



KINDERGARTEN
READINESS
ASSESSMENT

Teacher Administration Manual
Version 1.5

The Ready for Kindergarten: Early Childhood Comprehensive Assessment System is a partnership that began between Maryland and Ohio with a Race to the Top—Early Learning Challenge grant from the U.S. Department of Education and the U.S. Department of Health and Human Services (CFDA 84.412A) and by a Race to the Top grant from the U.S. Department of Education (CFDA 84.395). Copyright © 2015 by the Maryland State Department of Education, the Ohio Department of Education, and the Johns Hopkins University Center for Technology in Education, in collaboration with WestEd. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronically or mechanically, including photocopy, recording, or any information storage and retrieval system, without written permission from the copyright owners. Printed in the United States of America.

Overview

The Kindergarten Readiness Assessment, part of the Ready for Kindergarten: Early Childhood Comprehensive Assessment System, is designed to determine entering children’s skills and abilities as described by end-of-pre-kindergarten standards. The Kindergarten Readiness Assessment is aligned to the essential domains of school readiness and is composed of three item types: selected-response, performance-task, and observational-rubric.

Test Security

The Kindergarten Readiness Assessment materials are secure documents and must be kept in a secure location, except during the actual administration. During the administration, the security of test materials must be carefully monitored by the teacher. The teacher must follow all state, district, and school test security guidelines to ensure the security of the assessment materials before, during, and after the administration.

It is unethical, and shall be viewed as a violation of test security, for any person to:

- disclose, allow to be disclosed, or record video of the content of any portion of the Kindergarten Readiness Assessment before, during, or after administration;
- allow a child access to Kindergarten Readiness Assessment items prior to administration;
- allow a child to share information during or after the Kindergarten Readiness Assessment administration;
- read any parts of the Kindergarten Readiness Assessment to a child except as indicated in the Teacher Administration Manual;
- influence a child’s answers or change a child’s answer choices; or
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test security procedures.

South Carolina law (S.C. Code Ann § 59-1-445 (2004) and State Board Regulations (2 S.C. Code Ann. Regs. 43-100 (2015) address test security procedures, violations, investigations, and penalties for all educators administering statewide assessments. Educators are responsible for reading and understanding these laws and regulations.

All educators administering the KRA are required to sign an Agreement to Maintain Test Security and Confidentiality forms. The test security form can be downloaded from the following link: <http://ed.sc.gov/tests/assessment-information/test-security/>.

Test security forms must be signed and returned to the district test coordinator after each person has received training and has had an opportunity to read the laws and regulations.

Student Participation

All public school students enrolled in kindergarten must be tested with the Kindergarten Readiness Assessment during the first 45 days of the school year.

This testing policy includes all students with IEPs or 504 Plans and English learners. Teachers must attempt to test all students who are enrolled in the school during the testing window. If a teacher determines that an item or items cannot be administered to a student after following the processes described in the *Guidelines on Allowable Supports for Administration of the KRA*, then the teacher should enter “Not Scorable” to those items.

Students transferring into the district near the end of the 45-day testing window are expected to be tested if it is reasonable to administer all of the items during this period.

Materials

The following materials are included in the test kit:

- Teacher Administration Manual
- Test Item Images
- Manipulatives
- *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment* documents

Item Score Sheets must be downloaded from the Ready for Kindergarten Online System.

Schools must provide a pencil and a blank sheet of paper (8.5 x 11”), one per child, for Items 28 and 29.

Ready for Kindergarten Online

The Ready for Kindergarten Online system contains all information regarding the Kindergarten Readiness Assessment. To access Ready for Kindergarten Online, please log into the system at <http://southcarolina.kready.org>.

Administration of Selected-Response and Performance-Task Items

Selected-response and performance-task items, excluding the virtual items found within the app, require the teacher and the child to directly interact. The teacher is responsible for ensuring that a child is not using any visual aids (e.g., an alphabet chart with picture cues for letter sounds) found in the room during the assessment. The child should sit or stand in a position that allows the teacher to easily view the child and that allows the child to easily view the Test Item Images from an appropriate distance.

The teacher must follow the directions exactly as written in the Teacher Administration Manual. The scripted directions are formatted to guide the teacher through the administration and to help ensure proper assessment procedures. The format used in the Teacher Administration Manual is outlined below:

SAY Read aloud to child only what is marked with “**SAY**” and printed in bold type.

[Text Printed in Italics] Information in italics should not be read aloud. This text provides guidance to the teacher for administration of the item.

