NEVER had an assessment that took so much one-on-one time with a student to administer. This assessment had many technology related concerns (not being able to connect to our site) and I had to spend over 3 hours entering my scores to the KRA site. This assessment DOES NOT really provide the classroom teacher with any relevant information. The test items are "one-snapshot" on an objective and cannot be used to form groups or guide a teacher in future lessons.

Our county has spent so much time training and providing us with the needed iPads. I feel that we do not need to be away from our teaching at the beginning of the school year when we are trying to establish routines and a love of learning. There were 63 test items and with 23 children that added up to so many hours of valuable missed instruction.

Thanks for your attention to my concerns.

3.

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Thank you for asking for feedback about the KRA. I understand the state's want to have an assessment that is given to all kindergarteners on how prepared they were for school. The assessment should give that information because it really covered a lot of domains. With the rigor of common core the push for high quality preschool is necessary.

However, the assessment was so time consuming. The beginning of the year is such a precious time to get students into routines. Young children thrive on routines. This assessment took away so much of that time. Students are not ready to be independent for 70 to 85 minutes. It was very stressful to find time to administer the KRA and to input ALL the data. The state needs to provide money to give teachers time to administer this assessment. Our school did not help us with any of this. It was up to us to find the time to do this. My whole team had to take their own personal time to input the data at home or after hours. Our county sent an email to input data on certain days, but that's unfair. Every other teacher has that time to complete report cards, plan, and complete things around their classroom. We have all of that and the KRA data.

Thank you again for taking the time to read this email.

4.

I found this assessment like all other kindergarten teachers to be VERY TIME consuming. I had to take away valuable teaching time to administer this assessment to every child. The assessment for each child took about 45 minutes. That times 19 students is a crazy amount of time taken away from the classroom - The beginning of the year is so important for the kindergarten students to learn routines; rules of the classroom and getting to know each other as well as their teacher. Because of this assessment I had instructional assistants and student interns covering my class - the students weren't getting to know me as their teacher. Not to mention the time that I took over the weekends to put scores in. I found it difficult to use the iPad while giving the assessment - It was not organized/did not flow the way that the test was given. Therefore I wrote all of the scores down and had to input them on the website later on. That took me at least 2 Saturdays - about 4 hours each Saturday = THERE IS NOT ENOUGH TIME IN THE DAY TO ENTER THE DATA!! Besides KRA I still had all of the other things to complete - SLO; lesson plans; preparation for the students every day. Thank you for gathering information about the KRA - It is nice to know that people are listening

5.

I have now completed and entered the information from the KRA. I have found that the assessment is taking away from many hours of instructional time during a time of the school year when students need the most individualized attention. The assessment data has very little value to kindergarten instruction. I have also found that the way the questions are worded are above a kindergarten level. Thank you so much for helping.

6.

I am a kindergarten teacher in Frederick County. As of Thursday, October 23, 2014 I have completed the KRA for my class. Many hours of instructional time were lost in order for me to complete this assessment. Our kindergarten team had to call in other staff members from our school to complete our

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daily lesson plans with the class so that we, the teachers, were available to pull students to give the KRA. In several cases this meant that those staff members were unavailable to meet with the students that they normally see for intervention and/or enrichment.

I personally experienced a lot of difficulty with the iPad Frederick County gave me. I was unable to pull up and/or keep the site on my iPad so I had to record all student answers by hand. This then meant I spent hours after my contracted day to enter the data into the KRA site on my desktop.

Something that was very frustrating to me as a teacher was that I could not use the data from the KRA to help me plan and/or group my students for instruction. Now that I have just recently completed the KRA I have the task of completing the county end of the quarter assessments with my students. This too is going to require me to use instructional time to assess. These assessments will help me see what skills my students have mastered or that re-teaching/intervention is needed in those areas. They will also help me group my students appropriately and plan meaningful lessons for them. It is however, unfortunate that I need to use more instructional time to complete these after losing so much time with the KRA.

I hope this information helps you make the best decision for our kindergarten students.

7.

I am writing to provide feedback regard the KRA. As a kindergarten teacher, it has been a struggle to provide instruction to the students during the administration of this assessment. I had to give the students multiple "busy" activities so that I could complete the testing. I also had an intervention teacher come and teach my classroom two mornings so that I could sit in the hallway to test. I feel that I am very behind in my teaching due to the hours spent administering this assessment.

In addition to the administering the assessment, the information that I have learned about each student was invaluable. I had to complete other assessments to develop a clear picture for the student. As a county, we were not given time to enter the data other than teacher work day on October 17 in which we had to attend a workshop in the morning. I feel that if there is going to continue to be a KRA then there must be a time set aside for teachers to enter data and maybe pre-screen before the students enter our classrooms in August.

Thank you for allowing us to provide our feedback on this assessment.

8.

The KRA has taken an hour to an hour and a half per student. The part where the students are given the iPad and can complete the assessments on their own has gone smoothly. The amount of time it takes to pull students one on one and for all the observations has taken away so much instructional time and all the data that is given has not been of value to the classroom as some skills only have one question and many students can answer those questions with a guess. Other assessments have been used in the classroom to clarify those skills for instructional purposes. Many of the one on one assessments could have been done on the iPad like the other ones where the iPad reads it to the students. It is also very difficult to have kindergartners work independently for time periods so I can assess students on the KRA when it is the beginning of the year for the students. I still do not have all my students in my class list on

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the KRA site and even though I have assessed the rest, many students are still reading 0 as their score and it is not coming up. To try to fit the KRA in on top of the county assessments, running records etc. and teach the students has been very difficult and I feel the students would could have benefited from the instruction time that was lost due to the KRA. A lot of planning time and personal time also went into the assessment with the observations and trying to figure out how to manage the site and the best spreadsheets to go into as scoring the students.

9.

Thank you so much for taking the time to listen to our concerns about the KRA. I am a teacher in Frederick County. My teammates and I have been working diligently to try and complete the assessments for our students. We have found a few things we like about the assessment, but unfortunately the negatives at this time are outweighing the positives. We feel that the time needed to complete this lengthy task is not only taking our own time but taking a huge chunk of our instructional time away from our students. The first six weeks of school should be used to build routines, structure, learn the students through observations, and some brief formal assessments. We have taken full days of school and had our assistants teaching our class for the day and still have not completed what needs to be done. This is our biggest concern that our students are not getting meaningful instruction at the most crucial time of the year.

Along with the time factor, we also feel like the time being taken is not benefiting the students or ourselves. The assessment, in my opinion, does not give me the most important information needed to enhance my instruction. One goal of assessments is they should be driving our instruction and help to identify "needs" of the class or specific students. I don't feel that the KRA does this. There are indicators being assessed that I have already observed through daily work or through our own county assessments. To take time to "reassess" this is a waste of our time and our students' time.

Lastly, as with any new programs, there were many technology based errors that made things hard to administer. This is understood, but with all the issues that arose, I feel like maybe more time could have been given to us to be familiar with what we were doing, and a "practice" year could have been put in place to avoid the time we wasted trying to fix all of the problems. Being that there is a deadline, we didn't have time to work through these types of issues. We had problems with wireless which made it impossible to administer the questions through the KRA App. There were also issues with the website on days and we could not log in. We encountered problems during our professional development day taking the simulation tests. This is just to name a few! These things again took our own time and/or time from our instructional day trying to navigate and problem solve.

Thank you again for taking the time to listen and for allowing time for us to voice our concerns and opinions.

10.

The KRA was a huge challenge this year. The training that we did receive before school begun did not cover many of the things that we needed to know when actually administering and entering KRA data. Also frustrating, was that we were given iPads for use with the KRA. This did make the part of the math

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and science portion a bit easier to administer. However, this was only when the technology worked. For many days and weeks, our wireless connection did not work. Even with iPads plugged into a desktop, we were often unable to connect to the KRA website. This was very upsetting!! Then we found out that there were still 5 other questions that had to be given individually!! We could not believe how time consuming this was!!

Then it came time to administer the language and literacy portion. The iPads could not be used for this section and so, we had to administer each question individually, record the response, and at a separate time, enter the data into the KRA website. To deliver 17 questions, individually, to 19 kindergarten students took forever! Keeping in mind, all of this is happening at the beginning of the school year! These 5 year olds had never been in a kindergarten classroom before and routines were not yet established. When were we supposed to be assessing?!? Fortunately, our school was very understanding and after hearing our challenges, provided coverage for us on multiple occasions so we could complete the KRA. All of this taking valuable time away from instruction and the establishment of very, very important routines.

Ahh, we think we are finished, but no! There were 15 'Observation' questions to assess per student, too! My poor teammate, spent hours of her own time entering this 'Observation' data, only to have an error message appear when she tried to submit her data. Needless to say, she was NOT happy.

The KRA took WAY, WAY too much time away from students and provided us with very little relevant information. If this is supposed to show true "Kindergarten Readiness", then it should be given before the students have had one day in a kindergarten classroom. (Not from September-October)

My teammate has come up with a wonderful solution to this issue. During our first week of school, we usually have 3 staggered opening days, and 2 days with our entire class. Let's use this week to administer the KRA. Each child will set up an appointment during that first week (or the first 3 days) and the KRA will be given. The KRA will take at least 1 hour per child. Then the next 2 days will be staggered opening days. This will demonstrate the true readiness of the child.

Thanks for giving us this opportunity to share! :-)

11.

I appreciate this opportunity to tell you of our experiences with the new KRA assessment. I am not going to include all the problems involved with getting names on the lists or getting our materials, because I figure those are just "first year hiccups" that we would not need to deal with next year.

Positives: The children had fun playing on the iPad. (This is the ONLY positive I can think of!)

Negatives:

- iPads worked sometimes and didn't work other times. (And no, I can't administer this test on my computer in the classroom, because there is no quiet place to do it.)

- Had to have coverage for my class to administer the L.A. and Math portions of the test. My students lost over an entire week of my teaching to administer this test.
- I learned NOTHING new.
- Many children had no idea how to use the iPad. They got things correct or incorrect only because they were playing with the buttons, not because they actually know or didn't know the material.
- Since when is knowing syllables a skill Kindergarteners are supposed to have prior to entering Kindergarten? (There were other inappropriate items as well.)
- We are responsible (and accountable) for teaching certain skills /concepts to our students during the first semester. If we are not in the classroom, it is impossible to get it all done, not to mention how disruptive it is at the beginning of the year!
- \*\*\*\*\* - This is a BIG negative. I have 20 students. There are 63 individual tabs per child to enter into the database for this test. That comes to 1,260 individual tabs just to record the children's results. (and I know that most Kindergartens in the county have even more students!) I came in to school on my own time and spent 4 hours entering all the data. When I pushed the save button, ALL 1,260 results disappeared! I spent another 3 hours of my own time doing it over. 7 hours of non-paid time is unacceptable and I will NOT do it next year. I will have to be given coverage to get it done, which means even more time out of the classroom and away from my students.
- The beginning of Kindergarten is the first school experience that many of my kids have. Rules, routines, and the new assigned first lessons for Math and Language Arts HAVE to come first. The KRA interfered greatly with this for no purpose that we have been able to see.
- I know there is more, but I have been trying desperately to put the test behind me so I can actually TEACH, and cannot think of any more right now.

No one was ever able to explain to us (Kindergarten teachers) what the purpose of this assessment was. If "they" (whoever "they" are) are looking for actual readiness information, then I would suggest the following:

First week of school - Students would come to school for an assigned hour to take the KRA. About 7 kids a day could be tested this way.

Second week of school - 3 staggered days, followed by the actual beginning of the whole class.

Why were reading and math specialists not allowed to be trained? They could have assisted in getting all this mess over and done with!

I truly hope that something can be done to enable "them" to get the information "they" need without totally disrupting the beginning of each and every child's education experience!

12.

I have completed my KRA assessment and it was quite lengthy.

Implementing it did indeed take away from other instruction I would normally be teaching at the beginning of the year. Also because it was my first time administrating it and I was unsure of what it would look like in total. I was even more stressed as I started the year. I now know it is doable but time consuming.

I hope this helps. Thanks for asking for input.

13.

To Whom It May Concern:

I have been teaching for 28 years and can manage 4 volunteers at a time in my room. I typically get up around 4:30 AM and work until 8:30 PM every day to get ready for a full day of K. Teaching K is a joy but requires much mentoring of both students and parents as they embark through their first year of formal education - ALL day. Identifying/assessing/communicating/SST - IEP meetings/creating behavior mod charts to empower students to reach their fullest potentials had already consumed our time as just part of what we do annually. More than ever - the first two months of school are the most critical for keeping normal assessment current because we evaluate where they are to support/catapult the heavy requirements for this grade. Experience has proven that early ID of their needs/completing the best plans possible for quick remediation - then communicating those plans/tips with parents all happens within the first 8 weeks of school.....Typically - this took/takes HOURS of our own time to orchestrate without KRA.

Now add the KRA assessment on top of all of this - right when you need to have the time to do what I explained above. This whole process has almost "robbed" me of over a month's instructional time. I also found/find it highly presumptuous that the school system would now require me to use my OWN time to "think" on a nightly basis how to preserve what "should be done" to support the important educational items mentioned above - and then somehow plan to fit the HUNDREDS of individual assessments required for this assessment (if you wanted it done right!). One item alone (the read a story/answer comp questions/reread/then have them retell, etc.) took about 6 minutes per child and I have 24 in the class now. With the minimized number of support staff available in our building based on lower tax dollars/budget cuts - it's not like our ADMIN could "give up" large blocks of time to send support staff to cover our classrooms to free us up to do the required evaluations for KRA.

I put the kids first/parent communication etc...and aligned my thinking/processes to match those VERY necessary educational pieces mentioned in my first paragraph. The stress/extra time (I've been getting up at 3:45 instead of 4:30 to figure out how to fit this in and minimize its impact on my daily lessons) it took to get the best fit for all of this was simply mind boggling. I am the team leader and can tell you that my teammates began missing their lunches in order to do provide for this - planning wise. Many wear tearing up and I used the word "weary" several times this year to describe myself to my husband. My county tried to be positive and encourage us that we had our upcoming Teacher Work Days to input this data - but I resented that because on those days we usually spend conferencing with parents/and - or /updating the normal assessment data/doing report cards/trying to look forward a little bit with the planning/etc...To assume that that particular set of "normal" teacher work day activities would be somehow minimized to fit in the 4-5 hour KRA data input process - was extremely upsetting to me.

I love what I do - and folks - my team is going to get this job done on time. But - I got up at 4:30 this morning (Saturday morning) to get my weekly planning out of the way so I could spend some time with my husband. Later on today - on my OWN time - I might find the time to get started on KRA data input

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- and then I guess I'll have to use tomorrow (Sunday) to do the rest. Then I have report cards and parent communication data sheets to fill out next week/weekend.

I am very professional and have been wanting to have a venue to express my thoughts about all of this. Our county did a fabulous job of explaining it and trying to streamline the process as best they could. This whole thing was simply unbelievable that there was not more thought put into "when" this was done and how much instructional time was usurped because of this. I am almost embarrassed for our state and whoever thought this could be "do-able". Well, maybe they need to teach kindergarten during the first two months of school before asking teachers to do more using a test that requires several individual interviews etc. Yes there were some observational items - but that's not what I'm referencing.

Mistakes are what they are and we are doing our best to support this THIS year. I would be utterly disappointed on a lot of levels if this were allowed to occur next year. Are we child centered or not? I would think that there would be a "thank you" of some kind or acknowledgement for the MANY extra hours that kindergarten teachers/schools/ADMIN had to give up to support this - this year.

Thanks for letting me share my honest thoughts. When I heard that the state department was hearing from others and wanted feedback on the topic - I was so relieved and feel much better. That shows "child centeredness" and their little futures, compassion for teachers and respect for instructional time. Thank you. Thank you. Thank you.

14.

This is my 4th year teaching Kindergarten and my 16th year teaching in Frederick County. It is hard to say with definitive data at this point that my students are behind as compared to last year's class. Each year the population of students changes as far as their ability and need. As far as looking at and comparing the growth of just my students this year, I feel like many have grown instructionally but there are many that in my opinion have not had as much growth as I expected. When I look at data for their ability to identify letters, sounds, and high frequency words, all students have made some growth in these areas. As we finish up Term 1 of this school year, the students are also supposed to be reading a Level A in the Fountas and Pinnel reading series. Over half of my students did not meet this benchmark for Term 1. Obviously as with any data, I can't pinpoint the reason for this, there could be many factors that effected the data. I do feel like, as I stated before, that much of my instructional time was taken up with testing. One time of the day used to administer the KRA was during my reading group instructional time when beginning reading skills were being introduced and implemented. This was the easiest time to work with individual students since we were already in a small group setting.

Thank you again for taking time to listen to our concerns and collect information to make the important decisions necessary for appropriate assessments in the future.

15.

I am very concerned with the amount of time and effort kindergarten teachers are expected to spend on the KRA at the beginning of the school year. This time should be spent establishing routines and communicating classroom rules and expectations. It is very difficult to work with a child one on one

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while the rest of the class works independently (what are you kidding!). Even if it takes a few short minutes to complete some items, a lot can happen when you are not looking. This is unfair to both students and teachers. There have been quite a few setbacks for me as I learn how to navigate the website. If you don't save constantly, you can lose information if the I-pad gets stuck, if you do save after each student, it takes you back out to the beginning screen and you have to spend valuable time getting back to where you score the students. My stress level has sky rocketed as the due date approaches. We were given an extra week to complete the test but two of the days, the kids won't even be in school. The due date is a week after we need to complete assessments for the end of Q1 so that we can input report cards. There is too much to do and not enough hours in the school day to get everything done. I have had to work at night on the observation section of the assessment. I have had to cut back on instructional time to work on this assessment, giving children something that they can work on by themselves. Trust me when I say, the results aren't very pretty. I haven't received any additional information about my students by working on the KRA. It has only added to my stress level. Have I mentioned that I am stressed? It is hard enough to manage the beginning of the year without adding in the additional drain of the KRA. Just my feeling but I'm sure you will hear this from other kindergarten teachers as well.

16.

To whom it may concern,

I am disgusted over the time I have put into the KRA. I have spent hours at home downloading all the data into the website. Furthermore, it doesn't even evaluate readiness. By the time I got to assessing KRA due to the fact that I was getting 5 year olds adjusted to all day learning for the first month, most of the skills had been taught. It isn't evaluating "readiness" it should be done at the end of Pre-K. Furthermore, I am now behind on the end of the quarter assessments the county is requiring due to the fact that any assessment was all for KRA. I couldn't believe the amount of time this took. Also, half the time I couldn't even get internet on my IPAD. I even had the contact person come and help and she was equally having difficulty with getting internet service. This has been a ridiculous experience, and nothing good has come from doing all this work...ugh!

17.

I am so glad to have an opportunity to report my concerns and experiences with this year's KRA.

The demands upon a K teacher of the KRA onsite and online training, and the administration of the tests to students are extreme and completely unrealistic.

First off, the KRA training onsite and online combined took me approximately 10 hours to complete. I have been teaching PreK and K students since 2003, and I don't need to train 10 hours to test them for readiness for Kindergarten!! Tell me, why is such a huge amount of \$\$ being spent to train K teachers for many more hours than needed.

Secondly, we K teachers are ALREADY testing K students using DIBELS, and entrance assessments within our math and language arts curricula. The KRA is barely necessary.

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Thirdly, the DOZENS of test questions KRA requires teachers to ask each individual student, as well as the many observations we are to make per student, are way beyond what teachers can and should be asked to do. The amount of time needed to test a full class of K students cannot be spent by the teacher. Substitutes would need to be hired for a few days in order for the teacher to truly complete the KRA with fidelity. So again, MORE \$\$\$ is being spent unnecessarily.

Fourth, in order to administer the KRA to my students, I have had to pull them daily from recess and "specials" (which I think is technically not allowed). I am no longer able to do small group time with students, because I must always pull kids for KRA. AND, I do not get any of my "planning" time because I am always pulling kids for KRA. This has been going on for the ENTIRE first term, and won't be over until Nov. 8. I do not think I will actually be able to finish all of the testing by the deadline. It is SO UNFAIR and unnecessary!!!

Finally, I am surely not the only K teacher who feels this way. Because ALL of us are being crunched by this KRA demand, I question whether the KRA results will be credible because teachers could not finish, or they just filled in results for kids they could not get to!!

MSDE, please DOWNSIZE your bureaucracy and let us teachers get back to lesson plans and teaching our students!!

18.

I have been working to complete my KRA Assessment, but I am using time that I would be re-teaching, doing county assessments that are actually for the child's report card and instruction of new material. I was generously given one morning of sub coverage to try and help me meet my deadlines. This takes me totally out of the classroom. When do I get the results of this assessment?

Also we received the materials 2 weeks late. We were given an extension of one week. This week includes an in-service day and Election Day. No assessment of students can be done. So we really only got 3extra days even though the materials came 2 weeks late.

19.

I don't usually respond to this type of request-however, this time I must. I agree that the KRA needs to be looked at in regards to the amount of time that it takes to administer it! It takes well over an hour per child, so it takes about 30 hours away from instruction time!!!! I feel that is a huge impact in the classroom. Further, the assessment is given at a time of the year when students are not able to be independent. Although administration at my school offered to come in and teach while we assessed, it only happened for two days. Needless to say, not every K teacher had a 30 minute reprieve to do assessments!

Thank you for the opportunity to have my say!

20.

I am a kindergarten teacher and have been trying to get through my KRA testing this quarter. I think the test holds some good information, however, along with the ELA and Math assessments we need to get

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done, the KRA has taken away additional instructional time. I have been giving up one rotation of reading groups every week to accomplish what I need to accomplish in terms of testing. I have also spent a few hours outside of work completing the Observational sections of the KRA. I've had some technology issues (basically I was the cause of the problems) and there isn't anyone on site for me to use as a resource. I usually spent my own time troubleshooting or meeting with my teammates to try and work through our technological questions.

I believe we will get good information from this assessment, however, it did add a lot to the already large amount of assessments. When I'm giving assessments that is all I can do. I cannot work with more than one child at a time. It takes a lot of opportunity away from the other students.

21.

Thank you for asking about our experience with KRA. Let me preface this by saying that I taught Kindergarten in Prince George's County Schools for 10 years and was fully trained in the Maryland Model for School Readiness Program. I could have passed the required tests for KRA with high scores without even doing the hours of online work which I had to do in order to be allowed to administer the KRA. No previous experience on the part of teachers was taken into account, and so I had to spend several weekend days during the busy beginning of the year to complete the online training. I hear it had been available earlier. However, I was hired on August 19, and didn't hear anything about KRA until after that. I wasn't able to attend the KRA meeting before school started because it conflicted with my school's mandatory professional development.

The test is very time consuming and it really is not possible to find a "quiet corner of the room" to test students while the rest of the class is present. It is administered during a time when Kindergarten teachers are very busy training students in classroom behavior, and with no aides in the room, it just is not possible to test individuals while the rest of the class is present. I would think the people who designed the test would understand that. The observation part was able to be done, for the most part, during class activities. The Language Arts and Math/Science portions had to be done during my lunch break and planning times. This meant pulling students from either recess or special subjects, which is not ideal. It also meant that I had to give up my lunch break and/or planning time in order to administer the test. Without breaks during the day to plan and prepare, I was routinely spending 7-8 extra hours per week at school after hours, planning lessons and preparing the materials needed for Kindergarten lessons. This is on top of hours spent each weekend grading papers, entering grades, doing long term planning, and figuring out how to best meet the needs of my students.

While I LOVE my job, I feel the KRA has put an undue burden on an already challenging and time consuming time of year. And the KRA is added on top of county or school required assessments, and any informal assessments that teachers normally do at the beginning of Kindergarten. And for what? To prove that we need universal Pre-K? I suspect that is the reason so much time and money is being spent. Not that having pre-K available to all children who need it is not a worthy goal, but there has to be a better way! Have testers come in and give the test. I don't want a substitute so that I can give the test, because having a sub this early in the year, as you must know, is a recipe for "having to teach routines and good behavior all over again" the next day. Give it in the summer instead, before school starts, and

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pay teachers to do it then. By the time this testing was done, I had already taught many of the skills covered in both the test part and the observation part. Students were farther along than they were the first few weeks of school.

I hope my comments are in some way useful. Again, thank you for asking me to share them.

22.

I am not sure where to start when giving feedback on KRA. My overall feeling is that it is WAY too time consuming. We, K teachers, were told it wouldn't be too difficult finding time to do all this work. You can fit it in during the day, we were told. Well, we can fit it in if we don't teach other things. A lot of my testing was done from 8:30 - 9:00. Our school starts at 9:00. That is fine, except during that time in the beginning of the year, I should be greeting my students as they arrive, helping them with the routines of unpacking and what to do when they have completely unpacked. This time should also be for getting to know students in the beginning of the year. I would usually use this time to reteach and go over uncompleted work with students. Because of KRA, this was not able to happen in my classroom this year.

Also, if we are going to be asked to do all this extra work, we should be compensated above and beyond our salary. I spent HOURS of time before and after school, and at home in the evenings and weekends working on this assessment.

In an already saturated assessment world, we are adding more assessments for 5 year olds. Let's remember these students are just 5! This is too much!! If this is meant to give us as teachers information about how to instruct them, we get it. We don't need all these assessments to tell us what our students need to know. We are teachers and will figure that out in our classrooms using all the good teaching strategies that we know.

If we are to use a "new" method, let's make sure it is up and running and most of the glitches have been worked out. Some days I couldn't get on the internet in my building. Other days I had to turn the wireless connection on and then off again on the iPad to get it to work. Again, this is time I should have been working on getting lessons materials ready and planning for my daily reading groups, or guided math groups, but no, I spent 30 minutes trying to connect to the KRA app.

I am very frustrated with this whole idea. PLEASE consider NOT making us waste our time on this again next year. It is not good for our students. Any value it does have is far outweighed by the negatives.

Thanks for listening to teachers and valuing our feedback.

23.

I feel the KRA assessments were not beneficial to helping me drive my instruction. It took entirely too much time away from my instruction. It would be better given at the end of pre-K. I would not have

been able to complete all students if my administration had not been so helpful and understanding. The benefits of giving this assessment did not benefit the students!

24.

In reference to the Kindergarten Readiness Assessments:

Positive -

- The language arts and math assessments have more validity than the former MD Model for School Readiness
- Some portions of the observational section were more specific than MMSR (cutting, holding a pencil, hopping on one foot...)

Problems/Concerns -

- The number one concern is the instructional time needed to administer the assessments. We usually begin small group instruction 2-3 weeks after school begins. That was not possible this year because of KRA. We had whole group instruction and then instead of meeting with small groups of students for phonics or reading instruction or math instruction, we were meeting with them individually to assess.
- KRA did not drive my instruction. School and county assessments and my own observations did.

Technology problems - I entered some data directly into the KRA spreadsheet using the iPad rather than hand recording on a paper spreadsheet and then going back and entering on the computer at a later date. But, I discovered some data was gone when I went back in to the site. So, I then had to reassess and re-enter the responses. From then on, I recorded on paper first - taking more time to go back and enter into the system.

The information on the site under each section indicating what percentage of the assessments had been completed were not properly updating.

Student ability to use the iPad for the math portion

Administration Manual - My manual was missing the information about how to administer the math portion of the assessment and other math pages were mixed up.

Materials - Manuals and materials were not available on time.

Training - Having to complete online training over the summer.

The time it took to complete the online training properly (reviewing each section and completing the "homework") as I think it was intended, took much longer than was anticipated and what we were reimbursed for.

25.

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Thank you very much for your willingness to listen to my concerns about the KRA.

The Kindergarten Readiness Assessment (KRA) is a new assessment being implemented in kindergarten classes throughout the state of Maryland. The purpose of this assessment, according to the Teacher's Manual, is to "assess student readiness for kindergarten by assessing them on end of Pre-K curriculum requirements," However many of the items on the assessment are actually end of kindergarten requirements according to the Common Core curriculum.

Additionally, the KRA requires approximately 1 hour and 15 minutes per child to administer. Most assessment items must be done in a one on one setting with the child using the selected response model. There are 64 items per child to assess. A few items can be done in a group setting or by the teacher gathering data using observation.

In Frederick County Public Schools only the classroom teachers have been trained to administer this assessment, and no other certificated staff members are permitted to help administer it. This means that in a class of 21 students, such as the class I have this year, over 26 hours of instructional time will be dedicated to administering this assessment. This is more than one entire week\* of instructional time that has been lost to the KRA assessment at a time of year in which kindergarten students are not yet independent learners or capable of being self-directed.

Although the creators of the KRA claim that one of their goals was for kindergarten teachers to use the results to guide their instruction, much of the data from this assessment cannot be used by the classroom teacher to drive instruction as many assessment items do not ask questions pertinent to the PRE K Common Core curriculum. Those that are pertinent to Common Core for Kindergarten are not assessed in-depth enough to be of value. This assessment is a disservice to the kindergarten students of the state of Maryland.

MSEA should establish a task force to investigate if the KRA assesses what it is intended to assess, if it is worth the loss of instructional time for our students,(to me this is the BIGGER DEAL) if there is a better way for this information to be gathered..... The findings of this task force should be shared with MSDE and the staff of MSEA should use these findings to lobby the state legislature to abolish or amend the KRA assessment as the task force determines would be the best course of action.

\*If my class has 7 specials classes per week @ 40 min. per specials class, a 30 min. lunch period and 20 minute recess period daily there is a total of 21 hours and 45 minutes of instructional time per week in a 9:05 am-3:20 pm instructional day. You can do the math to see that it took me more than 4 weeks to assess my class.

26.

Thank you for allowing an outlet to provide feedback about the KRA. Below are some of the issues I have had with administering this assessment.

-It has felt extremely overwhelming to attempt to administer the assessment items while also establishing the routine and expectations that the students will encounter throughout the year. The first few weeks of the school year should be spent focusing on routines and building relationship, not assessments.

-We have not been provided sub time in order to meet the demands of this assessment and so support staff at my school has been nice enough to forego meeting with their groups to teach our classes so that we can assess. We also have not been given any time to enter all the data that we have gathered. Both are extremely time consuming on top of our other day to day responsibilities.

-There have been issues with the iPad. I had numerous times when the Math assessment would freeze and items that were answered were not saved.

-The assessment items do not give any deeper understanding to what a child knows and does not in any way affect what I will teach in the future.

-The assessment items are due in the system at the same time as report card grades, making it stressful to get both done.

-The KRA increases the expectations of the responsibilities of teachers without providing us any compensation.

Thank you again for taking the time to read this email. I'm sure you have heard many of these same arguments already, but I know that Kindergarten teachers are very appreciative of having the opportunity to voice their opinion.

27.

Some thoughts on KRA testing:

As I tried to fit in KRA testing along with establishing rules and routines for my kindergarteners, I found it very difficult. The KRA testing consumed so much time away from the normal runnings of the classroom.

There were many times that I had an instructional assistant "teach" so that I could concentrate and give the individual assessments. I felt like I was putting a lot of time into something that did not benefit me as the classroom teacher at all and took away from the quality of instruction for the students. There were so many technical issues with the iPad and the wifi at our school that compounded the frustration felt by myself and my team.

I also felt that this assessment did not give a true picture of how students entered kindergarten when I was administering it on day 38. Students learned so much within those first few weeks. It would be a truer picture of how students entered kindergarten if the assessment were completed sooner. That is next to impossible for classroom teachers to do in such a timely manner while they are focusing on establishing a well-run, consistent classroom routine.

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If we really want to measure how students perform before they enter kindergarten, then the test should be administered before they enter kindergarten. MSDE should have staff to do that.

If that is not a possibility, my team thought of a great idea. The assessment could be completed in a timely manner if the targeted teachers for reading and math could give the assessments during the first 2 weeks of school. This would allow each child the individual time needed in an environment that would be of less distractions. The classroom teachers could still complete the observational pieces.

28.

I am a kindergarten teacher in Frederick County. I have many concerns about the KRA. The time needed to administer the assessments was about 25 to 30 hours taken from instructional time at the beginning of the school year. The technology was not aligned with the assessment booklet so it took another 6 to 7 hours to enter the data. This had to be done on my own time or during time my class was covered by another teacher. The training provided by the state was not at all helpful. My teammates and I spent a great deal of time figuring out what the procedure was. We were under the impression that much more of the assessment was on the iPad. The money that was spent on the iPads for just a few of the math questions seems hardly worth it. The wording of the questions was confusing to the children. Many of the questions were not developmentally appropriate for kindergarten children. The scores were not at all useful to me in planning instruction. I know much more about my students through using county assessments and my own observations.

29.

I am so glad that you are wanting to hear what the Teachers have to say in regards to KRA!!!

As a Kindergarten Teacher, I think that this assessment was horrible. The test took an hour and some to complete on each child. If you have 20+ kids in your class, that is 20+ hours that taken hours of instructional time. The beginning of the year is the neediest time of the year for teachers and student to compose a relationship, routine, and a learning environment, which the KRA interfered with. The KRA took many hours of my planning time, instructional time, and some of my own time just to put in the data for the students' scores. After a day of training, that was completely wasted because half of the test items did not work, I lost a whole day to work in my classroom to get ready, I then lost several more days of instructional time to complete the KRA.

As for the test itself, I thought the questions were poorly written. They were also were not worded well for Kindergarteners to understand. The questions were not developmentally appropriate. I feel that the IPAD for 13 questions was a waste of money, money that could be spent on more efficient tools for the classroom environment. The testing did not show me anything more than I previously learned through assessments of my own and what I have observed on my own through opportunities in the school environment. The KRA brought an extremely high amount stress and anxiety to classroom teachers.

30.

Where to begin...

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- \* I feel that the KRA should be done at the end of the pre-school year (in that setting) rather than taking away valuable instructional time and stressing us out when our focus should be settling our children into the K routines and environment.
  - \* For those not in pre-school, it should be done by a paid team during the same time frame to make the results as valid as possible.
  - \* Best case scenario (but unrealistic, I know), a team that assesses all the children to eliminate any subjectivity that might play into the scoring.
  - \* It is a K readiness assessment and so it could help with decision making in terms of those possible fence sitters who have summer birthdays in if is given in May rather than the first quarter of K .
  - \* It has too many items.
  - \* You can't possibly observe them in all of those settings within the observational part of the assessment.
  - \* The training did not adequately prepare me for giving it.
  - \* I was done by the end of week 6 (much to the detriment of my instructional time), so my kids being compared to others doing it a month later is not really valid. Perhaps everyone doing the same 10 items the same week would help the validity.
  - \* It's not totally clear to me what the goal of this assessment really is (being called an K readiness assessment and all), so for me to spend this huge amount of time on something that won't impact the children I am assessing doesn't ring true to me.

31.

We were asked to email you about our thoughts on the KRA. Here they are and thank you for taking the time to help correct this assessment.

The KRA is not an acceptable use of kindergarten teacher's time in the beginning of the year (or really any time during the year). I am not willing to compromise my student's routine and procedure building in the beginning of the year to give them busy work to do independently (HA!). What do they learn from that?! They can barely tie their shoes or sit still when they arrive, how is giving them busy work to do independently a practical use of their and my time! The beginning of the year is a critical time to start building those foundational routines and skills that we build upon throughout the year. Not only is the KRA a big waste of time, it's useless. I have gained NOTHING from administering it besides frustration and stress. If the higher ups want to send in someone to administer the test themselves, GO FOR IT. I am not giving up MY time to do something that I gain NOTHING from. We already do some crazy pointless things and I'm not doing another.

32.

I am writing to share my experiences administering the Kindergarten Readiness Assessment required by MSDE.

I found this assessment to be very thorough and appropriate for kindergarten students but extremely time-consuming. The first two months of the school year are a crucial time in any grade level, especially kindergarten, for establishing routines and building rapport with students. In order to administer this assessment, kindergarten teachers were supposed to spend a significant amount of time with students on

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an individual basis. While this is useful to get to know our students and to find out their current levels, the concern becomes what the other children in the classroom are doing. Five and six-year-old children are not able to be independent for long amounts of time, even with very clear and explicit directions. This makes it difficult to spend uninterrupted time with one student at a time. Administrators at my school were extremely supportive and understanding. They made arrangements for specialists and instructional assistants to work with our classes so that we had time to meet with individual students. This assistance made it possible for me to complete the assessment, but it pulled me away from valuable instructional time with my students. If assessment is meant to drive instruction without being an interruption to instruction, this assessment is not appropriate.

In addition to the time taken away from instruction, I spent a significant amount of time outside of the school workday entering data. The KRA website is not user-friendly or easy to navigate. This required me to spend more time on the technology piece as I gave the assessment and as I entered data. (Example: As I administered the assessment with my students, I wanted to use the iPad provided to enter scores. This was difficult because the items were not in the same order that we were supposed to give the assessment, and there were too many steps to get to each student/item. Some of my teammates gave the assessment and recorded the scores on paper, then used time outside of the school day to go back and enter their data.) If this assessment is required in the future, I hope that the website is updated and more user-friendly. I would also like to be given more hands-on training in order to be better prepared. When I received training, the assessment hadn't been released yet so we were unable to see the assessment and fully prepare for administration.

Thank you for taking the time to address my concerns as well as those of my colleagues.

33.

Good evening,

Thanks for looking into the impact KRA testing is having on students and staff!

I have never been more frustrated in my 36 years of teaching than I have been with the KRA testing!

Training prior to my contracted year...

My frustration started with the expectation that I complete some online training prior to the beginning of the school year! Yes, they offered to pay workshop pay but that is much less than my regular salary and I had to take time out of my summer to do it. (In fact, I gave up an opportunity to travel with my husband to do the required training close to the start of the year so it would be fresh in my mind.) It was not very easy to follow the specific directions that were required of us online, so I needed to toggle between emails and the KRA online training numerous times to know what to do. In addition, there was "required homework" to complete (I guess) to prove our understanding and to ensure that we actually did it! Being a veteran, conscientious teacher, that was so very insulting!

Beginning of the year, "teacher training and prep days"...

The training sessions were not adequate for us. We were unable to access all of the required training online, so beyond that day, we had to find another time in our own schedules to go back to the online training to complete it. In addition, we left the training with a device that was not properly set up, so we

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needed to find time to get help from our school tech person to help us complete the set up. (He/we had not been trained on the set up of the device, so the learning curve made the process more time consuming than usual.) The required training at the beginning of the school year interfered with the training that the rest of the teachers were receiving, therefore, we had to set aside another "on our own time" to receive the training we missed. Our principal was very appreciative and understanding of us giving up our time and she gave us comp time (a nice gesture but I'll probably never use it since I always work excessively.) We were lucky to have our principal's empathy, but it was frustrating that time was taken away from my classroom preparation!

#### Administering the KRA...

This was probably even more frustrating than the training, since it adversely impacted my students and provided little valuable information to me!

The biggest factor was time, TIME. I was constantly looking for "good chunk of minutes" to work one on one with each child. We were given some classroom coverage to enable us to test, however, it wasn't even close to providing the coverage actually needed! That first month of school is crucial to establishing routines and expectations and I felt the testing did not allow me to be available to meet the needs of my very young students. My schedule was impacted as well. I started guided reading groups much later due to the time needed for testing.

At times I was in tears because I would go to login to test and it didn't recognize me. I would run to the tech to get help, he would have the same problem, then finally would get it to work. (There went at least ten minutes of my testing time!) Other times, I would be all set up to work quietly with one child and I would be interrupted so many times that I would have to stop. Kindergarten students are not independent at this time of year and it is ludicrous to expect the teacher to administer a test that requires her/him to work for an extended time with one child while the other students do an activity!

#### Inputting data...

In addition to collecting the data, I needed to find time to submit the data online. Most of this was done at home on my own time. (Hours and hours of my own time that I would have preferred to spend on lesson planning!) One evening, I had spent over an hour putting data on the grid. For some reason the website went down and when I logged back in, all the data was missing!

The inputting of data was tedious and time consuming!

I could share more, but I need to stop.

Hopefully, this will give you an idea of the time-consuming tasks related to the KRA.

Please feel free to contact me if you needed more info.

34.

I wanted to give you a little feedback from a person "in the trenches." I have been a kindergarten teacher for 18 years, the past 14 at FCPS, so I feel I have a lot of first-hand knowledge about 5/6 year olds and also plenty of experience as well. I have lived through many changes- half day K, full day K, Rigby and DRA testing, DIBELS, countless county assessments, MMSR, to name but a few. And now the KRA. I feel so frustrated, words cannot begin to express.

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I will begin with the "training" we received in August where the site crashed and we couldn't enter the data we were practicing with and the fact that most of the materials we needed were "still in printing" or "on the way" and arrived 10 days after we were supposed to begin testing (as our August training had suggested we use our staggered opening days to collect data, which was clearly not possible due to the delays). The date to have all data was pushed back to accommodate the delay of materials, but this presented its own problems- I thought that the KRA was supposed to track a student's Readiness for Kindergarten, but clearly when data is collected up to and after a whole quarter of kindergarten has been completed, then that data will be skewed. Especially when I collected and entered my data in the first few weeks, so that the data would show a better picture of the child entering kindergarten. Compare that to a teacher who waited to collect and enter data until a child has been exposed to our curriculum- even a whole quarter.

My next problem has to do with the data collection that occurs in the first few weeks of kindergarten, as I chose to do. The children are the LEAST ready to be independent (while I am taking precious time to administer tests one on one) and yet we had to ask them to do this at the expense of teaching routines and curriculum. It was up to individual schools to figure out how to best get this done- some had people cover their classes, some used center time, and some had no help at all. This is an unfair position for all.

Another HUGE problem I have is with the KRA site itself. It was completely USER-UNFRIENDLY, wasting large amounts of time with the data entry itself. The site listed items in numerical order which was not even close to the order that the tests were given, so if the child was sitting in front of you and you were inputting the data (so that you didn't have to use your own time later) then the teacher had to scroll through pages and pages to find the right place to enter it while the child sat there. And for some reason, the pages differed from child to child in some cases. Also, the observations that were done and data entered later were just as frustrating. The fact that every time you entered a mark, it did not show up immediately, so time was again wasted because I had to click on information several times if I didn't remember that I had already entered for a certain area. Please remember that many of us are not computer savvy so if there was an easier way, it was not apparent to me, and the training we received did not even come close to prepare us for this monumental task! Also, some of the student data did not show up after it was entered, especially for students that either moved or were added to a class after initial class lists were set up in the site. So it would show that a student was 0% done, but if you open that individual student, it was 100% done. But a teacher has to go through each item to be sure nothing was missed- yet another way to take precious time- my own time after school hours I might add. In fact, I devoted HOURS and HOURS of my own time- and now more with this email. But I find this worthwhile, I hope my opinion does matter...

Now on to the technology problems: our servers were intermittent at best throughout this whole process- kicking us off the internet sporadically during testing. And it took 3-4 minutes just to connect to the site while students may be waiting. And since the math portions of the test were done on iPads, couldn't the reading portions be done using the iPad as well? It seems silly to me to have such a great resource and not use it for the whole test. Flipping back and forth through the paper test booklet was another challenge. And no one at our school could use our laptops to enter data on the maryland.kready site

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because the site would just flicker constantly, so we had to do it from the iPad, or our home computers on our own time.

One more problem I have with the KRA is that I had my whole class done weeks ago and then I had a student transfer from another FCPS school with 3 weeks left of the quarter only to find out that she is 0% done on the website. I don't know if this is a glitch and her previous teacher has done some/most/all of the testing, or if I am stuck "holding the bag" and have to spend 1 hour 10 min testing her, just for the KRA? The other teacher got to know her for 6 weeks or more, and now I am held accountable for her completely. How is this permitted???? And how will this student compare to my students whose "snapshots" were taken 8 weeks before her?

I understand that getting a picture of kindergarten readiness is important, but I do not feel the KRA was a wise move. On behalf of small learners, please consider other avenues that are far less time consuming when these little learners need their teachers the most. I appreciate being asked for my feedback. I hope you find it useful.

35.

This won't be a long message because I've already spent a 12+ hour day at school. I'm playing constant catch up with my class. I've taught Kindergarten for a long time and I've never felt so behind in my class routines and instruction. When I needed to spend time teaching and establishing rules and procedures for my students, I couldn't. I had to spend 1hr 10 min. per child assessing. I cringe when I think of my kids doing some busy work so I could do the KRA. I hope that a better way is found to get this information next year.

The hours I spent outside of school trying to input the data was to say the least, frustrating. The constant glitches in the system made for unhappy teachers at my school. This has definitely been the most trying start to any school year ever. I hope the students recover and make up the ground they lost when my attention was focused on the KRA. I hope we all recover.

36.

I am so glad that you are wanting to hear what the Teachers have to say in regards to KRA!!!

As a Kindergarten Teacher, I think that this assessment was horrible. The test took an hour and some to complete on each child. If you have 20+ kids in your class, that is 20+ hours that taken hours of instructional time. The beginning of the year is the neediest time of the year for teachers and student to compose a relationship, routine, and a learning environment, which the KRA interfered with. The KRA took many hours of my planning time, instructional time, and some of my own time just to put in the data for the students' scores. After a day of training, that was completely wasted because half of the test items did not work, I lost a whole day to work in my classroom to get ready, I then lost several more days of instructional time to complete the KRA.

As for the test itself, I thought the questions were poorly written. They were also were not worded well for Kindergarteners to understand. The questions were not developmentally appropriate. I feel that the

IPAD for 13 questions was a waste of money, money that could be spent on more efficient tools for the classroom environment. The testing did not show me anything more than I previously learned through assessments of my own and what I have observed on my own through opportunities in the school environment. The KRA brought an extremely high amount stress and anxiety to classroom teachers.

37.

