



WHAT IS THE KINDERGARTEN READINESS ASSESSMENT?

The Kindergarten Readiness Assessment (KRA) is one part of the Ready for Kindergarten assessment system in Maryland. The KRA is a kindergarten readiness tool that allows teachers to measure each child's school readiness across four domains: Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development.

Teachers administer the KRA to children in kindergarten between the beginning of school and October 10. More information about the Ready for Kindergarten system and the KRA are available at <http://pd.kready.org/r4kmaryland>.

HOW IS THE KRA ADMINISTERED?

The KRA does not look like a test. Instead, it includes a variety of items, including teacher's observations of daily activities and age-appropriate performance tasks in which the teacher asks a child to respond to a question or complete an activity. The KRA is administered in English and some items can be given via a tablet or computer.

Most children enjoy working on these tasks, and appropriate supports are provided, when possible, to allow any child, including a child with disabilities or a child learning English, to demonstrate his/her skills and knowledge.

WHAT DO THE RESULTS MEAN?

The results provide a measure of a child's mastery of content and skills that Maryland has identified as expectations for children entering kindergarten. Performance on the KRA does not prevent or prohibit a child from entering kindergarten. The KRA results are only one piece of information on a child's preparation for kindergarten-level curriculum. Score reports should be used with other data and information, including feedback from a child's teacher, to make instructional and intervention decisions.

HOW IS THE KRA SCORED?

After the KRA is completed, scores are calculated for each domain and for overall performance based on all 4 domains. The overall score determines a performance level, which is based on criteria set by Maryland educators.

Demonstrating Readiness: A child demonstrates foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Approaching Readiness: A child demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Emerging Readiness: A child demonstrates minimal foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Not Scorable: A "Not Scorable" rating is applied when a child is not able to access an item due to limited English proficiency, a disability, or other circumstances, such as a documented condition during assessment administration. A child's overall and domain scores will be impacted.

For a child with a disability, a rating of "Not Scorable" is applied when a child's disability restricts or prevents the child from demonstrating a skill or behavior on a specific item, after the appropriate supports were provided. For example, a child in a wheelchair would not be able to demonstrate some gross motor skills, such as hopping. A "Not Scorable" rating would not be appropriate when the response to an item reflects the child's functioning at an earlier developmental level and the child's ability to respond is otherwise affected by his/her disability; in this instance the appropriate rating is a "0."

For a child whose primary language at home is not English, educators must administer every item possible using the supports, if applicable. The rating of "Not Scorable" may be appropriate when the child is not able to respond to an item in English based upon the language demands of the item. Please note that the child may have the skills being assessed in his/her home language, but may not be able to demonstrate those skills in English yet.





Student Report

KINDERGARTEN READINESS ASSESSMENT

Student Name:

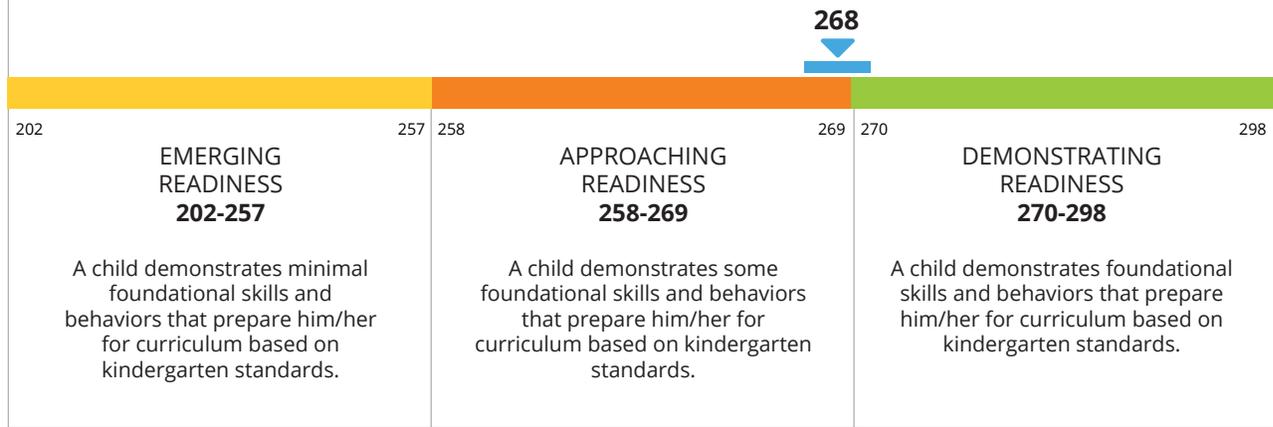
School Name:

Assessment Administrator(s):

Administration:

YOUR CHILD'S OVERALL SCORE

The blue triangle shows your child's overall score. The blue bar shows the best estimate of your child's performance if he/she were assessed multiple times.



