



Who:

Public school districts and community schools are required to administer the Ohio Kindergarten Readiness Assessment Revised (KRA-R) to all first-time kindergarten students at the beginning of each school year. Ohio's KRA-R is for all students enrolled in a public school and those chartered nonpublic schools that have opted in to participate in the assessment. All students in public and community schools are required to participate in the KRA-R and have their results be part of the state's summary reports.

Educators administer the assessment but must (1) be employed by the student's school or district, (2) hold a valid Ohio Department of Education-issued permit, license or certificate, and (3) have successfully completed the required Kindergarten Readiness Assessment training. The Department strongly recommends that each student's primary classroom teacher or another teacher who has regular contact with the student(s) (such as an intervention specialist or reading specialist) administer the assessment.

Other employees of the district may provide support to teachers with assessment administration. Literacy specialists, physical education teachers, intervention specialists, English language specialists and other related services personnel who regularly work with a specific child would be appropriate test administrators for some or all assessment items, so long as they meet the requirements above.

Individuals who do not work regularly with kindergarten students, such as retired teachers employed by districts as contractors or substitutes may administer the assessment if they meet the requirements above, but it is not recommended. The most appropriate use of these individuals as test administrators would be to have them administer only direct assessment items to students who have not been identified as students with disabilities or English learners.

District employees who hold an Ohio Department of Education-issued license, permit or certificate who have not completed the KRA training can support teachers with completing the assessments in several other ways:

- Preparing manipulatives;
- Teaching the class while the primary classroom teacher administers direct assessment items; and
- Monitoring children completing technology-administered assessment items.

District employees who have not completed the KRA training may serve as KRA-R app proctors if they review the KRA-R proctor guidelines and sign a nondisclosure agreement. The role of the KRA-R app proctor is to sit with a student and monitor the student as he or she completes the app items.

What:

The KRA-R measures school readiness based on Ohio's Early Learning and Development Standards (birth to kindergarten entry). The assessment measures a child's knowledge and abilities across four areas: Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being and Motor Development.

The KRA-R is not a traditional paper and pencil 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.

Selected response and performance task items contained in the Language and Literacy and Mathematics sections require the teacher and student to interact directly.

Observational rubric items do not require the teacher and student to interact directly. Rather, each student is observed in the classroom and other school settings and scored accordingly, based on the descriptors in each observational rubric item.



KRA-R

Kindergarten Readiness Assessment Revised

Below are a few examples of activities students may experience in each area:

Language and Literacy:

Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids and/or text.

Mathematics:

Count to identify the number of objects in each set, and compare categories using comparison vocabulary (for example, greater/more than, less than, same/equal to).

Social Foundations:

Interact with peers in complex pretend play, including planning, coordination of roles and cooperation.

Physical Well-Being & Motor Development:

Demonstrate locomotor skills with control, coordination and balance during active play (for example, running, hopping, jumping).

Where:

Different parts of the KRA-R can be administered in different settings. Some items are best completed at a table or desk in a classroom or library. Other items may be completed in a computer lab. Observational items may be completed anywhere in the school.

Why:

Ohio's KRA-R is intended to be used by teachers to improve outcomes for all kindergarten children enrolled in public or community schools. The purpose of the KRA-R is to provide information to stakeholders at the local, regional and state levels about how well-prepared children are for kindergarten. Aggregated assessment reports available in the Ready for Kindergarten Online system at the individual, classroom, school and district levels facilitate use of the KRA-R to inform policy, research and educational decisions. Families, caregivers and kindergarten teachers will learn about each child's skills, learning and developmental needs, so teachers can identify strengths and areas of support needed for each child.

The results provide a measure of a child's level of readiness for instruction in kindergarten standards. The results, coupled with other information about the child, inform decisions about instruction in kindergarten.

Performance on the KRA-R cannot be used to prevent or prohibit a child from remaining in kindergarten.

Research has shown that how prepared children are when they first enter school is a strong predictor of success in future grades. Demonstrating readiness for kindergarten means that children are prepared for today's kindergarten curriculum.

Children who demonstrate age-appropriate knowledge, skills and behaviors in math, reading and social interaction at the start of kindergarten are more likely to continue developing on track throughout their academic careers.

Children who demonstrate school readiness are more likely than their peers to experience later academic success, attain higher levels of education and secure employment.



KRA-R

Kindergarten Readiness Assessment Revised

When:

Districts administer the KRA-R at the beginning of a child's kindergarten year. The administration window is set in statute (Ohio Revised Code 3301.0715). More information about the assessment window is available at education.ohio.gov/KRA.

The KRA-R is a flexible tool that is designed to be embedded in a typical kindergarten day. The KRA-R does not have to be completed all at once.

How:

Teachers have options for how to administer the KRA-R. For example, some items can be given via a tablet or computer rather than using printed materials. Teachers have the discretion for starting and stopping an item and/or section during the administration window.

Teachers also have flexibility in planning for how, where and when the observational items fit with what they already are doing in their instructional day. Teachers score observational items using information obtained by watching students participating in school activities and interacting with other students. Observational evidence is best recorded during live classroom activities. However, if a teacher needs additional rubric scoring time, video evidence may be obtained and scored later with the following conditions being met:

- Teachers must obtain approval from an administrator.
- The district ensures that appropriate parent permission is obtained and documented prior to video recording that addresses recording, storage and distribution of video evidence, as applicable.
- It is not permissible to record audio, video or photos of any Kindergarten Readiness Assessment - Revised items or materials.

The KRA-R is primarily administered verbally in English with student visuals and manipulatives. A tiered decision-making process has been developed for differentiating administration of the assessment. This process begins with utilizing universally designed allowances, which are supports that are appropriate to provide to any student. Universally designed allowances encompass the range of actions, material presentations, procedures and settings that are acceptable for use with all students. The universally designed allowances include allowances in directions, item presentation, student response, setting and scheduling. Additional supports are available for English learners and students with disabilities including a braille version and an American Sign Language translation.