This is in response to your request regarding the impact that the KRA had on learning for Kindergarteners. First of all, the initial training was frustrating because the site crashed and we were unable to enter the data in order to see how the KRA was actually to work. We were told that many of the areas of readiness we were responsible for could easily be accomplished as a total group. It turned out that only one or two could actually be done in a total group situation. We were told to begin testing the students the day they arrived in Kindergarten. Those staggered days would have been most beneficial to have, but our materials never arrived from the printer. We were two weeks into the quarter and were still waiting for the necessary information we needed to implement the testing. The date for completion needed to be pushed back as an accommodation. A bit of irony about this testing was not lost on the classroom teacher. This KRA is to determine the readiness of a child to enter Kindergarten, yet while we are testing the individual child, we are expecting the rest of our group to perform tasks independently (something that is certainly not a readiness skill). This testing was extremely time consuming and then was compounded by having issues with WiFi and program glitches. After listening to colleagues' frustration with entering data directly into the program, I opted to record information on a paper copy and then enter into my desktop, not the iPad, which had its own issues. All of the Kindergarten teachers ended up using personal time to enter the information required. On a personal note, I stayed for 1 hour and 45 minutes to transfer my data from the paper copy to the website. On completion, I found that the site would not save my data. I contacted our liaison to this program and was given some troubleshooting advice. Upon taking the suggestions and applying them, I ended up losing all the work I had just completed. This of course, meant that I would once again be spending my own personal time reentering work I had already done. You can only imagine the frustration and irritation this dilemma caused. This whole process was extremely time consuming, causing the classroom teacher to lose important instructional time building foundational skills to early reading readiness. We, as Kindergarten teachers, value the time at the beginning of the year, when we are able to build our learning community and establish the behavioral perimeters for a successful learning environment. This was all lost this year. Some schools, were able to provide another adult to monitor the classroom, while the teacher was testing the individual child. This usually entailed finding a place outside the classroom where noise and distraction was not an issue. Not all schools could provide this benefit and it occurs to me that just this difference could affect the outcomes the State is looking for. The longer a school waits to begin its testing, it seems the less valid the "Ready for Kindergarten" outcome seems to be. During the testing period, children are being exposed to skills that they may not have experienced or mastered prior to entering Kindergarten, but by the time we get to do the testing, this fact will not be apparent. The later a school begins its testing the results will be different than those of a school starting off at day 1. The data will be skewed and, it seems to me, not particularly valid. Because of this testing I did not feel I had the opportunity to get to know my entire class and to develop our class community. Now we are rushed to present information quickly in order to get ready to assess children on skills that the county requires.

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It seems like there is always some "new and better way to do data gathering" - Dibels, Rigby running records, MMSR, DRA and of course, a myriad of county assessments. I am wondering why the teachers in the trenches are never approached with an explanation of why a program is being considered for implementation? We never are privy to the purpose and we don't have an opportunity to evaluate the impact on instruction before a new program becomes part of curriculum. It seems to me, if you are looking for the readiness of a child to enter Kindergarten, this could be something done at the pre-school/daycare level, possibly at the end of the year. You will not be able to reach the children who do not receive any pre-k skills in an established program outside the home regardless of when you choose to gather data (end of pre-k, beginning of k). It seems, to find out readiness, before actually entering Kindergarten would be more beneficial than at the beginning of K. The children are here whether they are ready or not, and we will do what is necessary to get them up to speed. It might be more helpful to have some information from the child's pre-k program available to the Kindergarten teacher as these youngsters enter the public school system. This would allow teachers to provide a more differentiated program earlier in the learning cycle. I hope this information will be beneficial and help you make decisions about the KRA.

38.

I hope I am not too late & I wanted to respond about the KRA that is new this year.

I just wanted to mention that I truly do not think it is effective at all in determining Kindergarten Readiness. The fact that we could test the kids at any given time within the time frame made it not valid. If we were to test if kids were ready for Kindergarten, it should be done within the first week. With so much on our plates and all of the assessments we are already responsible for, it was extremely time consuming for us to gather this data. It also was not fair to the kids in our class to give up so much instruction time so we can sit 1-1 with the kids and get pointless data. I feel that this information should be assessed at the end of their Pre-School year before the summer starts, not in the beginning of the year, especially when we are responsible for 20 kids and getting them started in their schooling.

I am also not sure why hopping on one foot would be a determination to see if kids are ready for Kindergarten. I feel that this data did not help us at all and I am unaware of the point of the new assessment.

Thank you so much for your time!

39.

I am sorry that I am writing a response to KRA comments and concerns now. I know I am late but hopefully you can use some of my information.

I am very upset with the way KRA has been forced on us. Reading groups could not be implemented in my class until late October due to making sure I met the November deadline on assessing. This assessment made the children suffer in academic progression and success. All of my children could be

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much more successful in reading and math if the KRA was not implemented in such a short time span because it took so long. I also did KRA assessments during arrival and dismissal.

It was also very hard because parent volunteers could not be in the classroom. Due to this, I had to change my lesson plans because parents were used in guiding children with comments and helping the teacher create materials for instruction. Our parents were very upset over not being able to volunteer in the classroom until November.

Now onto entering the data on the Maryland K Ready website.....All of the data, except for the iPad math one-on-one assessments had to be filled in. It was very difficult and hard on the eyes to complete this part. Not only that, but I could only complete this part on my own time, at night when my 5/6 month old child didn't wake up in the night. There were several nights I was up anyway with my son and after taking care of him, I said "Oh, I have a few minutes and then I will go back to sleep," entering data around 3-4 a.m.

I understand they need this information, but it took away from my planning time, which was already taken up by the so many changes made at our school and curriculum resources, FCPS writing rubrics, etc.

This tool is not beneficial for Kindergarten assessment and when it was presented to us, they said it wouldn't take that long.....well it did. Administrators had to cover our classes at times to help us get in some time to assess children.

40.

I am a kindergarten teacher in Frederick County. I have many concerns about the KRA. The time needed to administer the assessments was about 25 to 30 hours taken from instructional time at the beginning of the school year. The technology was not aligned with the assessment booklet so it took another 6 to 7 hours to enter the data. This had to be done on my own time or during time my class was covered by another teacher. The training provided by the state was not at all helpful. My teammates and I spent a great deal of time figuring out what the procedure was. We were under the impression that much more of the assessment was on the iPad. The money that was spent on the iPads for just a few of the math questions seems hardly worth it. The wording of the questions was confusing to the children. Many of the questions were not developmentally appropriate for kindergarten children. The scores were not at all useful to me in planning instruction. I know much more about my students through using county assessments and my own observations.

Montgomery County

1.

I have completed the KRA and input all my scores, but still wanted to share some frustrations related to the administration of such an extensive and time consuming test to our youngest learners.

As educators, one of our most important priorities at the very beginning of the year is to teach our entering Kindergarteners the routines of the class and especially centers so that they can begin to

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function more independently at center time. This is already a time consuming task, since what to do at each center must be modeled countless times and explained over and over. Then at the beginning of the 2<sup>nd</sup> week of school (and it is a short week!) MClass! We test our students one at a time and expect no or few interruptions from students who do not know how to work independently yet. Then... KRA.

The one on one time is way more extensive than MClass, and the KRA materials for Math were constantly needing to be changed as each child finished a test item and put in some kind of order so that they could be used again in the same order for the next student.

The test was so time consuming that instruction was seriously affected. It took much longer to get to my reading groups and small math groups and many lessons were taught whole group and the students went back to their seats to complete them as best as they could because we needed to test. This just goes against good teaching and made many teachers feel that they were failing their students because they could not teach as they know they should have and could have if they were not required to test.

I also had students who cried and stated that they were stupid because they felt that they did not know some answers and were upset because they thought that they were supposed to know the answers. Students this young do not understand that we are trying to test readiness or establish a baseline. They do understand that they do not understand some questions that are worded very confusingly and that they do not know the answer. Very few of my students were blissfully unaware that they did not know many of the answers. (We all know the students who point to the wrong picture again and again proudly with no idea that it is wrong) IT was heartbreaking to me to see some of my students cry and want to go home, or want their moms! I can only imagine how stressed they felt as the one being tested so early in the year when we are just beginning to learn some of the skills needed to answer some of the test items. Anything that negatively affects a child's self-esteem and love of learning is damaging. We are helping to create life-long learners who want to and love to learn. Starting off with MClass and KRA is NOT the way to go about this. I don't know what the answer is, but there has got to be a teacher and student friendly test that supplies valuable information to the teacher about what a child knows and what they need. MClass has some elements of this but even the letter id portion does not assess EVERY letter and teachers must retest informally to assess exactly which letters they know. My informal testing at the beginning of the year is comprehensive and gives me the data I need to instruct my students, form groups and get reading groups going. Teachers do not usually object to testing that is informative and useful for their students and them as educators. Many of the K teachers I have talked to about this do not see the benefit for the teachers and the test is already detrimental for our students since it consumes so much of their valuable instruction time.

Thank you for asking for our input. We truly do want what is best for our students. And allowing the teachers to do what we do best is the best way to do this.

2.

I am a Kindergarten Spanish Immersion teacher within MCPS. Administration of the KRA has been difficult. My students are expected to learn Spanish during their time in the classroom but can't necessarily do that if I'm pulling children asking them questions in English. The data is of no value to

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me as I need them to do those tasks in Spanish. The observation piece is something I observe on a daily basis for the most part so the hassle of going through to enter scores takes away from something I could be doing to benefit the instruction of my class.

We were given subs to come in and administrate and that's the only reason I have made progress with administering this assessment. It's entirely too long and pointless for my specific program. I think that it would be manageable if someone else came in to administer and we had to enter the scores. Especially if this is going to continue to be done at the beginning of the year. My students need me teaching.

Thank you!

3.

I have been a teacher in Maryland for over 33 years and I have never had anything impact my instruction negatively as the administration and recording of the KRA. Here are a few of the reasons:

Took time away from quality instruction: to give the test and

-To write plans for the substitute to cover our class so we could give the test out of the classroom and

-To write plans for the substitute to cover our class to record the scores for the test

We were unable to start meeting with small reading and math groups due to the administration and recording of the KRA consequently we have not collected the data to form and meet with these groups until the end of the quarter. Usually we are instructing these groups by the third week of school.

We are not able to use the data collected to benefit instruction in our classrooms therefore the purpose of taking so much time for quality instruction away from our students is superfluous and quite frankly, lacks common sense for what our purpose is as educators in early childhood.

4.

The KRA has become problematic in Montgomery County because of the time it takes to administer the test. Over 30 hours were spent by over 600 Kindergarten teachers in Montgomery County alone, testing children one on one outside of the classroom. This means that someone else has to cover my class, taking that person away from his/her job. Everything has been put on hold in order to administer a test that is no longer valid by virtue of the children having many experiences in Kindergarten that teach the questions being asked simply because it is in our curriculum

The test also is not secure because articles that include some of the testing materials have been published by Education magazines like Education Review. Soon, there will be entrepreneurs giving "Preparing your Child for the KRA" courses!!!

How ridiculous that will be!!

Perhaps a week of testing, prior to all children attending school would be a good solution and provide for testing in a non-stressful environment.

5.

I am responding to the call for feedback regarding the administration of the KRA assessment. I have found the KRA data and questions to provide much more valuable information in comparison to the MMSR, however the administration of this assessment usurped a lot of my instructional time. To

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properly administer the assessment it took me on average 45-60 minutes for each student. I have 19 students in my class so as you can see a half day sub was not sufficient to administer the assessment. I am fearful for the impact that this will have on my student growth this school year.

6.

This is my 8<sup>th</sup> year teaching and all but one of those years has been in kindergarten. This year with the implantation of the KRA, I was not able to start small groups until the middle of October! Most of the 18 children in my class have no preschool experience, and need to be taught everything from how to sit to how to talk to other children. The KRA robbed my children of the basic skills they need at the beginning of their academic careers to be successful. It robbed me of the time I need to build relationships with the students in my class, and to set the foundation for learning.

Also, combined with the MCLASS assessment, there was no valuable teaching going on in my classroom. Is this what we want for the youngest learners? An environment of testing, and ignoring basic skills and needs? If it is not, then we need to take a long look at what we are working towards, and what and who we are losing along the way.

7.

To answer your questions: Implementation has gone well here because we have been given support in order to complete the testing. Letting school administrators know of the time needed to test each child and, therefore, a whole class would be helpful. It did not seem like all administrators were told anything about the extensive time needed to administer and input grades for this test. Perhaps then all administrators would make support available for teachers to test and continue with teaching. It was great to have the support. Much less stressful.

I am one of the very unlucky ones that could not access the site during training and have had numerous emails back and forth to [REDACTED], who has been super helpful and patient. It took many weeks to be able to take the teacher assessments and now that I have passed both of them I do not have any students listed under the STUDENTS tab! The Tech team met and was stymied, so I am not sure when I will be able to input any grades.

The impact on learning is still GREAT! As educators we strive so hard the first few weeks of school to help our students learn the routines that help make the classroom run smoothly. And then... MCLASS starts and our routines are disrupted in a major way! The students have just started learning the routines and get so confused. They are also so not independent at all. Interruptions are a given...and constant! They are Kindergarteners after all! It was so hard getting into reading groups because the routines put in place for literacy centers was disrupted right away and this majorly affected their ability to go to and know what to do at each center.

The time it took for each child to administer the test varied for me because I sometimes focused on a few items and tested all my students for those test items, or continued with one child for a larger portion of the test. It depended on my available support and time left after pulling small reading and math groups. Testing also began to go faster for me after I became more familiar and comfortable with the test questions, but I would agree with the amount of time mentioned at training as an average amount of

time. This would be around 40 minutes per child or a bit more because the observational portion of the test has many components. Granted, many of the observational components can be observed during the course of the day, but for other components I set aside time to provide the opportunity for my students to engage in the activities I needed to observe and score. The math section was particularly time consuming since you need to take out and use manipulative resources and put them away and get the next one out over and over. It is such a time-consuming test, and very overwhelming for many of our students. I also had students who cried because they already felt test anxiety and were sure they were getting it all wrong! My heart breaks for these students at a time when we need to be fostering a love of learning and school. It is very demoralizing for students to feel unsuccessful right off the bat. I had three students tell me "I am so stupid!" when they felt they had not answered correctly. Every time I would make a mark at all on the grid they would get so nervous and upset! I had to mark the grid obviously because it is impossible to remember grades, but how awful for these anxious students!

As far as inputting grades, I as I stated above, am not yet able to get into the website fully since I have no students listed. But I am a bit concerned since it is reported that it takes about 20 minutes per child. If you multiply that by 16 or more students, that will be over 5 hours of inputting grades! And some teachers have MORE students than that!

As far as resources, the materials are good, but available support from non-classroom staff and Para support would be essential and appreciated I am sure.

I know you probably have no input as to test questions, but the test questions are so confusing the way they are written! Simpler language would have been more effective I think.

As far as comparing KRA to MClass...wow! MClass is so much more manageable and less stressful for teachers to administer. Less time consuming and there are no manipulatives to juggle. It is just the timing of the MCLAss that is problematic to teachers trying so hard to set routines. I apologize for writing the novel, but I feel strongly about all of it. Thanks so much for asking for input.

8.

Concerns:

Could not instill routines in beginning of year

student negative behaviors because I couldn't teach correct behavior in beginning of the year

harder for students to pick up routines and adjust to school because teacher was testing

student achievement much lower than usual because of the amount of teacher testing

students not ready for independent work at beginning of year but forced to do so because of KRA

testing--bad habits formed while teacher was distracted

So very hard to input data! Why not have an app on chrome book so we can enter data as we test --in real time.

Entering data took 18 hours of tedious work hampered by many site malfunctions

The amount of painstaking data entry took away planning time and had an adverse impact on my educational program--

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Our public school Pre K program has the very lowest scores. I fear what will happen if we have state mandated all day public school Pre K programs. The data shows the public school pre K quality is not there when compared to private school Pre K programs.

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Not fair! My colleagues in other grades didn't have to do 18 hours to tedious data entry, lose planning time and sacrifice instruction--- we should receive extra pay

9. (kindergarten team)

“At our school, we have upwards of 24 children per class. The implementation of this test has taxed teachers' time and has been a detriment to forming cohesive classes. Thus, there is an impact on learning of routines and behavior management due to the fact that teachers are taken away from their classes at this most important time to test, test and test. Many of these students are learning to "do school" and routines are impacted when substitutes, paras and volunteers take over. SDT's and reading specialists need to be trained in order to help teachers administer the test.

The test itself--the booklet--is difficult to manage as the teacher has to turn back to pages as she tests each child. The manipulatives are difficult to utilize and take time to set up again and again. Was there absolutely no thought as to how this test would impact a classroom?

Next year, the test should be 1/4 of what it is at this time. These students need to learn. If we are expected to carry out our very rigorous curriculum, we cannot be expected to give a test of this kind. Because this test is so intensive, it has impacted the ability to have small group instruction in both math and reading. ?

The time is difficult to determine. If we are teaching in the classroom, without a para's support, we are constantly interrupted and it takes far more time than the guidelines that were suggested at our August trainings. At these trainings, it was also explained that much of this test could be done in a small group format. However, except with the observational data, it is unclear as to which tests would be appropriate for this type of format. Thus, the testing is arduous and time consuming.

The resources that are needed are other trained professionals who will take over the responsibility of this testing process. Teachers need to teach. These little ones need to learn. Our job is to responsibly teach the curriculum so that these kinders are prepared for first grade. MClass informs teachers about what we need to teach in reading.”

10.

As I input the data points obtained during this ridiculous test, I felt the desire to echo what my colleagues have already expressed and add its impact in the immersion program. The immersion model and the KRA requirements of testing do not align and ruins the student's progress in language acquisition in the targeted language. Damages the teacher-student interaction and language expectation for communicating. **IT HAS IMPACTED NEGATIVELY, HELD BACK, MY STUDENTS PROGRESS.** Ten weeks, 45 days! This is unacceptable.

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In my opinion, if such data must be collected (although it is still not reasonable), just use the ASQ (Ages and Stages Questioner) to assess readiness that are age-appropriate. Rather than spending such an extensive time assessing such variety of pre-school experiences, may they have been from home, day care, pre-K, Head Start, not in the control of the current kindergarten teacher.

11.

I am not sure if it is too late but here are my comments about the KRA. I looked at the survey results and they are really powerful and definitely show --especially in terms of time -- what an unfair expectation it is for us to fully administer this assessment.

*How has implementation gone this year? How can it be improved for next year?*

I am sure there were a lot of complaints about not receiving the materials earlier. I actually appreciated this because not having the materials forced me not to start testing (which I probably would have done just out of anxiety about not getting it done/wanting to get it done) early in the year. This meant that I had more time to get kids settled and into routines and more independent in centers before I had to begin.

With that said, no matter when you start, administration takes a HUGE amount of instructional time and the only way I feel that it could be improved is to have a team of outside testers come in and administer the science, math and reading portions of the test. There is absolutely no reason why classroom teachers have to administer these portions of the test. I understand why classroom teachers have to do the observational piece but anyone can administer the other portions. I've always worked in Title 1 schools with PADI programs (no longer in existence) and the county hired a team of testers to come in and do the PADI testing for students. These were usually a group of retired teachers hired specifically for the task of giving this test.

I realize that having a team of testers go into every school in the county would be a huge expense. However, although not financial, having teachers administer the KRA test is also a huge expense with regard to teacher burnout and student well-being. I guess the question is, what do you care more about: your human resources (teachers) and five year olds getting a good start to their education; or a test?

*What impact, if any, has the administration of the KRA had on instruction/student learning?*

I was one of those fortunate teachers who was given class coverage in order for me to administer the whole KRA to all of my students. The principal arranged for our ESOL teachers to cover our classes for two weeks so each teacher (there are five all together) got four full days for administration. We didn't start until October so the ESOL teachers had already spent time in our rooms, knew our routines and daily schedule and were able to maintain them with as little disruption as possible during the administration.

I consider myself to be lucky because I know most schools do not have the man power and/or the commitment to provide that much coverage. With that said, it was not the same as me being there to teach, students were still missing guided reading and, students who really needed ESOL services were not getting them for two weeks at a time of year when they need them most.

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*How much time per student (on average) is needed to administer the KRA? To input the information?*  
About an hour and half per student.

*What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?*

A team of testers to do the non-observational part. This is on-going. At the very least, some form of classroom coverage (more than a 1/2 day sub).

*How does this compare to the MCLASS?*

MCLASS is like a small ant; KRA is like a huge cockroach. Seriously, this is the difference.

On a final note, teaching is a second career for me and so, having started in 2005, I've never know anything other than the NCLB/testing era. Over time, I've read articles about the harmful effect too much testing is having on our students and I recently read the article about the Florida Kindergarten teacher who resigned over too much testing. The introduction of the KRA is the first time I've personally felt this frustration and really felt like "enough is enough". The beginning of the year is hard enough as it is, especially with MClass. I realize the KRA testing is for a good cause and is necessary to ensure future funding for early childhood education but it's criminal to put more on the backs of teachers who already work so hard and it's even more criminal to do this to the kids. Whoever thought of this test certainly has NEVER taught Kindergarten

12.

I am a kindergarten teacher beginning my 20<sup>th</sup> year in Montgomery County Public Schools. I love being in the classroom, and I love teaching kindergarten! I consider myself lucky because I only have 18 students in my room. I am the team leader for a group of ten hardworking, dedicated and phenomenal teachers. We encourage each other not to worry about the amount of time that is taken away from our daily classroom schedules. Every member of the team has been very positive, flexible and willing to help others. I am writing to voice my concerns about the time it takes to complete the Kindergarten Readiness Assessment for each student in my classroom.

I began the KRA testing process with a positive attitude, but I now feel otherwise. The amount of time that has been lost from reading groups, small math groups and every day whole group lessons is a huge concern. Giving the KRA to the students was not the challenge. The challenge came when I realized how much time had been taken away from my students' opportunities at the beginning of their kindergarten journey. I felt that all I did was call each child up one at a time, day after day. I didn't get to know them personally, only through collecting data. In the end, I filled out the county survey, and just received the results. It turns out that only 4% of the teachers surveyed felt that the KRA data helped them with their daily instruction.

I understand that the chances of the KRA "going away" are slim to none, but I feel strongly that major changes are needed to make it more successful.

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- \*Why can't the state (or offer incentives to the counties) hire people to come into schools and administer the test (minus the Observations)?
  - \*Why isn't the test given at the end of Pre-k?
  - \*Why does this test matter if Pre-K isn't mandatory in the state of Maryland?
  - \*Why are the teachers giving the KRA and losing such valuable time with their new students?

I can imagine that my letter is only 1 of hundreds of letters sent out of frustration and disbelief. Administering this test to my students makes me feel I am now part of other states with a horrible amount of testing that I hear about in the news, online and on the radio. Please don't make Maryland a part of this ongoing disaster. As a teacher in Montgomery County, I administer a reading assessment 3 times a year. This is more than sufficient for the teachers and the students. PLEASE keep it this way!

13.

I, like so many of my colleagues, have concerns about the KRA. It is a Tsunami. We are still administering the test with hopes of completing the task prior to Nov. 8th.

This test has consumed a huge percentage of our teaching time since it was necessary for it to be administered so closely to the M-Class assessments.

We hardly had time to acquaint ourselves with our young learners before we started pulling them to assess.

WE have been forced to use the precious little para time we are given to cover our classes in order to test. Naturally this takes us OUT of the classroom and impacts the time that should be used to dare I say it teach.

What happened to welcoming the children, helping them to feel comfortable, open themselves up, allowing them time to transition into a full day of school . Yes, Kindergarten is often the first formal school experience for many children.

Allegany County

1.

I am writing to you to inform you about the KRA (Kindergarten Readiness Assessment) and how it has impacted my school year this year. I am a kindergarten teacher in Allegany County. I have been teaching kindergarten for the past 15 years. I am very familiar with the needs of instructing young children and how an early childhood classroom is managed. Furthermore, I am also very well versed in developmentally appropriate assessment methods (as well as assessments that are not as developmentally appropriate) as I have worked at the county and state level in various capacities developing curriculum and assessments for preschool and kindergarten students. I mention this information about my background because I do not want the information I am sharing to be viewed as a "rant" of a teacher, but instead as a concern of a professional who is passionate about the development of her kindergartners.

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I was trained at MSDE during the 2013-2014 school year on the KRA so that I could be a trainer for my colleagues in Allegany County so my workload concerning the KRA implementation for this school year is dramatically more than the typical kindergarten teacher. The KRA is a readiness assessment that gives us valuable information on the levels of the students in various areas. We have always evaluated the school readiness levels of our students using a rating system and observing our students in the classroom. This is the first school year for a more formal assessment. When administering a more formal assessment with young children, you must assess each student individually in order to get an accurate result. A portion of the KRA is an actual scripted assessment and the other portion is observations. For the portion that was scripted, I had to administer it individually, it took me around 35 minutes per student. I have 24 students in my class, so that is a total of 840 minutes administering an assessment, which is the equivalent of roughly 2 full days. That is just the portion that is scripted, the observation component is completely separate and is completed over several weeks.

Allegany County was unique in that our early childhood supervisor did give us each a full day substitute in order to administer the KRA. During this day, I was able to administer the assessment to 10 of my 24 students (only the scripted portion, no observations were completed). My principal, seeing the time involved in administering the assessment, did give us an additional half day so I was able to administer the assessment to more students, but I was not able to administer it to the rest of the class as a half day was not enough time. While having a substitute was very helpful because it provided much needed time to administer the assessment, it was time consuming and difficult because I had to prepare sub plans and it was hard on my students as this is the beginning of the school year.

The KRA is a valuable assessment tool; it is the time involved in administering it that is the problem. Furthermore, the KRA is not the only assessment we are required to administer so the amount of time we spend assessing our students (because they must be tested individually due to being young) adversely affects instructional time because kindergarten students at the beginning of the year do very little independently, so it is extremely difficult to administer assessments. Often, I assessed kids during my planning, computer lab, or during dismissal times or my instructional assistant would be teaching the class so I could assess the students. The following is a list of assessments that we had to administer during the same time that we are being asked to administer the KRA:

- DIBELS
- Kindergarten Basic Skills Assessment twice (first week of school and last week of the first marking period)
- Math Benchmark for the First Marking Period
- Math Pre-Test for the Second Marking Period
- DIBELS Progress Monitoring (every other week)
- Anecdotal Records and work samples for report cards

As you can see from the above list, the amount of assessments that are being administered during the same time frame as the KRA is very taxing on a kindergarten teacher and the students. My concern is that we are administering all these assessments to 5 year olds for what purpose? Why is it necessary to test our youngest learners this way? Is this what we truly want their first school experience to be like,

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constantly taking assessments? As I previously stated, the KRA is a valuable assessment and its format is very developmentally appropriate and the information I gained about my students was very valuable. The problem lies with how time consuming the KRA is and how difficult balancing that time factor with the other assessments we are required to complete. Furthermore, the data collected for each student had to be recorded online. This task I completed on my own time in the evenings and it took numerous hours to key in this information. In addition to completing all of this as a kindergarten classroom teacher, I also had to problem solve issues other kindergarten teachers in my county were experiencing because I was a trainer. I spent countless hours contacting the help desk, making phone calls, emailing, etc. in order to support teachers with the KRA.

I hope you find the information I shared about the KRA valuable, and if you would like additional information on my perspective on this topic please feel free to contact me.

2.

I am one of four Kindergarten teachers at a school in Allegany County, Maryland. We have compiled a list of concerns with the KRA. Our biggest concern is of the time. I am sure that is what others teachers are saying also. But they provided us with one day and there is no way that we could complete all that needs to be done in one day. It took us a minimum of three entire days to administer the Math and Science and Language and Literacy, then complete the observation pieces, and then enter the scores. It was very time consuming. The website was hard to enter the information too. You had to scroll right and left and up and down continually so that you could see the child's name and the indicators. At our school, it was a challenge to find a quiet and secure space to administer the test.

We felt that it would have been very helpful if the entire thing was online so that at least you wouldn't have to enter data separately. We also wondered if this could be administered at the end of the pre-k year, prior to school starting of a time that would truly show what they gained from their Pre-k experience.

3.

The idea of having a standardized assessment is good in theory. It takes out some of the subjectivity that plagued the MMSR. However, the 29 observation items are still subjective because they are, in the end, one teacher's opinion of how the student rates for each observable item. No matter who is assessing, if a student has 5 objects to count and they count 5 it is correct, and anything else is wrong. How I judge a student's ability to converse may not be the same as another teacher's judgment of the same student.

Also, the amount of time required to administer this assessment is ridiculous. I have wasted this much time learning what? That my students are ready in some areas and not others? After 32 years, I think I get that! I knew that when they walked into the room the first day! Also, what does MSDE think the other students in the class are doing while I am assessing?

I don't care whether it is the KRA, MSA or the new PARCC, the data gleaned is irrelevant and useless. It will not improve my instruction. Knowing my students and reflecting upon my daily decisions will

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improve my instruction. Whether the children score well or poorly on the KRA, I still have to teach them and inspire them to learn as much as possible – academically and socially!

Also, if it is so important to determine kindergarten readiness, shouldn't MSDE hire people to screen students as they register for kindergarten in the spring?

Could probably write more, but don't have time! I have the KRAS and county benchmarks to give!

### **Cecil County**

1.

Hi there. I am a Kindergarten teacher and a CCCTA member. I am emailing you about my experience with the KRA this year. The beginning of my year has been consumed by the KRA. Between that and the Emerging Literacy Survey (that we give in the beginning of the year and 2 more times during the year), I have spent approximately 1 month just testing my students. I'm actually not quite finished with the KRA because some of the observations are just difficulty to fit in. I was not willing to let these assessments consume all of my time; however it did consume all of my small group instruction time (both during reading and math) for 2 full weeks. It seems to be an awful lot of time to assess something that we don't teach and does not meet our Common core standards.

There are many other issues as well.....

Please feel free to contact me if you would like anything further.

2.

I began testing my students on the KRA mid Sept. BIG mistake! Teachers need time to get students adjusted to classroom routines and to begin to feel confident with themselves about working independently. Next year I will not plan on beginning this assessment until the first part of October. My students would then be better at handling independent work assignments while I am testing. This KRA is so long and time consuming for the teacher. My only hopes is that I will be able to complete my testing before Nov 1. if I start later. Also please keep in mind that in Cecil County we are also assessing our students with the Emergent Literacy Survey which is another time consuming tool. I feel really bad for my students at the beginning of the school year. Too much assessing!!!

Thanks for listening.

3.

Sorry for the late response. I used much of my instruction time the first two months of school to complete the KRA (and ELS-another "survey" we administer to the students). Because the KRA is given one-on-one, we had to occupy the rest of the class while we administered this assessment. The ELS is also given one-on-one, so that is a lot of time for the rest of the class to NOT have their new teacher. Most students are not able to work independently at this time of the year and do not have the skills to "work" on the simplest of tasks. Many of them have not been in a school setting at all. This is the most important time for the student-teacher relationship to build, for promoting classroom cohesiveness, and for students to learn the rules and procedures in a new environment. Many times, another adult in the building (IRT, substitute, etc) would come in to "watch" my class while I

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administered the KRA. Again, this is hard on students who are trying to learn in a new situation and form a bond with their new teacher. And hard on the teacher who would rather be doing productive teaching and learning with her new students.

The most aggravating part about the KRA is that the time taken does not reap any benefits. It is my understanding that this assessment is done to see if young children are ready to enter kindergarten or if funds need to be spent to provide younger and younger children programs to "ready" them for school. None of the funds actually go towards kindergarten students/teachers/programs. In fact, our child assistance has been decreased because kindergarten para-professionals were removed from our classrooms. This has been a detriment to our kindergarten students. I see very little benefit to the current kindergarten class based on the time taken to administer this assessment.

As I mentioned, we are also giving the Early Literacy Survey at the beginning of the year. We have to spend time and resources to administer this survey. However, this survey directly affects the way we group our students for guided reading and gives us a base line to use for the rest of their reading instruction. This is an assessment that makes sense.

I personally would be happy to not give KRA or MMSR (similar and just as pointless to our students) ever again.

### **Washington County**

1.

I am a kindergarten teacher in Washington County. While I absolutely think the guiding premise of the KRA, gauging the readiness of our young students, is very important, I do have a few concerns. We were not able to begin administration until well into the first month+ of school. To truly gauge readiness administration should occur at the very beginning of the year...as soon as instruction begins, the validity of assessing readiness is compromised. Given during staggered opening or earlier in August would certainly improve the validity of readiness scores.

Also a few of the items are not aligned with our curriculum but more with the current prekindergarten curriculum. I am thinking of the pretend item specifically.

My other concern was that it was time consuming especially as we had other assessment requirements (screenings, county mandated assessments, etc.). Having all or at least more on the iPad w automatic scoring would help as would bring able to administer it instead of our other Beginning of the year assessments.

It is my professional opinion, though, that assessing readiness is increasingly important especially as the academic and social rigor increases.

I appreciate being asked for feedback.

2.

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The premise behind the test is a good one! I agree with that. However the time it is taking to complete it is where I am experiencing difficulty. It really needs to be done during small group time while the children are at centers. By doing so I am forfeiting reading groups. At first I tried three days of reading group and two days of testing as well as testing during my Spanish time. However, this is really not enough time to complete what needs to be done. From what I hear putting the data into the computer is also very time consuming. My suggestion would be this-make the whole academic portion of the test accessible on the iPad...not just math. Just as we take the map test in the computer lab, the KRA could be done a few at a time each day and would be so much less time consuming!

We are also at the same time trying to do F&P, concepts of print and foundations testing.

3.

My experiences with the KRA this year is that while not difficult to administer, it has taken away valuable instructional time. The KRA takes about 1 hour per child. While I administered the assessment my students were involved in learning stations however, I was not able to monitor those stations as much as I would have at this early stage in the year. Also, I was not able to begin with small groups for reading or writing instruction at all during this first marking period due to the time the assessment has taken.

This assessment would better be used as a screening prior to the start of school. It has no value when administered a month into the school year since there has been a lot of learning that has taken place. I question how valid the data is at this point and how it will be used. Really, what are we assessing? We don't have universal pre-school so if we find x number of students weren't ready for kindergarten what are we going to do about that? I find that those not ready did not have any pre-school, usually by parental choice. Unless pre-school is mandatory I really don't see how this assessment has any meaning.

4.

Here are concerns from the kindergarten Team:

- The amount of instructional time lost in order to administer the test one-on-one was extremely excessive. This negatively impacted the students' time in small group guided reading.
- We had to rush the students into independence earlier than they were ready for in order to free up time for us to give the assessment.
- The amount of time we had to devote to giving this assessment was not proportional to the usefulness of the data collected...at least not for our daily instruction.
- It was difficult to create a meaningful task that assessed many of the observational skills due to the fact that they did not align to the common core and are not part of our common core based daily instruction.
- Entering the scores on-line was a problem because the questions were out of order under the student tab and if using the assessment tab, you had to find each child's name under each individual question. Either format was extremely time-consuming. The only answer we

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received to solve this problem was to hand write the scores, then enter them at a later time which doubled the time and effort necessary.

- We are unsure why this assessment had to be given only by the classroom teacher. Any intervention teacher, instructional assistant or other faculty could have easily given this assessment effectively. This would have allowed the highly qualified teacher to continue giving high quality instruction.
- There is no reason you had to “know” the child prior to giving the assessment in order to get accurate results.
- The required training and “test” we had to take and pass in order to administer this assessment didn’t really impact or help us in give the assessment.

Thank you for taking your time to consider our concerns. Have a good day!

### **Garrett County**

1.

It is my opinion that the KRA has caused the loss of several hours of quality instruction in my classroom. I have had to be out of the classroom two days to do the assessment. I still wasn't finished because one child was absent on both of these days, another absent on the second day and then there was one child I just didn't have time to test. So, I have given up instruction and planning time to complete the tests for these three students. Also, I don't feel the results are valid because I just completed the testing this past week which means my students had already received over 30 days of instruction. If valid test results are desired, the test needs to be given prior to the first day of school. The burden of which should not be put on the classroom teacher. Also, to attend the training for administration of the KRA, I had to give up a day of our very short summer vacation. On that day we were required to pass a test to be able to give the test. Part of the test had to be done on our own time without pay. This was due to a problem with the website-our trainer was not at fault. I continue to wonder why we had to pass a test but those giving tests at other grade levels do not have to pass a test? I appreciate you taking this situation into consideration. Please do not include my name as you pursue this matter. When teachers voice their opinion, they usually pay for it later! Thank You.

2.

Thanks for wanting to hear my concerns about the KRA. Our K piloted the KRA two years ago and at that time we expressed our concern with the amount to time it took to assess the children. Subs were provided that year.

In September 2013, we were told that all K in MD and Ohio would be giving the KRA and that we would be receiving IPADS for the assessments.

In August 2014, we had two days of staff development when we had to pass a test with 85% in order to give the assessment to our k children. Very little instruction was given on how we would give the assessment and nothing was modeled for us. Instead we played games. The web site was not completed

enough for us to finish the test, so we had to finish it later on our own time. We were supposed to receive the IPADS on both of these days; however they still were not available due to some ordering confusion.

The KRA was to be on August 25, 2014 our first day of school. Therefore I went on line to find out what skills I needed to assess. Then I made my own spread sheet to record that children's scores. We heard nothing from our local or state officials about how to proceed with this.

On October 3rd, 2014, we were notified that our iPads for the KRA were in and would be delivered to us promptly. As of today, October 25th, I still have not received any IPAD. Anyway, I proceeded giving the KRA to each child. This took about 45 minutes for the higher functioning children and up to 90 minutes for those that struggles. I did in parts - - before school, homeroom, recess, rest time, etc. Doing all the KRAs took away from the class, the Common Core I need to teach, and other responsibilities.

Then, I discovered that I needed to record the students' scores on line. I did this in the evenings. This took me about 20 minutes per child.

After everything was completed, I discovered that I can NOT print a results sheet for the class or for each child. Therefore, I have no idea who was advanced, proficient, or developing. It seems our state has gotten the cart before the horse--or as they did in the 80s and 90s when we were doing the CRTs and MSPAP, they are building the airplane in flight. Thanks for hearing my concerns. Please withhold my name from any mention of the email. If my county officials find out I have contacted you, there will be some kind of punishment delivered to me. Thanks again for your concern and support.

3.

The KRA process this year has been anything but smooth! It should not have proceeded to the point the state was requiring it to be administered this fall. First teachers had to either give up a day in the summer or give up 2 days in our classroom during the first two weeks of the new school year. Neither choice was very appealing. As we know it is critical to establish a consistent routine immediately in kindergarten. The second day of our training was met with complications where several of the videos were not accessible to complete the test you needed to pass in order to administer KRA. This caused us to have to wait until a later date to complete the test during our own time. Then the test materials were late in arriving at our schools. Now teachers were setting up the classroom, planning, teaching, and establishing the classroom/school routine in addition to having to look over a new assessment tool. We were to record observations on 29 different areas, in which we did not have until after the students had already started school. So much for being ready! The KRA kit itself was not designed to use with ease. One of my colleagues spent a lot of time creating a checklist of the observational items which included the rubric. She followed the booklet in the assessment kit for this, and then we later discovered it didn't match up in the order that the scores were to be entered. Another colleague created a scoring checklist, then afterwards found one online. When trying to use the laptops to score items, there was not consistency in the order the items were listed in. It changed every time. This is very frustrating! The

iPads we were told we would have arrived weeks later. This was after the first part of the assessment was completed and scored on paper. Many of my colleagues experienced difficulty getting the KRA app to work properly. They could only access certain parts and not the assessment as a whole. Fortunately, my supervisors supplied a professional day for us to administer the test. It took a full day to just test 21 students on one part of the assessment. Then we were given a second day, which we completed a second part of the assessment. Now that leaves me with having to use yet a third day to go back and enter the scores on the computer to submit to the state. I really think my time could be better spent. The assessment itself is not indicative to kindergarten readiness as many of the skills assessed are not developmentally appropriate for children to acquire by the beginning of their kindergarten year. Many skills are expected by the end of the kindergarten year. I think the developers of the assessment should have used more skills that are used in the College and Career Readiness curriculum framework for Pre-K. This assessment takes approximately an hour/ student to administer. This does not include the time for the required observations and to familiarize yourself with both the assessment tool and the technology to use it. Some of the teachers are not comfortable with using iPads and would have preferred more time to adjust to this new tool. There was not any training given prior to these teachers who were not familiar with iPads. Some principals did not allow for professional days to administer the test. This caused those teachers to try to squeeze administering the test into the regular instructional day, which is unfair to both teachers and students. I think there is still a lot of work to be done in regards to implementing KRA. I hope we are not in such a hurry to be first that we overlook what we are actually doing. Sometimes we really do put the cart before the horse in our educational practices and defeat ourselves. Please stop, reflect, and revise. The state was not ready to implement KRA this year, which has been obvious from the start. Hopefully, we can do better. Thank you for your time because as we know time these days is precious!

4.

I would like to start off by saying, Thank-you for taking the time to hear what teachers think about the KRA and how it is affecting teachers and students. I am a Kindergarten teacher in Garrett County that has had some issues with the KRA. In the fall of 2013, our group of K teachers were told that we would be getting an iPad in order to do the new K assessments that were coming our way. Then at the beginning of the 2014-15 school year we were trained on two different days on how to assess our students. We were not to start until the iPad came (or that is what we assumed). Then we were told to start the assessments, however many of the skills that were supposed to be assessed as soon as the students started school were already being taught while we were waiting on the okay to begin. Therefore the information would not be valid, because we had taught the skill, the student didn't begin K with the skill. After voicing our opinion about it, we were told to use paper/pencil first then we would enter the results in the computer at a later date. We were never told that there was a form on the KRA website that we could use, therefore several teachers in our school, spent 3-4 hours coming up with a form for the observational portion that would make our job easier. The next morning I searched their site again looking for forms again with no luck until I spent at least an hour coming up with a form for the other areas. Then once I started the assessment on one of my students, I found the form there. What a waste of time. It takes about 45 minutes to assess the math and reading part of the test for each student. It cannot be done while other students are in the same room if you want a valid assessment, so we got a sub

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so we could try to get them completed (it took us two days with a sub each day). Now we have to take another day to enter the information in our iPads after we are trained in how to use them. I understand that it is very time consuming to enter the data and that there are several glitches in the program (doesn't save information, categories aren't always in the same order, and they switch around). Many of the skills were not skills that children should be expected to know when they enter Kindergarten. I feel that Maryland has been at the top and wants to stay at the top, but they over reacted and jumped too quickly before the KRA was ready to go. We've been preached to about working smarter not harder, but we've worked our tails off with this KRA and our classroom & students have suffered because of it. We have spent a huge amount of time during and after school working on this and way too much time away from our students, now some are behind and in intervention groups to try to catch them up to where we would expect them to be at this point in the school year. I have never been one to complain. I am usually a teacher that spends much of my own time and money getting things ready for my students to enhance their learning, so I wouldn't be saying this if I didn't feel very strongly about it. I'm not asking you to do away with it, but please help us get it fixed so we can do our job successfully. After all, now our students' progress and test scores could impact our salary. With this in mind, it really concerns me. Please do not use my name in any of your reports. Again, thank you for hearing our concerns!

I wrote to you Friday about my experience with the KRA. I just wanted to let you also know that four K. teachers from my school had another (3rd) Professional Development day to complete the KRA assessments/data. It took two days to do the assessments, some had to be done during our regular teaching day and during planning time because we still didn't have enough time. We were given another day to enter the data into the computer. We started at 8:15 and worked until 5:30 on trying to get the data recorded and I still have five students to go (I only have 19 students). We stopped long enough for lunch, but almost 2 hours after duty time. I have never had such an unorganized and unfriendly site to try to work through. Once you choose a student and began to record their data, you have to click on each skill and score it, then when you went back out there was no indication that it was even scored. When you completed one student, most of the time it wouldn't give you the score until you went to another student, so you don't know if you missed any or not. If they didn't have a 100% and you tried to go back in to find what you missed you had to go all the way back through it again. Whomever designed this site could have simply numbered each skill and had a symbol to show that it was scored or not. It was so confusing and time consuming. We are working so much harder than smarter. We were the fortunate teachers that had supportive principals that gave us the time to do this, there are some that haven't been given any time to complete any part of this. There is no way that it can be done properly while teaching a regular class. Either way, students are the ones paying the price for this assessment. We became teachers to teach young children, but with all the new things coming at us (KRA, SLO's, PLC's, etc.) we aren't able to do our job of actually teaching. Please help us and let our voice be heard!!!!

### **Harford**

1.

I am writing to share with you my experiences with KRA this year. I am a fourth year teacher in Harford County. I completed the survey Ms. Weller sent out, but today I received new information that made me so angry I needed to share it with you. I would like my name to remain anonymous.

My county did not purchase iPads for use in administration so we had to administer our KRA one on one with paper pencil scoring. As you know, there were 17 Language/Literacy questions that had to be administered one on one with students. There were 17 Math/Science items that also had to be administered one on one. In addition, there were 29 observational items that had to be scored for each student. I currently have 20 students in my class. Each student took about 1 hour to test and complete observational items. Therefore, this test took approximately 20 hours to administer. A typical school day is 7 hours. So it took about three school days to complete the assessments. Our county initially only gave us one day of paid substitute coverage. When it became clear that was not going to be enough, they gave us an additional day. However, like I said, it took three school days to complete. That makes three days of valuable instruction that were lost to this assessment. Additionally, I had to write three days of sub plans to accommodate this assessment. The data collected does not directly align with our county report card, and we are still required to give three different county required assessments, many items overlap with the information required on the KRA. These are five year old students. I am certain this level and length of assessment would fall under the category of "not developmentally appropriate".

