

Virtual School Guidance Fall 2014 Administration

Ohio's new Kindergarten Readiness Assessment consists of three different item types. These item types are selected response, performance task and observational rubric. There are specific administration procedures for completing each item type. The purpose of this document is to provide virtual schools with a description of item types and guidance on alternative formats for administration.

Administration of Selected Response and Performance Task Items

Selected response and performance task items require the teacher and the student to interact directly. These are contained in the language and literacy and mathematics/science sections of the Kindergarten Readiness Assessment.

- For selected response items, the teacher reads a scripted prompt that could include a story or pictures and asks the student to respond to a question by selecting one of three answer choices.
- For performance task items, the teacher reads a scripted prompt that could include a story or pictures. The teacher asks the student to respond to a question through an action or verbal response, such as producing a rhyming word.

The area should be prepared before testing begins. Any visual aids that could assist the student while testing (e.g., an alphabet chart with picture cues for letter sounds) must be removed from the room or covered completely.

The student should sit or stand in a position that allows the teacher to easily view the student and that allows the student to easily view the test item images.

The teacher must follow the directions exactly as written in the teacher administration manual.

Virtual School Considerations

Direct assessment items may be administered in the following ways:

- In-person, individual appointments - More than one appointment for each child may be required to allow for sufficient time to allow numerous breaks for the student
- In-person in a simulated classroom experience, social activity/play group, or field trip experience with intermittent direct assessment

A qualified test administrator must be physically in the same room as the student during administration of direct assessment items.

Administration of Observational Rubric Items

Observational rubric items, contained in the observational section of the Kindergarten Readiness Assessment, do not require the teacher and the student to interact directly. Observations occur in the classroom and other educational settings. Descriptions in the rubric determine scores. For rubric items, the teacher observes the student engaged in everyday routines and activities. The teacher rates the student on a demonstrated set of skills. A rubric contains three description levels for each skill.

Video Evidence

Evidence of skills and behaviors may include video recordings of everyday activities. Evidence is scored in the observational rubric. Prior to any recording, the school should obtain family/parent permission to collect, store and distribute any video evidence. The school is responsible for obtaining family/parent permission prior to videotaping. This includes recording storage and distribution of video evidence, as applicable.

Recording video of any Kindergarten Readiness Assessment items or materials is not permitted.

Virtual School Considerations

Observational items may be completed in one or both of the following ways:

- Family collection of evidence with teacher scoring
 - Provide a modified observational item planning grid to families that they can use to gather evidence of the child's skill level related to each item.
 - Evidence can be anecdotal, video, audio or photo.
 - The teacher who completed the Kindergarten Readiness Assessment training uses the anecdotal evidence to rate the child's skill level for each item.
- Teacher collection of evidence and scoring
 - Simulate a classroom experience (Using church, library or other community spaces set up like early childhood classrooms)
 - Play group, social meeting or field trip activity