Administration of Observational-Rubric Items

Observational-rubric items, contained in the Observational section of this manual, do not require the teacher and the child to directly interact. Rather, each child should be observed in the classroom and other school settings and scored accordingly, based on the descriptors for each item. Each observational-rubric item includes three descriptors: *Proficient* [P], *In Progress* [I], *Not Yet Evident* [N].

Please review the observational-rubric items contained in this manual in advance of the administration window, in order to become familiar with the skills and behaviors that are being observed and assessed.

Observational evidence is best recorded during live classroom activities. However, video recording or photographs of everyday activities may be used as a method for gathering evidence of skills and behaviors that can be scored as observational-rubric items. It is the responsibility of the local education agency to ensure that appropriate family/parent permission is obtained and documented prior to video recording, for video recording storage, and for distribution of video evidence, as applicable. Recording video of any Kindergarten Readiness Assessment items or materials is not permitted.

Allowable Supports for Test Administration

Please see the *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment* document for a list of universally designed allowable supports that can be used with any child participating in the Kindergarten Readiness Assessment.

Should the universally designed supports not prove sufficient to enable children with disabilities or English learners to demonstrate their skills and knowledge, the teacher should use the appropriate Level the Field support(s) described in the *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment* document.

Item Scores

The default option for item scores in Ready for Kindergarten Online is *Needs to Be Administered*, which indicates that an item has not been administered or scored. The following options may be used when scoring items: numbers (e.g., 0-3 or 0-2); letters; *Needs to be Administered*; or *Not Scorable*.

If the teacher determines that one or more items cannot be administered to a child after following the processes described in the *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment*, then the teacher should enter *Not Scorable* (NS) for those item(s).

All item scores, either a number, letter score, or *Not Scorable* must be entered into the Ready for Kindergarten Online system. The default option (i.e., *Needs to Be Administered*) should not appear for any item upon the completion of the administration. All data should be entered by the end of the 45th day of instruction in the school district.

Mathematics

$$2+2$$

KINDERGARTEN READINESS ASSESSMENT

Teacher Administration Manual

ITEM: 1

Count to 20

MA.1.1.A_A101

SCRIPT:

SAY In this activity, you will count out loud from one to twenty.

SAY Let's begin counting together. One . . . two . . . three. Now you count to the number 20.

[Allow sufficient time for the student to respond.]

Manipulatives:

None needed
for this item

SCORING INFORMATION:

Score	Description
3	The student correctly counts the number sequence 1–20.
2	The student correctly counts the number sequence 1–15.
1	The student correctly counts the number sequence 1–10.
0	The student miscounts, skips a number, or repeats a number in the 1–10 number sequence.

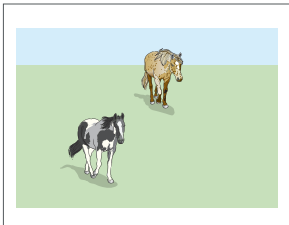
ITEM: 2

Subitize

MA.1.1.D_A121

SCRIPT:

[Test Item Images Page 2. Point to the picture of two horses.]



SAY Look at this picture of horses.

Manipulatives:

None needed
for this item

[Allow the student about two seconds to see the picture, and then turn the page. The student should NOT have enough time to count the horses.]

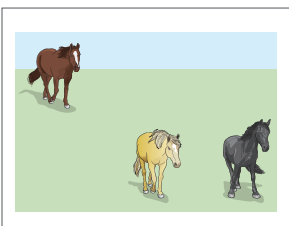
[Test Item Images Page 3.]



SAY How many horses did you see in the picture?

[Allow the student sufficient time to say a number or hold up a number of fingers. Then turn the page.]

[Test Item Images Page 4. Point to the picture of three horses.]



SAY Now look at this picture of horses.

[Allow the student about two seconds to see the picture, and then turn the page. The student should NOT have enough time to count the horses.]

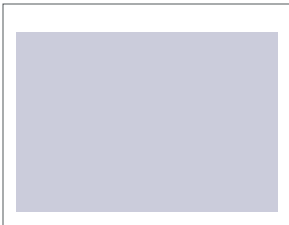
Item continues on the next page ⇨

ITEM: 2 (continued)

Subitize

MA.1.1.D_A121

[Test Item Images Page 5.]



SAY How many horses did you see in the picture?

[Allow the student sufficient time to say a number or hold up a number of fingers.]