It took me approximately 2.5 hours to turn around and enter all the scores into the computer system the state has set up. Since this time was not provided to us, it meant we spent our valuable planning time (when we should be planning instruction) to complete data entry. I have a master's degree and am considered "highly qualified" in my field, yet I am spending hours on data entry. This is wrong on so many levels. We should be spending time doing things that have a direct impact on student achievement, not typing scores in a computer. I have yet to understand why there was not a "bubble sheet" made for this assessment like we have for every other standardized test on the planet. Why is it our responsibility to type in all the scores?

To add insult to injury, today I received an email from our early childhood supervisor saying we are also responsible for entering in the date and location of each observation item. To break this down...there are 29 observational items. I have 20 students. If I have to enter the date of each observation...that is 580 dates I have to enter into the computer. Additionally, if I have to type in the location of each of those 29 observations x 20 students, that is an additional 580 pieces of data. This is utterly useless. I do not understand why we should have to record a date and location for each observational item. We were given a window of time from the first day of school until October 31st to complete this testing. If the observation and the scores are reported to the state by this date, why do we need to tell them exactly which date the observation was made? This just seems like busy work to me to help them aggregate their data since this is the pilot administration. Also, since the students are assigned to our classroom, obviously the observations are taking place somewhere in the school building or on the school property. Why do we need to tell them the exact location of this observation? Again, this is busy work plain and simple. I promise you that I will type "school" for the location of each and every observation location if this is required. If the information they need from this assessment is this specific, then they need to train and pay officials to come and assess our students for us at the beginning of the year. I am paid to teach, not to subject my students to a battery of tests so state can use the data to justify universal pre-k.

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I urge you to advocate for us on the behalf of the state. There has got to be a better way to screen these kids and get useful data in a quick screening that should take NO MORE THAN 10 minutes per student. If this test were not secure and parents were able to examine it, this test would not exist because the length of this assessment alone makes it criminal to give to children who are five. If this KRA is going to be a requirement, then the state needs to send test administrator staff out to each school at the beginning of the year and complete the test while the teacher continues to teach. Or, it should be an entrance requirement that parents must bring their child to the school prior to the first day of school to have their student tested before they can be admitted to a public school kindergarten classroom. Then the state could pay teachers extra money for the extra work they are requiring to come in on a day when they are not contractually obligated to administer the test and it would not detract from actual instruction. Over and over again during training, this test as compared to MSA. However, there is one key difference. During MSA administration, teachers did not administer it one on one and did not have to write sub plans, nor did they have to hand enter each score into the computer after the test was over. Kindergarten teachers are being unfairly asked to do more work than their counterparts in other grade levels. This has to stop.

### **Worcester County**

1.

Hello:)

Thank you for the opportunity to share our concerns about the KRA assessment and administration. We have been supported by our administration within the building in that they have allowed us to be creative with our schedules, use our kindergarten colleagues to split children between classes, and allowed educational assistants to cover the class. However, a great deal of instruction time is still being lost.

In order for KRA to be implemented without being a great disruption to instruction, it would be better if we could have a substitute for one day to complete all of the literacy and i-pad portions that have to be done one-on-one and to input data. This way loss to instruction is minimal. Having to administer the assessment by fitting it into our already packed schedules is causing weeks of interrupted instruction during the beginning of the year when it is so important to establish routines with kindergarten children.

Additionally we have been disappointed that it is still necessary to complete other diagnostics to get a complete picture for planning instruction. The KRA assessment, while providing a snapshot, does not give adequate data for us to plan instruction. For example, the letter and sound portion of the assessment includes only five letters and three sounds. This is not enough information to group for instruction.

Again, thank you for allowing us to voice our concerns.

2. (from a school team)

KRA concerns/experience

- very lengthy time involved to assess each student
- accuracy of assessment: it takes so long into the school year to accomplish the students are being taught the skills during instruction
- takes valuable instruction time

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- rules and routine teaching affected at beginning of the year
  - should make more use of iPad instead of using booklet for majority of assessment
  - plurals section does not give an accurate reading of which child understands the skill
  - concepts of print not addressed frequently enough
  - math skills not accurate for children entering kindergarten

### **Howard County**

1.

My overall issues/challenges are the following:

- Time - because of all of this assessing, I am behind in all subject areas, have not been able to benchmark any child for reading, and therefore do not have reading groups yet
- Coverage - there is not enough coverage to help with my class while I assess, so either the children are without support, or I'm not getting the assessing finished
- Inputting - using the grids given to us for recording, proves to be challenging when trying to input individual students as the order in which they are listed on that form are not the order they appear online

Saving - no matter how many times I have entered ALL data for my students, there are still 1-6 answers that will not save at all; when that student

2.

My team and I have compiled a list of concerns we have with our KRA experience. They are listed below.

\*The KRA is very time consuming. There was a considerable amount of instructional time lost at the most critical time of the school year. The beginning of the school year is a crucial time, devoted to establishing rules, routines, foundational skills, and developing meaningful relationships with our students.

- Questions are wordy and difficult for young students to comprehend.
- The online system is difficult to navigate
- There were too many changes/updates made to the administration and scoring of the test.
- The validity of the test is questionable due to the amount of time required to administer the test. Students were receiving instruction prior to test completion.
- Our planning time was sacrificed in order to cut-down on the amount of instructional time lost.
- We did not have a suitable environment available for proper testing.
- Leveling the fields support was confusing (who receives which supports, and how do we indicate which students received the supports).
- Students' end results (scores) were not usable or relevant to us.

3.

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I am writing concerning the KRA assessment. While it is a good measure of student readiness for Kindergarten, it was a VERY time consuming assessment that needed to be completed one on one with every student. The amount of time total with each student was at least an hour spread out over more than 4 weeks. I lost instructional time with my students to complete this assessment during an important time of the year when routines are being established. The students also lost time during self-selected centers because we were assessing them. This was not an ideal time to assess due to the activity level in the room, but it was necessary to get the assessments completed. In addition, we did not have our iPads yet so once we finished the assessment, so we had to do the laborious, time consuming work of inputting the data for all of the items for each student into the system. This assessment placed a lot of stress and time management issues on teachers, especially those teachers who are new to the county and are trying to balance teaching with assessments.

If this assessment is to continue, I would suggest that perhaps the state/counties provides at least one full day of sub coverage for each kindergarten teacher so that the students and teachers are not losing instructional time.

Thank you for your interest in this matter.

4.

This test was incredibly time consuming to administer, record and then submit. It is expected that we begin this test almost at day one and there is no way with beginning kindergartners with other assessments, getting students adjusting and of course, teachers having to come up with SLO's, write SLO's and get baseline SLO's, for teachers to begin this test until October. Many teachers, myself included, had to suspend instruction in order to get this testing completed. It takes more than one hour per child.

5.

I am contacting you regarding teacher concerns about the KRA. I certainly hope that my perspective can help others understand what the process has been like, so that it can be further revised in the next year.

I do think that assessing students' readiness for kindergarten, and matching this with prior care knowledge will allow for some excellent data for future use. However, I think that giving the KRA assessment takes up classroom teaching time, and puts added time pressure/paper work onto teachers. I would also like to note that the delivery of the KRA assessment was extremely unorganized, and the expectations of KRA assessment are ones that exclude low SES and Title 1 schools such as the one that I work for. Lastly, in our attempts to ask for help from the Early Childhood Office, we were dismissed such as we were complainers, and that we had no business asking for assistance. I will explain each point more clearly.

The KRA Assessment takes up classroom teaching time:

It takes approximately 10-15 minutes to have a child answer the necessary questions for one section.

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There are two sections that require this individual assessment: Language Arts and Math/Science. I have 21 students, and if we do the math that is 20-30 mins per child to complete the L.A. and Math/Science section. This also depends on a child. Students whom struggle tend to take longer. Where have I been able to find the time to do this assessment, you ask? Well, I'm glad you asked, because the Early Childhood Office did not ask us, nor did they seem to think it was an issue.

I have been able to just now finish my L.A. assessment by doing at least two children a day if I am lucky. I am able to have a child complete the assessment in the morning during breakfast. I am also able to assess a student during "self-selected time". However, as a K teacher I do not have full time assistance in the classroom. So, while I am attempting to do a one-on-one assessment with my student, I am having to ignore behaviors, and leave students to independent time, which is not always developmentally appropriate at this point of the year.

The KRA puts added pressure/paperwork onto teachers:

Assessing at least two students a day, in the classroom, still sounds do-able, correct? We have been asked to turn in all of our completed KRA data by Nov. 8th. Prior to this, we have also been asked to gather the other following data: assess students for SLO data (math and language arts), assess student's pre-writing for 3 writing assessments (which we were just told at a meeting the other day that we could post-pone; this isn't helpful information after we have already assessed students), and every day important student data such as letter/sound/ reading knowledge to help guide our instruction. It has been overwhelming, and KRA has been put to the bottom of my list in assessing since I am being graded on SLOs, the pre-writing assessments were originally designed to be due by the end of the quarter (again, they changed this just last week.. thanks for that one week left of the quarter), and contrary to what the public might think, I actually went into teaching, because I want to TEACH students!

KRA was not ready for us in a timely fashion:

We did not receive our testing materials until the 3rd week of school. The iPads that we were promised that would help our speedy implementation of the KRA were not ready, and still aren't ready.

Exceptions for Title 1 schools (absolutely not):

I work in a school with many behaviors, and serious ones. These students require one on one attention. These students have more on their plate than we could ever imagine, but I cannot be support for them, because I must focus my time on assessing students. Furthermore, the stress that I feel for all the paperwork, and pressure from above, is preventing me from being the better teacher that I know I can be. Especially, for those students whom need the help the most.

Thank you for taking the time to read this.

6.

KRA, the quick and insufficient training, the rushed timeline to administer it, etc., has been a hardship. Kindergarten teachers were told a few months ago that our old assessment, known as MMSR was being eliminated and replaced with KRA. However, we were expected to take time out of our summer

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vacation or on a day during our initial week back to school, which was when we should have been allowed the full time to work on our classroom.

Amongst all else that is required of me as an educator, I am utterly appalled and devastated by the increased workload that KRA has created. Due to the nature of the assessment, it has to be done mainly during work hours with each child. With this being said, our priority, which is educating students, is grossly interrupted. Not to mention, at this point of the school year, it is now report card time involving comments for each child. This additional dynamic alone puts me in a bad position as an educator because I'm racing against the clock to finish KRA, closing out the quarter making sure there are enough grades to complete report cards, teaching, etc. etc.

I have been stressed out immensely just with KRA and as each day passes, the stress level increases. Please help rid HCPSS Kindergarten teachers of the KRA nightmare.

7.

As Kindergarten teachers we generally try to roll up our sleeves and take new changes "on the chin" or so they say. Unfortunately, some of these things tend to be rolled out quickly, and the KINKS seem to get worked out later. The biggest KINK in the KRA was known; (60 minutes of assessing per child.) (This was taken directly from the Guide to Kindergarten Readiness Assessment Administration booklet.) Times that by 21 students, it equals 1260 minutes, which broken down by hours is equal to 21 hours.

We have our children in the classroom about 5 hours per day. If we did nothing but assess from the minute we walked in the door until the minute we walked our students to the busses, we would be assessing for over 4 school days.

The numbers don't lie.

As creative as we Kindergarten teachers tend to be, there was no possible way this could happen without interrupting instructional time. We asked our instructional assistants to teach for us. We pulled kids during their center time. We tried small groups. We tried to be creative.

Kindergarteners have needs. They need routines, they need guidance, they need to learn to work together, they need to tell you their problems. They NEED their teacher.

In the end, I took a personal day. I felt like every free minute I had was being used for assessment, and I felt like my students were suffering. I made a personal choice to come to work and assess my students while someone else taught my class. I was able to finish about 1/3 of the one to one testing in that time.

I believe the data that the KRA will provide is pertinent information. The only frustration I have is that in order to get that data, the students "lost" their teacher for almost a whole week. There is no getting around the math. There has to be an easier way.

8.

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The training we took was sufficient to administer the KRA tests. We were told we would receive I-Pads to help speed up the process but we never received them. The departments of Early Childhood, Math and Language Arts obviously did not communicate with each other because we had to do SLO testing during the same time period as we were supposed to be doing the KRA, thus making it impossible to continue KRA testing during the time we were gathering data for our SLO's. My students have been tested too much and taught too little. A side effect I have noticed during these past weeks is highly stressed children. They are quick to cry and easily frustrated because highly effective Kindergarten teachers have not been able to do their job. It is not age appropriate for these students to be assessed so much without proper time to become Kindergarten students first. Usually we are assessing children now for the end of the first quarter. If the state of MD needs data, they need to get it some other way. It is not appropriate to use teachers to collect data for areas of learning they have not taught. It is also not part of the curriculum. We can teach the curriculum and assess our students appropriately for their age group on the lessons we have covered in a quarter. That is what I was trained to do; that is what I am observed and evaluated on.

9.

The beginning of the school year is such an important time for all teachers to establish classroom expectations and a sense of community, especially in kindergarten as it is the first formal schooling experience for many of our children. In addition to the KRA, there are certain assessments that are essential early in the school year to determine appropriate instructional groupings for our children, as well as determine the need for intervention/enrichment for individual students. The pressure of administering the KRA to our children by the November 8th deadline has resulted in many of us foregoing those formal assessments until we have completed the KRA in addition to taking time away from instruction, since we do not have adequate "non-instructional" time during the school day to administer it.

Although MSDE estimates the average time required to administer the KRA to each student to be one hour, there is a considerable amount of additional time required of teachers to input the assessment task data and complete the observational data. Very few of the assessment tasks provide any useful information to help guide instruction as many of the skills assessed by the tasks could be easily assessed during authentic classroom activities.

My understanding is that the MMSR of previous years was established to provide evidence that children who had prior care experiences in childcare facilities, preschool, pre-kindergarten programs were more "ready for kindergarten." If I remember correctly, this evidence was intended to be used to substantiate a need for "Pre-K for all." If that is still the intent of the KRA, I have no issue with the assessment itself, but think that it could easily be administered by someone other than a classroom teacher so our time could be appropriately spent on instruction and formative assessment. I have heard of some school districts hiring substitutes to allow their teachers time to administer the KRA. Why not have the substitutes administer the KRA so teachers could be with their students during this critical time of the school year?

I apologize for rambling, but have been very frustrated with the disruption the KRA has been to my instructional program. I greatly appreciate the support and advocacy of MSEA.

10.

The KRA was so time consuming and stressful to fit in while trying to instruct my 21 students and all the other stresses of the beginning of the year. I understand it could be helpful to gain understanding as to what skills students have when they arrive, but think it needs to be stream-lined and much less time-consuming. We are trying to establish routines and rules and pulling students for what was mostly 1:1 assessing is very difficult.

Thank you for your consideration

11.

First, I want to say "THANK YOU" for looking into this situation! I sent a letter to the Coordinator for Early Childhood Programs, and she forwarded it to MSDE. One thing I forgot to mention in my letter was that when students are absent on a testing day, we need to stop teaching on additional days to make the tests up. After watching how much time we spent testing, the ELL teacher in my building suggested that the county hire a tester so we can teach our students (but we agreed that we shouldn't be doing this much testing anyway).

I am now spending my weekends reporting my data into the website.

Here's a copy of the letter sent to the Coordinator for Early Childhood Programs on October 4 (at this point I still hadn't finished administering the KRA - I finished on Oct. 23):

I read your notice on the HUB the other day and just wanted to let you know what's happening.

First, let me assure you that we haven't done any Fountas & Pinnell testing since August.

Depending on the children, it can take 15 hours to administer just the literacy and math portions of the KRA. We also need to have an assistant watching the rest of the class in order to administer it.

Because the KRA isn't rigorous enough for our SLOs, we need to develop them and then do baseline testing.

Then, the county is requiring us to pretest all 3 writing purposes, so we also did that.

These three items alone have the potential to take away about 3 weeks of instruction.

And another problem is that the KRA doesn't provide enough information for us to develop our reading groups or for report cards and parent conferences (it only tests 5 letters for ID, 4 letters for sounds - and we tell the children names of the letters - and basic comprehension of one text that we have read to them). So, after we complete all the above testing we'll need to do Letter ID & Sounds, Sight Words, and a Benchmark, which will take away more instructional time. I finally started the NGSS yesterday, Friday, and am hoping to get it all completed before the end of the quarter.

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I know this testing wasn't your idea, but I'll be honest with you, it's too much testing on children who are only 5 years old. I've spoken with a few teachers from other schools and they're feeling the same thing. Some of the fun projects we do in the beginning of the year, that go along with the curriculum, have gone by the way side.

We are doing group activities to observe certain behaviors, but it's still too much, too long. The teachers in the upper grades believe they give too many tests too, but at least theirs can be done whole group, ours can't.

Thanks for listening.

12.

In my opinion, the amount of time administering KRA test items was ridiculous. According to my calculations, I spent more than 22 hours, which is one full week of instructional time. During this time, we needed to find activities and lessons that our para-educators could teach. While the students were involved, I do not believe that they were learning as much as they would with a qualified teacher actually teaching. All I have felt that I have done this quarter is assess.

Then, to add insult to injury, I spent at least 2 hours inputting data. I do not believe that grades 3-8 teachers would agree to such a thing if asked to input MSA or PARCC data. But Kindergarten teachers are often asked to do more, and we just do it.

In addition to this time, I also needed to spend some specific time reading/re-reading the observational rubric. Some of these items were not as clear or easy to understand the differences between P, I and N. And then, once I collected this data, I needed to input it as well. This took about an hour and a half.

I hope that the KRA administrators will ask for feedback as well because I think there are many improvements to be made. Some directions to the students were wordy and unclear, in my opinion. I also think that some of the Language Arts items could easily become part of the app as well. This would save time administering and those items are automatically entered so I would not need to input that data.

Thank you for asking for feedback. I would be happy to explain further, if needed.

13.

Thank you to MSEA for taking up the KRA issue. I teach in a Title 1 school. I teach the inclusion class. The KRA has been an enormous burden. Our principal has been wonderful about trying to assist us, but she is not permitted to give us a day of sub time to do one on one testing, and even if that were permitted, there would be additional work on the classroom teacher, planning and provisioning for a sub. While I think that some of the KRA information is very valuable, it is not worth the tradeoff for the time needed to adequately complete the one-on-one assessments. God forbid anyone ask for the data collected for the observational portion - my data is strictly in my head. There has been no time to do anecdotal or checklist assessments for these items.

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The Office of Early Childhood, usually our biggest advocate, has compounded the problem by sending out emails to administration and staff stating that no additional support is necessary for administering the KRA and that the KRA is the only required assessment in kindergarten this quarter. Clearly the Early Childhood office has not spoken with other offices. SLOs require baseline data, which means assessing the students in at least two curriculum areas. The Language Arts Office required that all kindergarten students be given a writing pretest for narrative writing, informational writing, and opinion writing in the first quarter so that there was baseline data for the writing units (we found out from our RST *last* week that they are now no longer requiring this in the first quarter, which is frustrating to discover two weeks before the quarter ends when most of us have completed the assessments). The Office of Early Childhood says there is no requirement to do benchmarking and phonemic awareness assessments this quarter, and that we can determine reading groups from KRA data. That is ridiculous. We are expected to begin guided reading in October. In order to meet the needs of the students in my class and form reading groups that are based on those needs, I must have accurate reading levels, sight word assessments alphabet/letter sound assessments and phonemic awareness assessments. The KRA gives some vocabulary and comprehension information, and asks the students to identify 6 letters and 3 letter sounds, gives 2 questions asking for knowledge of rhyme, 1 question about identifying the initial sound, 1 question about identifying the final sound in a word and 2 questions about word tense. Students are also asked to write their name and copy a word from a near point model. How is that enough data to form reading groups?

Kindergarten teachers were required to take more training to administer the KRA than any other elementary grade band must take to administer any other standardized tests. We were not provided the tools we were promised (the iPads) in a timely fashion, and no accommodation has been made for the time needed to complete the assessment and upload the data collected to the KRA site. At the end of this quarter I am expected to enter reading assessment data (benchmarks, phonemic awareness, letter/sound data) into Inroads (because our school continues to use it), complete report cards, and enter KRA data. There is no possible way to do all of this, and plan/provision for day to day teaching (and learn our new science curriculum) without a HUGE amount of planning outside of school hours. The additional demands on my time are coming at the expense of building relationships with students, and, frankly, continuing to build relationships with my family. We, the teachers, are the ones in the trenches. We are the ones who know when the work load becomes untenable, and we are at that point.

I, like most educators I know, work evenings and weekends each and every week. I am tired of feeling guilty while doing a family activity on Saturday or Sunday because I have school work that must be done before Monday. I have been a teacher for 24 years. I love teaching, I love kindergarten, and I love my students. But I am ready to throw in the towel and find a less stressful and demanding job. A wise professor once told me, "to be a teacher is to live with guilt, because you are always looking at what you have not accomplished." I am tired of feeling guilty, and having those who should be advocates for students and staff throwing teachers under the bus. Enough is enough.

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P.S. To add insult to injury, we received an email today informing us that the iPads are ready, but we must take *an additional* 2 hours of training in order to receive them. The training is offered on November 3 (when we should be doing report cards and entering KRA data) or after school.

14.

My experience with the KRA has been extremely negative. The way it has been explained to us as teachers and the emails to the administrators is NOT how it looks in the classroom. This assessment has taken weeks to complete. This takes away from instruction, since we need to be assessing our para educators have been teaching our classes. There is NO WAY that we would be able to complete this assessment by calling over 1 student at "an available time." It also has not been taken into consideration that in the beginning of the year Kindergarteners are NOT independent at all. Therefore to do the KRA assessment we need to make sure our 23 other students have something that can complete INDEPENDENTLY so that we can continue to assess. Also the data that we get from this assessment can NOT be used to share as data to parents or to us teachers. We cannot say in a report card comment "This students knows 6/52 letters that we assessed them on." That does not give accurate data. Also a lot of my students have been guessing the answers correctly. They just touch the picture that is closest to them. Again, it is hard to get accurate data when the student is only asked 2 questions about rhyming and can guess the right answer. The KRA assessment has brought stress and tension to a new level. We ARE NOT INSTRUCTING our students at the beginning of the year- which is the time when routines & structure is most important. This data is not beneficial to us at teachers- we cannot use this data to teach. Especially since getting 2/2 pictures correct cannot really give us accurate data if the students can/cannot do a specific skill. This year has been a whirl wind of assessments. I truly feel awful for my students, parents, and our team. We are constantly assessing our kids instead of TEACHING! It is sad that I do not know my students as well as my students in the past years. Our team continuously talks about how amazing it would be to actually TEACH our children. In a world where teaching is diminishing and assessments are rising the KRA is adding even more stress to assessments. I am glad that it is due next week so that I can start assessing for report cards-that are 2 days later. Then maybe I will be able to instruct my students consistently and effectively. I'm looking forward to getting back to teaching.

15.

I am 1 of 2 K Para educators servicing 100 students. This year's KRA testing took our team 100 hours of instructional time to administer (approximately 1 hour per child). This entailed pulling each child out of the classroom to be properly tested. Not only was classroom instruction covered by a non-certified teacher, it came at the most critical time of the school year for a kindergartener. They were not used to coming to school yet alone exposed to a classroom routine and structure by a consistent educator. The teachers never regained that instruction time back and the para educators were given filler material to use while testing. I will not even get into the problems with the design of the test and ease of use entering data into the computer to the online site. This testing was also in addition to our county specific reading benchmarking, phonemic awareness and letter and sound recognition as well as math assessments.

What was the state thinking? When are teachers supposed to teach? Isn't taking away instructional time a violation of the teacher's contract? If the state wants this type of testing done, they need to hire testers for each county on a temporary basis to perform this task at the beginning of the year. Another idea is to

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make this a test a state requirement for prekindergarten programs. They must administer in order to get state a state license. Let's think out of the box before taking the easy way and dumping more work on the already overburdened teachers.

16.

I want to sincerely express my concerns with KRA. The amount of time used to administer this test was a serious detriment to my ability to establish routines and begin instruction. It was very frustrating not to have the appropriate technology to speed up the process. I do not feel that the amount of time spent is worth the information gained. I feel that fewer items would be adequate to differentiate students that are ready or not for kindergarten. Additionally, we already have useful assessments for reading that we give to students over the summer so that we can begin differentiated instruction early in the school year.

This test does give lots of information about students' abilities, however, administering it during the first two months of kindergarten is not appropriate due to the time commitment required to do so.

### **Carroll**

1.

#### KRA Concerns

- The length of the assessment takes away from instruction.
- The length of the assessment also, takes away from working with students and setting classroom rules and routines at the beginning of the year. Particularly for students whom are beginning their first school experience or require explicit instruction regarding rules and routines.
- Attempting to assess causes disruption to routines just beginning to be set in place.
- If the true assessment is to test Kindergarten readiness skills, by the time we have completed the assessment many of the tested skills have been introduced and are being applied in the classroom.
- The large number of students in classrooms (25+) made assessing even more time consuming.
- Additionally, large number of students in classrooms makes "crowd control" while assessing challenging.
- An individualized report was to be given at the end of assessment, but we are unable to access this report. Therefore, we are unable to use this data to guide instruction or inform parents of progress.
- No prior knowledge of the test materials added to the time it took to administer the test.

#### KRA Suggestions

- Could more items be added to the iPad?
- State-funded substitute time to cover teachers giving assessment
- Assessment completed on Pre-K students before they enter Kindergarten

### **Charles**

1.

I am a kindergarten teacher in Charles County. I just wanted to express my opinion about the KRA. I think it was a ridiculous expectation for K teachers to complete this assessment at the beginning of the year along with all the other beginning of the year testing. I taught my class the first week of school and then started testing and continued testing for basically the entire month of Sept. The KRA was so time

consuming. It took me 45 min. to do just the reading part for one child, times that by 24 students. Then I had to start the math section. I also took a lot of my own time at home and school to complete the observational part of the assessment. My assistant taught my class for the first month of school. Thank goodness that I have an awesome assistant who knows what to do, but that is not the point. It is not fair that she should have to do the teaching when she does not get paid a teacher salary. And what about those K teachers that do not have an assistant, their students are probably doing busy work while the teacher tests. I also think that we are spending so much time on a test so that the info. can go back to the state and they can do what with it....see where pre K can step up their game and where they need to spend more time. What's the point of that when pre k is not even mandatory? Some children don't even get any school type experience until they come to kindergarten. I think the KRA definitely needs to be looked at for next year, something should be done. Please do not use my name if you pass this info to anyone else. Thank you.

### **Anne Arundel**

#### **KRA Timeline**

- Spring 2014 - All K teachers attended a mandatory 2-day training with a substitute in their classrooms
- June 20 - r4k Assessment PD online during work hours or at home, paid \$12.50 for 1/2 hr.
- August 26 - r4k Assessment PD online (tech update) - 1.5 hr. during work hours, no stipend - completed during planning
- August 27 - KRA Testing Window postponed to begin Sept. 9th
- Sept. 5 - iPads delivered to Rippling Woods
- Sept. 9 - KRA Testing Window opens
- Sept. 10 - KRA Window extended from ending Nov. 1st to ending Nov. 8th due to "delay of delivery of kits and issues with data uploads" (sent in email from Early Childhood Office)

#### **Troubleshooting**

- August 27 - told via Early Childhood email to look for an email with username and password for accessing your class on KRA app from MSDE or Johns Hopkins - email never came and our K team did not start testing until Sept. 16th, because we were waiting for our username and password - figured it out on our own at team planning on the 16th when we all sat down to figure the iPad out
- Sept. 9-Sept. 16 - Assessment time lost, because we were waiting for the email from MSDE or Johns Hopkins that was mentioned in the Aug. 27th email
- Sept. 17-18 - Unreliable wireless internet connection - students doing "independent" part kept having to bring me the iPad to disconnect and reconnect to the internet; same issue with all 5 of our kindergarten teachers
- Sept. 17-18 - The last 4 test items on the math section would not show up for any of my students - I would start them on the independent part and then the screen would go blank at the same point in the test for each student I tried to assess (3 total) - another teacher uninstalled and reinstalled the KRA app Thursday afternoon and it worked again
- Sept. 19 - All K teachers had been using a temporary wifi network and it expired Sept. 18th - we weren't told what the new network name was or how to access it - I emailed our school's

designated test coordinator and she sent me a network name that was incorrect. When we still couldn't access the wifi, she gave me the contact info for a person in Tech Support. I called and he gave me the correct network name and told me that "Ask to join networks" had to be turned on. This information didn't come from the Early Childhood Office and we lost an entire morning of testing because we did not know how to access the wifi.

- Sept. 22 - Items in Manual and Test Images do not match sequentially with the items on I-Pad - flipping from page to page on the iPad to score student answers
- Sept. 22 - Scores not recorded for "Retell text in sequence" - emailed KRA coach and she explained the spreadsheet feature (not previously shared at training)
- Sept. 23 - Error message when tried to save in spreadsheet (<http://maryland.kready.org> Error! Please try again later! (OK)) - Had to re-enter scores
- Sept. 24 - Score marked but with clock symbol next to it, not saving in child's profile - asked Trish Saynuk and she said that she had not seen that before but would get back to me about it
  - Follow-Up:
- Sept 24 - met with [REDACTED] and [REDACTED] to troubleshoot (meeting set up by principal)
  - New information not previously shared to all kindergarten teachers
    - ESOL accommodations based on levels (Levels 1 and 2 receive accommodations and Level 3 does not)
    - need to mark date, time, and place for observations (in manual, but not shared out)
    - groups feature
- Sept. 26 - ESOL teacher shared that we do not use the WIDA and levels are not 1-3; she converted our scores for us
- Sept. 29 - iPad cannot connect to wireless - says that I need a password, in contact with coach and tech person - could not test today b/c could not connect, emailed [REDACTED] and she forwarded the email to [REDACTED]
- Sept. 30 – [REDACTED] replied that I need to bring the iPad to him at the Board of Ed, [REDACTED] said that she would pick it up that afternoon
  - An email from [REDACTED] said that any iPads without the app, Meraki, would need to go to the Board to be configured as well – all 5 K teachers' iPads were picked up by [REDACTED] after school and taken to the Board; expected to be returned Thursday morning ([REDACTED] said that 1/3 of all 160 iPads had to be picked up and taken to the board to be configured – iPads were supposed to be configured over the summer, but were not
  - Unable to use my iPad Monday 9/29 (wifi required password), Tuesday 9/30 (emailing [REDACTED] and [REDACTED] to figure out how to fix the problem), Wednesday 10/1 (at the BOE being configured), Thursday 10/2 (still at BOE) – iPads returned before 8 AM on Friday (Reading teacher called [REDACTED] to check on status Thursday afternoon) – 4 iPads working, mine still not working
- Oct. 3 – My KRA sub ½ day was today in the morning (7:50-11:30 AM)
  - Error Message: Unable to connect to ShaGG3392
  - Wasted KRA sub time from 8:00-8:55, because I was making phone calls to try and get my iPad working

- Called [REDACTED] – he said to try to connect in different parts of the building (access points are in the hallways, so try to connect in the hallways) – walked around and tried iPad all over school, still not connecting; also said to talk with our school’s support tech – office said that support tech was out of the building today
  - Called [REDACTED] – left message
  - VP gave me [REDACTED] contact – tech support, left message
  - Spoke with VP and reading teacher – they said to borrow another teacher’s iPad (means that the other teacher couldn’t use her iPad to assess this morning b/c I had it)
- 9:00-9:10 – Borrowed a teammate’s iPad and assessed 1 student
- 9:10-9:15 – Emailed [REDACTED], [REDACTED], and [REDACTED], cc: [REDACTED] (principal) and [REDACTED] (vice principal)
- 9:20-9:25 – began assessing another student
- 9:25-9:35 – testing stopped b/c [REDACTED] returned phone call
  - asked if I had turned on “Ask to connect to networks” – yes
  - said that she would talk with [REDACTED] and they would probably have to take my iPad back to the Board
  - in the meantime, just borrow teammates (which means that they will not have their iPad to assess)
- 9:35-9:40 – updated [REDACTED] – he asked if there was anything he could do – no
  - Printed out paper and pencil data sheets – will assess students with paper spreadsheets and transfer answers onto KRA website later
- 9:40-9:55 – assessed a student using the paper spreadsheets (LA and math teacher-student parts)
- *2 ½ students assessed from 8:00-10:00 b/c iPad issues and trying to find solutions*
- 10:00-10:30 – students at lunch
- 10:35-10:55 – finished assessing student (teacher-student section) whose test was interrupted with phone call, assessed another student on L.A. and math questions that are teacher-student
- 11:00-11:30 – finished teacher-student part of the LA and math sections with 2 students
- *6 students assessed on teacher-student parts of LA and math from 8:00-10:00*
- Oct. 3 – Data pulls are supposed to happen overnight, to update the data added that day; some items that I scored last week have a little clock symbol and the data is saved, but the item is not marked as completed – I had asked [REDACTED] about the clock symbol when we met with her on Sept. 24 and she said that she did not know what that meant and would get back to me...
- Sept. 29-Oct. 7 – No working iPad – Error message: Unable to connect to ShaGG3392”
  - School’s support tech picked up my iPad at 9:05 AM (on 10/9) and returned it fixed at 9:15 AM
- Oct. 10 – iPad giving pop-up window asking for password when I try to connect to ShaGG3392 again
  - This has happened before and a password is not supposed to be required.
  - Emailed school’s support tech (cc: [REDACTED] and [REDACTED])

- Fixed Oct. 15 – support tech picked up iPad at 8:55 and returned it at 9:55
- Oct. 22 – Wifi access points were installed throughout the school
- Nov. 5 – We received an email on Oct. 30 from Early Childhood with a page long instruction sheet on making a spreadsheet with KRA data to save the data, since it will be inaccessible when the testing window closes – sat with another teacher for 15 minutes trying to follow the directions and could not get past Step 3 out of 18 (directions said to click “Save as..” and this was not an option)
  - Emailed Early Childhood and they will print my results and send them to me

**Collaborative Planning Hours** (Collaborative planning provided for 45 minutes once a week)

- Sept. 9 (11:45-12:30) - K team spent our entire collaborative planning meeting time configuring our iPads
- Sept. 16 (11:45-12:30) - K team spent our entire collaborative planning meeting time figuring out how to navigate iPad (connect to the wifi, log-on to KRA, find students, explore the student parts, explore the teacher-led parts, find the observational pieces)
- Sept. 23 (11:45-12:30) - KRA i-Pad navigation, navigating KRA website
- Sept. 30 (11:45-12:30) – Barcoding and filling out paperwork for iPad, checking for [REDACTED]

**Individual Planning Hours**

- Sept. 17 - 15 minutes (11:30-11:34) - I spent planning time beginning to fill out a student's observational assessment parts, just to see what the assessment items were
- Sept. 19 - 15 minutes (11:30-11:45) - Time spent emailing Test Coordinator, Vice Principal, and our school's tech support teacher to try to access wifi; phone call to Tech Support; sharing info and showing teammates how to access wifi
- Sept. 22 - 30 minutes (11:45-12:15) - Emailed coach about sequential order of questions, Marci called because we had questions and then showed us how on our i-Pads
- Sept. 24 - 1 hour (11:30-12:30) - Meeting with [REDACTED], [REDACTED], [REDACTED], and 3 K teachers; discussed making groups feature, ESOL codes, county data vs. state data; learned that the test was 9 months behind schedule in release, app released Aug. 11 and not available during teacher or Early Childhood dept. trainings

## Issues

- Time! - The testing manual says that the test will take about an hour per child. I have 25 students in my class and my teammates have 24. We were given 1 sub day, but with breakfast, lunch, cultural arts, and recess, that only leaves 4 hours and 45 minutes to assess at best. How will I assess the other 20 hours?
- Lack of training - We attended the 2-day training in the spring while substitutes were in our classrooms, but we did not gain practical information that helped us prepare to actually give the test - would have been extremely beneficial to have iPads in our hands during the trainings, so we could practice accessing wifi, go over test questions, give a mock test to a peer to practice the different assessment parts, and ask questions while we had the iPad in our hands - If the training had been more effective, we would not have spent 2 collaborative planning sessions figuring our iPads so we could administer the assessment
- Lack of Organization/Information – Inconsistent information throughout the county (sub day, spreadsheet feature, groups feature, ESOL accommodations, observation notes, iPads needing to be configured at BOE, wifi name and password changing)
- Headphones needed - the sound must be all the way up for the students to hear, but it is distracting for the students working around them
- Progress Report Timeline - The end of the first marking period is October 31st and KRA is due November 8th. We will not have time to do progress reports in addition to KRA testing. Progress reports for kindergarten must be done at school and KRA must be done at school - anticipating many late nights at school to get both done.

## School Contact

- Sept. 22 - Spoke to [REDACTED], shared concerns and told about our contact w/ TAAAC
- Sept. 24 - Powell coordinated and attended meeting with [REDACTED] to troubleshoot
- Sept. 30 – Forwarded [REDACTED]/[REDACTED] email to [REDACTED] to inform him that our iPads would be at the BOE from 9/30-10/2 for configuring
- Oct. 2 (AM) – informed [REDACTED] that we would be filing a grievance, assured him that it is not against him or the school; told him I would be emailing him requesting sub coverage
  - [REDACTED] said that he would call [REDACTED] and inform her of the situation – Powell would like to see the deadline pushed back
  - PM – [REDACTED] let me know that [REDACTED] was out today – he will try back tomorrow
- Oct. 2 (PM) – Told [REDACTED] and reading teacher that our iPads were supposed to be returned this morning, but they were not back yet – KRA sub days start tomorrow and we will need them to assess
  - Reading teacher called to check – [REDACTED] said that she will deliver them to the school by 8 AM on Friday, Oct. 3
- Oct. 3 – [REDACTED] and [REDACTED] were both trying to the best of their capacity to help with my iPad situation, but their ability to help was limited b/c it was above them (Bell gave me tech people's info, I sat in [REDACTED]'s office to call [REDACTED], [REDACTED] asked what he could do – said he would make phone calls to try and figure it out)
- Oct. 3 and Oct. 6 – [REDACTED] tried to contact [REDACTED] via phone, email, and text – was told to call back tomorrow (Oct. 7)

- Oct. 7 – [redacted] spoke with [redacted]; sent the school’s support tech to pick up and fix my iPad; successfully connects to wifi now
- Oct. 10-14 – iPad asking for password to connect to ShaGG3392
  - Oct. 13 - Emailed school support tech (cc: [redacted] and [redacted])
  - Oct. 14 – Emailed school support tech again; she fixed the iPad and said that they had just gotten an email with directions from Early Childhood (?) on how to help with KRA/iPad issues
    - Copy of that email???

Non-Work Hours Spent on KRA

Date	Time	Hours	What Was Accomplished?
10/1/14	7:30 PM – 8:30 PM	1 hour	entered observational data
10/3/14	4:15 PM – 5:30 PM	1 hour, 15 minutes	documented KRA iPad issues from today, entered observational data
10/11/14	12:00 PM – 1:30 PM	1 hour, 30 minutes	entered observational data
11/2/14	5:50-6:50	1 hour	data entry from one-on-one portions
11/5/14	3:30-3:45	15 minutes	trying to follow directions from Early Childhood on printing KRA data scores – unsuccessful

**Electronic Survey**

**Benefits to teachers/students.**

1. None that I can see to students or teachers
2. The KRA had a negative impact on my students. It took away from valuable instruction time at the beginning of the year.
3. I like one on one testing - it shows exactly what the students know or don't know. I get good feedback as to who has a skill/who guessed at a skill/who doesn't have a clue. My students have lost a lot of instruction time due to the testing.
4. I cannot think of any benefits to either the students or teachers.
5. I see no benefits of the KRA to students or teachers...particularly at the beginning of the school year when we are trying to establish routines and begin to instruct. All of this has been put on hold until the end of October. With conferences in 2 weeks, I have never felt so unprepared to have a meaningful and comprehensive conference with my parent concerning their children's current level and where to move forward
6. I do not feel that there is a true benefit to the teachers who are administering it. We are losing precious curriculum time administering the test for days. This is too long of an assessment for the attention span of a 5 year old.
7. Gives teachers a picture of the whole child. Could be used to group students if reports were available

8. A chance to look at specific information, but we would have eventually seen it in math and LA. I do like meeting one on one with students, but the time is a factor.
9. The KRA is a developmentally appropriate tool that gives good information about where the child is at academically and socially at the beginning of the year. The difficulty is in the time involved in administering it along with the other numerous assessments that we are required to give.
10. No benefit to students teachers learn what the students are not prepared for but many of the skill are taught in the beginning of the year so by the time KRA was administered, I had already taught them.
11. I don't see many benefits, I would think it would be more useful to parents of future kindergartners and to early childhood centers so that they know how to better prepare their students for Kindergarten. The parents of our current K students can't go back in time and change the past to prepare their child better for Kindergarten. It is not super helpful to teachers because by the time we finished administering the KRA, our students' abilities had increased and we have our own assessments to do to monitor progress of learning while in Kindergarten.
12. KRA shows teachers the strengths and areas of weakness of their students. It is valuable for a beginning teacher who is not familiar with MMSR, the T.O.O.L used in A.A. Co., or DIBELS.
13. Very limited compared to complexity of the assessment
14. None.
15. There are none. It is extremely harmful to students and teachers. I have been out of my room for a full week, 5 days doing this crap. There is nothing beneficial about this test. It was horrible, it was not piloted, if it was, it should have been banned. No one likes change, I get that. But this test has completely no positive effects on students or teachers. Only negative.
16. I don't see many benefits for students, they were nervous. I didn't get much out of it, I could tell students were sometimes guessing and not enough for practical assessments.
17. I don't know. If students are not ready for kindergarten, it does not change my instruction. They are in my class, and I assess their basic skills in reading and math. Then I plan small group instruction to meet their needs.
18. For teachers, it helps with progress reports.
19. None to students. Provides data to teachers.
20. None, we are missing so much valuable instructions because I am forced to pull students one on one every day instead of having meaningful small groups. I and the students will never benefit from the data that was collected.
21. None. I used none of data from the KRA and the students learned nothing from the KRA.
22. The benefit to the teachers is that it does in fact give us necessary information on each child's skills at the beginning of the year and whether they have had any prior schooling before entering kindergarten.
23. Relevant assessments
24. I believe it makes me realize more what my students can and cannot do. I believe that it has helped my kids understand what testing is and how to try your best.
25. I do not feel that there are very many benefits to KRA. It has been very time consuming and has taken away valuable teaching time that I could be using to teach skills. I also don't believe that the testing items assess skills that students should have prior to coming to kindergarten. Many things have already been taught by the time the students were assessed so it is not an objective assessment

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that assess those skills before they have been taught. The observational skills are already things that most teachers are aware of.

