



WHAT IS THE KINDERGARTEN READINESS ASSESSMENT?

The Kindergarten Readiness Assessment (KRA) is a tool that teachers use to get to know your child. The assessment measures a child's school readiness in social, physical and academic areas. It provides important information to teachers and families about the supports a child may need during the first year of school to maximize his or her success. The assessment aligns with Ohio's Early Learning and Development Standards.

HOW IS THE KRA SCORED?

Teachers enter the score for each item into a secure online data system. The system calculates scores for each area and overall performance. Each area consists of a limited number of items. Please note that the overall scale score is not an average of all scores. The overall score determines the child's performance level:

Demonstrating Readiness (270-298): The child demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Approaching Readiness (258-269): The child demonstrates some foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Emerging Readiness (202-257): The child demonstrates minimal foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Incomplete Assessment: The assessment was incomplete. Not enough items were completed to determine an overall score or performance level. Scores for some areas may be available if enough items were completed in one or more areas.

Did Not Participate: The assessment was incomplete. Not enough items were completed to determine a score for any of the assessment areas.

HOW AND WHEN 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.

Kindergarten teachers administer the assessment to all children in their classrooms. The assessment may begin up to two weeks prior to the start of the school year and ends on Nov. 1.

Children receive supports, as appropriate and when possible, so they can demonstrate their skills and knowledge.

More information about the Ready for Kindergarten system and the KRA is available at education.ohio.gov/KRA.

For questions about the Kindergarten Readiness Assessment, please contact the Office of Early Learning and School Readiness at the Ohio Department of Education at (877) 644-6338 or ELSR@education.ohio.gov.

WHAT DO THE RESULTS MEAN?

The results provide a measure of a child's level of readiness for kindergarten instruction. Performance on the KRA does not prevent or prohibit a child from remaining in kindergarten. The results, coupled with other information about the child, inform decisions about instruction in kindergarten. The Language and Literacy portion of the KRA can be used to meet the reading diagnostic assessment requirement of the Third Grade Reading Guarantee.





Student Report

KINDERGARTEN READINESS ASSESSMENT

Student Name:

School Name:

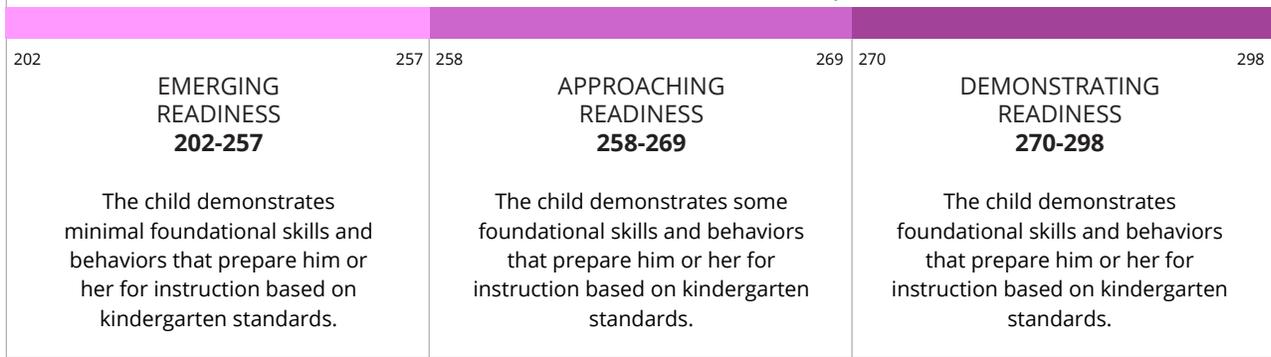
Assessment Administrator(s):

Administration:

YOUR CHILD'S OVERALL SCORE

The blue triangle shows your child's overall score.

268



DOMAIN SCORES



The bars indicate your child's score for each of the domains.

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 202-289.

A score of 263 and above in Language and Literacy indicates ON TRACK for meeting the Third Grade Reading Guarantee.

COMPLETION STATUS

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



Ohio Department of Education

education.ohio.gov/KRA



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.





- 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.

