



## Office of Early Learning and School Readiness Kindergarten Readiness Assessment – Literacy (KRA-L) Policy

### **Background**

Ohio Revised Code Section 3301.07.15 mandates that beginning with the 2004/2005 school year, public and community school districts must assess all first-time kindergarten students using the state-developed Kindergarten Readiness Assessment – Literacy (KRA-L). School districts must administer the assessment no sooner than four weeks prior to the start of each school year and no later than October 1 of each school year. Districts are to report the results via the Ohio Department of Education's Education Management Information System (EMIS) during the October Reporting Period.

As with all other statewide tests, the KRA-L is a secure test. It is not permissible for the testing materials to be reproduced for dissemination outside the school or district. To protect the security of the test, each school district and community school must ensure that its written procedures, as specified by the rules adopted by the State Board of Education, include provisions to ensure the integrity of the assessment.

### **Use of the Assessment Results**

School districts should use the KRA-L only for the purpose for which it was designed. Developers intended the KRA-L to be a quick screening instrument that assesses oral language, rhyming, letter identification and alliteration – elements identified through research as being essential for reading. The purpose is to identify children for whom additional testing may be needed and to assist teachers in literacy instruction. The KRA-L is not to be used to make high-stakes decisions, such as special education placement or discouraging families from enrolling their children in kindergarten. Also, it is **NOT** a comprehensive measure of school readiness or of children's potential for academic success.

While the KRA-L is not a high-stakes assessment, it does provide important information that teachers can and should use for engaging children in literacy learning opportunities that lead to academic success. It is one source of information that teachers can use early in the school year to support all children in becoming successful readers and writers. The KRA-L is not a substitute for sound, comprehensive assessment and observation of children and their learning. Multiple sources of information should be employed in making decisions about the best strategies for supporting literacy learning.

### **Inappropriate Use of the Assessment Instrument**

Given that the KRA-L was designed to measure literacy skills at the onset of kindergarten, it is not an appropriate assessment for preschool children. An appropriate preschool assessment includes measures of listening, comprehension (repeating and recalling stories), initial and ending word sounds, vocabulary, rhyming, letter recognition, beginning letter sounds (phonemic awareness) and concepts of print, such as reading a book from left to right and knowing the front and back of a book.

Children are prepared for the kindergarten literacy expectations as measured by the KRA-L when the early learning experiences designed for preschool children are aligned with and supportive of Ohio's Early Learning Content Standards and when progress is monitored using other age-appropriate tools and strategies.

For questions regarding the KRA-L e-mail [lisa.usselman@ode.state.oh.us](mailto:lisa.usselman@ode.state.oh.us), or access resources related to the KRA-L by visiting <http://www.ode.state.oh.us>, keyword search: *KRA-L*.

### **References**

Ohio Department of Education, Office of Assessment, Assessment Rules Book, 2007-08  
Ohio Administrative Code Rule 3301-7-01, Standards for the Ethical Use of Tests (Appendix F)