



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 all children in kindergarten between the first day of school and November 1. More information about the Ready for Kindergarten system and the KRA are available at <http://pd.kready.org/r4kmaryland>.

HOW IS THE KRA SCORED?

After the KRA is completed in November, scores are calculated for each domain and for overall performance. 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.

Other: A child was not able to access one or more assessment items, resulting in a "Not Scorable" for those items, due to limited English proficiency, a disability, or other circumstances, such as a documented medical condition during assessment administration. Domains in which all items could be scored are reported. A "Not Scorable" will result in the student not receiving an overall performance score and a score in that domain (s).

Incomplete Assessment: A child had one or more items that were left blank. Domains in which all items could be scored are reported.

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. Some items can be administered via a tablet or computer.

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

WHAT DO THE RESULTS MEAN?

The results of the KRA 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 performance level and domain scores are only one piece of information on a child's preparation for kindergarten. Score reports should be used with other data and information, including feedback from a child's teacher, to make instructional decisions.

Because there are fewer items within each domain, the domain scores include a bar that reflects the best estimate of performance within each domain.





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 what your child's strengths are. 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 questions. Ask her questions. Pretend with your child.
- Read with your child every day. Ask questions about the story- can he tell you what will happen next?
- Tell your child stories. Ask her to tell you stories.
- Give your child directions with 2 or more steps to follow like, "Wash your hands and come to the table."
- Let your child play with letters. Let him sort them and look at the round and straight lines. Ask her to tell you the names of the ones she knows. Put them in order and sing the alphabet song.
- Look for letters everywhere you go- on signs, cereal boxes, and at the store.
- Give your child a newspaper or magazine to look for letters he 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 fo mate, Nate."
- Read books and poems that rhyme like Dr. Seuss books.
- 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 her crayons, pencils, markers, and different kinds of paper.
- Ask your child to "sign" his name. Put the sign on his door. Ask her to write a sentence to tell you about the picture she drew.

Mathematics:

- Count with your child- count things around the house like cereal pieces, pennies, toys. Look for numbers everywhere you go.
- Write things with numbers and show your child- his age, birthday, how much something costs, how many things he has. Let your child do it too.



Student Report

KINDERGARTEN READINESS ASSESSMENT

- Make patterns with music or dance together. Clap loud, loud, soft, loud, loud, soft or move hop, spin, wiggle, hop, spin, wiggle. Ask her to repeat it or keep the pattern going.
- Ask your child to sort- socks by color, forks and spoons where they belong, coins. Use playing cards to have your child sort them by colors, kinds, or numbers.
- Play games to practice putting things in order like Hokey Pokey and Miss Mary Mack.
- Talk about things your child does at home in a certain order like “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 use words like happy, angry, nervous, and frustrated.
- Use your words to explain a problem and ask your child to explain it again in her words.
- Help your child talk about the different ways he can choose to solve a problem.
- Give your child time to solve his own problem and then ask him how it worked. If it didn't, what could he try next time?
- Have your child put away 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 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.
- Make sure your child can do personal care tasks without help like washes hands before eating and after toileting, zips, buttons, and snaps own clothing, and puts on own jacket or backpack.