26. It can help the teachers better identify students having difficulty.
27. I see no benefits especially for students. The data is not meaningful to me. I assess and monitor my students on skills I know they should have and need to develop. KRA does not assess said skills.
28. This give an overview of skills and hits areas on the progress report, so information that is gathered is helpful, although this information would be gathered in other ways without the KRA.
29. There are no benefits for Kindergarten. It is a readiness assessment for Kindergarten however testing takes so long I have taught some of the skills. We do not receive results until Spring so I cannot use the results to plan instruction. In fact it takes away a lot of instruction time in the beginning of the year.
30. I don't really know. If it is supposed to be a pre- assessment than it should be implemented before school begins.
31. Nothing
32. Provides teachers with assessment data. No benefits to students.
33. None
34. None. Students and teachers are missing valuable instruction time. Also, by the time we received the materials to begin testing, we had already taught many of the skills assessed, so the data is invalid.
35. this test did not benefit my instruction
36. no benefits that I see
37. none
38. To teachers you can get a little bit of data... to students this is meaningless.
39. I do not see any benefit to students or to teachers. I have been unable to teach small group at all this quarter. KRA has kept me from teaching meaningful small group lessons to my students. They have lost hours of instruction.
40. There are no benefits besides knowing how to use the tablet, which I could do during instruction time. The KRA took away many hours of important instruction time and establishing rules and routines with the class. It took a lot of time away from being in the classroom with my students during a crucial time of the year.
41. I don't see any benefit to either student of teacher.
42. Independent testing time is allotted for each student. Students are given access to technology. Testing is standardized.
43. it is always helpful to have more data to support a concern, say, a child having difficulty showing 1:1 correspondence
44. not much
45. There were not any benefits in my opinion. It took up valuable time that I could have been spending teaching my students or working with them one on one. I have never felt so unprepared for fall conferences until this year. I have spent the majority of September and October testing my students. They are not behind where they should be because my small group time was spent testing and I had 2 days of subs. It was a complete waste of time.
46. I do not see any. The students liked to use the teacher's device but other than that, they were confused by the questions and missed valuable instruction time

47. No benefits to students- only disadvantages. They miss learning time by being pulled to be tested. No benefits to teachers. We do our own assessments that provide meaningful data. This is just extra record keeping.
48. I do not feel that the students or teachers will benefit from the KRA. Each year, following MMSR, the state of Maryland comes to the conclusion that students who received education prior to Kindergarten are the most prepared for Kindergarten. I imagine that the state will gather the same information using the KRA. Although, that is not useful in anyway. It is obvious that students who attended a learning program prior to Kindergarten will be better prepared than students who did not. Unlike MMSR, the KRA takes critical time away from the students at the start of the year, to assess. Teachers are spending more time assessing than teaching.
49. To students - none to teachers - none teachers need to be teaching the students at the beginning of the year not administering all of this testing. Teachers complete their own assessments that give them a better understanding of what the students need.
50. Really the assessments we already do benefit us and show us what the students know so the KRA was of little benefit. If this data is needed by someone other than the teacher, staff should be hired to give the test and not take the teacher away for instruction for so long. The teacher can look at the information but really the teacher knows who was ready for Kindergarten and who was not.
51. I do not see any benefits to students or teachers.
52. None
53. None, and none. In fact, over a week of instruction time is lost all told. It is a HUGE inconvenience for absolutely no gain. I have spent so much time this school year testing for the KRA and then administering the assessments I ACTUALLY NEED to do my job with the students - assessments that tell me where they are with their learning, reading levels, etc. That I now find myself, 3 weeks before parent conferences, with barely any knowledge of their children on a one-on-one level. I feel extremely cheated out of time to develop the important relationships with students that foster the best learning. This is the first time in 9 years I have felt this way with my students. Thanks to the KRA I am the least prepared for parent conferences EVER.
54. I do not see any benefits for k students, I have not learned anything about my students that I have not seen from a 10 minute assessment and working with my students in small groups.
55. I don't feel that it is beneficial to students because my class had to have substitutes four times so that I could have time to assess the children. It is not beneficial to teachers because we have been taken away from our students in the beginning of the year to administer this test that is not even a reflection of our teaching.
56. No benefits
57. No benefits for students it takes away from what they should be learning at the beginning of the year. The class rules, numbers, letters etc. It's only helpful to teachers to know some of the skills they are coming into Kindergarten already knowing.
58. None for the students. Teachers can learn what the students did not learn in previous years, but at this point of the year I have learned this myself. The timing is horrible as it is the beginning of the year and I am trying to set ground rules and routines with my students and this takes away from this valuable time
59. No benefits seen for students.
60. No benefit to students or teachers

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61. Not beneficial. Instruction is beneficial and I missed lots of instruction time administering KRA
  62. I really don't see any benefits for children what so ever. Very little of the information I got from the assessment is useful to me.
  63. The KRA offered no benefits to the students. They were pulled out of meaningful lessons that would have been more beneficial to them. There was no benefit to me as a teacher- I could tell who was ready for K after a month of school- I didn't need a test to prove that.
  64. None that I can think of. I felt like all of the teachers including myself were just stressed out trying to complete the KRA and teach the new curriculum that we really didn't get anything out of it. I still had to do reading and math assessments in addition to the KRA.
  65. I do not think there any benefits to students or teachers. I do not feel that the KRA provides any useful feedback. Other assessments that we already have in place (DIBELS) are much more useful, and they don't take as long as the KRA. Administering the KRA resulted in a great deal of time that I was required to be out of my classroom. Loss of valuable instructional time during the crucial beginning of Kindergarten.
  66. No benefits. It took so long to administer and input data. It took away from a lot of valuable instruction time. In addition, KRA added more stress to teachers.
  67. Honestly, it is a disaster all around. The questions are ridiculously easy for the students in this community. I have spent two months assessing what the children know when they enter kindergarten? What about rigor and timely implementation of the curriculum. There are no benefits from my experience. Also, the school is so overcrowded, I had to administer it in a small, smelly, dusty book room right across from the bathroom which is loud and very busy. I am allergic to dust and sneezed the entire time, including a period of about three hours after leaving the closet. There is not a decent place available to administer this assessment.
  68. I think that an assessment is a valuable tool but this assessment was not well worded so children were unable to demonstrate their knowledge based on the language of the test. For ELL students, they had to sit through an assessment for which they could give no answer to any questions. I think similar to the WIDA test for these students, if they cannot answer three questions in a row the test or section is discontinued. Students were frustrated and I do not believe I got any information from this assessment than I got from my own assessments conducted in my classroom at the beginning of the year.
  69. The only benefit to students would be if money actually went into more early childhood program in the public school system. The assessment take too much time away from instruction at the beginning of the school year where the children need it.
  70. Nothing substantial.
  71. None that I know of. The students would have benefited from leveled reading and math groups and professional instruction from their classroom teacher.
  72. There is no benefit to students. It is to see what children are coming to school prepared for kindergarten.
  73. I believe this test would be beneficial if it were somehow administered PRIOR to the actual start of kindergarten. The data would then provide us with information about our incoming students. This could potentially help with grouping and planning.
  74. None to students I found language and literacy, math, and science activities to be beneficial but not the observational items.

75. I don't believe there are any benefits to either teachers or students. I gather more information using the assessment packets that are unique to Sandy Plains, designed by the kindergarten teachers. They let me know how many of the 52 letters, the 26 sounds, 40 pre-primer sight words, etc. the children know. These assessments also include counting to 100, identifying numerals 0-20, constructing sets and patterns, etc.
76. None
77. I have not found anything meaningful from the KRA.
78. no benefit to students or teachers at this time
79. None- data shows where the students are entering kdg. : It would have been more beneficial before school started. Missed a day of instruction to assess and only completed 12 students, working continuously. Had to finish during center time. Students are not independent this time of year in centers. Many assessments were interrupted several times. Don't have WIFI in our school so I did the paper and pencil test. Also we have 1 kdg. aide for 5 teachers so there is no help there.
80. frustration- extra work- at a time when we should be teaching procedures-routines- rules and establishing a rapport with our students
81. If given in a more informal setting teachers would have a better understanding of their students. Students would also feel less stress and assessments would be truer.
82. At this point I am truly not sure! It was so time consuming and I do not believe it gave an accurate picture since we taught a lot of it before we could pull for assessments. Also see below
83. I see no benefit for students or teachers by administering the KRA. However, if the results somehow translate into more funding for more widespread, free pre-kindergarten programs, that will benefit students and teachers in the long run.
84. not sure there are any benefits to the students benefits to the teacher, little feedback on student performance, but it is only 1 to 2 questions for each skill
85. It is the same sort of assessments that I need to do to see where they are and helps guide instruction. It is just very time consuming.
86. It does provide data to teachers. I do not feel there is a benefit for students. Teachers already know their students' strengths and needs and plan instruction accordingly.
87. There is absolutely NO benefits of the KRA assessment to students - they were confused by the questions (not common language and directions) and they got tired of always being called back to "test" It also was a waste of time for the teachers.
88. zero for students minute for teachers
89. No benefits to Kindergarten students or to help me with grouping. I know the first week of school students who have not been in a school base program. And parents are unaware of the phonics being taught in Pre-K.
90. None and none. We had subs at a critical time of year when routines were still being established. The skills are so basic that it doesn't identify students except those with glaring issues. The information will be too old at share at conferences.
91. I think the parts of the test that the children did on the computer and the part of the test that I did with the students were more beneficial to me.
92. I truly do not see how this information will help anyone but a new governor trying to get universal PREK
93. None. Prevented me from teaching small group reading instruction and intervention groups.

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94. I have not gained any meaningful information from the KRA about my students. The test item directions contain so much wording that students who may know the answer, tune out to the direction and respond incorrectly.
  95. zero to both
  96. Info about skills in reading and math for teachers No benefits for students who are missing class time for the test taking
  97. No benefit to students and definitely no benefit to teachers. It does not drive my instruction. All children enter school at different levels, and we teach to all levels. Further, KRA administration took me from my classroom at the beginning of the year when establishing rules/routines are so important. Not the time to have a substitute and not beneficial to my students at all. I would suggest that pre-K teachers administer the KRA as they have much more adult support in their room. My school has a kindergarten assistant for 6 teachers.
  98. None
  99. NO BENEFIT TO STUDENTS AND NONE TO TEACHERS
  100. The KRA does not benefit teachers or students. It has taken valuable time away from instruction.
  101. I cannot think of any at this time. I do not feel this test accurately shows what my students can and cannot do. I feel that the DIBELS tests and our math assessments are more accurate.
  102. None
  103. None for students. Very little to teachers - my understanding is this is a one-way process where we collect and report information so the state can prepare a report.
  104. I was able to see some lack of skills (comprehension) that were evident on the assessment and not just observational from me during lessons.
  105. I was able to see some lack of skills (comprehension) that were evident on the assessment and not just observational from me during lessons.
  106. I think that the students benefit because some of them surprised me with what they knew. With 26 students in my class it is sometimes difficult to see if everyone can note details, rhyme, etc. The one on one interaction showed me more of what each individual was capable. This is beneficial to both teachers and students!
  107. None that I can see at this point.
  108. Benefit to teachers is collecting data on what students know so early in the year in order to benefit students later by knowing what to teach and what to not spend as much time on.
  109. It provides some information that I would have been noticing had I been able to meet with intervention groups. I have been using intervention group time to do the KRA assessment.
  110. not sure...we do our own assessments to find out what their strengths and needs are...plus we still need to teach the curriculum
  111. None! Too wordy and time taken away from real instruction
  112. I received some meaningful data from my students. However, due to the extensive amount of time spent on administering the assessment, I feel that the students missed out on a lot of important instruction during the beginning of the year. Having the students learning from a substitute for an entire week was not the most beneficial for the students. The assessment was timely due to the questions and materials needed (in a specific order).
  113. I do not see any benefits for the students. It takes them out of fun activities or meaningful curriculum. As for teachers, I feel that it add a lot of unneeded stress. The amount of assessment

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that is needed from KRA and other assessment for the county is overwhelming I feel that it is not reliable because if I tested a student in October many of the skills have already been taught and it screws the data.

114. None
115. There are no benefits. The beginning of the year is the most important time for a child to learn routines and procedures. Having a sub in my classroom for 4+ days prohibited this. It also took time away from be assessing their letters, sounds, and math knowledge. The questions for children were not child-friendly and some of my students became anxious and nervous while testing.
116. KRA is not beneficial to students or teachers. KRA takes away from instruction time. The data is not for us.
117. I don't see any benefits for students or teachers. It takes too much time to administer and we already have better assessments that give more meaningful data. I lost two days of instruction with my students at the beginning of the year when I am trying to establish routines.
118. None that I have found as the assessments were not completed until late October. I already knew what the students could and could not do as I was working with them. This was a very time consuming assessment that was completed during the first 8 weeks of school. This is time that I should be teaching rules and routines, not assessing how ready these children were when coming into Kindergarten. I have already taught <, >, =; but it is on the assessment. The assessment too WAY too long. My school has an assessment that informs us what they know. Our Kinder. Assistants are allowed to administer it - freeing up time for me to teach AND volunteers are allowed in the classroom when it is being completed.
119. No benefit to the children, except one on time with the teacher. Some of the information can be used to for report cards, but this test is one snap shot...not a true measure of what they have learned in Kindergarten, just what they were able to produce that day.
120. None
121. None.
122. Don't know of any benefits to students. Some of the test items are beneficial for teachers, but not very many.
123. I find no benefits to the KRA. It will testing that I don't need to spend that much time doing.
124. I do not see any benefit for the students. Some data can be used for our progress reports and to use for further instruction.
125. None whatsoever
126. No benefits to students. I gives a small amount of information to help teachers understand where their students are coming from (background information into their education).
127. The students do not benefit from the information. We do not utilize the information for our students. This assessment replaces MMSR which determines Kindergarten Readiness. The state strictly uses this data to determine where funding should go for early childhood programs (prek, head start, etc.). As teachers we do not use this data for educational decision making.
128. I see no benefits to this assessment. I do not have data about kindergarten readiness before the school year begins so I do not see how this information is helpful. There are no benefits to students. This assessment requires me to spend valuable instruction time assessing children instead of teaching. We meet all children where they are and help them grow. Other assessment we use are

more detailed and valuable in helping me to know where students are and what their needs are for growth.

129. One on one time with the teacher. Some data to use as starting point for instruction
130. None, only time consuming
131. None. It actually has taken away from students because of the time it took to administer. Teachers weren't able to pull small groups, and even some whole group instruction was lost.
132. None, I cannot compare data from students assessed at the beginning of September to students assessed at the end of October.
133. None. I feel that the check list and the pretests that my county provides along with my observations are good enough. Especially when the children are already in Kindergarten. How can this be a readiness test?
134. It is a good determination of how they are performing at the beginning of the year. Very hands on.
135. It helps the state identify the needs of preschool children. Just another assessment to give kids that may not give the answers to what the teacher is expected to teach.
136. NONE
137. NONE
138. I do not see any benefits to students or teachers. Students have a difficult time sitting and staying focused for the math and language arts assessments. The wording of the questions is not kindergarten friendly. As a teacher, I was able to assess my students using a much simpler assessment at the beginning of the year and my observations when working with them had always provided me with a clear picture of the students' abilities and needs. I feel that the KRA did not provide me with useful information and took me away from my students when I could have been providing interventions, enrichment, etc. Also, since it took so long to administer, I don't feel the information was valid because I was teaching skills during the period of Sept. - through mid-October.
139. I do not see any benefits to students or teachers. Students have a difficult time sitting and staying focused for the math and language arts assessments. The wording of the questions is not kindergarten friendly. As a teacher, I was able to assess my students using a much simpler assessment at the beginning of the year and my observations when working with them had always provided me with a clear picture of the students' abilities and needs. I feel that the KRA did not provide me with useful information and took me away from my students when I could have been providing interventions, enrichment, etc. Also, since it took so long to administer, I don't feel the information was valid because I was teaching skills during the period of Sept. - through mid-October.
140. NOTHING!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!This was waste of my time and my students. They need me in the classroom not a substitute. Waste of tax payer's money. What really happen with the data collected it does not impact my students directly.
141. None that I can determine or that couldn't be gained by using teacher assessments already in place.
142. None. Students lost approximately one week of classroom instructional time in order for this assessment to be completed this year. Teachers lost precious time getting to know their students at the beginning of the year. Sub coverage is not the same. A better solution needs to be found.
143. None
144. It doesn't benefit the students or teachers.

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145. None, The KRA took me out of my classroom for hours during the crucial first months of school. Time would have been better spent working with the children in small groups. I still had to assess children for many skills that are entered on the Progress Report. Our students have also been pulled for DIBELS and sight word assessment.
146. No benefit to the students. No benefit to the teacher - everything that I learned about the students I could have gotten from other assessments that I am already required to give the students or through informal observation.
147. None
148. I see ABSOLUTELY NO BENEFITS to either students or teachers. The testing window and amount of time needed to administer the test make it difficult to establish the very important procedures and routines for kindergarten that guide the students' entire year, making it very disruptive. I question the validity of the results simply due to the amount of instruction the first student tested received compared to the last student tested. The observational piece of the assessment were observations that I would be making naturally as a kindergarten teacher, but the scripted portions of the test did not need to be completed by a classroom teacher because they were scripted. I think that valuable hours were lost to my students at a very crucial period in their kindergarten year because of this test.
149. There are no benefits to the students. In fact, the amount of time and impact to instruction was upsetting. It took an entire quarter to piece meal the KRA to completion. The amount of observation required cut deeply into small group instruction time. I am upset because I did not become a teacher for this. It is wrong to take this much of their education away for a state test.
150. None. This was an absolute waste of time. I spent more time assessing my students on information that will not benefit my teaching or my students. I had to test them all over again with my grade level's kindergarten assessment. The KRA wasted valuable teaching time during such a critical time in the beginning of the year. The routines and schedule needed to be developed but since I was out of the room so often and the substitute was teaching my students, they did not receive as much of a consistent routine that my students have received in years prior.
151. None, none
152. NOT MUCH AS BENEFITS DO NOT OUTWEIGH VALUABLE INSTRUCTION TIME LOST! TEACHERS DO THEIR OWN ASSESSMENTS WHICH ARE LESS TIME CONSUMING AND SPECIFIC TO PARENT CONFERENCE GUIDELINES.
153. Data is not compiled into a way that is helpful to teachers. Data is used better at a county level to see student readiness for kindergarten. We are to use the KRA to help us with student narratives for report cards but the data is not compiled into a report that is valuable for us to use.
154. I use the assessment to assist with Report Card prep. Rhyming words, beginning and ending sounds and syllables. The Social part is excellent.
155. The KRA is beneficial to teachers because it shows a deeper understanding of each child and areas of weakness. The students enjoy the one on one time with the teacher.
156. I do not believe there are any benefits for students. The question part can be useful since it assessed specific skills. However, the amount of time it took to administer was HOURS of teaching that didn't happen. That is just ridiculous.
157. See what they know but if it's not done at beginning of the year they have obviously learned some of the skills just being in K

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158. None. A lot of the data can be gained through classroom observations and assessments. This is too isolated and a lot of the skills are not developmentally appropriate to be expected to be proficient by the beginning of the year.
159. No benefit to students, none to teachers because we still have to assess using the county assessment in order to fulfill county requirements. The kra was in addition to not in place of other assessments. How does it help us to know if kids were ready when they came to us? I can tell you in five minutes whether or not the kid was ready. I don't need to spend one hour assessing to find out.
160. I don't see how the KRA benefits either students or teachers. This assessment has actually taken away from students learning. It has been a problem with trying to teach children daily routines as daily routines have been difficult to establish. All questions that the students answer don't provide us with information that we haven't already learned about the children over the course of the first few weeks of school. Mostly it has been a major disruption to the school day with little benefit.
161. No benefit to students. They don't see scores and they get tired of all the assessments. Teacher benefits are slight. It is good information but I will probably not look at it again. County assessments give me more information. By the time the assessments are scored they have already learned so much.
162. None. We have county assessments that are more meaningful and provide data that aligns with our county progress reports and measuring meaningful growth from the start of the year to the end of the year.
163. It is hard to say at this point. Our training in the summer wasn't the best as the trainers didn't have all of the information or the test from the State. This testing was implemented poorly and it is not the fault of the trainers, but the fault of the state not thoroughly thinking through what they wanted to put in place and the impact it would cause on students and teachers.
164. I cannot think of any information that was obtained through KRA that we have not been collecting in less time intensive ways. I believe that our ways of collecting data are more accurate, because we allow students to demonstrate knowledge in various ways.
165. The only benefit I would see from it is if it was administered prior to the students starting kindergarten to have a better understanding of what the students know about math. The literacy assessment only assesses 4 letter and sounds, not a very valid assessment of the student's phonemic awareness skills.
166. No benefits to students Actual instruction is beneficial to teachers, not 1 or 2 questions regarding a specific skill that is on the KRA
167. The assessment informs us about student readiness for school which is a reflection of the child's prior experiences so it can be used to evaluate the effectiveness of those early programs such as PreK, daycare and Head Start. This can be used to help improve those programs which benefits our students in the future, but not my current students. Not a lot of benefit to teachers right now.
168. The teacher does get some one-on-one time with the student so that helps to get to know the student. Some of the observational areas help the teacher to better understand each child.
169. Very little. We could do our own assessments in MUCH less time with MUCH greater benefit.
170. None and none- wasted my time. Could possibly be beneficial if the questions were altered. Many of my title 1 students come in knowing absolutely nothing. Many of the questions were way over their heads and the language barrier was ridiculous. I spent so much time going through the motions

and literally staring at my students because they didn't know what to say and of course we weren't allowed to help them. Who made this things? Dinosaurs? welcome to 2014 in the state of MD

171. There were no benefits
172. I see no benefits to current students - if it helps legislators make the decision to have universal pre-school then this KRA will have helped future students. As for me (as the teacher). There was really very little information gleaned from the assessment that could possibly be more important than my instruction.
173. KRA does give vital data for parents as well as teachers. It was very lengthy and time consuming but what helped me push through administering this long assessment was how the data could impact the number of Pre-K classrooms in the future. I hope the data will be used properly and the importance of universal Pre-K will be taken more seriously.
174. Know student prior knowledge
175. I'm not sure there are any benefits to the students other than exposing them to assessments. Teachers can use the data to see what their students know or don't know but it's hard to get an authentic view on their readiness if we are teaching the material the same time we are assessing them on it.
176. It gives some information about where the students are but the same information and more accurate can be collected during instruction and ongoing data collection tools because that data is more specific to the student, school, and ability whereas the KRA- like all standardized tests- is not so flexible.
177. None. None. I teach immersion and the data is not useful to me after instruction begins.
178. No benefits whatsoever for students. To teachers it provides some meaningful insight on where students are in their learning development but at the detriment to actual class time and instruction, specifically small group instruction
179. None
180. No benefits to students or teachers
181. If we did them the first week of school, we would have a good starting picture of the student's skill and abilities. Having them start mid-September does not really assess what they learned prior to my teaching - it assesses how quickly some can learn.
182. There are no benefits to the students. There are no benefits to the teachers.
183. None
184. I do not see any benefits of the KRA. It took away from meaningful instruction and did not allow for routines to be set in place.
185. None to students. Gives teachers baseline data.
186. I didn't see the benefit for students or teachers. Students were losing hours upon hours of small romp instruction so I could test. I was testing in October and November after students had already learned some skills and the data doesn't reflect if students were ready for kindergarten.
187. There are none! It took too much instructional time away from my students. Isn't it important to teach them how to read, write, and count? Instead, I am giving this assessment
188. There are no benefits.
189. There is no benefit to either group. I know who is ready for K within a week of meeting them. I want data that tells me how to guide instruction now. This gave no such data.
190. None, unless the end result is that the data shows the intense need for universal pre K and these programs are quickly funded and implemented

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191. None
192. I can't think of the benefits to children right now. They miss out on instructional time with the teacher when the teacher is administering the KRA. Students would benefit much more from a teacher who can focus on teaching rather than testing and entering data. Benefits to teachers??? It does give us an idea of how well children can perform some basic skills, how well they understand and follow directions, and how they hold a pencil. However, we can assess those things without a formal, scripted test.
193. None, it has taken away most of first quarters reading instruction.
194. None
195. The benefits hopefully we show in years to come if MD can get mandatory pre-k. Knowing my students are not ready for kindergarten is useless once they are in my classroom. The information I got from the assessment that is truly useful is data that I already collect in other ways.
196. n/a
197. I do not think there are any benefits to the students or teachers.
198. None to students Very few to teachers
199. Useful data.
200. Teachers may gain additional data to inform instruction; however, the KRA has taken so much time to administer that it took away from instruction rather than helping it.
201. None
202. I could use some of the data for grade entry since a lot of the things on their where things i had been teaching and testing them on for county grades.
203. There is NO benefit to individual students. There is minor benefit to teachers in terms of information for planning purposes about what students can and can't do. There is considerable detriment to the development of class community and the establishment of routines at the beginning of students' first days in school.
204. None
205. I can gather information on students that I need on students in a more efficient manner.
206. None! If the test had been administered pre-kindergarten (at the end of preschool) the data would be been very helpful. But to test during kindergarten to see if they are ready for kindergarten is pointless and a big time waster!
207. I got two pieces of info from KRA that's it.
208. None
209. None... would be beneficial if done over the summer so we can group students accordingly. The test isn't measuring their readiness if we are testing them on information that was taught over the first month or two of school.
210. Help teachers to plan differentiated lessons and to monitor more closely students who have not demonstrated skills in a Kindergarten setting.
211. Future students and teachers might benefit through increased early education funding.
212. Intro to testing for students Idea of what students know for teachers
213. The current students benefit little. The data I collected has little impact on creating relevant differentiated instruction. They got to play a lot at centers and games so I could administer an exam. No benefit to teachers - such a hindrance to teaching, lessons, setting differentiated small group routine

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214. I do not find the KRA beneficial to students or teachers.
215. None
216. None
217. None
218. There are no direct benefits to the students or teachers. The test does not allow us to adapt to the students (I teach special education) and the test only shows me what my kids can't do. I can get better information from the assessments that I give from the county.
219. To students there have no benefits, since the KRA administration took up valuable instructional time. Lessons in reading, math, social studies, and science had to be put on hold in order to administer the KRA to each student individually. To the teachers there also was no benefit since adequate classroom coverage was not always provided. The KRA was usually administered to a student, while at the same time having to instruct or direct the rest of the students. This made it difficult for the student being assessed to fully concentrate on the test.
220. Nothing
221. None... MClass and MAP-P are more informative
222. I really don't see that the time spent at the beginning of the year when our students are their least independent is at all useful. Much of the data is what I already would know without so much assessment time.
223. It does not give us any meaningful day. It is not appropriate, and teachers spend endless hours giving the test instead of providing instruction to our students.
224. none to both
225. The KRA seems to be stressful for students to complete. There are a lot of parts and students have to answer a lot of questions in succession. It does not seem to encourage students to have a love of working with the teacher... in fact students seem to dread having to complete the assessment, which is not the message we want to send to our youngest learners especially at the very beginning of the school year. I did not see any benefit for me. The information that I received from it I could get through working with my students in small groups in a more organic/natural situation.
226. None to current students. It's detrimental to basic classroom function and results in frequent interruptions due to the fact that classroom procedures and routines have no time to be established before testing. Testing one on one is impossible for this duration of time this early in the school year!!! For future students it may (ideally.... Maybe one day) result in universal pre- k which would mean a more level playing field for all students.
227. None
228. None. Waste of time.
229. I am not sure of the benefits. While the information might be helpful when students initially come in, by the time you are able to get through testing each kid, one at a time, while doing one-on-one testing for our Reading Assessment at the same time, the information is no longer helpful. It took up a lot of small group instructional time, which is a huge concern. We weren't able to start our small groups until the end of October, and we have reduced class sizes at my school. I know teachers at other schools with bigger classes are still probably testing their students.
230. I don't see many benefits to students or to me the way we are doing this now. I have spent so much time out of the classroom testing that I am behind in everything such as guided reading. A lot of the data we collect pertains to end of the year goals not beginning. Assessing for end of the year now

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does not help me. I will need to reassess anyway. The data I need at the beginning of the year I can obtain in the first couple of weeks with my own informal assessments and the Mclass data. And I can do all of this as I am teaching. I don't have to take days and weeks out of the classroom to assess my children. Also having to be out of the classroom means that routines and behavior are not established.

231. None
232. None We received the kits late so when we started assessing it was not a measurement of their readiness for kindergarten it was a measurement of what they had learned in the first 5 weeks of school!
233. None, but that is not the purpose.
234. No benefits to students. It was more harmful to their learning. The amount of lost instruction time to students due to the KRA was massive. Even though we are finished we are still feeling the effects of the missed teaching time. We were unable to start reading groups until recently and do not have as much useful data as we would have without the KRA. Parent conferences are around the corner and we don't feel we know the students as well.
235. The KRA is beneficial, if they are using this data to help get more funding for pre-k classes in more elementary schools. To me as a teacher, it did give me some insight into what the students know or came with math wise. As far as the literacy, I get that information from the Mclass assessment that I also have to administer. The observational part of the KRA is not useful to me as a teacher. I am observing what they students are doing on a daily basis.
236. No benefit for students--- I'm one on one with someone out in the hallway and the rest of the class doesn't not have me instructing good information for Preschools, but not too important for myself waste of instructional time, they should have the preschool in MD do these
237. I cannot see any benefits for teachers or students. The beginning of the year is such a critical time for teachers to establish routines and rules. It's also important for us to be establishing positive relationships with our students. Instead of doing all these things I was testing one student at a time (and the student was often frustrated and upset) while the other 25 students were loose in the classroom without any support.
238. I have not experienced benefits. Data collecting had to be done in place of small group instruction on many days so any data becomes outdated by the time I have classroom instructional time to use it to implement small group
239. None, shows how being out of the classroom, you lose perspective on the need for testing time it takes, it takes away time from Teaching!
240. I really haven't seen benefits for the children. This took away time that I should have been using to build routines and create reading groups. There has been little benefit to me and it is far outweighed by the issues. My students still need work with routines in November. I was not able to hold meaningful reading groups until the middle of October. The hours of data input kept me from some of the preparation and lesson planning that I needed to teach my class.
241. None
242. I think collecting data on the need for universal pre-k is great. I think this data could be helpful if it didn't have to take away so much instructional time.
243. No benefit to students that I can tell. For teachers, the benefit is the data, however the data gathered is redundant and not unique to other assessments given.

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244. More information us teaches can use to know more about their background knowledge.
245. From what I saw, there were no benefits. Most of my students were able to easily complete the tasks and the info gained was nothing new that a teacher with experience wouldn't figure out within small groups in much less time.
246. Extended one on one time with student and teacher.
247. None that I can gather. The information collected does not inform my instruction at all and is already outdated considering the amount of time it took to administer the assessment.
248. There are no benefits to the students. They repeatedly said, 'again?' when I asked them to come and do the assessment. It took valuable instructional time away from the classroom. Kinders are young and interrupt frequently with their needs or excitement about school. I needed to balance their needs against the demands on the teacher to get the KRA done. The extra stress at the beginning of the year confirmed my belief that the powers that be truly don't understand the grade level.
249. I am unsure that the students were benefitted. It really gave the K teachers a small glance of some of the skills that are relevant to the county's curriculum.
250. None. It was way too long for students to take. It took so much instructional time away from the class that my student's behavior has been problematic. Instead of establishing strong class bonding and routines I was leaving the room to pull one individual at a time and it has been detrimental.
251. Because it is testing readiness, it is not useful for teachers. We know right away when we test informally at the beginning of the year what level of readiness the student is at and what he or she needs to begin learning the challenging K curriculum. It is not useful to students at all. The data is not helpful for teachers when planning instruction, so the students do no benefit at all.
252. None
253. This question is leading--what about the detriments? There are very few benefits to administering 3 separate assessments during the first 2 months of kindergarten. We are less available to our students and cannot properly get our classroom up and running if we are asked to do these multiple assessments so soon
254. I think the KRA benefits the Pre-K program as it gives them information for planning their program to prepare students for Kindergarten, don't see any benefit for current Kindergarten teachers of those students.
255. This assessment takes away valuable classroom instructional time at the beginning of the sch year. It needs to be greatly revised, shortened or gotten rid of altogether!
256. None
257. None that I can see for students We are already taking meaningful data from the first week of school. The purpose of the KRA was to collect readiness data. By the time we got the kits and were able to begin the assessment, children were already learning skills that they did not enter with.
258. None that I can see. Even the teachers with limited experience can get an accurate view of student's readiness levels just by how they participate with classmates and perform assigned tasks. The mClass testing our county does gives us a better picture of student's foundational skills for reading. The MapP assessment and hands on math instruction/discussions and math workshop activities give great insight into student's mathematical thinking. Social development is evident from how students interact with each other and in the class. The student responses on the KRA often did not match what I've seen them do in class.

259. I don't see a benefit to kindergarten students. It is detrimental in that teachers spend the first 9 weeks of school administering this assessment, instead of teaching our children. As for benefits to teachers, there are also none. I would have received more meaningful information if I could have spent the time teaching and working with my students in small groups.
260. I like to executive functioning and self-regulation aspects of the test. A lot of the questions were not worded well even a bit ridiculous, Because it was standardized I don't think it truly measured what student know and are able to do. The Story about ants was a joke! It had way too much information on the first page. Even attentive students tuned out. And the ESOL students were at such a disadvantage not being able to get any accommodations.
261. It gave me time to work with each child individually which helped me get to know them. (M-Class also does this) i feel the only benefit of this test is to access prior instruction of students.
262. There are no benefits
263. Students: None ~ it just makes them feel like they can't do a lot of things and get frustrated; Teacher: NONE~ I can tell pretty much within the first few weeks of school without a WASTE OF TIME ASSESSMENT who was ready for Kindergarten and which children started their year off already behind their peers.
264. It could benefit students if it is causing preschool to become universal. Otherwise, it is wasting our instruction time. My class this year has made the least amount of progress in eight years because of lost teaching time.
265. I don't think there is any benefit to the students. I think it has too much of a negative impact on the students who are left to fend for themselves while I administer it to one student at a time. I think the teachers might be able to use it as one tool in her assessment of a skill, but I don't think one question should determine if someone can do something or not.
266. There were no benefits. It took away from beneficial instructional time.
267. Don't see
268. None. The time to administer doesn't equal the benefits.
269. Gather some data on students
270. None. The information is completely useless to me. I haven't found any benefits, except to provide information to the state on K readiness. For the past 2.5 months I have been assessing my students, NOT teaching. I am just now (end of Oct) getting to teach my students in small groups, providing differentiated instruction and being able to maintain classroom routines. I am extremely concerned about the amount of time that was taken away from instruction to administer this incredibly lengthy test.
271. Zero. A good portion of my students did not understand the wording of the questions. Also, for the portions of the test that I would have found to be helpful such as beginning sounds, ending sounds, letter id, rhyming, and so on, where not because there was not enough data per skill.
272. Not much
273. The teacher gets some information on the students' abilities but the assessment is way too long to give.
274. At first I thought the information might be useful for me but I could have found out most of the needed information by observing them in centers. The amount of time i spent pulling kids disrupted setting up good independent routines for the students.

275. None. We did not collect information about where children went to preschool. It was a HUGE waste of teacher planning time and academic instructional time.
276. None
277. I do not see any benefits to students. The poor children are just starting to learn how to be in kindergarten, so they have to sit and be tested while the other children are not following directions because they do not know any better. I do not see any benefit to teachers either, it was a complete waste of valuable time.
278. One on one attention.
279. Gives you an idea of what the students are starting with
280. Lots of data and information about the students.
281. None
282. I see no benefit to either, unless they are going to use this information to make universal Pre-K. However, testing needs to NOT be done at the beginning of the school year...needs to be prior. I have spent most of my 1st Qtr. testing....makes it very difficult to establish routines and we lose so much instructional time.
283. No benefits unless the data that shows they are not ready is actually used to make changes for free, mandatory preschool programs soon!
284. I don't feel there are any benefits of the KRA to current students. One of the key issues that I found was that my ESOL students scored consistently low, despite all of them having had Pre-K experience. Questions were not able to be translated into their native language to then see if they were able to provide answers. I felt this was completely a disservice to those students, especially considering some of the language questions were things I felt they would know if it was given to them in Spanish. These 4 students scored consistently lower than two English speaking students who did not have pre-k experiences and have low foundational skills. Without allowing for translations of test questions, we have no idea if we are getting information about what they know, or what they don't know in English. Another issue I found was that all the data is collected over a two month time, which creates a huge lag time in data that is meant to help drive instruction within my classroom. Additionally, If I test all the students to see if they know 5 distinct letter names, I still need to go back and assess my students on all 52 uppercase and lowercase letters and sounds to see what specifically they are lacking to help guide my daily instruction. Given the choice, I would prefer to give the assessment that gives me more comprehensive data and a baseline to help drive instruction and show growth rather than a snapshot of 5 letters, which, when they could name them, give a high score and helps provide information that they are "ready for kindergarten" when that may be the only 5 they know.
285. I don't see any benefit for either the students or teachers. KRA replaced the MMSR. That assessment was to help Maryland drive the Pre-school, day care, etc. requirements. It didn't since things are still the same. Now we're being told the KRA will help Maryland better pre-school, day care, etc. programs. If the MMSR didn't do that and it was designed to do that how is KRA going to help? It didn't before!
286. The math section is more beneficial for teachers to see the students' mathematical thinking. The comprehension part of the reading test is beneficial for the teachers to see the students' oral/listening comprehension.
287. None - I can get this information through my own assessments and observations

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288. Students and parents will be aware of what they know and don't know. Teachers will be able to get to know their students better and sooner- academically, socially, and personally.
289. None, It delayed my instruction.
290. None, especially for Immersion programs. It actually impacted negatively the students' progress. I bare have any usable data for parent conferences!
291. To students? I hypothesize that the benefit may be to fund preschool in public schools. No other benefit that I can see. To teachers? If it was less intensive and took less time, we may know more at the beginning of the year. As it is, by the time we have completed it and can instruct, we already know the kids. This has been a monster and has highly impacted instructional time.
292. N/A
293. Not many since it is only a pre assessment. Also it takes so much time to administer
294. I don't see any benefit of the KRA for the students. For the teachers, it shows us where they are socially and academically.
295. Good day. Provides the teachers information on where the students are lacking.
296. I think the only real benefit is to help preschools know what their strengths and deficits are (assuming they get feedback). I see few benefits for my students or I because my para has to keep covering my class while I test and I am not able to do my typical remediation groups that I normally do in the fall. Every time I have a few minutes, I have to work on the KRA. It is Nov. 2nd, and I am still not done with the questions and answers but have worked on it since early September. That is because we were not given substitutes.
297. None. It takes time away from instruction
298. Still to be determined. If this is a Kindergarten Readiness Assessment why isn't it given at the end of Pre-K?

### **How will KRA improve Instruction?**

1. It has not provided me with any valuable information to use for instruction.
2. It will have no positive impact on my instruction. It took away from the beginning of the year time teaching foundational skills basics and routines.
3. A lot of the skills that were tested are Kindergarten standards. I was not shocked that my students could not do them correctly or did not understand what was being asked -- BECAUSE they are in the Common Core for me to teach this year!! It is nice if the students come in knowing beginning sounds, but ending?? There is a developmental process. In addition, they are not required to come in knowing any sounds (it's a bonus if they do!!). Again - developmental. Just because they had PreK does not indicate that they should have mastered all of these skills.
4. I will continue to improve instruction to meet the needs of my students.
5. It has not.
6. Due to the timing of administering the test (Oct), I do not feel it is a true picture of where the students were when they first entered Kindergarten. I feel that this test should be administered at the end of Pre-K.
7. Perhaps the data will be used to add more prekindergarten classrooms. Knowing my students better, allows me the opportunity to differentiate instruction.
8. It does show you who needs grouped for which skills, but again, we gather that information during our assessments and small group work.

9. It helps to inform parents on where their child is at coming in to kindergarten and it helps to group students according to their needs for reading and math.
10. It will not
11. I would hope KRA would improve instruction in preschools and child care centers so that children are better prepared for Kindergarten.
12. KRA does show that children need to attend a public pre-kindergarten in order to score proficient on the KRA and be ready for the rigor of Kindergarten.
13. It won't change mine
14. Do not give it!
15. It won't. Anyone who created the KRA should know that there are no benefits to improving instruction. Did anyone who helped write this test actually spend a day teaching in a Kindergarten classroom? Probably not.
16. It won't. For example, the KRA assessed only a fraction of letter recognition and letter sounds. In classroom assessments, students were asked to name all upper and lowercase letters and all letter sounds.
17. To group our students.
18. It tells us where our students need the most support
19. Shorter assessment with the ability to use different wording
20. It will not.
21. It has not. It took weeks to get my students back on track. I was out several days a week and I could not teach or correct behaviors in my class. I had to reteach my classroom expectations half way through testing and at the end of testing.
22. It will allow us to see what specific areas students need to work on.
23. Knowing where the students are when they begin Kindergarten. Since KRA tools were not given till September we could not start till late in the year. For the KRA to truly improve instruction it should be administered the first few weeks of school.
24. It allows me to see what my student know or do not know. I can then adjust my instruction on the needs of my students.
25. KRA takes away from instructional time and instead of improving upon instruction, has made teaching a brand new curriculum even more difficult by having less teaching time.
26. At the Kindergarten level, it doesn't. At the pre-K level, it can help develop necessary curriculum.
27. It will not influence my instruction.
28. I'm not sure that it will. As noted, the data would be gathered in other ways if the KRA was not in place. Whichever way it is gathered, instruction would be based on their data, as always.
29. It will not because the results do not come back until Spring.
30. I don't know
31. It won't
32. It will give a baseline of what students know.
33. It measures what they come in with, we use it as a basis for learning.
34. It will not. We are already well aware of the many different skill levels of the children coming to us each August.
35. There are other more valuable formative assessments that I use to guide classroom instruction
36. Nothing our county does NOTHING WITH THEM

37. not at all
38. It won't
39. It will not improve instruction.
40. The KRA does nothing to improve instruction. The test states that you shouldn't be teaching any of the skills prior to the test. However, our curriculum does this already. Giving this test at the time frame given, has not given me any more information than I already know about my students.
41. It will not improve instruction.
42. Anecdotal records for students will cover similar skills for each student.
43. I don't see that it will.
44. It doesn't. I run my own screening and know where students need help and what I need to do to further the education of all my students.
45. It would help if it was actually ready to be administered. There were tons of errors with the test and the online system. The questions were worded in a way that it was difficult for the children to understand what they were asking. The results are not something I would share with my parents because they are not accurate and they do not represent what they are learning in kindergarten or show what level they are on.
46. I hasn't
47. It will not.
48. I do not feel that this assessment will improve instruction. The information gained through the KRA is not useful. Teachers should be provided time, especially at the start of the school year, to teach routines, procedures, and academic skills. Being removed from the classroom for hours to assess, in the first quarter, is not beneficial to students. The information assessed is not aligned to the curriculum and therefore will not drive instruction.
49. It won't. It actually takes away from instruction since so much time is spent assessing.
50. Not sure. It certainly hurt instruction by taking the teacher away from teaching the students. I can see how the data could be useful and I would look at it if given to me but the data was not worth having the teacher spend 25 hours plus away from instruction. The data that I collect from Dibels and my own classroom assessments are much more valuable.
51. I do not know at this time. This is a kindergarten readiness assessment, not an assessment of what we are teaching or are expected to teach. It is a sampling of knowledge. Some of the questions are not even kindergarten appropriate.
52. It was a waste of time and not necessary. We do our own assessing and should not be pulled from the classroom during this time of the year when it is a transition to school time for the children.
53. It will not. Absolutely not, in any way. I think it is CRIMINAL that the state of Maryland is STEALING valuable learning time from these little ones. My school system should also be angry that the costs to its system for KRA are staggering - both financially (training courses, substitutes) and with employee time use.
54. It might help the teacher to see the gaps the child has in their past learning.
55. It won't
56. I don't feel like it will because they are not tested again to see any growth.
57. It took a ton of time to administer so it didn't improve instruction it took away from it.
58. It gives teachers an idea of where the students are academically, at the beginning of the school year.
59. It can improve pre-K instruction

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60. It won't
  61. It absolutely will do nothing to improve my instruction. In fact it has really made the start of my year a lot less rigorous and meaningful.
  62. It will not improve instruction at all. As a teacher, we know what our students need.
  63. It will not change or improve my instruction. I have always done assessments to see where my students are and how they are progressing.
  64. I do not see any benefit from using the KRA. Requiring a teacher to be out of the classroom for so many days will never be beneficial to instruction.
  65. It will not improve instruction.
  66. Improve????? It won't improve instruction, it hinders it. I know less about my kids this year at this time than in the last 12 years of teaching kindergarten.
  67. It will not have an impact on my lessons or instruction.
  68. It will not improve instruction.
  69. It won't.
  70. It doesn't
  71. I am not certain that this test will improve instruction. It takes away from instructional time and added a significant load of responsibilities to kindergarten teachers. I have been teaching kindergarten for 16 years without the KRA assessment. I have managed to gather data and information to help with planning instruction in MUCH less time.
  72. It won't
  73. I don't have a clue!!!
  74. It will not improve instruction
  75. It will not impact/ or improve my instruction.
  76. I do not believe it will
  77. It will not improve instruction for me. My class had already had the DIBELS test earlier in the year, administered by our reading specialist. Plus I use a kdg. assessment that our school uses. I did not really gain any new info. That would be helpful for the school year.
  78. It should be given at the end of Pre K and given to the K teachers before K- does have children loving the computer and teaches them mouse skills very quickly without the computer lab
  79. No different from what I was doing.
  80. It was helpful to have one on one time with each child so we could learn more about them. Some children are so quiet, not disruptive, etc., you may think they are more aware than they are.
  81. It won't.
  82. It helped me to know where my students are academically and what things I need to work on first.
  83. It may help some teachers to see where children have deficits so they can plan accordingly.
  84. It will NOT improve instruction AT ALL!
  85. Can't think of a way right now...have to go off to enter my data.
  86. It does not improve my instruction, I do not receive results until after Januar
  87. not at all
  88. I do not think that it will help me at all
  89. It won't I teach the CC and assess my children regularly.
  90. I do not need the KRA to plan for and implement instruction. Having to administer the KRA took away valuable instruction time.