SCORING INFORMATION:

Score	Description
2	The student correctly identifies the number of horses in both pictures.
1	The student correctly identifies the number of horses in one of the pictures.
0	The student does not correctly identify the number of horses in either picture.

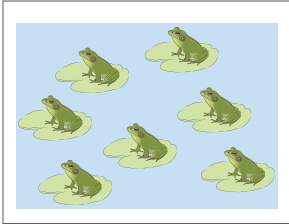
ITEM: 3

Tell how many

MA.1.1.F.A115

SCRIPT:

[Test Item Images Page 6. Point to the picture of frogs.]



SAY Now look at this picture of frogs. Count the frogs.

Manipulatives:

None needed
for this item

[Allow sufficient time for the student to count the frogs aloud or to himself/herself.]

SAY How many frogs are there?

[Allow sufficient time for the student to respond, but do not allow the student to re-count to find out how many.]

SCORING INFORMATION:

Score	Description
1	The student correctly gives 7 as the number of frogs.
0	The student gives another number for the number of frogs.

KINDERGARTEN READINESS ASSESSMENT

Teacher Administration Manual

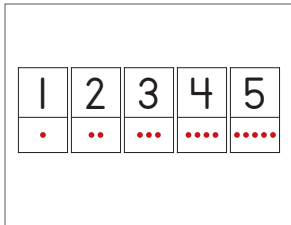
ITEM: 4

Identify number “before” and “after”

MA.1.1.C_A104

SCRIPT:

[Test Item Images Page 7. Point to the picture of number cards on the page.]



SAY Look at this picture of number cards. Count each number card as I point to it.

Manipulatives:

None needed for this item

[Point to each number card, starting with the 1 card, and allow sufficient time for the student to say the number before moving on to the next card.]

SAY Now touch the card with the number that comes just BEFORE 3.

[Allow sufficient time for the student to respond.]

SAY Now touch the card with the number that comes just AFTER 4.

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
3	The student correctly completes ALL THREE parts of the task (counting the number cards, touching the number card that comes just BEFORE 3, and touching the number card that comes just AFTER 4).
2	The student correctly completes TWO parts of the task.
1	The student correctly completes ONE part of the task.
0	The student does not correctly complete any part of the task.

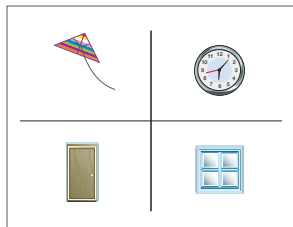
ITEM: 5

Name shapes

MA.4.1.B_A191

SCRIPT:

[Test Item Images Page 8.]



SAY Now let's do an activity with shapes.

Manipulatives:

None needed for this item

[Point to the four different shapes on the page. Allow sufficient time for the student to look at the pictures.]

SAY Look at these pictures. The object in each picture has a different shape.

[Point to the picture of a kite.]

SAY Name the shape in this picture.

[Point to the picture of a clock.]

SAY Name the shape in this picture.

[Point to the picture of a door.]

SAY Name the shape in this picture.

[Point to the picture of a window.]

SAY Name the shape in this picture.

[Allow sufficient time for the student to name each shape.]

SCORING INFORMATION:

Score	Description
2	The student correctly names all four shapes (triangle, circle, rectangle, square).
1	The student correctly names at least two shapes.
0	The student correctly names fewer than two shapes.



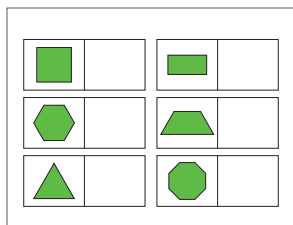
ITEM: 6

Match shapes

MA.4.1.A_A177

SCRIPT:

[Test Item Images Page 9.]



SAY Let's do another activity with shapes.

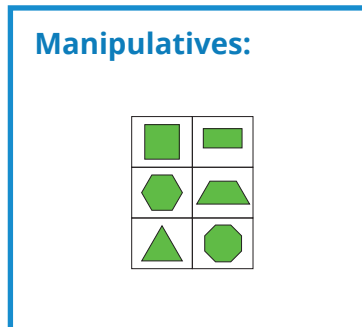
[Point to the boxes with shapes.]

SAY Look at each of the shapes.

[Allow sufficient time for the student to examine the shapes. Then place the six cutouts of the different shapes in a horizontal line in front of the student in this order: octagon, square, trapezoid, triangle, hexagon, rectangle.]

SAY Here are some cards with the same shapes. Put each card in the empty box next to the same shape.

