

Kindergarten Readiness Assessment Content Assessment

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1.1 What is the Kindergarten Readiness Assessment?*

- a. Kindergarten assessment that measures what children should know, understand, and be able to do at the end of their Kindergarten year
- b. A curriculum
- c. An assessment tool that allows teachers to measure each child's school readiness across multiple domains
- d. A formative assessment that takes place at the start of kindergarten and again at the end

1.2 Which domains are measured by the Kindergarten Readiness Assessment?*

- a. Literacy only
- b. Mathematics only
- c. Math and Literacy
- d. Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development

1.3 The Kindergarten Readiness Assessment follows which of these developmentally appropriate assessment practices?*

- a. The assessment is appropriate for the age and other characteristics of the children being assessed.
- b. The content on the assessment is developmentally and educationally significant.
- c. The assessment evidence is used to understand and improve learning.
- d. The assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.
- e. All of the above

1.4 Which types of assessment items are used in the Kindergarten Readiness Assessment?*

- a. Observation items only
- b. Checklists
- c. Criteria reference items
- d. Observation, Selected Response, Performance Tasks

1.5 What is the best time of day to administer the Kindergarten Readiness Assessment?*

- a. At the beginning of the day
- b. At the end of the day
- c. At various points during the day when it fits with the flow of your classroom instruction

1.6 The Kindergarten Readiness Assessment is considered a secure assessment. As such, which of the following is considered a violation of test security?*

- a. Making copies of the assessment to share with parents or others outside of the school or district
- b. Keeping the Teacher Administration Manual, materials and score sheets in a locked file cabinet
- c. Reviewing assessment materials prior to administering the items

1.7 Alejandro, Sophia, and Alia are transitioning from one center to another. The teacher provides a score (P, I, or N) for each child on their skill in participating in group routines. This is an example of which type of Kindergarten Readiness Assessment item?*

- a. Selected Response
- b. Performance Task
- c. Observational
- d. None of the above

1.8 Which Kindergarten Readiness Assessment assessment method requires standardized procedures during administration?*

- a. Observational
- b. Direct performance
- c. All of the above
- d. None of the above

1.9 An observational item that you are administering measures whether a child can independently complete personal care tasks or requires adult prompting or assistance. At recess on Monday, Peyton quickly zips her coat to go outside. On Tuesday, Peyton lines up with the other children to wash her hands before snack. On Friday, Peyton walks out of the classroom with the hood caught underneath the coat and the coat is unzipped. Which of the following is an appropriate course of action to take to score Peyton to ensure her score reflects her skills?*

- a. Record a score based on your observation on Friday only, indicating that she cannot independently complete personal care tasks
- b. Record a score based on your observations throughout the week

1.10 Which of the following is an allowable practice for the administration of performance tasks?*

- a. Alert children when they give incorrect responses
- b. Administer some tasks to small groups of children as appropriate
- c. Administer all tasks individually to children in one-to-one settings

1.11 With whom are Universally Designed Allowances to be used?*

- a. With students with IEPs only
- b. With students with Section 504 plans only
- c. With English learners only
- d. With all kindergarten children

1.12 The Universally Designed Allowances for the Kindergarten Readiness Assessment include which of the following categories:*

- a. Directions
- b. Item Presentation
- c. Student Response
- d. Settings
- e. Scheduling
- f. All of the above

1.13 You sit with Noah and begin to administer direct performance items. During the first task, Noah seems to have difficulty focusing and is acting differently than usual. He tells you that his head hurts, and you can tell that he isn't feeling well. Which of the following is a Universally Designed Allowance that would be most helpful to use with Noah?*

- a. Change the lighting in the room
- b. Stop the administration of the items and re-administer at another time when Noah is feeling better
- c. Skip that item and not provide a score
- d. Reduce the answer choices so that he doesn't have to concentrate so hard

1.14 Allowing the student to move and change locations during a test session is an acceptable Universally Designed Allowance.*

- a. True
- b. False

1.15 Changing the script is an acceptable Universally Designed Allowance.*

- a. True
- b. False

1.16 A teacher should attempt to complete the administration of the Kindergarten Readiness Assessment for a child in one sitting.*

- a. True
- b. False

1.17 Children depend on executive function skills to do what?*

- a. Learn to read and write
- b. Follow steps in a math problem
- c. Participate in class discussions
- d. All of the above
- e. None of the above

1.18 Children entering school are more likely to succeed if they can:*

- a. Write all of their letters A-Z, write all of their numbers 1-10, and read short stories
- b. Accurately identify emotions, relate to others in positive ways, and approach new learning enthusiastically
- c. Use an iPad or other tablet device

1.19 Research shows that early math skills predict math achievement, as well as achievement in the following domain(s):*

- a. Social studies and physical development
- b. Reading and science
- c. Math skills only predict math achievement
- d. Science only

1.20 Research shows that those who are not functionally literate are more likely to drop out of high school, live in poverty, have behavior problems and end up in prison, and be chronically ill. However, children who learn to read are more likely to:*

- a. Graduate from high school and even possibly college
- b. Have strong social skills
- c. Enjoy a healthier life

- d. Earn a living to support themselves and a family
- e. Have children who are literate
- f. All of the above

2) Demographics

2.1 District Name*

2.2 Building/School Name*

2.3 Lead Trainer First Name

2.4 Lead Trainer Last Name*

2.5 Training Start Date (MM/DD/YY)*

2.6 Are you a trainer?*