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91. The KRA will not improve instruction. The assessments I use (DIBELS and informal teacher made assessments) provide all I need.
  92. It will not, could not. Too scripted
  93. I do not see a direct link with this test and instruction.
  94. It will not improve instruction in kindergarten. It may improve instruction in pre-K.
  95. It's is a test to see if they are ready for kindergarten not what we can do to help them.
  96. All it does is take away from vital instruction at a crucial time of the school year!
  97. This assessment is a measure of what students know coming in to kindergarten. The assessment gives me an understanding of what my students have already been taught.
  98. The KRA will not improve instruction at all. It only gives snapshots of skills. The time spent administering the KRA could have been time spent getting to know my students in order to see what areas of instruction needed to be improved.
  99. I am not sure we are getting feedback - I entered the information into the system, but am unsure of my continued access.
  100. Not sure it will. It can show weak areas (but I could not get any graphs or other data sheets from it) where we could pull small groups for more targeted instruction
  101. Not sure it will. It can show weak areas (but I could not get any graphs or other data sheets from it) where we could pull small groups for more targeted instruction
  102. My groupings changed based on the KRA.
  103. I don't see any benefits. It measures skills that most come to schools with or it measures skills that are taught at the middle and end of the year and students should not know yet at this stage.
  104. I don't think it will. If anything, my struggling students are at a disadvantage because I have not yet been able to meet with their intervention groups, be it letter naming or initial sound fluency.
  105. Not sure...it's obvious that students with pre-k experience are more ready for the curriculum than
  106. those who do not
  107. It won't!
  108. I can suit the needs of my students by using the data I collected to group students and help them with what they are struggling with.
  109. I feel that it does not improve instruction. You have to take time away from instruction to give the assessment, so how will that improve it?
  110. More meaningful questions
  111. It will not. Because of the poor wording of the questions, I have no idea if the child couldn't complete the skill or just didn't understand the directions. I am also still teaching procedures and routines that should have been taught and followed through on earlier in the year--with subs every few days this was impossible.
  112. I don't think the KRA gave much useful information that I can utilize when planning instruction.
  113. 1. Allow volunteers in the room while assessment is given. 2. Allow trained BCPS employees to give assessment. 3. Put more relevant data - all letters and sounds, more ID ending sounds 4. Change to Kindergarten Assessment - not a Kinder. Readiness assessment. Make the data useful throughout the year and able to drive instruction. I spent almost 60 hours of classroom time on this assessment to see how ready these children were for Kindergarten. This was not a good choice for instructional time. 5. Make everything on the computer. Students were able to work independently on the math assessment while I was able to observe some of the observational tasks. Still, time I

should have been teaching routines or pulling guided reading groups or working with a small group.  
6. When considering a new assessment for the entire county, please field test the assessment prior to having the entire county complete the assessment. It is helpful when working out flaws or technical glitches. If you want to know what the children know before they come to Kindergarten, give them the test before they come to Kindergarten; not two months into Kindergarten

114. I was able to plot trends in the children's needs...namely mouse and basic following directions skills
115. It will not.
116. It will not.
117. I don't think it will.
118. Mostly it won't.
119. It does not.
120. KRA only gives you a small amount of information to drive instruction. It is only a small snapshot of the child
121. I feel it has taken away from instruction. I have missed several days out of my classroom to administer the test. I have also missed several opportunities to provide small group interventions for my students because I was busy walking around the room documenting items for the KRA
122. I do not believe KRA will improve instruction. This assessment does not help me to drive my teaching. It is so lengthy that I still do not have the results. We are finishing the first quarter of our school year. I have other assessments that help me to determine my students' needs.
123. May provide starting point and drive some instruction
124. It will not
125. It won't. It is only used to show Kindergarten readiness. It should be given before they begin kindergarten, not after they've already been in school for a month. That does not show readiness.
126. I don't believe it will
127. It will not improve instruction. Most of the observations made no sense to my curriculum. There is no post test to see if our curriculum improved their scores.
128. It won't.
129. It helps the state identify the needs of preschool children.
130. It will not-the only errors my students made were developmentally appropriate mistakes that will correct with time
131. It will not-the only errors my students made were developmentally appropriate mistakes that will correct with time
132. I don't think the information I gained from KRA will improve my instruction. The assessments I did independently before the KRA arrived and my day to day instruction (small, whole group and one on one) provide me with the information that I need to drive my instruction and differentiate for students.
133. I don't think the information I gained from KRA will improve my instruction. The assessments I did independently before the KRA arrived and my day to day instruction (small, whole group and one on one) provide me with the information that I need to drive my instruction and differentiate for students.
134. NOT.....
135. I don't believe it will

136. It won't. Good teachers don't need the KRA to know their students. We meet the needs of our students regardless of their "readiness" for kindergarten. The data collected is being used to help politicians promote universal pre-k. It's a no-brainer that a quality pre-k program helps children be ready for kindergarten, public or private. Children can also receive quality instruction at home. Conversely, there are many low-quality pre-k programs. I've never felt the way the data is disaggregated truly reflects what it is intended to reflect.
137. It won't.
138. I don't see how it will improve instruction.
139. I think that it WILL NOT improve instruction at all. A scripted test cannot measure with any true validity all that a child comes into kindergarten knowing. I KNOW a scripted test is developmentally inappropriate and it puts me in a moral dilemma: to do what I know to be best for young children or do what the state mandates in order to keep my job.
140. I will know a few things about who knows what...things that I would know by working with them in small groups and giving assessments that take far less time. There is no justification for this. None...how can you take that much of their education away
141. It will not. The items tested are not what kindergarten uses to improve instruction. AGAIN, THIS WAS A WASTE OF TIME! We had to complete our own testing after the KRA to gather the accurate information to improve instruction
142. It will not, my own assessments will improve my instruction.
143. IT DOES HELP US KNOW WHICH SKILLS NEED TO BE TAUGHT/RE-TAUGHT/REINFORCED.
144. I don't know that it will. I was under the impression that it was just to be used to dissect student readiness upon entering kindergarten.
145. I know which students should focus on certain skills, this is helpful with small group instruction.
146. KRA, like other assessments, show which students may need extra supports.
147. See above...but since we don't administer again, no validity in growth will be seen.
148. Not sure yet
149. I use observations and classroom assessments to plan future needs.
150. It won't because the data does not correlate to our county assessments. We have to teach what the county is assessing the on not on what the state thinks they should know when they come to school. We have a five minutes assessment that gives us more valuable data than this one does.
151. I don't think that the KRA will improve instruction.
152. It won't
153. It will not- it took away from valuable time that I can spend early on with my class either with the children in school or out of school time planning
154. I don't see it as being any improvement over what we already were doing.
155. KRA will not improve instruction in any way that I can see. We already used assessments to drive instruction. Our assessments are geared for our instruction and our data is more inclusive- letting ELL to show us how they know the information, for example.
156. Instruction has already started, data won't be received until all results are posted and submitted.
157. I do not foresee it improving instruction.
158. KRA takes away instructional time, assessments always do.
159. It can help gain a better understanding of the needs of the class and each child.

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160. Very minimally. A few of the math questions and a few of the language/literacy questions were somewhat helpful.
  161. ummmmm maybe if you told parents about it- or made it matter to them but it's called the "kindergarten READINESS assessment" not the "kindergarten MAKEMOREWORKFORMYALREADYSTRESSEDTEACHER assessment"
  162. It may help start pre-k in all public schools.
  163. It will not.
  164. It's not really useful for my purposes. I have my own assessments and the county assessments that guide my instruction.
  165. I cannot instruct. We were not given enough resources to instruct and administer the KRA at the same time. It is not humanly possible to effectively manage our classrooms, instruct, give the KRA, and reflect on the data during the 1st weeks of school. We can use the data now that the marking period is coming to a close, but we have to use most of the KRA as our data because the KRA took up the majority of our time in the classroom. Whether you finished early or finish towards the end of the window, there was a stressful point when the KRA took priority over the normal school day.
  166. It might improve instruction if we get the information and data from the KRA before we start teaching. Maybe before a child exits preschool or if the school has a kindergarten orientation. It was hard to tell what students knew or didn't know before coming to kindergarten after I taught a skill or skills that were tested on the KRA.
  167. I do not think it will- as said before- some valuable information can be gathered with the KRA- to be used for instruction.
  168. It doesn't matter in my program
  169. Cannot see any ways that it has improved instruction. It has had the opposite effect.
  170. It won't-
  171. Takes away from instruction
  172. If given the week prior to school, or the first 2 weeks of school it would be a great way to help place students into learning groups.
  173. It won't, in fact it took away from instruction because we had to be away from our students for so long during the first weeks of school when it is absolutely crucial to build rapport and relationships with our students.
  174. It won't
  175. I don't think it improves instruction.
  176. Teachers will know which students have skills prior to instruction.
  177. Somehow administer the test over the summer. Have less questions so not as much instruction is lost.
  178. It won't
  179. The KRA does not improve instruction.
  180. It impacts instruction because students do not have sufficient time to learn routines. They could not have meaningful guided reading or small math groups for a long time. It was a serious detriment to instruction.
  181. See where holes are
  182. None- gain much more meaningful data from MClass (reading) testing
  183. Not sure!

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184. No it won't
185. I'm not sure. I will teach to my kid's instructional level based on my data collection as I normally do.
186. n/a, I find classroom assessments more beneficial to my instruction
187. It will not improve instruction. It takes away valuable instructional time from the beginning of the year when the kids are learning the rules and routines of Kindergarten.
188. It won't
189. Better prepare teachers for instruction during K
190. Provides a source of additional data
191. It won't
192. It gives you data but definitely not readiness data because it was administered to students well into Marking Period 1 instead of before they started accessing the curriculum.
193. It will not improve instruction in kindergarten. It may improve instruction in preschool programs eventually. The very best outcome is that it might support the no-brainer introduction of full-time assistants in every kindergarten class, especially bilingual ones.
194. Not at all
195. No! Had to spend so much time on the admin the assessment that it took away from time with students.
196. It will only harm instruction as my first two months of kindergarten were spent testing individually rather than setting up rules and routines.
197. Nope
198. It will not improve instruction since we are getting it done as quickly as possible to catch up on everything we missed while administering the test.
199. By planning differentiated lessons, activities and formal/informal assessments.
200. Provides some data to teachers so that they can plan accordingly.
201. Hopefully it will improve PreK instruction
202. Little, the information that we are testing is supposed to be known - that is why it is called a readiness assessment. I did find that my ESOL students lack vocabulary and I altered some plans to build the vocabulary, but that would have been done through the curriculum anyways.
203. The KRA may improve preschool instruction, but it will not help with Kindergarten instruction unless the students are coming more prepared to school.
204. Won't improve instruction
205. It will not
206. No
207. It does not. It impeded me from teaching my students for at least 2 weeks- and I only have 5 kindergarten students in my classroom. My first graders received extremely limited instruction during that time (we are a mixed grade level classroom). The information gained did not guide my instruction in any way whatsoever
208. It has not improved teaching/instruction. Only, now that I have finally completed the KRA, I can focus completely on teaching.
209. It won't.
210. It will not....

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211. Do it prior to entering Kindergarten. We need the beginning of the year to help children learn routines and get adjustment.
212. It does not improve instruction in any way.
213. it will not we instruct by common core from county curriculum
214. I have not found that any information from the KRA has improved my instruction. Perhaps the information from it could better inform Pre-K, Headstart and Pre-school teachers, but it does not seem to have information pertinent for current kindergarten teachers.
215. I'm not sure that it will. At least not this year. The same, or comparable data, is collected through county assessments in September. The amount of time this test took actually took away from valuable instructional time. It may have been wiser to analyze and report on the data we were already collecting.
216. It will not. It was not valuable at all.
217. It doesn't.
218. I have not found that it will help my instruction significantly. I can find out more useful information from a small group lesson than from this assessment.
219. It won't
220. It won't
221. It won't, but that is not the purpose.
222. I don't see it improving instruction for current K teachers. Maybe for pre-K teachers.
223. We already give so many assessments, I am not sure this is useful in helping with my instruction. It is only taking away from my instructional time with the students.
224. Not much
225. It will not
226. For this year it won't. Negatively impacted continuity of instruction
227. Not give it, or have pre-k administer it
228. There were very few items that I don't already observe on my own, and some of the items assessed in reading and math are not things I expect my students to know when they enter kindergarten.
229. It won't
230. Honestly, I think data is great but my students lost over two months of social and academic instruction.
231. It doesn't. In fact, the administration on the KRA delayed instruction in my classroom.
232. We know some skills the kids lack from preschool.
233. As a veteran Kindergarten teacher, I do not see how it will not improve instruction in my classroom. It is very long and time consuming for students (and teachers as well). The fact that KRA is not directly tied to K teachers makes me very disappointed in this assessment.
234. It will not. The KRA takes an excessive amount of time FROM instruction.
235. It will not. It took away from valuable instruction that my students should have been receiving.
236. Because of the KRA, I have not been able to implement small group instruction.
237. It won't. I already knew the information that it provided me. It took away precious time and was done for a reason other than to improve kindergarten instruction.
238. The KRA gives little information that is relevant to the curriculum. Teachers can get much more meaningful information from a pre-assessments and observations in a much shorter time-that does not interfere with class teaching and student learning.

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239. If it impacts changes in future curriculum for what are students come in lacking, then it will help. Otherwise there were few questions that I found helpful.
240. I don't feel that the KRA will improve instruction at all. I need data about what letters they know, letter sounds, sight words and recognizing and counting numbers. This helps me know what my students need to start the year. I need to know reading levels and fine motor concerns. The KRA does not give me comprehensive data at all.
241. It will not
242. IT WON'T! AGAIN THIS IS A LEADING QUESTION....How can an assessment that is poorly written and unrealistic improve instruction?
243. It won't have an impact in kindergarten unless counties have their teachers use the accompanying formative assessments. Without those, it's a stand-alone, one time data point.
244. Only for Pre-K
245. Isn't this an assessment to see who's ready for kindergarten? I feel this has stripped me from getting to know my kids as well as I normally do. It will not improve my instruction.
246. It won't
247. The KRA takes away from valuable teaching time, at a time when teachers are establishing routines and beginning guided reading groups. It is also a time when the children are adjusting to school and bonding with their teacher.
248. It has hindered the implementation of instruction
249. So much time was spent on administering the KRA that my students missed crucial instruction time. It was difficult to establish routines and help students develop independence needed for small group reading/literacy centers, math workshop, etc., so I'm weeks behind compared to previous years.
250. I don't believe that it will at all. My students have missed out on many hours of meaningful instruction as I administered this assessment.
251. I do not think it will.
252. If it makes prior learning stronger - it will help. I work in a High Farms school with 12 ESOL teachers. We have to work on the language barrier before we can access and teach.
253. It won't
254. This assessment does not provide me with any additional information that I normally would get from giving our county and school level assessments.
255. Unless it will cause students to have preschool to be better prepared for school, it does not benefit instruction. The results are also not authentic at this point. I am testing students who have learned things in school with me that have caused them to do better on the test.
256. I don't know. It seemed like my kids who went to preschool got as many things correct as the kids who did not.
257. It will not improve my instruction at all.
258. can't tell
259. Haven't used it to guide my instruction at all.
260. It won't
261. The KRA assessment doesn't provide me with any useful information. The assessment does not help me plan for instruction or help me understand my students. I've spent the past 2 months, sitting in the hallway or at single table in my classroom assessing students for hours at a time. My students have

- 
- had minimal face time with their teacher. I haven't had the chance to get to bond with my children or truly get an understanding of what they know.
262. It will not improve my instruction at all! My students suffered from this test because I was not able to pull my small groups during the month of September.
263. It will not, it takes valuable instructional time away from students.
264. Nope
265. It helped to form some reading and math groups.
266. I really don't think it has
267. It will not.
268. It took so much instructional time from my students the first few months that I honestly feel I am JUST now getting my class back. My small group instruction now is what it should have been in September, if it wasn't for the KRA
269. The only way the KRA would improve instruction if Pre-K was universal and someone would benefit from the data.
270. I really didn't see any improvement, I felt as though I lost a lot of instructional time.
271. Help form reading and math groups.
272. It does not it prevents me from teaching
273. It won't, period.
274. It will not improve instruction as the data is not really relevant
275. I personally don't feel that it will. This is an assessment that has been developed to show that students who have early intervention and instructional opportunities before kindergarten are "more ready" for kindergarten than those that do not. This data is meant to help support and promote programs before they get to kindergarten, rather than change any current kindergarten program. If I found that a number of my students scored low on a test item, some things may not be taught until January or February, so that isn't changing my instruction because I know I'll be teaching it in the coming months. If it is something that I taught during the time I was administering the test, I don't really have an opportunity to go back and show that they know it.
276. It won't. It's not designed to help. The county already has plenty of assessments of its own to help drive instruction.
277. It won't. I have also lost 6 weeks of instruction because I was observing or giving the performance tests. I also have to start over with routine and rules now that I have finished the KRA.
278. The KRA will improve instruction by allowing teachers to plan immediately for diverse learners and target specific needs (interventions, accommodations, differentiation, etc.)
279. It won't, but it kept me from being able to do the informative assessments that I use to guide my instruction.
280. The test is too long. Too many data point to report for such a short time (just beginning of the year). If it is about how ready they are, we shouldn't teach letters nor sounds, nor any skills to truly report on how ready they came to Kindergarten. If we teach anything, we would be babysitters for at least a month! Ruining student dynamics in a classroom setting.
281. I know...this is not really answering the question, but: It would improve instruction if teachers did not have to spend so much time in the beginning of the school giving the assessments...having the data before students starting the school year, would have allowed instructional planning/groupings to be made earlier. Why can't they be given before the students begin the school year???

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282. If we could do it early, perhaps we could identify those who may need extra help in instruction.
  283. Not much since students are already receiving instruction during the KRA
  284. The KRA shows the students' strengths and weaknesses.
  285. Focus instruction
  286. Unless it can be done quickly (substitutes provided), I don't see how it will improve instruction. I feel BEHIND compared to previous years as far as my regular teaching and assessments. Our parent conferences with data needed and report card assessments are all due at the same time as the KRA. This means I have to rush through my normal kindergarten assessments in order to get everything done by Nov. 7th.
  287. I do not think it will
  288. Don't know

**What accommodations are made for ELL students or students who have IEPs?**

1. ELL, the assessment is ended after 3 unknown answers
2. None for my students. We were not allowed to restate or reword questions to make them accessible for those students.
3. I followed the guidelines as outlined in the guide.
4. Did not understand what I was supposed to do for ELL, other than administer the test. The pictures seemed to be helpful.
5. Level the Field supports are in place but they are very general
6. Just the allowances given to us.
7. There are guidelines established for ELL students and IEP students. Since this assessment gauges school readiness, the results are to show how ready students are for the expectations of kindergarten.
8. my IEP student had no accommodations made for him
9. Very few.
10. I did not have any students who needed accommodations, but there are available accommodations for those students who require it - using different materials or answering in different ways so that the students can access the information for the assessment.
11. ELL Students get the support of ELA teachers. IEP students get the support of Special Educators.
12. moderate for both
13. Reader
14. I didn't have any ELL or IEP students.
15. There were allowable accommodations for students as needed.
16. Pictures, orally administer assessment, and manipulatives.
17. Different testing area, breakup of the test, and
18. Unsure. This was never made clear.
19. Did not have ELL or IEP students.
20. Not applicable to my class
21. Accommodations have not be made.
22. I didn't have any
23. I did not have any students needing accommodations.
24. repeating directions
25. Not sure

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26. None that really help with the test.
  27. Repeating directions
  28. I read the prompt slowly for my ELL student and gave her additional wait time for responses.
  29. did not have any ELL and IEP students
  30. Did not apply to me
  31. The accommodations are actually laughable. Read slower? Breaks? Repeat the same directions over and over again?
  32. Followed the accommodations recommended in the KRA guide if needed.
  33. My students with ELL services did not meet the scores for additional accommodations. UDL accommodations may be made.
  34. I didn't have either of these. I know there are accommodations for IEP students.
  35. I'm sure there were a lot but no one has time for that. The beginning of the year is crucial for k students. This amount of testing is not developmentally appropriate, especially not for students with IEPs. Not to mention that most students in kindergarten do not come in with IEPs so the students who need to accommodations aren't even identified yet.
  36. See the level-the-field guide.
  37. Accommodations for ELL and IEP students were not provided within the KRA kit. Accommodations suggestions were provided, which cause more time and work for the teacher. If items need to be enlarged, more colorful...they should be created by KRA and provided with the kit. Taking more time away from the teacher, teaching, in order to create accommodations for assessment materials is not in the best interest of the students. Also, in a formalized testing situation, if the student receives certain accommodations, the testing responses should not be calculated. A test like the KRA is not measuring whether the child can complete the task, with accommodations, but can the child complete the task. A special education student in a self-contained program is there for a reason. They have been identified as having specific needs and providing accommodations to the KRA does not provide an accurate representation of the students and their skill level.
  38. I did not have any ELL students or students with IEPs
  39. I did not have these students
  40. It's all untimed, so just more time given for completion if necessary.
  41. I have no ELL students or IEP students
  42. Extra time and rereading directions. Redirect the student if necessary.
  43. Nothing that I am aware of.
  44. I don't have any this year yet so I can't speak to this
  45. Various supports, but not very helpful for ELL students. Also, several students are not coded as ELL, but they should be (parents do not take them to be tested). So, those students are not able to receive the extra allowable supports.
  46. longer time
  47. Nothing much different than regular ed students
  48. Quiet testing room, repeating directions.
  49. Repeating directions, taking breaks when necessary.
  50. Luckily, I didn't have any students with IEPs or ELL students this year.
  51. There were minimal accommodations allowed since we could not alter the wording of the test or the test materials. Basically, I felt as though the only accommodation I could provide was to repeat the

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directions which is essentially a non-accommodation since the student did not understand the directions the first time.

52. Nonverbal responses are allowed Breaks in testing Non-distracting environment
53. Accommodations allowed as stated in the KRA training.
54. There are modifications for ELL students.
55. Level the field options for ELL student. I also found these to be unclear. I am not certain that my interpretation was correct. My ELL student is making progress and that is what is most important to me.
56. Not many accommodations can be made for the ELL students because many of them are not declared ELL until late October and November because of the slow process at the Office of World Languages.
57. See guidelines in manual
58. ??? I don't know. I do not have any ELL or IEP students.
59. extra time- slower- repetition- visual-auditory clues
60. There were no accommodations needed in my class.
61. I did not have any...
62. ELL-A "not scored" rating can be entered only for qualified ELL students, not all ELL students. Universal accommodations for all others
63. There were some minor things we were able to do to help ELL students level the playing field.
64. I do not have any of those students.
65. Accommodation were very limited for ELL students, which I felt was a huge disservice and quite frankly unfair. Additionally, if we did use additional accommodations, it actually was more paperwork to document. I have no students with an IEP this year.
66. All my students have an IEP. SOME accommodations are acceptable. However my students are low functioning and non-verbal so most of the KRA is not applicable to them.
67. All of my students have significant cognitive disabilities, and I was not able to provide most of their accommodations using this test. They needed simplified language, visual supports, and the option to respond in a variety of ways. My students that are non-verbal and use low tech assistive communication boards were not able to participate since I couldn't give them choices/symbols like they are used it. The test essentially took their voices away. There were parts that my students could have participated in, but the test was not written to allow them to participate in the assessment.
68. All those listed on the sheet for all students. I didn't have any who needed additional help.
69. Any accommodations that 'level the field' for all students. Students with hearing impairments are able to have questions translated into American Sign Language.
70. Barely any
71. Barely any! We basically could accommodate the blind child. Other accommodations were to accept different forms of communication, that is, instead of point a child could let us know by looking at the correct picture. That's about it!
72. Did not apply to my class
73. Didn't have any
74. Different accommodations can be used
75. ESOL teacher tested the incoming ELL students right away at the beginning of the school year.

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76. Essentially none, in Maryland. There are Universal Accommodations which have negligible effect, and ELLs do not have an opportunity to show what they know in their own language, giving data that suggests they are "less ready" than they really are. Furthermore, even advantaged and very ready students are often prevented from showing what they know and can do by poorly written items or rubrics that do not describe typical child responses. The piloting of the KRA seems to have been very insufficient.
  77. Extended time
  78. Extra time and repeated instructions
  79. Extra time.
  80. For ELL none.
  81. For my non-verbal ELL, I had many no score entries. I attempted the task, but she couldn't understand or respond. Her data is not valid when she did respond by pointing.
  82. Frequent breaks because they cannot sit and be tested for long periods.
  83. I currently had no students who needed accommodations.
  84. I did not feel that accommodations leveled the field at all.
  85. I did not have any students that needed accommodations.
  86. I did not have any students that needed accommodations.
  87. I did not have any students with IEP's and the ELL students were given the test as the rest of the students because there was nothing we could have done to bridge the gap for them.
  88. I did not have any students with IEPs. I tried to watch my ELL students in all situations to give them as much credit as I possibly could. Test had to be administered in English. I did explain about the test in Spanish and that it had to be given in English and for the student to do the best she could.
  89. I did not need accommodations because I had no children in my class this year that required them. However, the ESOL teacher was supporting other teachers that needed it.
  90. I did not use any accommodations.
  91. I did not use the technology. Most
  92. I didn't have to use any accommodations for my children.
  93. I do not have any ELL.
  94. I don't have any ELL students or students with IEPs, but a list of accommodations was provided.
  95. I followed the KRA directions for UDL allowances for any student who was ELL or had an IEP.
  96. I had no ELL students
  97. I have children in my class that have iep and ell but I still wanted to know what they could do. so I tested everyone and if they couldn't do it they received a 0
  98. I have one student with an IEP. We have been in a setting with minimal distractions.
  99. I implemented it as it is by script. I have no IEP kids.
  100. It has a UDL design that allows accommodations for ELL and IEP students.
  101. It's a waste of time for ell student. My child had no idea what to do on most of the questions.
  102. Just standard UDLs
  103. Just to give them no score
  104. Left the room (fewer distractions), re-read directions/questions, break up the test sessions
  105. level the field supports
  106. Minimal
  107. Minimal.

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108. More time and repeating questions for the child as needed.
  109. More wait time...
  110. multiple modes of expression
  111. My ELL student were given the KRA without any adjustment to the administration of the test. I had no students with IEPs.
  112. My ELL students performed well. No accommodations were needed. For my IEP students, I had to chunk the test because they could not maintain focus or became frustrated.
  113. My one ELL student who qualified for accommodation really didn't receive anything he needed other than repetition of the questions.
  114. N/A: 17 responses
  115. No accommodations were needed for my students.
  116. no score
  117. No students in my class have ELL or IEPs.
  118. None: 28 responses
  119. None for ESOL and I do not have any IEP students.
  120. None for students with IEPs scoring for ELL possibly different from reg ed.
  121. None in my classroom. I have an ELL student and I was not allowed to translate for her. My students who have IEPs did not have accommodations either.
  122. None of my students qualified for accommodations.
  123. None of my students qualified for accommodations.
  124. None really
  125. None that I have
  126. None, could not give the test in Spanish for my ELL child.
  127. None, I don't have any ELL students or students with IEPs that were affected by the assessment
  128. None, the accommodations allowed did not help much.
  129. None. They were required to complete the assessment in the exact same way. It was incredibly wasteful for students who speak no English.
  130. Not applicable I say. Most students have not gone through this process of identification. Therefore the teacher can't use the accommodations that could be in place.
  131. Not enough
  132. Not enough. I have students who do not speak English and have to test them anyway.
  133. Not many
  134. Not many. Having to read the poorly written questions exactly as they are written is confusing and frustrating to my ELLs and to me. Changing the location/lighting is not going to help.
  135. Not many...they have guidelines but they don't match all disabilities
  136. Not much
  137. Not much.
  138. Not much. I had a student who just came from Vietnam and could not speak a word of English. It was a waste of time.
  139. Not much. I asked several times for help with administering the assessment to ELL students and was never given help or answers.
  140. Not very much.
  141. nothing important

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142. Nothing! We weren't allowed to change the script we were given. My ELL students and students with IEPs were already at a disadvantage before they even began the test.....
  143. Only accommodations were per instructions - not much!
  144. Only as specified in our procedures.
  145. Other than one-on-one and repeating questions, none.
  146. Quiet area and repeating statements and questions as often as needed but cannot deviate from the script so not necessarily helpful. No time restriction. Manipulative and pictures. However all of this is available to every student
  147. Remove distractions, repeated directions. Suspending administration to a time when student is more rested and attentive
  148. Repeat directions, frequent breaks
  149. Repeating instructions/directions More time to answer Making manipulatives larger
  150. repeating the questions
  151. Repetition Extended time My iep student didn't need accommodations this year
  152. Repetition of directions/stories/questions
  153. Re-reading instructions, providing simple vocabulary.
  154. Scoring of No Score, the manual has slight directions. Because the assessment came so late, instruction had begun so I was able to administer the assessment without the concern of accommodations. This would not have been the case if it arrived in a timely manner.
  155. Simply repeating directions - allowing more time.
  156. Since I didn't have either of these students I am not sure.
  157. Since the test is scripted, we are allowed to repeat instructions for ELL or say directions differently or in a child's home language.
  158. Specific environments to accommodate their needs
  159. Students are given accommodations based on their individual needs and their individual goals. Students with ELL needs may either test to be given accommodations or will be given the standard test. Students with IEP are a need by need bases.
  160. Teachers read the prompts more than once (we do read exactly from the script), and give them time to respond (though not a long time; they usually get it or they don't).
  161. Test items were administered using the universally designed allowances.
  162. The accommodations are listed in the book.
  163. The accommodations on a student's IEP and the accommodations described in section 3 of the booklet Ready for K:MD and OH's Early Childhood Comprehensive Assessment System
  164. The accommodations stated in the testing guidelines
  165. The few accommodations allowed are outlined in the book.
  166. The KRA is modified for some ELL students based on their ELL assessment score. My student was given breaks during the assessment.
  167. the ones cited in the booklet
  168. the ones stated in the KRA manual
  169. The option of 'no score'
  170. The teacher can make accommodations based on needs.
  171. The test has to be read verbatim for all students, even if the student does not speak or understand English.

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172. The three students in my class whom did not speak English could not be given translators because we are in Maryland. So no accommodations were made. They received a score of "no score" because they do not speak.
  173. The wording on the sheets was confusing in terms of what accommodations they could receive. I had to clarify with our area supervisor ( [REDACTED] ) to make sure I understood what was required. In addition, many accommodations were not applicable in Maryland.
  174. There are 3 accommodations, but they are very similar to universal accommodations, so I did not see much use for these accommodations.
  175. There are accommodations available but I did not have to use them for any of my students.
  176. There are accommodations for students with special needs and coding for students who cannot access the test questions.
  177. There are accommodations made for students with IEPs and are ELL, but I did not have any students that fell into that category.
  178. There are allowed adaptations and scoring differences for those students who have been officially identified. The problem is that many students are not identified until they get to Kindergarten.
  179. there are level the field procedures for ELL kids
  180. There are many accommodations. I have not specifically had to administer any of the accommodations because I do not have low level ESOL students and my students with IEPs are only for speech and language.
  181. There are none.
  182. There are some accommodations provided along with the universal accommodations.
  183. There should be clear rules for how to address lack of vocabulary knowledge (in Eng.)
  184. There were guidelines given to administering the KRAs to these students.
  185. There were limited accommodations to use. However there were many universal accommodations for all students allowed.
  186. There were no accommodations for ELL students or students with an IEP.
  187. There were really not any.
  188. There weren't any unless written into an IEP.
  189. they are given extra time and I can repeat the question
  190. They gave us a handbook that has all of this information.
  191. This did not affect me.
  192. This has been frustrating for me as a teacher with many ELL students. Only basic accommodations are acceptable, such as repeating the directions and accepting other modes of communication such as pointing or nodding---- no translation of test items and no interpreting their answers, even if I know they are answering correctly in Spanish, I cannot give them credit for the knowledge they bring to the table. They may be pressing random items on the iPad but I cannot enter a "no score" as I do on other parts of the assessment.
  193. This is clearly spelled out in the testing and training materials. We used exactly what was prescribed.
  194. UDL accommodations can be used
  195. UDL and Level the Field Supports
  196. Universal accommodations such as frequent breaks, repeated directions, change of testing location if necessary.

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197. Universal design
  198. Universally designed supports as well as what are being called "level the field" supports for those with IEPs as well as for those that are ELL students
  199. Very few. They are allowed to point instead of verbalize. You are not allowed to translate or rephrase the questions. The directions are lengthy and not kid-friendly. It is not a best practice to administer a majority of the literacy and math sections to Level 1 ESOL students.
  200. Wait time, restating, etc.
  201. we are supposed to give them more wait time, and a quieter space
  202. We can ask them to point, we can re-read the questions to them, we can allow more time, breaks, BUT we cannot rephrase.
  203. We can give them a no score for items they can't answer because of language.
  204. We can level the field. Ell students can be rated as no score when they could not access the information.
  205. We have a list of directions from the State to follow for accommodations
  206. Yes, there were some universal allowances for everyone and some other accommodations for ELL and IEP students
  207. You were able to repeat the question, or move location

**Do you have a solution to offer?**

1. We already have kindergarten assessments that are given at the beginning of the year. This is an extra assessment that took a huge amount of instruction and small group time away from teachers.
2. Stop the KRA. It provides no benefits/useful data to teachers and takes away from our students.
3. We need less testing!! I feel like I haven't been an effective teacher due to the state testing and county testing that is taking place. I am spending so much time determining what my students do not know, that I haven't had much of a chance to actually increase their knowledge since entering my class. I am constantly relying on assistants to lead my whole group instruction, while I am sitting with a student one on one to assess. Many of the KRA items were very similar to the ones on our county tests. So I feel like I have tested and retested the same skills. There should not be a specific date and time/location for each observation. Some things should be observed over many days to get a truly accurate picture of the student with that specific skill. Some things were very cut and dry - hop on one foot. The online system needs to be more user friendly. I like the spreadsheet format, however some things needed a comment and to enter those there was a lot of screen hopping. Overall, I am VERY frustrated right now due to ALL of the testing that is being required of me. In addition to the hours of testing, the additional hours of entering data (KRA online, Performance Matters, etc.) is taking away from preparing for my lessons, getting my room ready for daily instruction, and most importantly, time with my family. Furthermore, when you do not have a full day assistant, you are constantly juggling teaching with pulling kids. It's I can test 30 min here (while an assistant is in the room), then I have to wait until another person comes in for an hour, and then 30 min at another part of the day. It's not continuous. It is difficult to administer all of these assessments with a chopped up assistant schedule. I am grateful for the time that I have someone, but I do not like relying on them to give my students the instruction that I should be providing. It is very difficult to provide students with the routine that they should have, when our days are filled with testing. I wish I had kept track of the hours I have spent at school assessing, entering data, and the

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hours after school that I have spent entering data. And - thanks to all of the other data that I've had to collect, enter, score, midterms, report cards - I'm not done with it yet!

4. No
5. Administer the assessment before/at the beginning of school year by non-classroom teachers
6. Test should be given at the end of pre-k. Testers, not the teachers, should administer it. All of the test (not just the math portion) should be given on the computer to accommodate more students at a time, such as for map testing. Entering data was too time consuming the way that it is currently set up. For data entry, test should automatically go to the next category for each student. There should have been better training for teachers...we truly did not know what we were doing until we were into the test.
7. Wording of directions for student items could be simplified to be more age appropriate, especially on the App. Training expectations for teachers are over whelming and a burden for counties. Our trainers did a great job but it was difficult to understand the technology because it was not available for the training. Technology update was not sufficient. Most teachers on our team had little understanding of the dashboard or the App from the update. App for KRA should have been tested more thoroughly. Freezing often was a problem. Teachers, should be able to print out reports for grouping students.
8. Shorten the length of the assessment. This takes too long by the time we are finished it is not an accurate assessment if how they entered school. It also hinders our instruction time due to the length of time to administer. Now I am frantically trying to teach and assess for our county wide K progress reports that are due November 7
9. I feel that the 2 days I had substitutes was the key. I do not see how the time can be taken from the day to do this. It would be different if it was the only thing we had to pull kids for...it is not. we have DIBELS, pre-test for math, post-test for math, general assessments(letters, sounds, numbers, etc.). All these are one on one... that is the crazy part. To do it right we need someone to test, someone to teach the rest of the class.
10. For the first marking period, I would like to see kindergarten teachers only administer the KRA. I went through the training last year to become a trainer for my county and I feel it is a valuable assessment, and it is developmentally appropriate for our students. The issue is it is time intensive and the technology has glitches that I do not think were completely thought through. It would be great for all counties to not require all the other assessments for the first marking period and use the data from the KRA since it assesses Reading, Math, Science, Social Studies, Social Skills, etc. Use 1 assessment and that is all, that way students are not being over assessed and teachers are not wrapped up in constantly assessing and feeling like we do not have the time to teach.
11. KRA should be administered during the kindergarten conference in August, otherwise, it is not truly measuring if they are ready for not for kindergarten. Once they are here, they are learning more skills that are measured on KRA. Or, the students that go to preschool, should have it administered there before they exit the program.
12. Oral directions must be made clearer. They are too long and students lose focus quickly, especially when using the I-Pad. KRA should be administered AS SOON AS SCHOOL starts to give an accurate picture of what students learned in their Early Childhood setting before Kindergarten. Many students made huge academic gains from September to November so the assessment reflects what they have learned in Kindergarten, not Pre-K or preschool.

13. The KRA assessment should be administered prior to children starting Kindergarten. I don't feel the data gleaned from the assessment is in any way relevant to my instruction. I have to teach the children where they are when first starting Kindergarten; if the children have a good solid foundation of attending a certified Pre-K or other similar program before coming to Kindergarten, they will be much more prepared for the demands of the present-day Kindergarten program.
14. KRA, if it is to continue, should be administered in the summer prior to children entering Kindergarten. Or it can be administered at the end of Pre-kindergarten. It is a huge expensive of time at the beginning of the Kindergarten school year when time needs to be spent on routines and class management.
15. Come up with something much more simplified that can be obtained via families and officials at the time of registration for kindergarten
16. Don't freaking administer this test. Worst thing in the history of Kindergarten teaching. Seriously. Do not have Kindergarten teachers administer this EVER again. Have you not seen the numerous emails sent county-wide about the negative effects this test is having to students and teachers? Please. For the safety, well-being, and education of these students, do not have teachers administer this test again.
17. KRA should be easier to navigate in computer. Until recently, not in order and time consuming. I had to read that ant story 22 times in a noisy and distracting classroom while keeping other students on task. Observations were redundant and too many not applicable.
18. There should be less observational items on the KRA. The items need to be specific (letter recognition, sounds, phonemic awareness, counting, number recognition, etc.). The test would then be useful to administer in the spring to measure growth.
19. I have 27 students so I've spent well over 90 hours administering and entering data. Make every school wireless and make the entire assessment online. Or allow other educators to help administer the test, such as readings specialists and ESOL teachers.
20. No
21. SHORTER ASSESSMENT!
22. Stop doing it. Or hire enough people to do it during the summer to entering K students so we can actually teach in September or October. What is the point of assessing them on what they have come in with if I have already taught them shapes by the time I assess a student on them? Same for letter naming and sounds. I have already taught some of the letters they were assessing them on, but this is supposed to be information on BEFORE they enter? Now I am spending all of my free time, unpaid, entering data and trying to get progress reports done.
23. Have someone else come into the schools and do the literacy and math items. Have the teachers just do the 30 observational items. This would allow teachers to assess their students in the first few weeks of school and the county or state of Maryland could decide when the literacy and math items should be tested.
24. My concerns are that this test takes soo long to give. In order to assess each child, you need to do it in a relatively quiet place. Since we need to do this within our classes, there is always background noise that interferes. Kindergarten students can only work quietly for a certain amount of time. While we are administering the test, we still need to keep our eyes and ears on the rest of the class which takes away from giving 100% to the students we are testing. Also, I have not yet been able to begin the Daily 5 because during center time is when I am assessing students and my students are

doing other types of classwork. Daily 5 is new to our school this year and it takes a good while to introduce each center and get it up and running. With the pressure of completing the KRA I have not had the adequate time to begin Daily 5. I have finally finished the KRA and since there is no time during the school day to enter my data I have been doing it at home. It has taken me several hours on several nights to complete this. Soo, solutions? Shorten the test so there are not soo many questions. Allow for principals to get substitutes for full days ( and yes more than one day would be needed) so we can test in a quiet environment and possible come up with a grid like assessment sheet to record score on the computer. It took wayyyy too long to put in each answer per child. Do you realize that we had to put about 65 answers in per child and I have 25 students? It was very stressful to me. Also, remember we have teaching to do, other assessments to work on, SLO's etc.

25. Making sure all information is given to the teachers prior to the school year beginning. Involving the reading specialist or administration in understanding the KRA. Making sure the information is up to date and functioning properly before the KRA is administered.
26. I believe we should have had more training on it. For example, have a video modeling the test for students who need accommodations or no accommodations (An actual teacher testing the child). Also, more specifically I would have liked to learn how to enter the data. I believe more or all of it should have been done on the computer. I felt as though the students were more focused on the computer then with the teacher. I did not have a specific area in my school for testing. I had to test in the classroom with my class in there or in the hallway with students passing by. I believe the results will not be accurate because most of my students were distracted. I believe if this is a serious test where things have to be secured, and then testing them with other students and adults around is not the best idea. I suggest sending trained people in to pull our students to a secure and less distracted space would be better. I believe I lost some time teaching and planning because I had so much to do with the KRA. I believe it has given me some more information to think about my students and their needs, but I don't think that the results will be as accurate because of all the distractions that occurred.
27. I think that the KRA is too labor and time intensive. I believe that MMSR was a much more reasonable way to determine kindergarten readiness. If assessments are to be given, they need to be able to be given in a whole group setting that is less time consuming. The KRA's wording of the test items were very wordy and confusing for even my most gifted students. The wording should be reconsidered as well as the actual set up of the book and materials. Many manipulatives did not fit on the page and were difficult to keep track of.
28. Not at this time.
29. 1) Assess students in the spring when they are registering for kindergarten. 2) Have someone from the state administer the assessment. 3) Preschool teachers should be assessing the observational piece in the spring if at all. 4) Delete some or all of the observations! Way too subjective!
30. It would be very beneficial to have 2 days at the beginning of the school year for teachers to get the Language Arts and Math/Science data outside of the regular school day. Then it would only be observational data that would need to be gathered during the school day. I would just input the rest of the data on my own time.
31. Have the pre-schools give the assessments since it is a readiness assessment. The state could send people out to test the students so we can stay in the classroom to teach.

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32. KRA could be implemented during gradual entry with days scheduled for individual testing with the exception of the observations. Someone other than the teacher of record could implement the testing so that valuable classroom instruction and the establishment of routines is not delayed and interrupted for such a long period of time.
  33. Could we see the data collected from all the time we put into this and know what is done with the information
  34. Have county professionals come assess students so teachers don't use valuable classroom time
  35. Hire someone from the state to come in and administer performance tasks prior to enrolling to Kindergarten so teachers can focus on observational. Allot professional development days to input data since we cannot take the information home.
  36. The test should be administered at the end of preschool or over the summer. Maybe teachers could be paid to test incoming Kindergartners during the summer.
  37. This assessment could be done in the summer, prior to the start of the school year.
  38. Less observational items, not entering date and location for observations.....talking with friends from other counties who just enter an observation score not date or location of observations
  39. Don't do it. Things we do should be for the benefit of our classroom instruction in order to meet the needs of students not for state data. Let teachers do their real job.
  40. Hire someone to administer the test to the students.
  41. Provide a test that is helpful to teachers and/or have someone other than classroom teachers administer the test.
  42. To shorten the amount of time it takes to administer the test. Some of the wording for the questions was difficult to understand. To administer the test as students are registering for Kindergarten or during gradual entry and have a team of people to work with students since it's a scripted test and not have it rely solely on the classroom teacher. This way it tells what students know prior to entering Kindergarten which is the purpose. To make it easier for entering data, not drop down menus for each student. To number each area as it is on the classroom scoring sheet.
  43. This data is irrelevant. Don't give this test anymore. If we must keep this test which measures what they learned BEFORE kindergarten then give the test at the end of PreK or test during the summer or make it part of gradual entry.
  44. In order to get a true gauge of whether students are actually "ready" for kindergarten, provide testing opportunities (for the language and literacy, and mathematics and science portions) during the summer, prior to entering school. A month into school, the data is skewed. Many children were not writing their names at the beginning of the year. Following a month of practice, they scored highly on that indicator.
  45. State level reps can come to the school to administer the test to the students during the first few weeks of school, or by appointment in the weeks before school begins.
  46. Don't use it or administer it prior to kindergarten
  47. Not waste teacher's valuable time with pointless testing. If the results are necessary, make it meaningful. Less questions, less time spent on it.
  48. Make progress reports align to the KRA, so teachers do not have to administer double the amount of assessments and data entry. The "code" (P, I, E, N) does not align for KRA or progress reports either. Sometimes, entering in P,I,E,N for KRA and then I,P,E,N for progress reports can get confusing.

49. Give the test over the summer. Teachers can volunteer and get paid to administer it. How can an assessment, which is supposed to measure what kids know when they enter Kindergarten, have valid results if it is given in October?
50. This should be done as a screening BEFORE the beginning of kindergarten. Class time should not be used. They should hire people to administer the test. It should not be teachers.
51. If teachers are to continue utilizing the KRA, time should be provided to input data, in a specific location, like previously done with MMSR. For example, in Baltimore County, teachers were provided time at a county computer lab to input MMSR data. This time was paired with a short meeting as well. This half day meeting and data input provided useful updates to teachers and provided a confidential and quiet space for inputting data. Materials should be prepared for the teachers. Any item that could require an accommodation, should be created for the teacher. Item materials should be reviewed closely to determine if they accurately match the curriculum. Testing items should be rewritten with less language that is more clear and easy to understand, for students. An assessment with very little language would assist with cutting down on time and would allow students with little language to more accurately complete tasks. Special education students may need to be excluded from this assessment. There are students in my classroom, who are developmentally 12-18 month old. It is not developmentally appropriate for a 12-18 month old child to participate in an assessment with high levels of language demands. These children recently received formalized testing in order for their IEP development. Data gained through a formal assessment should provide sufficient information. The KRA is not providing any new and helpful information.
52. Have testers to come around and complete the tests let assistants administer the tests
53. Have other staff give the test! If we are supposed to say exactly what is written in the script anybody could give the test. Teachers could still record the observational part. Change wording. Some of the questions were so wordy. If you want to know what the child can do ask in 5 year old terms. The car and truck math question comes to mind. Also the smallest to biggest animal question. I think more students would have known what to do if the questions were more clear and concise. In that case they know it but did not get it right because of the wording.
54. Give the test to the students in the spring before entering kindergarten. Get rid of the test and try something else.
55. Have another professional administer the scripted piece. A secretary can input the data. This will save time. This test is expected to be completed during a very critical time of the year when classroom management and school adjustment is much more important. Observing the children is something we do daily and does not need to be so scripted and specific. We assess in our own way daily. The pre-k teacher should give the test at the end of their year. Those not attending pre-k would then be assessed by the K teacher which would be a lesser number.
56. If the state of Maryland wants this done so they can gain money (grants) to fund pre k programs then THEY should provide their own testers, and have the tests be given DURING STUDENT REGISTRATION. NOT once the school year has begun. In fact, IF the state of Maryland would like to offer me a summer job of just administering this test to K registrants, I would be happy to do that job. Once the school year has begun these testing items are not of use to us as teachers. We give our own assessments that we need to know our students reading levels and other capabilities. KRA needs to go, and get out of our way so we can do our actual jobs. And while I have your ear -

the SUDDEN and RUSHED need to identify and LABEL all BCPS kindergarten teachers' (but NONE of the other teachers in any other grade levels) recently received devices as "provided by KRA funds" seems to all of us K teachers as an obvious 'hand slapping' for our backlash and a flimsy attempt by KRA justifiers to, AFTER THE FACT, claim that the devices (that again, were given to ALL BCPS teachers in June 2014) were PROVIDED BY GRANTS FROM KRA. Completely ridiculous. So now what? They can say "you are giving the assessments because we gave you the devices so you CAN give the assessments"?? NO. All BCPS teaching staff were given the devices at the same time and are commanded to bring them to meetings and required to use them in lessons. KRA has no ownership or claim on providing them for us.