DOMAIN SCORES



The purple bars indicate your child's score for each of the domains. The dotted lines show the best estimate of your child's performance if he/she were assessed multiple times.

The score range for the Language and Literacy, Mathematics, and Social Foundations domains is 202–298. The score range for the Physical Well-Being and Motor Development domain is 202–293.

COMPLETION STATUS

- Complete
- Complete with Not Scorable
- Some items were not complete
- All items were not complete

Please read the explanation for Not Scorable one page one. Your child's teacher can also provide additional information.





After you look at your child's scores, do you see areas where your child needs some help?

WHAT SHOULD I ASK MY CHILD'S TEACHER?

- Ask the kindergarten teacher to describe your child's strengths. Ask where your child needs more help.
- Talk with your kindergarten teacher to find out what the school will do to help your child be ready for learning the kindergarten curriculum.

HOW CAN I HELP?

Language and Literacy:

- Talk with your child. Answer his/her questions. Ask him/her questions. Pretend with your child.
- Read with your child every day. Ask questions about the story such as what will happen next?
- Tell your child stories and have your child tell you stories.
- Give your child directions with 2 or more steps such as "Wash your hands and come to the table."
- Let your child play with letters. Let him/her sort them and look at the round and straight lines. Ask him/her to tell you the names of the ones he/she knows. Put them in order and sing the alphabet song.
- Look for letters everywhere you go (e.g., on signs, cereal boxes, and at the store).
- Give your child a newspaper or magazine to look for letters he/she knows.
- Sing rhyming songs like "The Name Game." If your child's name is Nate, sing "Nate, Nate bo bate, banana fana fo fate, fee fi mo mate, Nate."
- Read books and poems that rhyme.
- Help your child think of words that start with different letters.
- Make a place in your house where your child can draw and write. Give him/her crayons, pencils, markers, and different kinds of paper.
- Ask your child to "sign" his/her name. Ask him/her to write a sentence to tell you about the picture he/she drew.

Mathematics:

- Count with your child using things found around the house such as cereal pieces, pennies, toys. Look for numbers everywhere you go.
- Write things with numbers and show your child's age, birthday, or how much something costs.



Student Report

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- Make patterns with music or dance together. For example, clap loud, loud, soft, loud, loud, soft, or move hop, spin, wiggle, hop, spin, wiggle. Ask him/her to repeat it or keep the pattern going.
- Ask your child to sort (e.g. socks by color, forks and spoons where they belong, coins). Sort playing cards by colors, kinds, or numbers.
- Play games to practice putting things in order such as Hokey Pokey and Miss Mary Mack.
- Talk about things your child does at home in a certain order such as “what do you do when you get up every morning?” or “what do you do to get ready for bed?”
- Ask your child whether things are the same or different. Use words like “which is heavy and which is light” or far/near, happy/sad, hot/cold.

Social Foundations:

- Talk to your child about feelings and help him/her use words like happy, angry, nervous, and frustrated.
- Use your words to explain a problem and ask your child to explain it again in his/her words.
- Help your child talk about the different ways he/she can choose to solve a problem.
- Give your child time to solve his/her own problem and then ask him/her how it worked. If it didn't, what could he/she try next time?
- Have your child put away his/her toys or things before going to the next activity.
- Have your child help around the house. Let your child sweep, dust, or put away clean clothes.
- Play games with rules and help him/her learn how to follow them like in Simon Says, Duck-Duck-Goose, sports, or board games.
- Practice skills like waiting patiently, taking turns, talking politely, using good table manners, or what to do when friends are not getting along.

Physical Well-Being and Motor Development:

- Make sure your child PLAYS and GETS EXERCISE every day.
- Make time for your child to run, jump, hop, climb and move.
- Help your child practice drawing, using a pencil grasp, and cutting with scissors.
- Help your child complete personal care tasks without help like washing hands before eating and after toileting; zipping, buttoning, and snapping own clothing; and putting on own jacket or backpack.

Note: Parents and caregivers for whom English is not their first language, are encouraged to use their home language. Some tasks may not be appropriate for children with disabilities.