57. There does not need to be that many items to judge student readiness. Four to five reading and math items and ten items in the area of executive functioning/social skills would tell who is or is not ready for kindergarten. The amount of lost instructional time at such a critical time of the year is unforgivable.
58. I feel that the state of Maryland should sent testers to our school in September and test the students for us.
59. Have testers from the State of Md. Test the kids.
60. Give the KRA in November after progress reports or let Reading Specialists or the STAT teacher help teachers test kids during the current window. It's too much for just the classroom teacher to do at the beginning of the year on top of everything else.
61. The state have testers come to the schools to administer the test. Entrance dates for kindergarteners be pushed back and the test be administered during a conference time. The test be administered in the pre-k setting or the first weeks of school for those who were not enrolled in pre-k
62. More people, besides just classroom teachers, being trained to administer the KRA. Since it takes away from a great deal of instruction time, help administering from people outside of the physical school building.
63. Just asking teachers their professional opinion on whether students are ready for kindergarten a few weeks into the school year and ask parents for prior care knowledge
64. This assessment should be much less time consuming. The test itself needs to be more developmentally appropriate. I would say do the entire thing (except observations) using technology but I watched as even my brightest students tuned out the computers directions during the math portion of the assessment. I also think that the assessment should be done as kids exit pre-kindergarten or before they start kindergarten. Having some kids assessed in late October shows me nothing about kindergarten readiness.
65. The KRA should be administered before coming to Kindergarten. It took entirely too much time and wasn't significant to me.
66. My solution would be to have the preK teachers administer the KRA at the end of preK. By the time some of my students took the KRA, I had already taught some of the skills on the KRA like counting, more or less and rhyming. A lot of time was taken away from teaching a new curriculum that has a time frame in order to administer the KRA. The beginning of kindergarten is so hectic just setting down rules and routines that it was difficult to work with students individually. They are all so needy in the beginning of the year. There is no way a teacher could get the KRA completed without additional support in the classroom. It would help if other adults could administer the KRA. Paying teachers for the time it takes to enter all of the observational data outside of school hours

would be appreciated. We already work extra hours planning and attending meetings. To have to input assessment data is just more for us to do.

67. If we are to continue to use the KRA, I think the assessment should be shortened. Requiring students to answer so many questions is not developmentally appropriate at the beginning of Kindergarten. The website that is used to enter data should also be more user friendly. Requiring teachers to click on each question, enter scores, click "finished", scroll down the page to the next skill, click "open", etc. is a waste of valuable time.
68. Take KRA away.
69. GET RID OF IT! It is a waste of time and money. I get much better information through DIBELS, and my own teacher assessments. This test offers five letters for the children to identify. FIVE! What is this supposed to tell me about the rest of the alphabet? I still have not had time to administer my assessments which I need for progress reports and parent conferences.
70. I think that the assessment should be given within a smaller window of time, substitutes should be provided for the week, and ELL students or students with an IEP who are unable to access the language of the test should be allowed to leave it incomplete if they have already missed a given number of questions (see the WIDA guideline for ELL students).
71. A lot of the reading portion of this test could be put into an online format that the students take on their own.
72. State-provided testers Testing at the end of Prek Testing at registration/round up
73. Please do not ask classroom teachers to administer this test again. Have someone else administer the scripted part of the test. Progress Report Conferences are 2 weeks away and I don't have adequate or accurate data to share with my students' families.
74. The MSDE wants to know what children are prepared for kindergarten and if these children attended some type of pre-K program. Questionnaire with two questions: What school experience, prior to kindergarten, has the child had? Is the child academically and emotionally ready for Kindergarten?
75. I feel that the KRA testing window should be much shorter. In order to truly determine kindergarten readiness, I believe the assessment should take place before students begin instruction in kindergarten. Testing students at the end of October does not truly reflect kindergarten readiness, as many of the assessed skills have been directly taught during months 1-2. The expectation for teachers to establish routines and procedures during the start of the school year AND administer the KRA are unrealistic. It is also NOT the time to have a substitute.
76. Other staff members need to be trained to give the test in addition to the classroom teachers. Teachers need to be in the classroom with their students...teaching, not testing.
77. If there must be some form of assessment, make it valuable to the teacher. Have kindergarten teachers give their input to the nature/construction of the test. Have trained testers go to each school to administer the test to all kindergarten students so the teacher can do what he/she is paid to do-teach!!!
78. If you want this test, you should send your own people to administer it. This test means nothing and serves no purpose!!!!!! It just wastes instruction time.
79. I do not think this should have been implemented this year because it was obviously not ready! Numerous problems, glitches and late communication. Teachers need more coverage in their classrooms to administer this test if it is indeed found to be beneficial.

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80. Because it doesn't help improve instruction or student learning, I don't really care that much about the KRA or any of the other inappropriate practices going on today in our schools. It is just yet another thing to make more work for teachers with no time or help provided. After 19 years, it's the same old thing: add more busy work with no extra time or compensation. Plus the students don't care either. If they like the test and feel like doing it, they will. If not forget it! They haven't even bought into the whole school thing yet. I had 2 students that cried and another that wouldn't even listen to the ant story. It took me 3 times to get his assessment done. I remember the days when we could actually teach without constant interruptions. We were concerned with the development of the whole child. Now we have to collect tons of data, force 5 year olds to write sentences and learn about nouns, verbs, and alliteration etc. when they don't even know letters and sounds. Many children are not ready for this first grade work. What ever happened to developmentally appropriate practice? Who comes up with these ideas? I bet they have either been out of the classroom for a long time or have never been there? Our kindergarten children should be learning through play and learning to LOVE school. Play IS the work of children. On that note, my solution is to let our 5 yr. old children be 5 yr. old children. Remember, everyone is smart and has purpose but if you judge a fish by its ability to climb a tree, it will go through life believing that it is stupid! Is that what we really want to do to our students?
81. YES- This should be done at the end of the Pre K year - after all it is called K readiness- they are coming to K no matter what so why waste so much valuable time in the beginning of the year- Train some of the Special Area teachers to do this in their "free" time -after all it is Oct and we have not seen any kind of Intervention or support in our classrooms - STAT- teacher should be doing this with Reading Specialist and SPECIAL Educator- pay us to come in and test during the summer program- this should have been piloted in a few schools -not just county wide state wide without getting the kinks out- Why were we told our devices were funded by this when we already were given devices before KRA- they should have had A KRA Lab so that teacher's devices were not taken out of commission during learning time
82. There really isn't anything wrong with KRA. It just MMSR with a slightly different format and new name. We input the data in school rather than the computer center, but for the most part everything else is the same. The biggest problem is there are teachers who think if they complain enough they don't have to do their jobs. With every new program implemented there are always those who complain and want to go back to the way things were and spend time they could be working and assessing students complaining about the job they are paid to do. I have been teaching in the county for more than 20 years and am tired of those who don't do their jobs but are loud and get away with it. After talking to many teachers I think their number one complaint stems from the fact they don't get a day off to input the data and then go out to lunch and shopping with their friends. I am not putting my name on this survey, not because I don't want you to know who I am, but I don't feel like listening to those who would chastise me for not conforming with the other kindergarten teachers.
83. I don't see the point in all the comments...why does it matter when/where we observed it???? It doesn't change the record of what the child did. This cannot be filled out in August and some of September because the children are unable to work independently, especially with only the teacher in the classroom!! So then when the children can be assessed we are assessing what we have already taught! I think my children did well because I taught a number of items already before I was able to assess them for the KRA!

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84. 1. Send in state representatives to pull students and test them during the first few weeks of school. 2. Delay the "official" start of kindergarten students state-wide, allowing for teachers to administer the one-on-one portion of the KRA through scheduled appointment times during the first week or so of school. (This should NOT replace gradual entrance procedures put into place that are necessary for students to adjust to the full day of kindergarten!)
  85. It would be helpful if the whole test except for the observation part were on the computer. It did go faster once we had the use of the app. I did two at a time so I could monitor them as they completed the test. Also, It was very wordy. The children were trying to answer the question and the computer was still talking to them.
  86. I wonder if reading specialists could do the language and literacy part of the assessment and maybe the STAT teacher could administer the math assessment. Then, the teacher would only be responsible for the observation data. I don't think that writing one date and one location for an observation is helpful. I think that the scoring should be based on multiple observations of children, not one isolated incident.
  87. Solution #1 - GET RID OF THE TEST!!!!!!!!!!!!!!!!!!!!!! Options #2 - If that is not an option and the state wants to continue with the testing, then THEY should send in test administrators to give the test, so that teachers are free to teach and to do assessments that are worthwhile and will help us guide our instruction. Option #3 - If that is not an option, train the administration, the Reading Specialists, STAT teacher, and the Special Education teacher to administer the test. This way, the testing "team" could get the test administered in a timely fashion that would not take away from classroom instruction. With this scripted test, any teacher could administer the test. The 13 hours of training we received was a waste of our time. The information that we needed could have been given to us in a day or half day training. A lot of our time was wasted because we were not able to see the way the testing items are set up on the computer beforehand.
  88. I previously completed a survey, but I had to write back with the latest update: We were contacted today and told that we need to print the student reports before the Nov. 8 deadline. That leaves 2 days to get it done. Only the reports can't be printed within the program - you have to snip each report or take a screen shot and print it from there - until a later date - at which point they will hopefully have the program working correctly. This should have been fixed prior to implementation, just one more reason it should have been piloted.
  89. Yes, this is a political tool carried on the backs of teachers. Not all schools need public pre-K. So why work so hard to get it funded? Developing tool after tool until you figure out a way to get kids to fail so that you can say, "See, they need pre-k!" Analogy for Universal Pre-K: You assess kids before a lesson, find out they already know it and teach it ANYWAY!!!!!! Isn't that the way we AREN'T supposed to do it? Use the Title I model. Put it where it needs to be. Save us some bucks and don't waste it where it isn't needed. The current way we have pre-k is JUST FINE!!!!!!!!!!
  90. It should be administered at the end of Pre-k where there are 3 adults per class. Those students who are not in pre-k should be given appointments for testing before the school year begins. For those late enrollments they can be tested by the Pre-K teacher during gradual entry. It is a test showing who is ready for K, if the Pre-K teachers are testing they can make the adjustments in their program to make sure they are ready for Kindergarten.
  91. 1-Pay teachers in the summer to assess their students prior to the opening of school so the data reflects their true readiness not what they have learned in school. 2-Have trained specialists other

than the classroom teachers (speech and special ed) come in and do the testing so the teacher can teach. 3-Generate a group multiple choice test which can be possibly administered and scored on the computer. 4 Make it standardized-the time frame is far too wide-some kids were assessed the first week of school while others were tested after the first marking term!

92. The test was too long. The observation part took forever. Lots of instruction was missed. I spent hours recording all the data and then putting all in the computer. The way in which the recording sheets were laid out was crazy. My grade level partner was able to find a way to lay it out as a spread sheet. This was helpful. I felt overwhelmed.
93. Sure, give me a call at school during my planning time and I'll see if I can squeeze you in. 410-887-7507.
94. If the state wants the data, then train others to administer and not the classroom teacher. If you want to know how ready the students are for kindergarten before entering, you should not have a two month window of time. They are acquiring some of the skills from attending school for those two months. If we continue to administer the KRA, administrators should be required to attend the staff development the teachers attended so that they have an understanding of the expectations placed on the classroom teacher. It should not be an option.
95. Give Kindergarten teachers a week at the beginning of the year to administer the test before the students come for instruction. The test can be given in the classroom without a need for subs and trying to locate a place to work with the child. Also, a baseline would be established before instruction begins. A second thought would be for the state to hire a team of testers to administer the test.
96. If information is needed measuring what skills children are entering kindergarten with, administer the test prior to children entering kindergarten (such as at registration). Have professionals other than classroom teachers administer the test so teachers are not taken away from the classroom for hours on end. Align a test to the Kindergarten Progress Report.
97. KRA can be completed by any person, hire people. KRA should be completed prior to attending kindergarten. KRA interrupts teaching and learning. KRA should provide some benefit. MMSR provided some benefit. Align your data needs with that of our curriculum at the appropriate time of development. Scrap the KRA. Complete the KRA over the summer.
98. Go back to the old system with the MMR
99. Have Pre-K teachers administer the KRA or have trained staff from MSEA come to each school and administer the KRA during the months of September and October so that kindergarten teachers are not wasting time testing and can focus on teaching.
100. Pre-K teachers should administer the test at the end of pre-k or have the first couple of days allocated for testing and start gradual entrance a week later.
101. If you truly want to know how ready students are then they should be assessed before they start Kindergarten. Either have them assessed at registration or have trained examiners come to the schools to pull the students out and assess them.
102. When you tell teachers that the assessment would be delivered on a certain date make sure it's delivered on that date. More of the assessment could be online.
103. Change the script!!! Make it more "child friendly" and less confusing. The math question that wanted the children to sort animals into pens was absolutely ridiculous! The students looked at me

and asked me questions about it, but I could not give them any answers. The question should have simply said: "Here are some animals. I want you to sort these animals into three groups."

104. If the KRA is supposed to represent Kindergarten readiness, it should be administered prior to a student entering Kindergarten. The time frame for administering the KRA is during the beginning of the school year. The beginning of the school year is a critical time when students learn rules and routines. It should not be a time when tests that offer no benefit to students are administered. Students are losing valuable instruction time in order for the KRA to be administered. Also, if the KRA is supposed to be a true measure of a student's Kindergarten readiness, it must be administered in that student's native language. If not, it is merely a measure of that child's English proficiency, which is already determined by the WIDA. My solution would be to stop administration of the KRA and let teachers do their jobs, which is to teach, not to test.
105. If it is an assessment to see how ready students are for Kindergarten, why isn't it given at the end of PRE-K?
106. If the whole test could be child operated like the math portion except the observations that would save a great deal of time! Teaching students to use a computer mouse or touch screen takes minutes while giving the whole assessment to multiple students takes hours. Also if that is not an option then it would be nice to go from question to question with each student. Question 1, answer, then automatically be able to enter the data then for question 2 for the same student without going in and out of screens. It was not efficient to pull one student then another for the same question. That set up was horrible.
107. I wish I had a solution - but as a teacher with many other responsibilities right now, I do not have time to sit here and come up with one. My main concerns: Too much time was spent administering the test and entering data. Took away my time from actually being able to teach the students. There needs to be a way that someone else can come in and help test students. And/or more substitute time needs to be given to teachers. We had one day and it just wasn't enough. I still spend days upon days testing students and it took so much time away from my instruction. I felt like all I did was test students and never got to see my small groups. Also, the math question about putting the same amount of cars/trucks in the box provided but in a different way was very hard for all my students and took up a lot of time. Also, there should be a way you can go in for each student and put in all information for one student on one page without having to keep scrolling around the page for all of the different students on one page.
108. 1. Start giving assessments at the beginning of the year and not waiting 3 weeks. It is a kindergarten READINESS assessment. 2. Recommend some sort of way to have PreK teachers do some of this at the end of the prior school year. 3. At least 2-3 of full days of substitutes to complete, or at least get most of, the testing done. This has been an arduous fall season, and now this assessment has rolled right into fall progress reports, another big undertaking for the fall.
109. Stop wasting money on this and spend it on full-time instructional assistants in the classroom that can really work with students who are not as prepared. If the state really wants proof that pre-K helps, asks the teachers. It is obvious to us who knows how to write their name, get along with others, sit and pay attention, identify letters and numbers.
110. Get rid of the kra!
111. I think administering the KRA in the beginning of the year (during gradual entrance) before the students start kindergarten would greatly help. This would give us all the data needed without taking

away any instructional time. I would also suggest having the pre-k teachers administer the test at the end of the year for the mathematics and language and literacy sections. This would allow a lot of students to already taken the assessment and the kindergarten teachers would just have to administer the assessment to the students who did not attend pre-k. We could even do the observational portion of the assessment in addition. Having any part of the assessment already taken care of or during a different part of the year would be helpful.

112. Go back to the previous assessment
113. If we absolutely have to give this, please send a person from the state out to administer the test. You could also have teachers test students prior to school starting (delay school for K students for a week or so). The questions also need to be re-worded. It is not developmentally appropriate to give a 2-3 step direction to a child in one long paragraph and expect them to understand.
114. KRA should be given by pre-K and Daycare teachers prior to students coming to kindergarten. If there are students who did not attend a pre-k or early learning school kindergarten teachers should only be asked to assess those students.
115. - Provide substitutes for all teachers to administer or allow other resource personnel to administer such as the reading specialist. - Provide time for teachers to administer before the school year begins. - Shorten the assessment or create a way for it to be administered in small groups
116. 1. Field test for errors or other problems. 2. Give the assessment before students come to Kindergarten - by PreK teacher and/or hire teachers during the summer to assess children as they register. 3. Change test to be a pre and post-test for Kindergarten so that it can drive instruction. 4. Lessen the time it takes to administer/observe the assessment.
117. The test reporting form should align to the recording sheet. The date, location, time for each observation is RIDICULOUS! Some of the questions are not even taught until end of Kindergarten (decomposing numbers...the question was worded confusingly and really isn't a readiness skill...Some of the directions (rhyming 1 and 2) were redundant...they kids jumped to the answer before the directions were complete. I liked the computer based math, though the children are unused to the computer mouse and lag time...some of the children choose incorrectly because they thought they were wrong or because they were having trouble clicking... If we are truly judging Kindergarten READINESS, this test should be administered BEFORE they enter Kindergarten, maybe as part of the registration process or as part of gradual entry... Other TEACHERS should be able to help us, our reading specialist, STAT teacher, or team member...
118. Administer before the start of school. This way it does not affect instruction or take away from establishing the school routine.
119. The whole point is to determine funding for Pre-K. The kids could be screened at the end of the year or at K registration. Official "test" people could assess the students.
120. Pre-k teachers doing it at the end of pre-k. Completing it the first week of school and have children start later.
121. It is WAY too time consuming and much data will not be used to help guide my instruction. Someone from the state department should come in and test the students. Too much time was taken away from my students who did not like having their teacher in the hallway.
122. Get rid of this pointless test that will not allow teachers to teach instead they are spending meaningless hours inputting data, and assessing, and observing students in the classroom, when nothing is helpful.

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123. It would be helpful if other staff members were trained to help administer the test. With 23 children in my classroom, it has been hard to teach and find time to give the test.
  124. I think this needs to be done before students enter Kindergarten. I think 2-3 school professionals (i.e. Para-professionals) should be trained on the test. They can administer the assessment to students during the first 1-2 weeks of school. Another solution would for it to be administered before students register for Kindergarten. We already utilize several other data points to make instructional decisions for our students. Why do teachers need to take time away from instruction to help state officials determine where their money should be spent?
  125. This assessment is so lengthy. The scripted parts do not need to be administered by a teacher. If this piece were completed by outside testers or other trained staff, I would then be able to spend more time observing students for the other piece of the test and spend time actually teaching. Also, this assessment might be of better value if administered before the beginning of the school year. Again, the scripted math/language part could be completed at kindergarten screenings so that the information is captured prior to the beginning of the school year. I feel that this is just one more assessment. We already give so many of them.
  126. Possibly administer during a gradual entry period -- pre k has a screening prior to entry, perhaps we could have some administration days (2 to 3) and 3-4days for gradual entry. If we have a few days at the start of the year, if necessary in any school, maybe reading specialists or resource teachers could support and/or administer.
  127. Whatever questions need to be answered need to be the same questions as the progress report, and it should automatically connect and fill in with the progress report
  128. Have people from the state/government administer the test before students begin kindergarten... Scripted parts of the test could all be given on the computer... All computer parts could be given in the computer lab as a whole class like MAPS is given. This would save a lot of time & preserve time for teaching...
  129. If I can give the test during gradual entrance, the data would be useful to me. I would know where each student was academically before I begin instruction. There is also no reason that other professionals cannot give the test; it is standardized and rubrics are clear. An ELL teacher, Reading Specialist, Special Educator, or even an IA could administer it effectively.
  130. Yes, give it to the children when they are in an accredited pre-school or head start program. Then I will be able to take my curriculum and mold my instruction to fit their needs in August. If they are not in a preschool setting then let us give it to them when they register for kindergarten. The observations, don't make them so vague. Many of these especially how interactions change. Example Yes, today he problem solves, oops tomorrow he doesn't. Just hit a child.
  131. There needs to be administrators for the test other than the teachers of record if this is a test that needs to be done. Have the whole test on the technology so that the students can do it on a device independently.
  132. No
  133. Stop this waste of time, money, and instructional resources immediately
  134. Stop this waste of time, money, and instructional resources immediately
  135. If KRA needs to be administered, I think it should be done at the end of pre-school or administered by other school personnel (math and language portion) during the first week of school or during the

- time when students register. I think the observation part could then be completed by the teacher during the first couple of weeks of school. Another thought is to go back to MMSR.
136. If KRA needs to be administered, I think it should be done at the end of pre-school or administered by other school personnel (math and language portion) during the first week of school or during the time when students register. I think the observation part could then be completed by the teacher during the first couple of weeks of school. Another thought is to go back to MMSR.
  137. Have the preschool students tested before entering kindergarten. We need to remember that these students are children and not a number.
  138. \* Have an assessment team hired by the county or state do all the parts of the assessment that are scripted and don't need to be observed by the teacher. \* Have all scripted parts of the test be given on computer in random order so a class can take it at one time in a computer lab. \*Give the students the KRA before school actually starts so it is a valid measure of what is learned prior to receiving kindergarten instruction.
  139. If they insist on continuing this program, it needs to be manageable. Losing a week of instructional time is unacceptable, as is turning the class over to subs at the beginning of the school year. Make the whole thing a computerized assessment that can be given in the computer lab. And whatever happens, IT NEEDS TO BE PILOTED and have the kinks worked out before it is sent out to the masses. The "updates" we received were ridiculous. If they had piloted the program or even had it ready before we attended the trainings, many of the issues could have been resolved. But the constant updates and need to reload the program because teachers couldn't see their entire class list is completely unacceptable. The children of Maryland deserve better!
  140. The state is asking for the information. Perhaps they should send representatives in to administer the assessment. Another idea would be to allow us during gradual entry, at the beginning of the year, to administer the one on one part of the test. Then we could do the observational part until the end of October.
  141. Assess the students by appointment prior to the first day of school or use gradual entry week for assessment by appointment. Do not take instructional time!
  142. Many changes needed
  143. Since this is a state mandated test and the data is really of no use to me as a teacher, then the state should send teams of testers into schools the first month of school and pull the students to test them. To waste my time, my students' instructional time and the school system's funds to provide substitutes to collect data that is not of any use in my classroom instruction goes against plain common sense.
  144. Have another person other than school personnel implement this test. Get rid of the test. Shorten the test drastically. Make all a program to hand off so it frees up the teacher.
  145. A trained person from the state should have tested each child in the areas of language/literacy and mathematics. Since it is completely scripted, it was extremely frustrating to me that someone else could have been assessing these students one at a time while I should have been teaching in my classroom. The teachers should continue to do the observational section and be provided additional time to input that data. I had to use much of my planning and had to arrive before and stay after school to input the data.

146. What is the point of KRA? If there is no point, why are we giving the test? A solution would be to not give a test that is not for the benefit of the students. We are here for them, not for collecting irrelevant data.
147. HAVE SOMEONE FROM THE STATE GIVE MATH AND LA SECTIONS BEFORE SCHOOL STARTS. TEACHERS JUST DO OBSERVATIONAL PARTS. SHORTEN TEST.
148. Provide subs for teachers as they administer the exam. Give better guidelines/assistance to teachers with ELL students and students with IEPs.
149. The website needs to be more user friendly. It is taking a long time to enter information because of the layout. It would be more convenient to be able to input student information in one place. Instead we can only input data for one objective at a time (and if there is a place to do that already, I certainly haven't seen it yet)
150. While I'm sure the data you collect is helpful in gaining funding... what people need to realize is the biggest factor of student readiness at five years old is the type of home environment they come from. A child that has had full time preK but still goes home to a house where no one speaks to him/her, they have no appropriate role models, and are stuck in front of a screen for entertainment will continue to be behind in many areas. In contrast, a child who has spent five years at home but has been communicated with, taken places, watched appropriate relationships and interactions will be more ready for kindergarten. So these "new and improved" assessments aren't really giving the real picture. And unless we can improve on some parenting skills in our society, our scores in kindergarten and being will continue to lack in areas. As a teacher, I can NOT compete with the home life of a child. No matter how good a role model I am and how much character education I teach. As always, since you have sent out a survey and I have taken the time to fill it out, I REALLY HOPE that you take a moment to think about my answers. As well as other teachers. I fear that all of these non-teaching additions are pushing quality teachers out and wasting quality time.
151. Look at the College and Career Readiness Curriculum Framework to set expectations. Condense skills on the assessment to narrow the scope and make it quicker to administer. Definitely cannot administer assessment during the school day while teaching and planning. Professional days are needed to complete the assessment or have it done by someone during registration or allow k teachers to do it in place of the staff development they attend.
152. Come up with a screening test that can be administered in less than 10 minutes per child. Data is recorded on a bubble sheet that teachers mail off to state for them to enter in data. Teachers are not data entry personnel and should not be treated as such. Conversely if the state is going to stick with the current test as is then they need to hire paid professionals to come and administer the test one on one to students and that would save teachers from wasting three days of valuable instruction time on administering and scoring a test they will not use.
153. I guess I am not really sure what the purpose of the KRA is. Is it to give the state info on the level of each entering kindergarten? Is it to help teachers with beginning of the year assessment of student ability? The MMSR was not as time consuming and I feel like it provided enough data to establish the readiness of each child. Each kindergarten teacher finds out quite quickly in the course of just a few weeks how ready each child is and what is necessary to get them on track.
154. Give the prompted portion of the KRA to students at registration or before school starts. It would provide a better picture of what the child is coming in with. Then teachers can complete the observational pieces shortly after school starts.

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155. If you must offer this test, hire teachers to administer it either during K registration in May or Test them over the summer or offer a full week of Gradual Entrance week where just a few kids come each day - they meet their teacher and are given the KRA by a paid tester. All of these possible ways actually measure what skills students bring to kindergarten - not a test given in late Oct or Nov after weeks of instruction.
  156. I would say the lower functioning students should be exempt from this assessment. Very frustrating to students and teacher. The technology was also very frustrating. I had problems entering comments. I would type them in and then the comments would not save. I also had problems with the percentage. When 4 out of 5 students were complete it registered as 28% complete, yet my administrators recorded 75% complete on my students. How is this even possible? All these issues should have been resolved or tested before administration of the assessment. Are the results even accurate then????
  157. Hire teachers to administer the tests before school starts. Even with substitutes covering classes for testing, the time it takes to get ready for a sub causes teacher stress. Trying to test in a noisy classroom covered by substitutes is not good testing protocol and is frustrating for students and teachers. How accurate is the data acquired?
  158. What is the goal of the KRA? To assess who is ready for K? Then why are so many questions asked that reflect what we teach in K? I am happy with the observables in the KRA. That portion can be done during the course of normal instruction and is what teachers always do (observe students). It allows us to observe more than once in different situations to see what the child truly knows.
  159. Absolutely!!! Let kindergarten teachers TEACH. Too many demands, assessments, and deadlines for kindergarten that take the teachers away from planning and teaching meaningful experiences.
  160. If we are going to use KRA as a future assessment tool that drives instruction and will be given at the end of the year as well, then it should include all necessary information such as testing all alphabet letters and sounds, not just a few. Now that I will be completing KRA this week, I will still need to go back and gather other data that our school uses. Being at a Title I school also increases the paperwork and assessment load beyond KRA. I miss teaching : (
  161. The KRA is entirely way too long. I have taken a lot of my instruction time over the last 6 weeks to assess each child. I lost a lot of instruction time when I could have been teaching. Some of the questions do not seem developmentally appropriate, including some of the observational areas. If we are to continue the KRA, it should be shorter. We should also be given substitute teachers to help in the classroom. Perhaps the substitute can administer the KRA so the teacher can continue teaching.
  162. Do away with this test completely or pick only key questions such as letter recognition, letter/sound knowledge, counting skills, etc.
  163. Get rid of it!!!!!!!!!!!!!! MCLASS and dibbles testing takes long enough- but unlike the KRA that's actually useful!
  164. The early childhood office should be administering this test to incoming students over the summer. They can hire teachers to support the process. Otherwise, K students should not start school until all students have been assessed. They can start the following week. This has had a major impact on my ability to teach, begin small group instruction, and allow for parent volunteers in the classroom. My students have been assessed using the KRA, MClass, and Map-P. It is a lot. They are only 5! Many students come in from a play based pre-k program and not an academic setting. The KRA gave me no time to truly set up a solid foundation for my expectations in a new classroom environment. Also

I just finished and start conferences next week. The info does not correlate to what I need to present to my families on how their child is doing academically in our room to make benchmark.

165. Modify the assessment so that the data is meaningful to teachers. Change the questions that are designed to trick students and make them fail Administer the test over the summer
166. The test is way too expansive. Stream-line it. Have people from the state administer it. Use county data from the county assessments. Provide a stipend for teachers. Provide multiple days of sub time for administration of the assessment and entering in the data. Fix the KRA website - make it more user friendly and easier to enter in the data. Truly ask yourself what is the purpose of the assessment and how are you going to analyze the data so it is purposeful for YOUR needs. MY NEEDS are TO TEACH MY STUDENTS.
167. This is a very important assessment. I hope we are able to see meaningful data and also if the KRA data proves that our State needs universal Pre-K. The window needs to be longer. If possible, can you help our county MCPS understand that this assessment needs to be given over the summer with appointment scheduling(a part of the Kindergarten Orientation process) , or possibly seasonal positions created for solely KRA administering so it will not impact the 1st months of school so much.
168. Limit number of test questions Counties required to purchase KRA App for administrating/reporting scores Complete KRA during orientation (not during beginning of kindergarten year-students are not independent enough to work alone while the teacher assess)
169. Provide testing for the KRA before the students enter kindergarten. It is too hard to balance testing, teaching and introducing 17 students into a kindergarten classroom. Give us subs that and come in and cover for us while we assess. We can get the KRA out of the way and begin classroom instruction. We can complete the test earlier in the school year compared to October when some of the material has already been taught.
170. I think there should be rephrasing options for ELL's and IEP kids because as it is now, we are testing their comprehension- not their ability to count, make a same set, or show you which is longer. If there were more options for rephrasing- the results may have been more reflective of where the students are.
171. If the state really wants this data, they should assemble a team to test before students enter kindergarten and present teachers with the data as school starts. Or they could have people come in and administer, it's too much for the teacher. We need to teach.
172. Drastically shorten the KRA. Administer it sometime in the summer before the school year starts so that it does not take up so much essential and important instructional time in the beginning of the school year when establishing expectations and routines is most crucial.
173. Do it before Kindergarten, outside of instructional time!
174. kra is not needed our county has reading assessments and we pre assess most instruction
175. I do have 2 separate solutions that I believe would be well received by both the KRA and the Teachers. One thought would be to break the test into 2 parts. Part one of the test given the week prior to "teacher week" - have 1 kid enter for each half hour. That would allow the first half to be assessed (the one to one or can be done in small group questions) ... Part two of the test would be all the observational questions, and that was easily done over a 4 week period of watching and getting to know my students. In doing this you would not impact negatively the learning and teaching time teachers need to set the foundation for a great year and entrance into school life. It

would not take the teacher from small group reading instruction. A teacher's presence in the class is critical to all students, and his/her presence in the first weeks establishing rules and expectations is big. A SECOND SUGGESTION would be to have other people who are NOT the classroom teacher come and pull the students out for the 1-1 parts of the test, then have the teacher do just the observational part. This would not distract the teacher from our highly valued teaching time - and the observational aspect is easily part of the school day. The teacher helpers/ para-educators, ESOL teachers and administrators could just as easily administered the 1-1 parts of the test as any teacher can.

176. We need the proper technology. We need the test to arrive on time. We need it to be significantly shortened. I really believe this should be assessed during the summer, preferably sometime in late August before school starts, that way we can get a TRUE indication of what the students know coming INTO kindergarten. I would be glad to use the week before pre-service to schedule times for the parents to bring students and be assessed that way (with the proper technology, of course).
177. If the KRA must be done then the county needs to hire people to come do the assessments. This information was not beneficial to me and it took way too much time.
178. The majority of the KRA testing should be done in August by certified teachers who are willing to work in the summer for extra pay. Parents must sign up for an hour appointment. The test takes up too much instructional time. To be done during classroom time. Teacher should also be given coverage in September to analyze data, complete observations and enter data.
179. Stipends for teachers to test students over the summer. Less questions and observation to administer. It was overall an overwhelming experience for students and teachers and I feel like my students missed put in the first quarter because all I did was test.
180. Don't make us do it. Do it in the summer
181. Have someone administer the KRA in the summer before instruction begins in the fall. Many of my students had a month or more of instruction before I tested them so my students' results are not accurate.
182. - Test a small sample of kids - pay teachers to test over the summer - pay a group of "testers" to come in and administer the test - return to an observational assessment.
183. Testing should be done in the summer before students walk in our doors. Teacher should be paid to administer it. I feel as if I have not been able to differentiate and meet in small groups because all of that time has been devoted to testing.
184. KRA assessments should be given PRIOR to the school year beginning so that it does not hinder instruction and the implementation of routines, which are so important to new kindergarten students. If administered at school, the teacher should be given several days of substitutes at the beginning of the school year or the students should be tested by someone other than the classroom teacher.
185. Administer the KRA to students before the first day of school, perhaps when the students come in for Kindergarten Orientation in the spring before their K year. Have someone else besides the classroom teacher enter the data. Reduce the number of items in each section so the test does not take so long.
186. Yes, either come up with a different less time consuming assessment or give it the first two weeks of school by student appointment. K students would need to come to school two weeks later than the rest of students. I feel like we wasted an entire quarter on something that gives us no valid data. Another suggestion would to pay teachers to assess students during the summer by appointment. No

student comes to school until the assessment is completed. This has been extremely stressful for the kindergarten teachers and hopefully a solution will be discovered.

187. Preschool programs should give it in the spring or pay teachers who want to over the summer to give it to children. Too many hours of classroom instruction are wasted
188. Ideally, incoming kindergarteners should be tested prior to entering k. However, I understand the logistical issues to doing this.
189. A shorter, more compact assessment more substitute time arrival of KRA test at the beginning of school
190. Please reconsider having kindergarten teachers do this assessment in the beginning of the year. Find funding for teachers and/or other education personnel to give this assessment the summer before kindergarten. My classroom is markedly different this year because of the pockets of time I spent assessing.
191. Let teachers spend time in their classroom with their children
192. Should be done before the beginning of school year. Should not be required of the classroom teachers.
193. KRA training did not prepare me for the administration of the test - having time to actually look at sample test items, practice administering actual items, and exploring the data entry online would have been more helpful than receiving the same background information about the KRA at multiple modules. KRA administration would be helpful if it occurred before the start of school (either at Kindergarten orientation), over the summer by appointment, or provide time to assess at the beginning of the school year with late start for K students. This would allow teachers to start off the year with the data and use that information right away to teach the students.
194. Stop testing
195. It was completely time-consuming and kept me from being able to start math small groups and guided reading. It took up so much of my own and my student's time. I was getting "readiness" data from my students after I had taught them many of the things on KRA which makes absolutely no sense if it's supposed to be about what they come in with knowing. It should be given during Kindergarten Orientation or by Focus Teachers/Staff dev. because it was so overwhelming for the hard-working K teachers at this school. We got very little to no support in order to complete it and put in data other than people emailing us asking if we were going to be able to finish the KRA by Nov. 8.
196. Several, in descending order of preference: 1) Trust early childhood specialists--the teachers! -- To make observation-based assessments during their carefully planned first weeks of school. Take the best of both the MMSR and the KRA by providing a more comprehensive, portable capture document that can be used to record student skills, behavior and attitudes in natural, developmentally appropriate classroom activities. Pay teachers to enter PIN scores using an online system. 2) Pay interested teachers to carry out the KRA (new and improved) during August. When parents register their children for school, have them make an appointment for a KRA assessment at the school. Then the test can be carried out in a way and at a time that can actually prepare K teachers for the students they will receive without disrupting the work of the first weeks of school. 3) Provide two full days of substitute coverage for classroom teachers to carry out the KRA at the start of October, AFTER classroom routines have been established. Get it over with!
197. No

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198. The MMSR anecdotal I felt was sufficient.
  199. I believe students should be tested when leaving preschool or during kindergarten orientation. To test for kindergarten readiness when they are already in kindergarten defeats the purpose!
  200. If the state wants to give it. Hire someone else to give it, or cut it down to a 15 min assessment per child.
  201. Shorten the amount of testing/ number of questions
  202. Test during the summer that way it truly is an indication of their readiness for kindergarten.
  203. KRA should be administered the first two or three weeks of school, so that the data can be used more effectively with the students, rather than towards the end of the first quarter. Also our county is administering mClass during the same window frame and it is a lot of time assessing students during the first months of school.
  204. The test is too long and too time consuming. It is a burden for kindergarten teachers who are trying to establish routines and teach the curriculum. I think the test can be valuable but should be pared down significantly so that the assessments can be done in a timely manner. I also think the performance assessment scripts were too wordy. Students had a hard time staying focused while instructions were being given.
  205. Have PreK teachers administer KRA at the end of the year Also, make sure KRA testing materials arrive on time Ensure that technology works Provide teachers with a direct contact if they have questions
  206. An assessment team from Pre-k to administer the assessment PRIOR to entering K. If K teachers are to be tasked for administration of the KRA, it should be done PRIOR to the first day of school and get paid as we did for the MMSR which was nowhere near the amount of data collection as this assessment. Assess only a sampling of students. The amount of data collected is overkill. The sampling techniques as proved through statistics can render accurate data and not impact the instruction for every child in the state of MD.
  207. The KRA assessment was a burden to all Kindergarten teachers and students. We had a very difficult start to the year. The students missed countless hours of instruction, time with their teacher, and time to get adjusted to routines and rules. I do not think the KRA should be administered during the school year in the future. It should be administered in the summer or during kindergarten orientation. Kindergarten teachers should be paid for the extra work this assessment creates for them.
  208. MCPS turned down Race to the Top money
  209. The kids have had up to 9 weeks of instruction. Stipends should be given for tchrs to come in Aug. to complete them.
  210. Teachers need to be paid to administer the test during the summer, before beginning kindergarten. It is a READINESS assessment, and any information collected after instruction begins in kindergarten renders that data invalid. There needs to be a form of the test that can be given to students with disabilities- same content- but they need to be able to respond using their method of communication.
  211. I believe that the KRA needs to be suspended, and Maryland educational leaders should rethink if the KRA is truly is worth losing valuable instructional time. Maybe looking into forming an assessment that is not time consuming, that is strictly observation based like the previous assessment.

212. Have preschools do this before kindergarten to see if they are ready. Taking so much valuable time away from the crucial routine-building in kindergarten is quite detrimental.
213. Online assessment and at a faster pace with more Test Administrators
214. Hire trained people to administer by appointment during the summer months or spring.
215. Kindergarten students should be assessed the first 2 weeks of school by appointment. Kindergarten would start after the other grade levels. This would allow the teachers to test without other students in the classroom that they have to watch and teach. This would give the teacher time to assess without distractions and enter data on the website. The kids could start school and have a positive school experience with their teacher.
216. Don't administer the test - it does nothing for the student or the teacher except take instruction time away from the student
217. I believe this assessment would better be given at the end of Pre-K/Headstart/Pre-school. If students have not gone to a public institution for early education prior to kindergarten, students should be tested by kindergarten/pre-k/headstart paid volunteers prior to the start of school. When students come to register for school an appointment can be set up for the testing. If students are coming from overseas they can be tested by the international/ESOL office. If students show up in the first weeks of school and haven't been tested there can be a cadre of trained testers available to test these (hopefully) few students.
218. Reduce the size of the test Allow other county assessment data to be utilized. Provide more sub time. Allow more opportunities for small group administration. Assess students the summer before kindergarten. Since this test is assessing readiness for kindergarten it's ridiculous to spend the first 9 weeks of the school year giving this test. I should be spending my time teaching!!!!!!
219. Eliminate this assessment that takes away months of instruction.
220. Trash the test. Make the politicians who use the data test these kids. These kids need instruction not hours of tests.
221. If this is truly a kindergarten readiness test as in testing to see if children are ready to enter kindergarten then we should not be taking time to test the children on items that are expected by the end of the year. This test needs to be given before the children enter kindergarten. Maybe at kindergarten orientation or during the summer. Or it needs to be shortened to only what we need to know at the beginning of the year like Mclass.
222. This testing should be done before students enter kindergarten as it is named Kindergarten READINESS Assessment. By the time some students were assessed, they had received 6 weeks of instruction which is not a good indication of their READINESS upon entering kindergarten. A lot of instructional time is lost completing this assessment. It should be done in the summer before the students begin kindergarten.
223. Get rid of it! Have preschools do the assessment and it be a part of their certification process.
224. Give the test during the end of the summer before kids attend school. Start Kindergarten a week or so later to give the test without having to pay the teachers for extra time over the summer. I know Pennsylvania interviews their students before they start school. I also understand that Anne Arundel County meets with new kindergarten parents and students individually before school officially starts for them.

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225. Arrange for the KRA to be completed during preschool or during the summer BEFORE students enter Kindergarten. The amount of time the KRA took and wasted learning during the start of Kindergarten needs to be addressed.
  226. Since this is a test for kindergarten readiness, I would say to administer it to students in Pre-K. For those students who do not attend Pre-k, it can then be administered by the kindergarten teacher. Also there is no reason to have as many observational check points as they are requiring. They need to be cut back. Offering a sub is nice; however, it is just something else that I have to plan for. I need support from someone who can just walk into my room and teach a lesson.
  227. Have Preschool teachers assess the student prior starting school. IF no preschool have a teacher do it before school starts.
  228. Have the test administered before the students enter Kindergarten or hire a bunch of people to go into schools and administer the test or get rid of the test. The classroom teacher should not be responsible for giving this test while also managing and teaching the rest of the class. It made for a really rocky beginning of the year, not to mention we are now 2 months behind with all other things because we have been so focused on administering the KRA.
  229. Shorter assessment. Pay for summer days for teachers to set up appts and conduct assessment. Rewrite script- can be wordy and confusing. Not have the KRA overlap with county assessing
  230. Not administer it
  231. Since this assessment is supposed to assess what students know before they enter kindergarten, it should be given over the summer, at kindergarten orientation or the week before school. We should not have to input the date and setting of every single observation item for every single student or there should be a way to input this information for all students on one item at the same time. The assessment should be similar to assessment given for Early Entrance to Kindergarten which last no more than 30 minutes per child and do not involve this detail of data entry.
  232. Rolling start for Kindergarten. All KRA and baseline assessment data administered during the rolling start. Then we begin the school year actually teaching.
  233. Assess students over the summer because there is too much lost instructional time. Also, I believe that a good amount of the time was setting up and resetting the materials. If it was on the computer I think that would have helped significantly.
  234. 1. More substitute time. 2. An assessment team (separate from the classroom teacher) to come into the classroom to complete the assessment. 3. Change the testing window for the selected response/ performance tasks to be assessed by a team over the summer and then kindergarten classroom teachers can complete the observation items once school starts. 4. Have teachers administer the selected response/ performance tasks to students during kindergarten orientation. Those not registered yet can be assessed over the summer. 5. Reduce the amount of tasks on the assessment!
  235. More sub time during the first few weeks of school to get all testing done instead of the testing being drug out over months.
  236. Please remove this test-- it is not a good use of instructional time for Kindergarten teachers. If we have to keep this, which I pray we don't, then at least take the time to align the testing booklet, recording sheet, AND the order of the questions on the computer. Having to go and record the information on the website and the questions not be in the same order as the recording sheet was extremely frustrating and felt like an unnecessary usage of my personal time. This really needs to be fixed. Please consider making this change.

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237. Do performance items and selected response only.
  238. Dissolve the administration of the KRA. Hire an entire team to administer this KRA so teachers can teach, not assess. Assess students in the summer. Assess a range of students, but not every student in the entire state.
  239. 1. Delay the beginning of school for kindergartners by a week in order to get the individual tasks completed. 2. Cut the assessment items drastically. Look and see which items were the most inappropriate, based on the data and cut there first. Then, reduce all other areas to a fourth of what you have. Include real kindergarten teachers in the process of deciding what to keep and what to cut! 3. Hire outside professionals to complete the assessments with the children individually.
  240. Perhaps the KRA would be more beneficial to the students and teachers if it was given and used while the student were still in preschool or pre-kindergarten.
  241. Shorten it. Put parts of it electronically. Pay teachers to complete the reading and math sections the week before school starts and keep the observational window open for the first 8 weeks. Train other staff members to complete the literacy and math parts and have them administer those pieces so K teachers can actually be establishing routines and teaching. This was a catastrophic disaster. Something must be done before next school year.
  242. If the purpose of the KRA is to provide information regarding readiness, the test should be given during K orientation or over the summer. After you have taught the students through to the beginning of November, you are no longer assessing readiness because they have been receiving instruction. Many of the questions and directions were worded confusingly, and the pictures for one of the test questions were so similar that the students were easily confused. This skews results, since the students might know the answers otherwise.
  243. Non-observational testing over the summer by the state or county instructional specialists or other 12 month employees. Hire teachers to administer testing during the summer.
  244. ABSOLUTELY! TAKE OUR FEEDBACK AND REWORK THIS TEST! There are many different ways this assessment could be streamlined so that it doesn't take so long and would be more effective. Fewer questions/tasks/observations administered during K orientation or during preservice week would be better for everyone. The MMSR was solely observational and used to have a measly stipend associated with it, but it was still better than the KRA. I believe that they are having us do the KRA during our instructional time and telling us that the data is stuff we are already doing is a flat out lie so that they don't have to compensate us for putting in TONS of extra time. This is a farce to prove that we need universal pre-k?!?!?! That has already been proven over and over again through decade's worth of data.....UGH!
  245. Cut items from the assessment to make it more manageable.
  246. Administer the KRA over the summer so as not to take up valuable instruction and beginning of year procedures or at Kindergarten orientation which would give true basis for kindergarten readiness.
  247. Have outside people administer the kra. (A team that goes sch to sch) Assess kids during kindergarten orientation Computerize entire assessment Shorten it
  248. administer in the fall before all students begin
  249. I fail to see the value in this assessment. I looked at the children who had attended pre K or Head Start and there was no correlation between those students doing better than others.
  250. Give the KRA at the end of pre-school IF this is data that is necessary for the state to have; or during the summer. But why do young children have to go through this at all??? Couldn't you determine

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readiness level by looking at how successful students were in Kindergarten (on the Jan or Jun report card - note the success students had on Kdg indicators) and then compare their preschool experiences to see what's working?

251. If this assessment is actually needed, it should be completed at the end of Pre-K for those who attend. Other children can be assessed on an individual basis in the summer. Regardless, the assessment is too long and some of the test items are poorly constructed and worded.
252. Who is the KRA for? Is it the state to justify universal pre-K or that pre-k programs are worthwhile? Because it is of little use to teachers. Hire outside testers to administer the KRA. How are teachers supposed to teach routines and build independence in children and teach small group instruction while administering the KRA in an environment that is not distracting to students? All at the beginning of the year?
253. Maybe administer at the end of pre-school.
254. 1. Have students set up appointments over the summer to take all parts but the observations. The teachers can do the observation parts in the first month of school. 2. Have a team of teacher go to each school to give all parts but the observation parts. 3. Provide sub to all teachers for 3 full days. \*\*The wording of the question is very confusing for the students. Please consider rewording the questions please.
255. Find a less time consuming way to administer this assessment IF IT MUST BE DONE! MMSR NEVER took this much time away from being with my class. This assessment has taken precious time from being able to bond and make connections with my class. Time that I will NEVER GET BACK WITH THEM! :(
256. Pay teachers to come in over the summer. 1 student per hour. 16 students=16 paid hours. This way, it will not disrupt teaching time, plus the results will be authentically testing students' kindergarten readiness. I see no other option, other than discontinuing the test that will not be detrimental.
257. It seems like this test should be given at the end of Pre-K or during the summer. We are taking away valuable time that could be used teaching just to check and see what students might already know.
258. Provide the kits earlier, more sub time, financial compensation for the ridiculous amount of time and energy the teachers put in. This went well above our flex time.
259. Regardless the students' readiness, we have to teach the curriculum. I think it's a great waste of time assessing students. I would rather spending this time teaching than assessing.
260. Do away with this. It wastes too much valuable instructional time in the beginning of the year when we are trying to establish rules & routines.
261. Computer based testing
262. Make it more manageable by making the entire test electronic. It would be much easier if the students can complete it independently on the computer. Like the MAP-P test. Then the teacher, could collect data on the observational piece and enter grades.
263. If the state would like to know what the students know prior to kindergarten then we should test the students prior to kindergarten. I know that I would have gladly come in and tested students several days before the start of school (during summer break).
264. Please do not have Kindergarten teachers test the students for KRA. The test requires that the person giving the test may not deviate from the script. Any other professional person may give this test before the kids enter Kindergarten, ideally have the students assessed in the summer so they do not miss time in the classroom learning vital routines for a successful start to school. Maybe reading

specialists, staff developers, any professional staff that gets paid for days in the summer can administer this test.

265. Stop doing it or pay us to do it before school starts. Maybe a rolling start for kindergarten.
266. The assessment needs to be shorter. We need to have sub time to give it. We need someone else to enter grades on the computer.
267. Going back to observations for math. Using the data from our MClass, testing preschoolers or having testing people come in and pull to test
268. Have K students come in during the summer and pay the teachers to administer the KRA during the summer. You could pay each teacher to work for 2 days, which is the same amount of pay that the school systems wasted on the KRA training this summer. Do the KRA during Kindergarten orientation-you don't need to assess every single student, we could use K orientation to get a sample size. Cut down on the amount of testing items-somewhere so silly and unnecessary (like hopping on one foot).
269. If teachers have to do this again, it should be before school is started and we should be compensated for our time. In the first few weeks of school kindergarteners are in survival mode and are learning how to be a student. The KRA took precious time away that could have been spent acclimating the children to public school life. I think the script should be changed and the assessment should be shortened.
270. Conduct assessment prior to kindergarten. Either at the end of their pre-k year or during the summer for kindergarten orientation. That way we would not lose as much instructional time for our students with reading levels, routines, and curriculum requirements.
271. Allow things to be reworded for ESOL, accept answers in Spanish
272. The assessments need to be less intensive and confusing. There are too many pages, cut outs and questions. Some independent questions should be based on observational interactions. When entering the scores to the maryland.kready.org website, there are too many boxes to navigate through. The spreadsheet should be the primary way of entering in scores. It is confusing, as none of the items in language arts/math/observational sections have the item number. Since the KRA manuals go by item numbers, so should they be listed on the website.
273. Have pre-school teachers administer it to their students at the end of their year to see the true kindergarten readiness
274. Have someone else do the testing so we can do what we are supposed to do...TEACH!
275. -get rid of the kra -make the kra much shorter -use technology to give the kra so teachers do not have to then go back and enter scores online -have non-classroom teachers administer the kra -give classroom teachers 3-5 full sub days to administer rather than having it last for months
276. I wish I did. Maybe there would be a way for the state to collect the information from teachers who wanted to be administrators/volunteers to test students outside of their duty day with kindergarten children whose parents signed up for the assessment. Another alternative is that, because the data is most beneficial to document progress and ability up until kindergarten, it could be given at the end of pre-k for those enrolled in a pre-k program. And then, for those students without pre-k experience, it could be given at the beginning of kindergarten. This would have the potential to at least cut down on the number of students who need to be tested within on classroom.
277. If Maryland is really going to use the KRA data to help students be better prepared for school then use the information! Don't just keep changing the assessment and say "this" one is going to help. If

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we continue to use the KRA have the assessments be completed in August before students actually start school such that it doesn't eat up all instructional time for two months! You can either have an independent group administer it or pay K teachers to come in in August, set up appointments and get it done!

278. Have specialists/non-classroom teachers test the students. Have students come in during the summer to test. Pay teachers. Include KRA as part of K-Orientation.
279. Get rid of it.
280. -Provide each zone a team of KRA Test administrators to go into school and pull students for testing. -Dedicate a half day of our daily schedule to instruct and the other half to instruct during the testing window -Provide multiple professional days for teachers to prepare, administer, and input data. - Allow summer test time -Train intervention specialist and capable specialists to administer test
281. It should be discontinued.
282. NO KRA FOR MONTGOMERY COUNTY! Currently our kids are tested in too many ways: MAP-P, M-Class, anecdotal, formatives, and KRA. (I was celebrating the end of MMSR, but this is worse.) The ASQ (Ages and Stages Questionnaire) do the same thing, are not as lengthy. The Creative Curriculum's Continuum from (from 2005 that I last saw it) was a better data collector than this, despite its carbon copy style.
283. Have teams of educators come and do the one-to-one portions with the students, so classroom instruction is not drastically interrupted. Better yet, have portions of KRA completed before the students enter the classroom.
284. Cut the time by 1/2-3/4. We do not have paras who can take over our classes. It is ridiculous to ask us to do this if you actually want real teaching going on. Get a team of teachers (retired) to do the testing. Or have the reading specialists and SDT's do it. It is not worth giving up prime instructional time at such a crucial time of year.
285. The data does not seem to be accurate, considering we are not able to use accommodations that the students need to learn. The test appeared to be a "waste of time"
286. Tough call I would suggest making the assessment shorter and a little less confusing
287. I like the fact that it is a statewide test so that all students are tested on the same things and there is universal data collected. My suggestions for next year: Please make it much shorter. Some of the questions asked were on things we don't teach in Kindergarten until later in the year; and I thought this was to see what the students are bringing from their pre-k or lack of pre-k experience. There are too many observations (29). A teacher wants to know: can they hold a pencil, use scissors, share, take turns, wait in line quietly, can they follow directions. I feel that in the attempt to evaluate the "entire" student that too many questions were asked. Keep it short and meaningful. I would be willing to help fine-tune the questions for next year if they need teacher input. Thanks for listening.
288. Yes, either provide substitutes so the reading and math assessments can be done over two days or provide training for our paras to give the assessments so that I am spending time with the whole class while my para tests rather than my para having to deal with the whole class while I test. I feel I am dealing with many more behavior problems this year and I am sure that is because I am constantly leaving the whole group to my para while I test.
289. Screen students over the summer or during kindergarten round-up by teachers or others trained.
290. Do away with it

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**Are your students able to understand and use the technology?**

1. a few are
2. absolutely not
3. Chose not to use it.
4. Couldn't get enough done on computer to find out
5. Did not use technology to administer test, only entering data: 5 responses
6. did not try
7. Directions were unclear and some had difficulty with clicking and dragging.
8. Don't use any- everything is paper based
9. Don't have any technology piece for students
10. For the most part
11. For the most part, yes
12. Haven't had it in the classroom yet, so I'm not sure.
13. Haven't used any technology
14. Honestly, children of this new generation are supposed to be the best with technology, however, this App was terrible.
15. I administered the test manually
16. I am completing the assessments with the paper booklet.
17. I believe so.
18. I did it with them because the App was hard to do. Students had to double click and it was confusing
19. I did not use the KRA app to administer the test
20. I did not use the technology to administer the test - did all paper and pencil because I understood there were problems with the technology
21. I did not use the technology version with the students
22. I gave the test manually
23. I had to go over how to use it for a number of children
24. I use paper and pencil.
25. It is more efficient to do it all with the manipulatives that were given. The device needs to be used during teaching time for the regular lessons.
26. It was very hard for them to use their finger to grab and move.
27. It would be too time consuming! Maybe if it was available in the lab to use.
28. Many were confused when there was a long delay or they had to tap multiple times to accept the answer.
29. MCPS did not use the technology piece with the assessment
30. Most do: 8 responses
31. most do not
32. Most of the children are able to use the computer but I have to sit next to them to make sure.
33. most were able to use our device to complete the math/science section electronically
34. my students did not use the technology
35. N/A: 33 responses
36. N/A - didn't use the technology with the students
37. N/A My students were not assessed using technology
38. N/A--our students only used paper/pencil version

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39. NA- I used the paper manipulatives.
  40. No: 64 responses
  41. no technology for kids
  42. no technology used with students
  43. no use of technology by students
  44. NO!! IT always froze, so we were unable to use it
  45. No, absolutely not.
  46. No, MCPS stated that we cannot use the technology portion this year
  47. No, not at that young age.
  48. No, we are administering the entire assessment with paper and pencil.
  49. No. I teach special needs so I just asked all the questions using the book.
  50. No. No technology for them.
  51. non applicable, paper assessment used
  52. Not all of them: 3 responses
  53. Not always
  54. Not applicable. We did the paper one
  55. Not applicable....we did not use technology to administer in our county'
  56. Not completely.
  57. Not my special education children
  58. Not needed to administer
  59. Not sure what you mean
  60. NOT WITHOUT HELP
  61. Only 2 of 19 have used computers - FARMS school. Most have familiarity with parent's cell phone and touch screen
  62. Our county did not purchase the technology, all scoring had to be done by hand.
  63. our county didn't have the app available for use
  64. Our iPads are just now available, after the KRA was finished. We administered the assessment with paper, pencil.
  65. our students aren't using technology for this assessment
  66. our students completed paper/pencil tasks
  67. Ours was given paper/pencil
  68. Several changed their answer when it didn't work
  69. Some: 9 responses
  70. Some children are, but some didn't understand the directions.
  71. Some had difficulty.
  72. some mouse control is difficult
  73. Some of my students are able to use technology.
  74. some of the questions are worded in a confusing way, if given access to a mouse most students were better able to use the app
  75. some of them-5
  76. Some students are able to access the technology; many students needed accommodations in order to access the technology (in part, due to technological issues-- touch screen interface was unreliable, internet connection, needed a mouse)

77. Sometimes
78. Sometimes
79. sometimes- very difficult to use with our devices
80. some-was not able to use the app with all of my students
81. Somewhat: 6 responses
82. somewhat, some questions are very confusing and sometimes the buttons are difficult to push
83. student directions were unclear
84. Students did not use technology this year.
85. students did not use the technology
86. students did not use the technology
87. sure
88. Technology was only available for a small portion of the test, and we do not have iPads, so we administered a paper and pencil test.
89. test is paper pencil only
90. The i-pads did not come in on time so we had to administer the test with paper and pencil.
91. The students did not use technology
92. The students were not always able to tap
93. The technology piece is not working so I am unable to determine how students would do on this part.
94. The test only had Math manipulatives and pictures in the student booklet. They were at times confused by the rapid switches in math materials and instructions from test question to test question.
95. there is none for the students to use
96. They are not using the technology-5
97. They used only paper manipulatives for the test, but sometimes the questions were so convoluted they didn't use the manipulative correctly.
98. They were not given access to the digital version?
99. They weren't allowed to. There was no room on the assessment for them to use it
100. to some extent
101. Wasn't available to use.
102. we did not use iPads
103. We did not use technology
104. We did not use technology with the students
105. We did not use technology. We did it paper and pencil.
106. we did our test on paper
107. We did paper and pencil so this is not applicable.
108. we didn't use technology
109. We didn't have access to the App for the children. I did it and then entered the data into my computer
110. We didn't use the iPads because we did not receive them in time. They arrived after we were already giving the assessment.
111. we do have the technology piece
112. We don't have iPads so we did the assessment with paper manipulatives. Which is half of the reason it took so long per student. The actual KRA website was difficult to navigate, faulty, and often deleted data I had previously entered.

113. We don't use the online version
114. we don't use the technology piece
115. We had the paper/pencil version
116. We had to do paper pencil this year.
117. We had to give it paper/pencil
118. We had to use the manipulatives and paper pencil.
119. We never tried, because we do not have it on our computers.
120. What technology?
121. What technology?
122. What technology? Our test was administered paper/pencil
123. With Assistance
124. With support, but directions were confusing,
125. Yes: 43 responses
126. Yes - but it did not always respond to students' touch. I had to intervene with the click of the mouse for several items.
127. Yes - once the technology was made available. I didn't receive an iPad until mid-October. It is also difficult to test when the wifi does not come to my room. So I had to test only when I had an assistant to stay in the room with the remainder of the class
128. yes and no (some who use it at home yes, others no)
129. Yes but they are more familiar with touch screens which we don't have
130. yes if it would have worked
131. yes- touch screen devices
132. Yes, but the "green next" button would not always work. When it didn't work the children switched their answers. The test that was completed on the device was completely inaccurate and I would never share the results with parents because of the issues.
133. Yes, but we had difficult time administering the test.
134. Yes, except one question regarding measurement where they have kids test the measuring stick by moving it around first. I had to tell them to stop moving it to hear the next direction
135. yes, except they have to touch the screen many times for it to register their answer
136. Yes, for the most part.
137. Yes, however, many switched their answers because the technology wasn't working correctly.
138. Yes, most of my students understood how to use the I-Pad.
139. Yes, we practiced mouse use before the test.
140. Yes, with help

**Have you experienced technology problems?**

1. No: 68 responses
2. Yes: 162 responses
3. A few minor ones- incorrect dashboard
4. Absolutely!
5. After entering data the percentage at the top did not reflect the amount I had completed.
6. At the beginning
7. Entering data was not always easy

8. Few
9. Haven't finished testing yet, so have not put in any data.
10. I think there could have been a more efficient way of entering data.
11. internet outage and the scores are not updated in a timely manner
12. It was slow and had to touch it multiple times for it to work. Also the script is not the same exactly. Aren't we supposed to say the exact same thing for fidelity?
13. just finished the assessment 10/29/14- not yet
14. Just with the scoring of some children.
15. major issues-this is not an acceptable use of my tax dollars or instructional time
16. Many: 2
17. Minor
18. mostly slow computers and programs that would only work at school so I was staying late to enter data
19. N/A: 2
20. New students took weeks to appear.
21. no - I used the paper copies with the students and kept records on a paper copy
22. no because we do not have wireless, so the test was administer by hand
23. No because we were told to record paper and pencil and then put it in the computer
24. No, I heard about them through the Kindergarten Teacher Folder over email.
25. No. I used the book and then entered all data
26. Not really but we had to administer orally because our county did not make iPads available for us
27. Oh, yes! I spent a half hour Monday after school trying to access the site on three different computers. I left in tears. Our computers don't have Google Chrome on them. Our tech person was in a meeting. Came in an hour early Tuesday. It just blinked.
28. once it did not save and I had to reenter
29. only trying to open the website in Internet Explorer, google chrome worked much smoother
30. only works on chrome
31. Some but worked them out. The website where we add the data is flawed. We constantly have to scroll to the right by going down to the bottom. It takes forever!
32. some, but no too many
33. The KRA website is only viewable using the Chrome internet browser, it would not work using IE.
34. The program was slow and children started pushing other buttons.
35. The sight does not allow for copy and paste of comments so I am not entering comments and dates - a waste of everyone's time. It is on paper - you can come and read the notes if needed.
36. The system froze a couple of times using the iPad
37. There were many glitches, no app on device, not saving comments, difficulty when the children had to tap on the screen to move on- sometimes it was easy to do and sometimes you had to tap it numerous times!
38. Touch screen not working properly on the device. Hard for students to register their answers and they were getting frustrated. Ended up giving it using the book only. Did not register that the information was saved. A few times it wasn't.
39. We are giving the paper/pencil and manipulative version
40. We did not have the technology to use. We recorded with paper and pencil.

41. With the website while entering data - YES
42. yes - data did not save and had to be reentered
43. yes - data would not save and was lost, had to be re-entered
44. Yes - iPad wasn't connecting to Wifi correctly, then it would disconnect each time the iPad went to "sleep." KRA website was not accurately showing the percentage of completion.
45. Yes - KRA training website is not user friendly.
46. yes - navigating the system - entering data
47. yes - navigating the system - entering data
48. yes - students had trouble selecting their responses - also received an error message and lost data that had to be re-entered - also got error message several other times
49. Yes - the math problems kept freezing. Gave up and did it manually
50. yes - when inputting scores
51. Yes data enter
52. yes- I couldn't access my account/students for over 2 months
53. Yes- I had trouble with comments being saved. Students also had to press multiple times on tablet for each response to go through.
54. yes in entering scores
55. Yes problems using the assessment on the device also sometimes on desktops
56. Yes The KRA app was put on all county computers but 2 of our K teachers, myself included, did not get the app-go figure! I lost my comments because I did not hit the space bar before saving--who does that??? I wasted 3 hours!!!!
57. Yes with data input
58. YES! Our K team was unable to take the teacher test needed to administer the student tests until late September due to the fact that it was not available to us on the KRA site, did not have students listed under our names on the KRA site until mid Oct
59. YES! App did not work properly. Login problems. Data display issues.
60. Yes!!! The test came in late and none of the testing technology was explained at the training. It was mentioned but not up and running to really practice on it. Then we weren't able to use the technology!
61. Yes, all my students were not on the original App so I had to assess some students using the paper way
62. Yes, couldn't log on at first, trouble putting in scores
63. yes, data is not saved
64. Yes, I had difficulty entering the data.
65. yes, imputing the data is not user friendly
66. yes, it kept booting me off of the wifi
67. Yes, log ins, saving info, etc.
68. yes, multiples issues (loading, students not appearing, loss of entered data)
69. Yes, not always saving or not showing it is saved and then being afraid to disconnect in case we lose it.
70. Yes, some glitches with the score entry and, of course, the whole system being unavailable for preview at our training
71. yes, sometimes the system will not save

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72. Yes, the app did not work, losing information after it was inputted, and students having difficult time click on math App.
  73. Yes, the computer kept timing me out and some of the data was lost and was not in the program when I went back the next day.
  74. Yes, the computer repeatedly froze during the math assessment.
  75. Yes, the device is often unreliable and shuts off during use. The website is not user friendly and it is very time consuming to enter all of the data
  76. Yes, the KRA website did not calculate totals correctly, at first. Also, the student online portion was not working for my district.
  77. Yes, the Revolves or the KRA app don't register all of the touches
  78. yes, we couldn't take the test to administer it and then we couldn't access our class on the website for a long time
  79. Yes, we had to do everything with paper and pencil with the students. Then we had many problems inputting the data.
  80. Yes, with internet explorer not working but flashing only. also would not let me save changes made inadvertently on a student who never attended my school
  81. yes, with the website
  82. Yes. I did not get to take the initial assessment until almost a month after the training. Once I got the ok to take the test, I could not log on because my password would not work. I started the assessment at the very end of Sept.
  83. Yes. None of percentages calculated correctly at first. It said "error" many times. We still do not have the app on our desktops.
  84. Yes. Children had to practically hit the pad before the system would record their answer. After the first student I chose not to use it.
  85. Yes. I could not access the teacher assessment and then could not log in under my password.
  86. Yes. I did not have a password at training and waited about 3 weeks to get it.
  87. Yes. I have a student who has never been enrolled in my class. However, I have had to enter a not scored and comments for each item on the test. Even after I did that, it shows that I have completed 0% for that child. We also do not have wifi in our class
  88. Yes. I have experienced many tech problems.
  89. Yes. Internet kept cutting out so my data didn't save
  90. Yes. Touch screen does not work for all math problems. I had to keep using the mouse to get it to react. Also had to use the mouse to view all names.
  91. yes-directions for in putting in and submitting data were unclear
  92. YES-the system is by and far NOT user friendly and I am extremely technologically savvy

Appendix II: Results of the Montgomery County Education Association's survey of more than 350  
Montgomery County kindergarten teachers

# Kindergarten Readiness Assessment Impact Report

## 1 BACKGROUND

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As part of Maryland's Early Childhood Comprehensive Assessment System, the Kindergarten Readiness Assessment (KRA) began implementation in Montgomery County Public Schools (MCPS) in fall 2014. The purpose of the KRA is to support and advance children's early learning and academic achievement by providing data to determine students' readiness for school and identifying children's needs to inform teachers, parents, and stakeholders. The KRA assesses 28 standards in six of the seven domains of learning (Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, and Fine Arts). The assessment is formatted to include three types of items: selected response, performance tasks, and observation. There are approximately 17 questions each in the Math and Reading sections, and 29 questions in the observation section, with a total of 63 test items. The KRA can only be given by trained teachers, and on the Math and Reading sections students are assessed either alone or with one other student outside of the classroom. The assessment window begins on the first day of school and closes on November 1<sup>st</sup>, as specified in the Race to the Top- Early Childhood Challenge guidelines. While the KRA is designed to be computer-based and will be implemented as such in the future, hard copy versions of the assessment were used this first year and teachers will transfer the collected data into the KRA Online Reporting System. Maryland State Department of Education (MSDE) provided funding for two days of KRA training, and MCPS provided a one half-day substitute for KRA planning and assessment.

Montgomery County Education Association (MCEA) started to hear concerns from Kindergarten teachers regarding the impact the KRA was having on teaching and learning in classrooms across the district in September 2014. The information in this report reflects data gathered from approximately 350 MCPS Kindergarten teachers from across the county through the MCEA Elementary Council on Teaching and Learning Kindergarten Representatives. Requests for input were sent via emails to all Kindergarten teachers, posts on the "Kindergarten Curriculum Folder" on Outlook, an online survey, and gathered in small group meetings.

## 2 ISSUE IDENTIFICATION

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### *TIME IMPACT*

The time projection for administration of the KRA is one hour per student. With Kindergarten classrooms ranging from 14-28 students each, this can total 14-28 hours or more per class/teacher. Survey results indicate the actual time is more than projected, with about 80% of respondents reporting

one-and-a-half hours to two hours per student. While the assessment could be given to more than one child at a time, most teachers reported assessing one-on-one in a quiet area outside of the classroom as the only way to complete the items in a reliable, timely manner. This is due to the developmental level of the students as well as the numerous distractions that occur within the classroom environment for both the student being assessed and the teacher. Additionally, the confidentiality requirements of the KRA do not allow test items to be observed by anyone but trained staff.

*“If you want me to get to know my students, create a warm, safe learning community, and teach the routines that support year-long and life-long learning, then I have to have time in the school day to do so.”*

Many schools use a variety of adults to supervise students while the teacher administers the KRA, including parent volunteers, paraeducators, English for Speakers of Other Languages (ESOL) teachers, Staff Development Teachers (SDTs), and occasionally principals. The preparation time it takes for planning meaningful learning activities for whomever will be in the classroom in their place adds to the additional time burden of inputting the test data.

*“...writing sub plans has taken much time and students are missing quality instruction from their own teacher.”*

The observation section of the KRA asks teachers to collect information on behaviors and skills witnessed in the classroom. Teachers report some of the items are not typically part of the curriculum, so additional planning to incorporate the items was needed. (Due to confidentiality regulations, details about test items cannot be shared, so specific examples cannot be provided.) Another challenge of the observation section is the requirement that the items also have a day/time stamp for each student. For example, if a student exhibits a behavior from the observation items, the teacher designates the item, date, and time it occurs on the reporting system. Even when the online system is being used to collect data directly, it interrupts instruction to input it when it occurs, or it takes a significant amount of time to enter the individual data for each student after the student day.

The one half-day of substitute coverage is not sufficient to meet the needs of giving the KRA to 14-28 students with a minimum one-hour-per-student administration time. Not including planning for coverage, observation-item data collection, or inputting results, the 14-28 hours plus per teacher spent represents a significant amount of time. This additional time impacts not only Kindergarten teachers, but also elementary school staff, and most importantly, students.

#### **IMPACT ON STUDENT LEARNING**

About half of the test items necessitate the undivided attention of the teacher to assess, either inside or outside of the classroom. Whether a substitute, paraeducator, or other certificated staff are supervising the classroom while the teacher is out of the room doing the assessment, the students miss the consistent routine and instruction normally provided.

*“We have not had the time to model, monitor and manage appropriate behaviors and routines as they should be during the beginning of the year.”*

*“It’s hard to develop relationships with the little ones while constantly asking them assessment questions.”*

*“Our paras are being used for coverage instead of working one on one with our students.”*

Many teachers report a delay in reading instruction as a direct result of the KRA. This is due to the interruption of instruction as well as the additional time needed to establish the routines necessary for learning. For example, teachers report not being able to start Guiding Reading Groups until the sixth week of the school year, when they typically start in the second or third week.

*“We are in week 7 and my students still haven’t gotten into the routine of small groups because it does not happen as often as it should.”*

Teachers surveyed felt the relationships, processes, and structures necessary for learning have been suspended until the conclusion of testing.

*“I feel like what I will be doing first when this testing is completed is going back and re-establishing work station expectations. I’ll also try to reintroduce myself as a teacher who talks to them about the work they are doing...”*

*“This year I feel like they associate sitting at my small group table with being asked to complete testing questions.”*

In addition to the KRA, there are a variety of mandated and formative assessments performed during the first weeks of Kindergarten:

- <b>mCLASS Reading 3D</b> is an assessment tool for students in Grades K–5 that measures reading comprehension skills, and reportedly takes about ½ hour per Kindergarten student.
- <b>Measures of Academic Progress (MAP)</b> assessment isn’t administered by the Kindergarten teacher; however, the two to three hours of time to prepare for and take the test cuts into students’ time engaged in classroom instruction.
- <b>Math Formative Assessments</b> , while useful for planning and differentiating instruction, are in addition to the testing imposed on Kindergarten classrooms in the fall.

While the KRA replaces the previously used Maryland Model for School Readiness (MMSR), funding for substitutes/stipends was discontinued by MSDE.

*“Between all of the KRA testing, mCLASS testing, and...common assessments that go with the curriculum, we feel like all we are doing is testing our students and not getting the time to really build relationships and teach our students the way that we really should be.”*

*“I feel as though now I need to ‘retrain’ my students with the expectations for work time/center time in my room, since I have been stuck at a table for the last 25 days, between KRA and mCLASS testing.”*

Most importantly, teachers don't think the KRA is providing useful information on students. Sixty-three percent of those surveyed reported the data they collected was not helpful in guiding and impacting instruction.

### 3 IDENTIFIED NEEDS

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From the data collected, several needs were identified, falling into the "Time" and "Student Learning" categories.

<i>TIME NEEDS:</i>	<i>STUDENT LEARNING NEEDS:</i>
1. Administer the KRA	1. Consistent staff to develop routines, behaviors, and relationships
2. Input responses/data for the observational items (all items this year)	2. Reading/small group instruction beginning on schedule
3. Planning for classroom coverage and incorporating observational items	3. Maximize instructional time

### 4 OPTIONS

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MCPS Kindergarten teachers cited a number of options for consideration and further conversation:

- *"Many of these students are learning to 'do school' and routines are impacted when substitutes, paras, and volunteers take over. SDTs and reading specialists need to be trained in order to help teachers administer the test."*
- *"Send in an assessment team to assess the students."*
- *"Train other professionals to administer the test, then have them as an ongoing resource."*
- *"We need to have more sub time or we need to have reading specialists or special ed teachers trained so they can help with the observations or assessments."*
- *"Like the Pre-K model, Kindergarten could be delayed by three days to allow for parents to bring students in for appointments to be tested. A lot of the direct testing items could be completed that way."*

## 5 ADDITIONAL DATA EXCERPTS

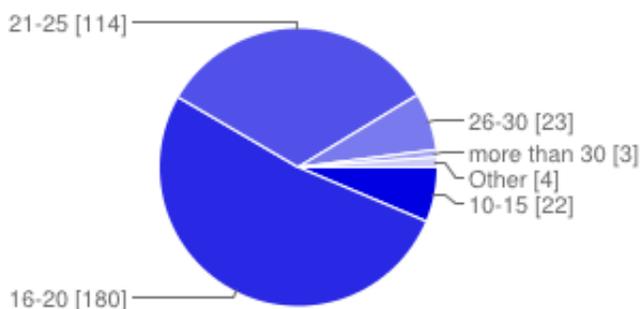
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- *“Basically, if I’m administering the KRA, I have one student with me and 25 working on something independent. I’m not instructing and they aren’t learning, they’re practicing a mastered (or almost mastered) skill.”*
- *“I’m an elementary music teacher and I would like to add that I have noticed a huge change in behavior in my kindergarten students from the start of the year to now – for the worse. Just as things were settling down into a good routine, the routine was broken by the teachers’ frequent absences, leaving classes to be led by a variety of subs and IAs. No matter how good the subs are or how well the plans for them were prepared, there is nothing to replace a real teacher, with consistent expectations and routines, especially for kindergarteners, especially at the start of the school year.”*
- *“At our school, we have upwards of 23 children per class. The implementation of this test has taxed teachers' time and has been a detriment to forming cohesive classes. Thus, there is an impact on learning of routines and behavior management due to the fact that teachers are taken away from their classes at this most important time to test, test and test.”*
- *“My team is so stressed and frazzled that we feel like we are taking 5 steps back for every one forward we take in establishing routines and meeting with small groups. We are having the same issues with the planning for integration of the KRA observations. My principal has been great at trying to give us more para support so we can do this test. However, that is not going over well with the other grades who need the paras to help their children. The half day sub will maybe let me finish a portion of the test but it will not even come close to helping me finish the 1 on 1 parts of the test.”*
- *“This has had a huge impact on my student’s learning. I have not been able to meet with many small groups in reading or math due to the mCLASS assessment and then KRA assessment. Also, organizing the materials and entering grades takes away from my individual and team planning time.”*
- *“The first few weeks of Kindergarten are critical in teaching students expectations and a love for school. The teacher needs to be available to her students. She needs to be there to facilitate and guide student interactions. When we are stuck at a table mCLASS and KRA testing, we are not available to our children, and I find this to be a very sad truth this year. I have been “unavailable” to my kids because I have to do testing. I have just finished and now feel like I can finally begin my year with my class.”*

# 346 responses

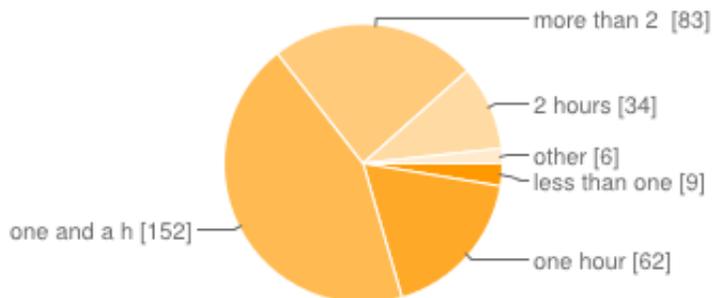
## Summary

How many students are in your class?



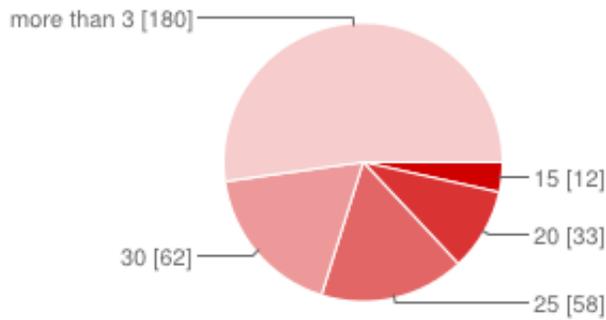
10-15	<b>22</b>	6%
16-20	<b>180</b>	52%
21-25	<b>114</b>	33%
26-30	<b>23</b>	7%
more than 30	<b>3</b>	1%
Other	<b>4</b>	1%

How much time per child did it (will it) take to administer the complete KRA?



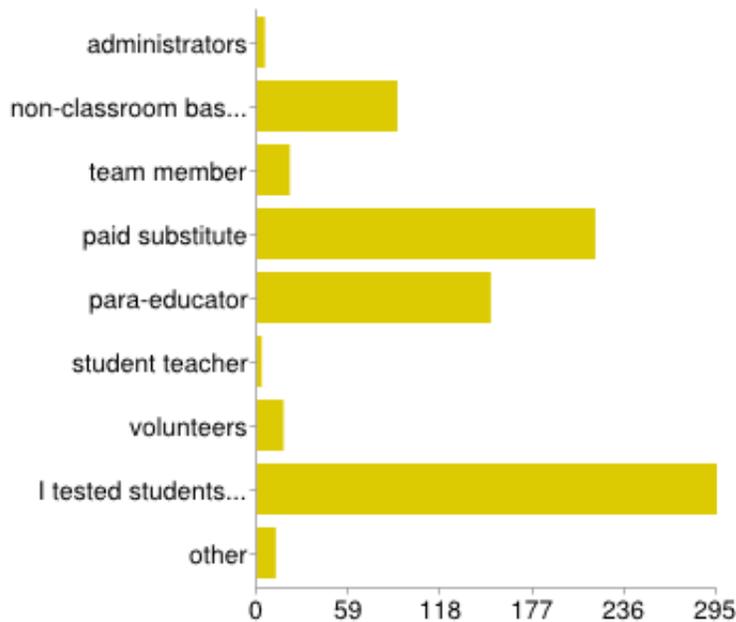
less than one hour	<b>9</b>	3%
one hour	<b>62</b>	18%
one and a half hours	<b>152</b>	44%
more than 2 hours	<b>83</b>	24%
2 hours	<b>34</b>	10%
other	<b>6</b>	2%

**Calculate the total number of hours you spent (will spend) testing your class on the KRA.**



15	<b>12</b>	3%
20	<b>33</b>	10%
25	<b>58</b>	17%
30	<b>62</b>	18%
more than 30 hours	<b>180</b>	52%

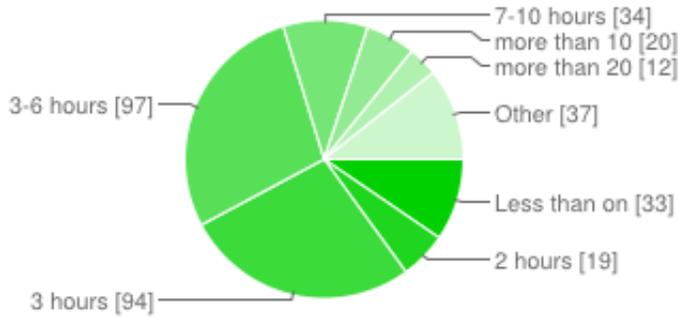
**Who provided coverage while you were testing?**



administrators	<b>5</b>	1%
non-classroom based teaching staff	<b>90</b>	26%
team member	<b>21</b>	6%
paid substitute	<b>217</b>	63%
para-educator	<b>150</b>	43%
student teacher	<b>3</b>	1%

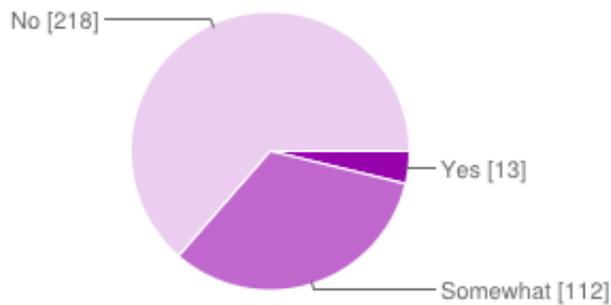
volunteers	<b>17</b>	5%
I tested students in my room during regular class time.	<b>295</b>	85%
other	<b>12</b>	3%

**Approximately how many total hours of release time did you (will you) receive in order to administer the KRA?**



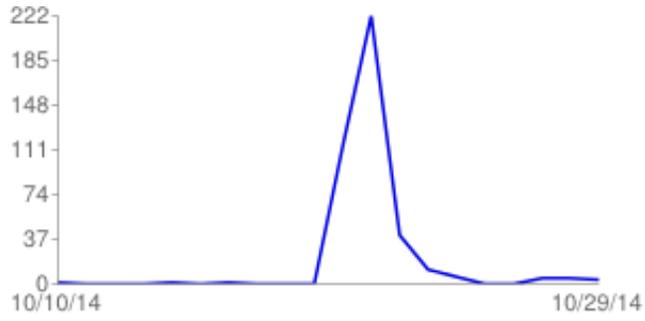
Less than one hour	<b>33</b>	10%
2 hours	<b>19</b>	5%
3 hours	<b>94</b>	27%
3-6 hours	<b>97</b>	28%
7-10 hours	<b>34</b>	10%
more than 10 hours	<b>20</b>	6%
more than 20 hours	<b>12</b>	3%
Other	<b>37</b>	11%

**Is the data you are collecting helpful in guiding and impacting your instruction?**



Yes	<b>13</b>	4%
Somewhat	<b>112</b>	32%
No	<b>218</b>	63%

**Number of daily responses**



## Updated on 10/9/14. Approximately 30 teachers.

Receiving kits late

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Technology difficulties

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Is anyone else having a hard time giving MCLASS and KRA? I don't know how I am supposed to start small reading and math groups if I am testing each kid for an hour for the KRA. I feel like I am not going to get to teach until November! Is anyone else having the same problem?????

Ditto from the team here at Rockwell. There is very little time for instruction and a lot of time that we are trying to test.

Are parents going to be mad that their students are not going to be receiving their guided reading instruction until almost November? Because I'm not sure when I'll be able to start doing that even though I am done with my mclass.

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I feel like the students are missing valuable instruction time because of this KRA testing! I wish I could begin reading and math groups, but feel it is nearly impossible right now with all of this testing! Are we expected to be pulling small reading groups during testing with the KRA? If so, it would be helpful to get some suggestions on how to do that in order to manage our time wisely.

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I really feel if the state is so interested in kindergarten readiness and how prepared the students are they should have the preschools do the KRA and not put the burden on us. It could/should be a factor in their certification. I feel the mclass data is more useful to me as far as grouping and planning for instruction. I haven't even seen the KRA kit or what the data will look like to determine if it will be helpful.

Not every child goes to Preschool. Therefore, for the state to account for every student, kindergarten is the only way to go for testing.

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MCPS is only using paper/pencil this year and it is important that we all strictly stick to the script.

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How is everyone managing their time with the KRA? Are you getting to reading groups, how are you instructing reading and math and administering the KRA?!

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I have been doing this system:

KRA on Mondays and Tuesdays  
Guided Reading/Math on Wednesday, Thursday and Friday.

I am almost done with the KRA—will probably finish next week with the 1:1 section. Still working on the observational pieces.

It has definitely been a challenge and the kids are missing out on small group instruction. I have been meeting with my two low groups every day and alternating between KRA and my higher groups every other day. I have finished the literacy portion and am about half way done with the math portion.

My team has put in for the subs so I really encourage anyone who hasn't done so yet to do that. It does help.

---

I honestly feel that I've gotten in NO small group teaching. Between the needs of Mclass and the KRA I've used every spare moment to get to testing. What the testing designers and those who propose it'll take an hour per child, they have to remember the realities of the classroom. Even if I had a solid half hour to assess while students are doing a follow-up and then centers, I'm not able to just plant myself at the reading table and assess for a half hour. To keep the students engaged and me available for questions I do 1-3 KRA activities at a time per child depending on the task. So we lose a bit of time in the transition between children. Then there's children who need help or have a question about the task I've given them while I'm assessing, or what to do next as we are still working on establishing and independently following established routines. And sometimes we have a student in tears or a couple in a disagreement while at centers.... And while all of these can occur while we're engaged with small group instruction the interruptions are fewer because we're engaged with more students. During the KRA and Mclass we're only engaged with 1 student at a time, leaving the rest of my class to manage themselves while I assess. When I'm using that time for small groups, I can be engaged with an average of 4, and I can have a parent helper engaged with 2-4 students. Then the numbers of students who aren't directly engaged with an adult and expected to manage themselves is much smaller which seems to lead to fewer problems.

I think the ½ day sub is a bit stingy when we didn't even see the components of the assessment until the 3<sup>rd</sup> week of school. So the team planning on how we would integrate the assessment within our regular teaching (?) never happened during the pre-service week as we were told it could. So we've had to add this into our already limited planning time. Then with the time required to do the literacy and math portions, and the time needed to enter all scores I'm shocked we didn't get more time. When Mclass was rolled out we got far more days and that was done nearly all electronically.

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I completely agree. My team is so stressed and frazzled that we feel like we are taking 5 steps back for every one forward we take in establishing routines and meeting with small groups. We are having the same issues with the planning for integration of the KRA observations. My principal has been great at trying to give us more para support so we can do this test. However, that is not going over well with the other grades who need the paras to help their children. The half day sub will maybe let me finish a portion of the test but it will not even come close to helping me finish the 1 on 1 parts of the test.

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Not only does it take an hour to test, it also takes ten minutes per child just to enter the scores. That is 10 minutes x # of students we have that we are using of our planning or personal time to do this.

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My team and I have come to the conclusion that if we finish testing, we finish, if we don't, we don't. The demands are ridiculous. What is best for our students is instruction, not a test where the results are pointless for kindergarten teachers.



I am writing out of deep concern regarding the administration of the Kindergarten Readiness Assessment this year. KRAs arrived at our schools late, precluding adequate planning time. This monumental undertaking was minimized during summer training and has crushed the school-year momentum of kindergarten teachers at the most challenged schools. We have been overburdened with large class sizes (18-20 at my school, anyway), children who are NOT, NOT, NOT ready for basic school expectations, and all of other assessments required for kindergarten (mClass, WIDA, MAP-P, & Kindergarten Math Proficiencies.)

Additionally, there is inadequate substitute time, non-existent reimbursement, and uninformed training. Apparently, none of the training team members had even seen the assessment that they were training us for. According to the administrative guide that came with the kit, teachers must completely cover or remove posted alphabets with picture clues. Only two of the seven posted alphabets in my room are without picture clues. The guide also indicates that Kindergarten teachers must add to the comment area of each observation, the date and location of the observation. Clearly, this overwhelming project has robbed our children of irreplaceable instructional time in, perhaps, their most important year of schooling.

Overarching concerns about the early childhood assessment include the rationale behind assessing every child in the state instead of random sampling, the sheer volume of the assessment, and it's true relevance to the kindergarten teacher (we don't need 1,280 data points to see whether children are ready for kindergarten).

And, now, to your specific questions:

1. How has implementation gone this year? Not well, it is hard to believe that this was piloted in a real elementary program. How can it be improved for next year? Cut the assessment by two-thirds, pay teachers to give it in the summer and at kindergarten orientation, use a random sample within categories (i. e. daycare, Pre-K, at home with grandma, etc.).
2. What impact, if any, has the administration of the KRA had on instruction/student learning?  
See above comment: Terrible for teachers and students.
3. How much time per student (on average) is needed to administer the KRA? One hour IF there are no interruptions, technology glitches, or human difficulties during assessment time. (This means that the 18 other children have 18 hours without their teacher!!!) To input the information?
4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?
5. How does this compare to the MCLASS?

Kember Kane (and also Nichole Sugar) said exactly what I have been feeling but didn't have time to write. I said it privately but then saw all the agreements for their eloquent words so I'll go public too. For every 3 of us who respond, I know there are 30 more who just don't have time to read this forum.

According to my MCEA building rep, there was no discussion of the KRA at the union meeting last night. WHY? – Probably because no kindergarten teacher has time to get to the meeting. We have got to band together and voice our strong concerns. Please keep sharing your thoughts with our CTL reps! We need all the “data” we can collect on these unfair expectations.

I have not had real reading groups yet. My principal knows it. I showed her all the manuals and data sheets that I am expected to do with 25 children. Every minute of small group activities is spent testing. I even use the time after school to test the daycare kids who are there so I can work with them in a quiet setting. My principal is supportive. Hopefully principals will have some strong words too at their monthly meetings.

Thank you to all those who are voicing their feelings and those collecting the information to provide feedback.

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My teammates and I realized that between all of the assessing, observation, and inputting of data we are spending approximately 19,000 minutes on the KRA at RCES!!! Our 7 kindergarten classes are missing so much small group instruction.

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Thank you to all of you who have posted so far. I am struggling with my 18 and am in awe of those of you who have so many more. In addition to your concerns, I would like to add that Grading and Reporting is taking a hit. Who can find the time to enter any grades? Also, if we're not teaching on a regular basis, how do we collect the grades to enter? Yes, there is some overlap, but not enough. Also, my parents are starting to complain. This means I spend more time dealing with their concerns and not inputting data.

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This is my 31<sup>st</sup> year of teaching. I have seen many new programs/assessments come and go. This is the worst I've seen and I'm always willing to try anything. I agree that 2/3 of this has to go or else an alternative way of administering the assessments needs to be put in place. There is validity in each assessment. However, the timing (September) and length (an hour or more per child and the time spent inputting data) of KRA's is not appropriate and, quite frankly, a hardship. I'm tackling each observation one by one but I feel that I'm getting nowhere.

I barreled through the literacy and math performance tasks but have hit the wall with the observations. The additional information required – date, place, etc. – is taking forever. Maybe I'm not seeing the copy and paste buttons, but they sure would make life easier.

My kindergarten team is exhausted. As team leader, I have tried to stay one step ahead of them, so I can give some helpful hints along the way (grouping tasks, observation help, etc.). It was hard for them to start and they are as weary as am I.

No matter what the future brings in changes to the KRA's, these changes will never be able to give us back the quality time we have lost with our students and families.

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I'm an elementary music teacher and I would like to add that I have noticed a huge change in behavior in my kindergarten students from the start of the year to now – for the worse. Just as things were settling down into a good routine, the routine was broken by the teachers' frequent absences, leaving classes to be led by a variety of subs and IAs. No matter how good the subs are or how well the plans for them were prepared, there is nothing to replace a real teacher, with consistent expectations and routines, especially for kindergarteners, especially at the start of the school year.

---

My team has felt the same frustrations as have already been stated by so many of you. It has been very difficult to get the class settled and into regular routines and enforce behavioral expectations when you are off in the corner of the room assessing a student. Most of my team has found that we end up pulling students for a couple of questions at a time and going down our list. The amount of cards that are needed for the end of the math/science task section is overwhelming to keep them all separate and organized as you move from question to question. We just decided as a team that we could not put off having our small group instruction any longer. To lose 2 months of guided reading groups is not alright in my thinking, especially when we have to reassess their reading levels in January. Not to mention that we have parents who are starting to volunteer this week and we don't feel comfortable giving the task portion of the test with parents in the room. My team has yet to find the time to call for the meeting we are supposed to have for the students with IEP's or are level 1 ESOL students. We have felt that our instruction has really suffered so far because we feel the pressure to get all of our testing done. Between all of the KRA testing, mClass testing, and then trying to get in our common assessments that go with the curriculum we feel like all we are doing is testing our students and not getting the time to really build relationships and teach our students the way that we really should be. These are just a few of the things that we have discussed over the last few weeks.

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The other thing my team is concerned about is that we are coming up on November conferences and will only have taught for about a month to a month and a half if we are lucky.

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To answer your questions: Implementation has gone well here because we have been given support in order to complete the testing. Letting school administrators know of the time needed to test each child and, therefore, a whole class would be helpful. It did not seem like all administrators were told anything about the extensive time needed to administer and input grades for this test. Perhaps then all administrators would make support available for teachers to test and continue with teaching. It was great to have the support. Much less stressful.

I am one of the very unlucky ones that could not access the site during training and have had numerous emails back and forth to Verna Washington, who has been super helpful and patient. It took many weeks to be able to take the teacher assessments and now that I have passed both of them I do not have any students listed under the STUDENTS tab! The Tech team met and was stymied, so I am not sure when I will be able to input any grades.

The impact on learning is still GREAT! As educators we strive so hard the first few weeks of school to help our students learn the routines that help make the classroom run smoothly. And then... MCLASS starts and our routines are disrupted in a major way! The students have just

started learning the routines and get so confused. They are also so not independent at all. Interruptions are a given...and constant! ☐ They are Kindergarteners after all! It was so hard getting into reading groups because the routines put in place for literacy centers was disrupted right away and this majorly affected their ability to go to and know what to do at each center.

The time it took for each child to administer the test varied for me because I sometimes focused on a few items and tested all my students for those test items, or continued with one child for a larger portion of the test. It depended on my available support and time left after pulling small reading and math groups. Testing also began to go faster for me after I became more familiar and comfortable with the test questions, but I would agree with the amount of time mentioned at training as an average amount of time. This would be around 40 minutes per child or a bit more because the observational portion of the test has many components. Granted, many of the observational components can be observed during the course of the day, but for other components I set aside time to provide the opportunity for my students to engage in the activities I needed to observe and score. The math section was particularly time consuming since you need to take out and use manipulative resources and put them away and get the next one out over and over. It is such a time-consuming test, and very overwhelming for many of our students. I also had students who cried because they already felt test anxiety and were sure they were getting it all wrong! My heart breaks for these students at a time when we need to be fostering a love of learning and school. It is very demoralizing for students to feel unsuccessful right off the bat. I had three students tell me "I am so stupid!" when they felt they had not answered correctly. Every time I would make a mark at all on the grid they would get so nervous and upset! I had to mark the grid obviously because it is impossible to remember grades, but how awful for these anxious students!

As far as inputting grades, I as I stated above, am not yet able to get into the website fully since I have no students listed. But I am a bit concerned since it is reported that it takes about 20 minutes per child. If you multiply that by 16 or more students, that will be over 5 hours of inputting grades! And some teachers have MORE students than that!

As far as resources, the materials are good, but available support from non-classroom staff and Para support would be essential and appreciated I am sure.

I know you probably have no input as to test questions, but the test questions are so confusing the way they are written! Simpler language would have been more effective I think.

As far as comparing KRA to MClass...wow! MClass is so much more manageable and less stressful for teachers to administer. Less time consuming and there are no manipulatives to juggle. It is just the timing of the MCLass that is problematic to teachers trying so hard to set routines. I apologize for writing the novel, but I feel strongly about all of it. Thanks so much for asking for input.

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I'm really impressed by the professional responses that people have posted, and so impressed that we've shown restraint in posting anything about this assessment until recently. It really should be recognized that our county's kindergarten teachers have tackled this assessment and done our best to still keep our kids happy and involved in learning while we are pulled away to work one-on-one to get this enormous test finished. But that's what kindergarten teachers do, isn't it? I doubt any other grade level would have shown this kind of restraint. I know for our kindergarten teachers at Bells Mill, this has been in part because our principal has given us what we felt we needed to get the test done. We've had our reading specialist and our staff development teacher offer to come in and do lessons with our kids, in addition to the sub time we

were given. But like the teachers, even after training, I don't think the administrators really knew how disruptive this would be to establishing warm, nurturing classrooms with high expectations for all learners.

I really cannot understand what the State Department of Education was thinking when they saw the amount of time this assessment was going to take. Did they really think this was a good use of our student's time? Some of our youngest learners, coming to public school for the first time only to be hit with this test, in addition to mClass and MAP P.

I tried to be positive going in to the test, thinking I'd get good information about my students. But I feel like I don't know my kids as learners as well as I have in previous years by this time. I have issues with the test. I think some of the questions are worded very poorly. Sometimes the kids have no idea what they are being asked to do. And because we have to stick to the script, we can't really find out what our kids really do know. How helpful is this data to the teachers when it's presented that way? Every time I came to the syllable part of the assessment, my blood would boil. I have writers who came to school segmenting words; I saw them doing that in their writing when I was able to actually walk around and see what they were doing instead of being at a table testing. But that test has them practicing multi-syllable words, then the first word is one syllable. In my class of 25, with many writers with strong skills, only 1 or 2 got the first word correct with only one syllable. If I was really teaching, coaching our beginning writers, working with groups of readers, working in math groups, I would know my kids as learners. I would be able to tell you who can segment words. All I know now is that they are pretty resilient little people who have put up with a lot these first six weeks of school.

It's also totally unacceptable that this test was not made available for anything except an iPad and that we are spending hours entering this data. And that's after you figure out the best way to enter the data. I started entering it by student, but opening every single item, clicking on the score then closing it again was infuriating when I did the math and realized I had 1600 scores to put in. I tried the assessment tab and was a little less frustrated but then stumbled on the spreadsheet that is quicker, but poorly designed. You can't see the tabs at the top once you move down the sheet, and it took me a while to figure out how to use the arrow keys to tab over. It would have been nice to have had some mention of score entry this summer.

While I don't know my kids as well as learners right now as I would have any other October, I have learned about their behavior. I've tried to give meaningful work in response to a book I've quickly read to them, then given them paper to draw and/or write about the beginning, middle and end of the stories. I tried to maintain literacy stations, but it's difficult to just put them in literacy stations when you aren't meeting with reading groups or coaching those beginning writers because the work they do in stations is supposed to be giving them practice with what they are learning as a reader and writer, and that's not been happening. I feel like what I will be doing first when this testing is completed is going back and re-establishing work station expectations. And I'm going to just start over with Writing Workshop because right now they really have no idea what it really is, and Math Workshop either. I'll also try to reintroduce myself to the kids as a teacher who talks to them about the work they are doing, listen to their long stories about getting new shoes or guessing what they had for dinner last night, and being more patient when they are screaming at the top of their lungs in the restroom down the hall

when I was trying to squeeze in a couple more kids while the class took turns getting drinks and the restroom. I would have loved to have been in the restroom screaming with them!

---

You have said everything so well. I know my team is going to be going back and re-teaching the kids routines and expectations when this is all done. We each have taken a day or two and said “I’m not testing today, my kids just need me, and I just need to teach and get things back to a spot where it is manageable again.”

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1. How has implementation gone this year? How can it be improved for next year?

Our administration and core leadership team recognized that we needed (A LOT OF) support, and have arranged for a great deal of coverage for us by the ESOL team. If not for this, I do not see how this assessment could be completed.

2. What impact, if any, has the administration of the KRA had on instruction/student learning?

Because of the (amazing) support we have been given, our ESOL teachers' schedules have been completely altered. I will let them comment on how they feel it affects learning, but they are greatly missed when they are covering.

3. How much time per student (on average) is needed to administer the KRA? To input the information?

Not sure, nowhere near finished.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

Coverage needs to be provided and paid for, after routines have been established by the teacher. A half day of coverage is nowhere near sufficient. It has nothing to do with it being a new process. Or, the KRA could be administered to a sample of students. Or, over the summer by paid teachers. Or by someone other than the classroom teacher.

5. How does this compare to the MCLASS?

The MCLASS provides us useful information about how to tailor instruction to our students now. The KRA tells us what they should have been able to do in September. We won't be finished until November. It will be irrelevant by then.

If we did not have such supportive administration and such an informed leadership team, I have no idea how this assessment would get done.

---

Thank you for all your responses to the KRA survey as well as anecdotal information. When possible, try to estimate the amount of time per student that was needed for the test. This translates to amount of time the teacher is OUT of the classroom and, in some cases, adds ESOL teacher, reading teacher, staff development teachers, etc, etc, etc time away from their jobs!!!

I have spent at least an hour and a half per student and am not yet done!!! We have received terrific support from our administrations!! Our classes have been covered by various people including parent volunteers, student teachers, reading teachers, esol teachers, intervention, focus and staff development teachers....taking time away from their jobs!

The data is invalid based on the purpose for the test-----which is readiness for kindergarten.....

Keep posting your thoughts in the Kindergarten folder! Your thoughts will be conveyed, as a group, to MCEA, MCPS, and the State Dept of Education.

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If you would like to take a few minutes to answer the following questions regarding the KRA, your feedback would be much appreciated.

1. How has implementation gone this year? How can it be improved for next year?  
Very slowly! I started with my non ESL kids on the Language and Literacy piece. Now I am working with my ESL kids in short spans to do that piece. I have not started math yet.  
We need more support! I wish my focus teachers could come in and help my students at centers so I can get some done. My kids are constantly interrupting and need my attention, because I am working with 1 student and 16 are supposed to be independent. I am very fortunate to only have 17 right now. My colleagues have up to 19 because we are Title 1.
2. What impact, if any, has the administration of the KRA had on instruction/student learning?  
I have not been able to start small groups yet. I find myself giving my students busy work so I have more time to call them over. My students are getting antsy because I am not able to pull anyone else and I have some very busy little bodies in here.
3. How much time per student (on average) is needed to administer the KRA? To input the information?  
Right now I am doing one small section at a time and it is taking 10 minutes at least, per student. I can't really catch a flow for all the turning of pages and pictures I have to show them. I am also losing most of their attention when I am reading the long story to that they then have to answer questions about.
4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?  
We need more sub time!!! We need more support from paras and focus teachers! I wish my focus teachers could at least pull my struggling students so they could get some kind of small group attention while I am testing.  
Prince George's County used much of their grant money to give their teachers a day of sub time per every 10 students in their class. Their average population is around 25 to 30 students, so those teachers would get 2 ½ to 3 days of sub time.
5. How does this compare to the MCLASS?

The two have nothing to do with each other. They are implemented for totally different reasons. Our Focus teachers helped us finish MClass so we could get started on this.

Coming from 2 counties and working with Pre-K and K, I understand why this test is important, however there are many other ways it could be implemented. I feel that it is another way for the Political Powers at Be to put us off longer. MMSR, implemented for many years, was supposed to give them the data they needed. Did things ever change? No, now they are biding more time by having us implement something new. I'm tired of all the promises, but I don't want to lose my job, so I do what I'm told and keep hoping someday someone up there will listen and mean what they actually say.

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1. How has implementation gone this year? How can it be improve for next year?



Implementation of KRA has been horrid. The assessment came late, after instruction had begun. In my opinion rendering the results invalid and unreliable. One reason for horrid implementation is due, in part that the assessment is being administered by the wrong people. Kindergarten teachers are the foundation builders for learning. Learning time has been wasted all across our county and state in lieu of assessing students for program dollars that are for Kindergarteners to come, not for our current students. The academic gap is growing as we spend our time assessing what they know and don't know, instead of teaching the information they need to become critical thinkers and problem solvers. To improve this for next year, have pre-k teachers assess their students at the end of the year and all incoming Kindergarten students not in pre-k programs assessed by a team prior to the first day of school. If that team is to be K teachers, pay us.

2. What impact, if any, has the administration of the KRA had on instruction/student learning.

Mclass testing provides the Kindergarten teacher with data to begin small group reading instruction. As painful as it is to do right away, the data starts the learning process. KRA has halted the learning process. Students are receiving limited differentiation instruction so that the teacher can administer the assessment. In our school, the first grade has rallied and shared their para support time to help the K teachers plow through this monstrosity. As a result, first grade students are being impacted. Substitute teachers don't follow the same rigor of small group differentiated instruction and developmentally appropriate practices of that instruction. They do their best to keep the students safe, quiet so testing can continue, engaged in centers, crafts, and other less impacting lessons. All while they can't record observation data because they aren't the Kindergarten teacher allowed to assess and record KRA data. Substitutes are not the answer. Send in an assessment team to assess the students. They would know the children as well as we do. In kindergarten everyone is new to each other. Parents are asking why the children are not coming home challenged with reading instruction? They are seeing the difference in this years learning and years past when compared to siblings, cousins, and neighborhood children. The data at the end of the year compared to previous years will show the impact of KRA because so much instruction/learning time is being lost.

3. How much time per student (on average) is needed to administer the KRA? To input the information?

To much time. I have taken the past two weeks intensively focusing on the KRA: I have led whole group instruction that leads to independent follow-up to allow me to pull students. I had to stop small group instruction, for my ESOL students require way more time to respond than the English speakers. I would average for Literacy and Math over an hour and a half a child. None of the observation data, at this time, has been collected formally for documentation.

I started imputing the data. I spent 45 minutes and only entered 6 questions worth for 18 students. I just got a new student today and will have to start all over again. One large problem is that the children have only so much focus time before I have to stop and give us both a break. I call them back to the table and they say things like "not again." Being called to the reading table is no longer a joy for them. They used to want to come to the table. This will be an attitude I have to combat when differentiated small groups resume.

4. What resources are needed? If any resources are needed are these ongoing needs, or just this year because it's a new process?

Administering the Mclass on the chrome tablet made assessments quicker and more accurate. KRA should be uploaded to technology right away. Collecting data and transferring it is not in keeping with the technology of the 21st Century. The paper manipulatives will not last long - hopefully the KRA won't either. Pay for administrating and entering the data should be part of the program such as the MMSR. Teacher's do not have desk jobs. Many of us are doing this on our own time. What other occupation requires the employee to work for free - other than parenthood, I can't think of one.

5. How does this compare to the Mclass?

As stated above, the Mclass benefits the teachers and students. Having the chrome book to record data and sync immediately made for a quick and painless process this time. The purpose of KRA can not compare. Where Mclass has a purpose in today's classroom, KRA does not.

Thank you for asking for informative feedback. I, like all the teacher's sharing input am part of a group of go getters, with a get it done attitude, and we can do professionals. Let the amount of feedback speak twice for everyone who has agreed and not responded. We are advocating for our students and families.

It has been said "All you ever needed to know you learned in Kindergarten." I would say: Listen to the kindergarten teachers, we know what we are saying. :)

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I'm sure my complaints are the same as many others', but I always like to try and offer a useful alternative or solution. So...

If you want me to get to know my students, create a warm, safe learning community, and teach the routines that support year-long and life-long learning, then I have to have time in the school day to do so.

I can do the KRA

OR

I can do mClass and MP1 Math Formatives.

I cannot do both and still meet my own and MCPS's standards for a professional and developmentally appropriate kindergarten experience.

Why not allow the KRA to serve as our baseline data for Kindergarten MP1?

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At this time, my only concern is that I got "certified" to give the KRA late due to computer problems. I finally got to take the paper test on 9/19. I have started it, but I am concerned about finishing on time...

26-27 students in each class to assess

Whole group and small group Instruction time severely cut

No small groups are happening

Difficult to collect data for report cards, math monitoring tool and KRA

KRA kits came late

2 of our teachers still have no students listed on the KRA website

3 of the teachers couldn't start the KRA until a few weeks into the school since they couldn't access the teacher assessment

Difficult to manage and model good behavior for students

Mclass and KRA happening at the same time.

We are grateful that our school has provided coverage this week but its very time consuming to write plans for coverage and quality instruction/management is not happening with coverage subs.

Amount of time it will take to input data on KRA website

Amount of time it takes to administer KRA

Bottom line: We are sacrificing what we know is best for our students every day in order to administer the KRA. Students and teachers are suffering as a result.

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1. How has implementation gone this year? How can it be improved for next year?

It did not go very well. The test is far too long and so time consuming that I can never pull reading or math small groups. I feel like my whole group lessons are getting cut as well so that I can get to test. The students hate coming to the table to test. I know some parts can be given in small group, but I can not manage testing a small group as well as keep my attention on my other students and make sure to record all the information correctly. The way it needs to be improved is to not only cut the test in half but also send someone in to test the students, so I can do my job and teach.

2. What impact, if any, has the administration of the KRA had on instruction/student learning?

My students are not meeting in small groups nearly enough. I have students who don't know the letters in their name and I can only pull them to a reading group one maybe two times a week on a good week because I am pulling kids to test. We are in week 7 and my students still haven't gotten into the routine of small groups because it does not happen as often as they should. The students are also forming a bag image or what being pulled to meet with me looks like. They should be excited to meet with me not annoyed or frustrated that they have to do more testing. My students are supposed to be excited to learn that is what is great about kindergarten. In a lot of cases we are their first experience to school and this is setting them up to not like parts of school. Also all the information I learned giving the test was not useful for my teaching at all. I would have learned it about them a lot quicker had I just been able to talk with them and observe them on my own without some rubric telling me what to look for.

3. How much time per student (on average) is needed to administer the KRA? To input the information?

It is hard to determine an exact amount of time, but it way more than they said it would be. IF I was to pull one student to complete the whole test without getting up I am sure it would take me 2-3 hours. And that doesn't include the observation time. I began recording all student scores on a hard copy and then put them in the computer. This took me hours of my own time to do. And it isn't like I am someone who takes a while on the computer to do things, it just really did take that long to put in all the scores for my 22 students.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

Another person to give the test. It shouldn't be my job when I and my students are not benefiting at all from the data.

5. How does this compare to the MCLASS?

I can have a kindergarten student done with MCLASS in one day. I will pull them three or four times and will have their MCLASS complete. The KRA was way too long and gave me no useful information. MCLASS gives me information that I can use in their reading group, the KRA really gave me nothing I could use and was a complete waste of my time and my student's time.

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I wish I could even answer these feedback questions, but I still can't even log onto the KRA website to take the teacher assessment! Luckily, I have the best teammates EVER, who have taken on the added burden of assessing additional students. This has definitely been a frustrating experience for all.

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1. How has implementation gone this year? How can it be improved for next year?

I have been a teacher since 1980 in Baltimore County and Howard County and have worked for MCPS since 1995. I have gladly jumped through unbelievable hoops--higher and higher--even though the hoops have not seemed developmentally appropriate nor based on Piaget or any other developmental theories. I LOVE teaching these precious little ones and am thrilled by how much they learn by the end of the year. However, the biggest debacle that I have ever seen in my teaching career has come through this year as the KRA. As an NBCT, we were instructed to look at the impact on student learning and it is a total shame as to the lack of learning that has been going on in kindergarten classes due to the impact of this test.



At our school, we have upwards of 23 children per class. The implementation of this test has taxed teachers' time and has been a detriment to forming cohesive classes. Thus, there is an impact on learning of routines and behavior management due to the fact that teachers are taken away from their classes at this most important time to test, test and test. Many of these students are learning to "do school" and routines are impacted when substitutes, paras and volunteers take over. SDT's and reading specialists need to be trained in order to help teachers administer the test.

The test itself--the booklet--is difficult to manage as the teacher has to turn back to pages as she tests each child. The manipulatives are ridiculous and take time to set up again and again. Was there absolutely no thought as to how this test would impact a classroom?

Next year, the test should be 1/4 of what it is at this time. These students need to learn. If we are expected to carry out our very rigorous curriculum, we cannot be expected to give a test of this kind.

2. What impact, if any, has the administration of the KRA had on instruction/student learning? Because this test is so intensive, it has impacted the ability to have small group instruction in both math and reading. How can a teacher begin these when she needs to continue testing?

3. How much time per student (on average) is needed to administer the KRA? To input the information?

The time is difficult to determine. If we are teaching in the classroom, without a para's support, we are constantly interrupted and it takes far more time than the guidelines that were suggested at our August trainings. At these trainings, it was also explained that much of this test could be done in a small group format. However, except with the observational data, it is unclear as to which tests would be appropriate for this type of format. Thus, the testing is arduous and time consuming.

At this time, none of the teachers at my school has input any scores. We are waiting to finish the testing. Obviously, the input of data is going to be an enormous undertaking which will use up many hours of home time for which we will not be compensated.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

The resources that are needed are other trained professionals who will take over the responsibility of this testing process. Teachers need to teach. These little ones need to learn. Our job is to responsibly teach the curriculum so that these kinders are prepared for first grade. Much time has been wasted.

5. How does this compare to the MCLASS?

MClass informs teachers about what we need to teach in reading. Although this test is quite informative, as a teacher I would get the same information by this time of the year. It has not informed my instruction--but has taken away from it.

I believe that whomever created this monster could not possibly be in a classroom or have any idea of how it impacts teaching. Teachers and administrators need to stand up and shout that this test is lunacy. This hoop can't be tolerated and jumped through.

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I want to start by saying that I think the premise of the KRA is great. Gathering data to better understand what skills are students are walking in our doors with is valuable information and will hopefully be used to show a need for universal Pre-K; however, I am a little disheartened by the process. Here are some of my thoughts:

1. Training: We were trained in the summer with no actual materials to look at. The whole training was actually a little degrading. As kindergarten teachers, we know about teaching the whole child, it is embedded in everything that we do. It just seemed as if we were in an introductory college class and that somehow we were trying to be "sold" on the whole idea of this test. Once the materials arrived, we then had to find time in our already very tight day to review and organize the materials.

2. Pay: I am confused about how we are not paid for all of the extra time that goes in to doing this test, as we were paid for MMSR, which was much less cumbersome.

3. Time: Many precious hours were taken away from my students because I had to administer this test on-on-one. I have been unable to meet the needs of many of my students in small group, as this time that I would be devoting to working with these children has been spent working at my table with one student at a time testing. I feel as though now I need to "retrain" my students with the expectations for work time/center time in my room, since I have been stuck at a table for the last 25 days, between KRA and mClass testing.

4. Lack of Support: This test seems very "MSA" like in terms of the expectations for security; however, the whole world seemed to always stop during MSA testing. All support was pulled and instruction stopped. For the KRA, we are somehow expecting a class full of 5 year olds to function independently, productively, and cooperatively whilst the teacher tests a student. This is very unrealistic and is unfair to the teacher, the students working, and the student being tested. Especially in a school like mine, where there is very little para support. There are not just "bodies" to put in our classrooms to help the children while we test. We are not allowed to have parents in the room during testing either, so you can not receive support in this way.

Furthermore, the classroom teacher is the only one who can administer the test (with the exception of a few specially trained people), so it is all on us and no one can really help.

The first few weeks of Kindergarten are critical in teaching students expectations and a love for school. The teacher needs to be available to her students. She needs to be there to facilitate and guide student interactions. When we are stuck at a table mClass and KRA testing, we are not available to our children, and I find this to be a very sad truth this year. I have been "unavailable" to my kids because I have to do testing. I have just finished and now feel like I can finally begin my year with my class.

One suggestion I have going forward is that perhaps this testing could be done in the summer. Parents could schedule a time for students to come in and be "screened" through this testing. It really would be assessing "readiness" and would provide teachers with valuable information about the students who will be walking through their doors in August.

The whole training was about teaching the whole child and developmentally appropriate practices. I am sure any early childhood educator would agree that the teacher being stuck behind a table for the first 2 months of school testing is not what is best for our kids and something needs to be done going forward.

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1. How has implementation gone this year? How can it be improved for next year? It has been extremely challenging and stressful to get all of the students tested. I am appreciative of the half day and if at all possible a full day would help.

2. What impact, if any, has the administration of the KRA had on instruction/student learning? This year I feel like my small group instruction has been severely impacted. I also have not had the time to implement smooth running centers or even get to spend time working with my kids on things like writing their name correctly. I feel like in years past I got to know my students better. This year I feel like they associate sitting at my small group table with being asked to complete testing questions.

3. How much time per student (on average) is needed to administer the KRA? To input the information? I'm not exactly sure how much time but it is way more than what they said it would be. Inputting the information has been frustrating because the scores have been entered and then have disappeared multiple times. I have entered the scores for one task at least 4 times.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

5. How does this compare to the MCLASS? mclass is way more useful to me. I feel that it is a good gauge of where the students are and helps me know where to start with them. It takes a lot less time and allows me to get groups going faster. I also like the fact that I can show growth to the parents because they take mclass 3 times a year.

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1. Implementation has been extremely time consuming. It can be improved by: having materials to school BEFORE school starts, having the website working properly, ensuring that the Chrome Book saves the information that has already been put in. I have had to go back in and put several scores in the computer 3 or 4 times. Yes, I know how to use the computer. The data will be there for a few days, then I will return to input more data and some of the scores will have disappeared.

2. KRA has had a MAJOR impact on my small group instruction. I am so busy trying to assess that I have not been able to be consistent with groups. My students have not had time to learn classroom routines, literacy centers, or other extremely important routines for the beginning of the year that set the tone for the entire year. I do not feel the scores for the children I am assessing at this point are as "pure" as the beginning scores because they have been exposed to some of the things on KRA through the curriculum. KRA should be administered at the END of Pre-K to see if a child is READY for kindergarten.

3. It takes on average to assess and input data about 1.5 hours per child.

4. Resources needed: A para educator in the classroom to cover so we can assess and put data in during the instructional day. No it is not because it is new, it is because the KRA is SO time consuming.
  5. I completed Mclass within a week. I have not completed KRA and I only have 16 students. I cannot imagine what it would be like with a larger class.
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To answer your questions: Implementation has gone well here because we have been given support in order to complete the testing. Letting school administrators know of the time needed to test each child and, therefore, a whole class would be helpful. It did not seem like all administrators were told anything about the extensive time needed to administer and input grades for this test. Perhaps then all administrators would make support available for teachers to test and continue with teaching. It was great to have the support. Much less stressful.

I am one of the very unlucky ones that could not access the site during training and have had numerous emails back and forth to Verna Washington, who has been super helpful and patient. It took many weeks to be able to take the teacher assessments and now that I have passed both of them I do not have any students listed under the STUDENTS tab! The Tech team met and was stymied, so I am not sure when I will be able to input any grades.

The impact on learning is still GREAT! As educators we strive so hard the first few weeks of school to help our students learn the routines that help make the classroom run smoothly. And then... MCLASS starts and our routines are disrupted in a major way! The students have just started learning the routines and get so confused. They are also so not independent at all. Interruptions are a given...and constant!  They are Kindergarteners after all! It was so hard getting into reading groups because the routines put in place for literacy centers was disrupted right away and this majorly affected their ability to go to and know what to do at each center.

The time it took for each child to administer the test varied for me because I sometimes focused on a few items and tested all my students for those test items, or continued with one child for a larger portion of the test. It depended on my available support and time left after pulling small reading and math groups. Testing also began to go faster for me after I became more familiar and comfortable with the test questions, but I would agree with the amount of time mentioned at training as an average amount of time. This would be around 40 minutes per child or a bit more because the observational portion of the test has many components. Granted, many of the observational components can be observed during the course of the day, but for other components I set aside time to provide the opportunity for my students to engage in the activities I needed to observe and score. The math section was particularly time consuming since you need to take out and use manipulative resources and put them away and get the next one out over and over. It is such a time-consuming test, and very overwhelming for many of our students. I also had students who cried because they already felt test anxiety and were sure they were getting it all wrong! My heart breaks for these students at a time when we need to be fostering a love of learning and school. It is very demoralizing for students to feel unsuccessful right off the bat. I had three students tell me "I am so stupid!" when they felt they had not answered correctly. Every time I would make a mark at all on the grid they would get so nervous and upset! I had to

mark the grid obviously because it is impossible to remember grades, but how awful for these anxious students!

As far as inputting grades, I as I stated above, am not yet able to get into the website fully since I have no students listed. But I am a bit concerned since it is reported that it takes about 20 minutes per child. If you multiply that by 16 or more students, that will be over 5 hours of inputting grades! And some teachers have MORE students than that!

As far as resources, the materials are good, but available support from non-classroom staff and Para support would be essential and appreciated I am sure.

I know you probably have no input as to test questions, but the test questions are so confusing the way they are written! Simpler language would have been more effective I think.

As far as comparing KRA to MClass...wow! MClass is so much more manageable and less stressful for teachers to administer. Less time consuming and there are no manipulatives to juggle. It is just the timing of the MCLass that is problematic to teachers trying so hard to set routines. I apologize for writing the novel, but I feel strongly about all of it. Thanks so much for asking for input.

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1. Implementation is difficult. I have 26 kindergarteners in a Spanish immersion class. It's very hard to have to teach in Spanish and then assess in English, it's confusing for the students. This data, as it is collected in English, is not helpful to me. It's awesome that they can count to 20 in English but my assessments aren't in English, I would rather help them practice to count in Spanish, which is assessed. We were fortunate to get help of a retired teacher to administer and I really think that would be a huge improvement next year. Classroom teachers have a lot on their plates in the beginning of the school year. If we could have subs, come in an PULL (not replace the teacher so we assess) students to administer this assessment, it would be extremely helpful and beneficial. Also, the data doesn't accurately represent "Kindergarten Readiness" in October... It would be helpful to have this data (for both English and immersion teachers) before the school year starts, to help prepare.
  2. Basically, if I'm administering the KRA, I have one student with me and 25 working on something independent. I'm not instructing and they aren't learning, they're practicing a mastered (or almost mastered) skill. And it's very hard to focus with one student while 25 others work separately.
  3. It took me at LEAST 15 minutes per student to administer the math/science section of the KRA. Observations have been ongoing. Inputting the data takes a minimum of 3 minutes per child per section.
  4. A sub. It's a lot for a classroom teacher to handle ON TOP of all of our other responsibilities.
  5. I'm a first year teacher so I never administered MCLASS.
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How has implementation gone this year? How can it be improved for next year? I think having more sub time to do the one on one would be good. I honestly am not sure why this can't be done at the end of the year by the Pre-K teacher. Every child I have that hasn't gone to pre-K (private or public) has failed most of the assessment questions.

What impact, if any, has the administration of the KRA had on instruction/student learning? It has REALLY delayed my small group instruction as well as being able to get into good routines. I feel more out of sorts this year. It's hard to develop relationships with the little ones while constantly asking them assessment questions. They feel more ill at ease – they seem more apprehensive as to whether they will get the right answer or not.

How much time per student (on average) is needed to administer the KRA? To input the information? Even with the estimated time of 1 ½ hours per student is overwhelming. I am not sure how much time has been spent – but it is overwhelmingly a lot! I am not sure how many of the questions asked are really going to help my instruction. There were a few math and text questions that I found useful (more than, less than, equal to and the matching numbers to the sets and some of the retelling from the ant story). Otherwise not much is useful.

We need more sub time or we need to have reading specialists or special ed teachers trained so they can help with the observations or assessments.

How does this compare to the MCLASS? MClass at least gives concepts of print and word recognition. It at least gives us a level to begin with. Although, some of the MCLASS assessments aren't exactly what is needed for instruction, either.

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1. How has implementation gone this year? How can it be improved for next year?

I am fortunate enough to work in a school where our principal provides coverage whenever possible. Unfortunately, coverage is not always available or possible. This test should be administered either at kindergarten orientation or during the summer, or during a combination of both. Summer testing should happen instead of the kindergarten meeting- The information shared at the meeting should be presented during the testing in the summer. Lots of logistics to work out, but this would be a valuable use of parent and teacher time. Also, why can't certified preschool programs give this test at the end of the school year? If the majority of kids took this assessment in their preschool program, teachers would only have to test those who didn't attend a certified program.

2. What impact, if any, has the administration of the KRA had on instruction/student learning?

It eats away at our instructional time, leaving us no time to teach new routines to our virtually helpless 5 year olds at the start of the school year. This allows no time for small group instruction, and even when coverage is provided, having the inconsistency of random subs and paras in our room does not support teaching routines. Inconsistency is not beneficial to young students. Our kindergarteners are not able to occupy themselves

or work quietly for just a few minutes. How are we supposed to test one on one in this environment?!

3. How much time per student (on average) is needed to administer the KRA? To input the information?

15-20 minutes per child- More if they are interested in tasks and have lots to say, even more when we are constantly interrupted by the other students in the room. Even more when our inconsistent coverage needs to ask for help with our students who are simply not manageable by one person at the start of the school year.

Input took so much time that we asked for help from our IDA in lessening the load. Teaching her how to do this was time consuming and used all of our planning time for two days.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

A tablet with all of the tasks loaded onto it, more testing booklets so that teachers can find ways to test two at a time and better manipulatives. My paper images are already wrinkled peeling at the edges. MSDE should have skipped out on the corny shopping bags and invested in some sturdy plastic pieces instead.

5. How does this compare to the MCLASS?

Far less valuable. At least MCLASS can be used in the gradebook or as a way to drive instruction. KRA is completely useless and invalid, as we are testing concepts that have been taught since day one. This is supposed to tell what they knew prior to Kindergarten, not how they are doing half way through the first marking period. MCLASS shows progress and goals, this KRA is just a way for our higher ups to pawn the dirty work off on unsuspecting teachers. Any Kindergartener would look forward to the joy of learning and being in a nurturing environment- This year, all they know about is testing with the teacher.

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 Our school has 4 Kindergarten classes with 26-27 students each.

1. How has implementation gone this year? How can it be improved for next year?

Horribly. Materials and access to website needs to be ready to go from day one. We still have 2 teachers who cannot input data as there are no students listed on their site. The training could have been done in one day – a lot of repeated information. Trainers could not answer questions since they hadn't seen the test. We should have had access to the test during training to prepare ourselves for the enormity of the KRA.

2. What impact, if any, has the administration of the KRA had on instruction/student learning?

There has been a huge impact on instruction. Small group instruction has not happened at our school as we are still testing 26-27 students each. We have not had time to model, monitor and manage appropriate behaviors and routines as they should be during the beginning of the year. We have received some para coverage beginning this week which is helpful but writing sub plans have taken much time and students are missing quality instruction from their own teacher. All of this takes away from what is best for the students.

3. How much time per student (on average) is needed to administer the KRA? To input the information?

Difficult to say. It depends on the student, time of day, whether it is done outside the classroom, in the classroom with 26 other students to monitor. If we are able to take the child outside of the classroom with coverage it takes about 30 – 40 minutes per child. We have not input any data at this point and have only just started the observations. If we are in the classroom during the 1 ½ hours of reading and math centers, we can assess 1-2 students in one topic.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

Someone else to come administer the test. More people to be trained at each school to administer the test. Kindergarten teachers should be teaching all the students, not administering the test.

5. How does this compare to the MCLASS?

Neither test is ideal during the first 2 months of Kindergarten. However, mClass is much shorter, takes less time to administer and gives us valuable data to guide our instruction. KRA is longer, takes forever, and does not help in with instruction.

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1. How has implementation gone this year? How can it be improved for next year?

The test itself was ok, but very TIME CONSUMING. My kids have missed out on me being able to teach daily routines/centers because the KRA is such an extensive test. Is it possible for someone other than the classroom teacher to administer this test?

2. What impact, if any, has the administration of the KRA had on instruction/student learning?

Students missed out on me teaching the beginning of the year basic routines which is extremely important being that this is their first year of school. Also, I feel like they missed out on such important information (letter ID/#s) so I feel that I am behind now in my teaching. Between the KRA and Mclass I am finally starting to actually teach and not test.

3. How much time per student (on average) is needed to administer the KRA? To input the information?

40 min per child for the individual testing. Observational data varies. Input information-3 hours.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

Coverage so that this test can be administered without distractions.

#### 5. How does this compare to the MCLASS?

The KRA takes way longer than Mclass, also difficult to administer both tests at the same time and be able to teach the curriculum.

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1. Honestly, it's been really hard giving the KRA while still keeping up with all of the changes in the curriculum. With the new math curriculum coming out, as well as changes to the reading, science, and social studies curriculum, things have been crazy for us. We give the 1 on 1 sections of the KRA the week before pre-service and complete the observations during the first month of school (and we should receive compensation for doing so).
  2. This has had a huge impact on my student's learning. I have not been able to meet with many small groups in reading or math due to the mClass assessment and then KRA assessment. Also, organizing the materials and entering grades takes away from my individual and team planning time. Furthermore, I'm not getting any good data from the KRA, and I know that the data is not valid since my kids have already learned so much during these first few weeks of school.
  3. I need over an hour to give the KRA to each student (plus time for interruptions from other students which adds on more time), and then I need about 10 minutes per kid to enter the data.
  4. We need to be able to use the iPad apps for the KRA. And we should be able to record ourselves reading that ant story part.
  5. I would rather give the mClass assessment 100 times than give this test once. mClass is fast, easy to do, and doesn't require hours upon hours of lost instructional time. Additionally, while I don't get a lot of information from the mClass, I am not able to get any valuable information from the KRA because the questions are so varied and short.
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How has implementation gone this year? How can it be improved for next year?

Materials arrived too late, sub time was not sufficient, data entry was cumbersome (not to mention administering it)

It can be improved by having the materials on time, giving us a full day sub, improving the website interface and re-evaluating the questions for value.

What impact, if any, has the administration of the KRA had on instruction/student learning?

There is minimal instruction!! I have to get the students working independently so I can test students. The beginning of the year is vital for going over routines and reinforcing the positive behaviors. This was impossible when I constantly had to work with students one on one. I reverted back to activities I haven't used in years because it would keep my students busy. In one day I would only get to 8 questions with 8 students. I have 25 students....that means it took forever! Kindergartners are needy at the beginning of the year, they want to show and tell you

everything they are working on. This makes administering a test SUPER HARD! Science and social studies got minimal to no attention during my testing. There was no small group learning at all.

How much time per student (on average) is needed to administer the KRA? To input the information?

The observation piece was easier to do during actual instruction and lessons. The individual part was horrible. I would say it took about an hour for each student. (This does not include entering in the data) Mostly because I could not sit down and have them do it all at once. So I had to break it up and that cause for a lot of transition time. I was averaging about 8 questions a day for 8 students. Using my small group reading time, math group time, afternoon center time, and writing workshop time (once the students were “writing”)

Inputting information: This part was the most painful. It took forever! It was hard to input data while testing the students and as a result I had to enter in the data later. The scoring grids we were given did not match the first way I tried to enter in scores. I eventually discovered that I could enter in the scores in a database type field with all of the questions and students visible. However the headers did not lock down so I had to scroll up to see what questions it was.

What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process? A stipend to enter in the scores. More sub time to administer. A more user friendly website.

How does this compare to the MCLASS?

Takes much longer than mclass. Data is not helpful to my teaching at all. None of the student responses will be used to guide my instruction so the individual assessment piece was completely irrelevant to me. (besides the fact that many of the questions were designed for the students to fail) MClass testing I can use to inform my instruction and tells me valuable information about my students. It also gives me a baseline for where they came in. This test was worthless. I hope the state gets whatever they wanted out of it.

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1. It took a very long time to administer as it was a completely new process and the script can be very long and wordy. I am not sure how to improve it for upcoming years.
  2. I did not start guided reading at all until this week, between Mclass, KRA, and collecting my own baseline data it was impossible to pull kids for extended periods of time. I was able to pull some small groups to do quick activities such as a words their way sort, but nothing to the extent of guided reading.
  3. The KRA probably took about an hour per kid. As I mentioned the script can be very long for some questions (and also not worded kid friendly, especially for ESOL kids) and the majority of the activities needed to be completed 1-on1.
  4. A full day sub, rather than half day would make a big difference. The test goes a lot faster outside of the classroom without the distraction of the other students.

5. I am not sure what you mean by this question. The information gathered by mClass is much more useful in planning my instruction. I did not find the information particularly useful from the KRA. By the time the kits arrived I knew my students pretty well and was able to ascertain the exact same information without an hour long test per child.
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Dear Reps—

I'm sure my complaints are the same as many others', but I always like to try and offer a useful alternative or solution. So...If you want me to get to know my students, create a warm, safe learning community, and teach the routines that support year-long and life-long learning, then I have to have time in the school day to do so. I can do the KRA OR I can do mClass and MP1 Math Formatives. I cannot do both and still meet my own and MCPS's standards for a professional and developmentally appropriate kindergarten experience. Why not allow the KRA to serve as our baseline data for Kindergarten MP1?

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1. How has implementation gone this year? How can it be improved for next year?

It has been extremely time consuming. I have not finished administering the KRA as of today.

I think that the KRA should not be administered next year.

2. What impact, if any, has the administration of the KRA had on instruction/student learning?

Because it is extremely time consuming I have not been able to teach small groups. I also need time to informally observe and assess students' progress to put in the Grade Book.

3. How much time per student (on average) is needed to administer the KRA? To input the information?

To much time. It is hard to determine since sometimes I am interrupted by other students if there is no para support. I have not started to input the information.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?

Train other professionals to help administer this test. The trained professional should be an ongoing resource.

5. How does this compare to the MCLASS?

This test takes more time to administer than the M-Class.

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1. How has implementation gone this year? How can it be improved for next year?

The first thing is that next year we will already have the materials – on time as opposed to late.

It is a slow process that is hard to evaluate on students who don't know you. It is super time consuming –

And I feel it was made super stressful – comparing it to the test security of MSA. (over kill)

2. What impact, if any, has the administration of the KRA had on instruction/student learning?  
Instructional learning has been delayed in order to administer so many directed questions. Whole group instruction has been on going and center work had to be established in order to administer  
Any other part of the test.
  3. How much time per student (on average) is needed to administer the KRA? To input the information?  
To administer – the directed questions 45 – 60 minutes per student.  
Don't know on the inputting – we are saving that fun for the end.
  4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?  
We have used our papa time and worked out coverage among the team – our administration has been wonderful!
  5. How does this compare to the MCLASS?  
MClass goes much quicker (except for the learning curve on the chrome book – constant re-signing in was very time consuming). MClass gives us a direct link to the instructional needs of the student. This seems to be more general information that I am not really sure how I will use.
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If you would like to take a few minutes to answer the following questions regarding the KRA, your feedback would be much appreciated.

1. How has implementation gone this year? How can it be improved for next year?

Having it on time next year will be very helpful. For new K teachers being able to at least read the observation part would help get ready to know what we are supposed to look out for.

2. What impact, if any, has the administration of the KRA had on instruction/student learning?  
There is no time to meet with small groups. Our paras are being used for coverage instead of helping to work one on one with our students.

3. How much time per student (on average) is needed to administer the KRA? To input the information?  
About an hour for the directed literacy and math questions. Haven't even started to input the information.

4. What resources are needed? If any resources are needed, are these ongoing needs, or just this year because it's a new process?  
The data is not going to be accurate since they are still learning with us. It does not truly show what they are coming in with. If over the summer, we could test the students who are registered and that way in school we can just focus on the observational part or test the students who were not enrolled, would give more reliable and valid data.

5. How does this compare to the MCLASS?

mClass was a breeze compared to this. It was a lot more observational.