[Allow sufficient time for the student to place all the shapes in boxes.]



SCORING INFORMATION:

Score	Description
2	The student puts all six shapes into the correct boxes (top to bottom in each column: square, hexagon, triangle, rectangle, trapezoid, octagon).
1	The student puts at least three shapes into the correct boxes.
0	The student puts fewer than three shapes into the correct boxes.



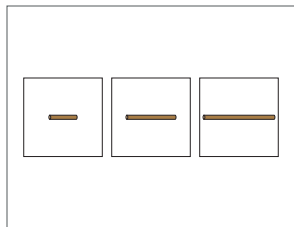
ITEM: 7

Compare lengths

MA.3.2.A_A152

SCRIPT:

[Test Item Images Page 10.]



SAY In this activity, we are going to compare the lengths of some sticks.

[Point to the sticks on the page.]

SAY Look at these pictures of sticks.

[Give the student the cutout of a stick.]

SAY Here is another stick. Compare the length of this stick to each stick on the page.

[Allow sufficient time for the student to compare the sticks.]

SAY Touch the stick on the page that is **LONGER** than the stick in your hand.

[Allow sufficient time for the student to touch a stick.]

SAY Touch the stick on the page that is **SHORTER** than the stick in your hand.

[Allow sufficient time for the student to touch a stick.]

Manipulatives:



SCORING INFORMATION:

Score	Description
2	The student correctly identifies both the longer stick and the shorter stick.
1	The student correctly identifies the longer stick. OR The student correctly identifies the shorter stick.
0	The student does not correctly identify the longer stick or the shorter stick.



ITEM: 8

Order objects by size

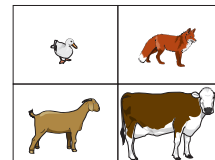
MA.3.2.B_A174

SCRIPT:

[Test Item Images Page 11.]



Manipulatives:



[Place the four animal picture cards in a horizontal line in front of the student in this order: goat, duck, cow, fox.]

SAY Now look at these four picture cards. Each card has a picture of an animal on it.

SAY Please put the animals in order from the biggest animal to the smallest animal.

[Allow sufficient time for the student to put the cards in correct order. If the student puts the cards in reverse order, ask the student to point to the biggest animal to see if the student used reverse ordering (left to right horizontally or bottom to top vertically).]

SCORING INFORMATION:

Score	Description
1	The student puts all four animals in correct order from biggest to smallest. The cards may be placed in a horizontal or a vertical line. Students should be given credit for reverse ordering (right to left horizontally or bottom to top vertically) if they are able to identify the biggest animal.
0	The student does not put the animals in correct order.



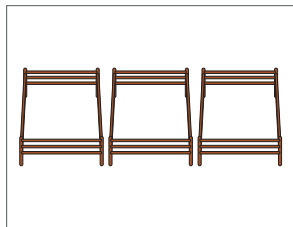
ITEM: 9

Sort by one attribute

MA.3.1.B_A123

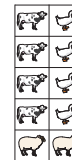
SCRIPT:

[Test Item Images Page 12.]



SAY Now let's do another activity with animals.

Manipulatives:



[Place the cutouts of animals on the desk below the Test Item Images in the following order: duck, cow, sheep, cow, duck, cow, duck, sheep, duck, cow.]

[Point to the different rectangular pens on the page.]

SAY The animals need to be put into these pens. There should only be one kind of animal in each pen.

SAY Put the animals in the pens. Put the same kind of animal in each pen. Be sure to put all of the animals in the pens.

SAY Are you ready? You may begin.

[Allow sufficient time for the student to sort the animals.]

SCORING INFORMATION:

Score	Description
2	The student correctly sorts the animals into three groups by type (ducks, cows, sheep).
1	The student sorts the animals so there is at least one group that contains the same type of animal.
0	The student does not correctly sort the animals into any groups.



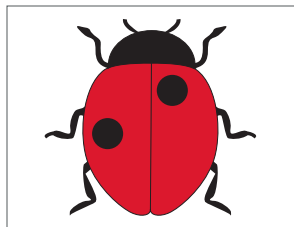
ITEM: 10

Determine amount needed to complete set

MA.2.1.B_A138

SCRIPT:

[Test Item Images Page 13. Point to the picture of a ladybug.]



SAY Look at this picture of a ladybug. The ladybug does not have enough black dots. It needs to have four black dots.

Manipulatives:



[Place the three cutouts of dots in a horizontal line in front of the student.]

SAY Put as many of these dots on the ladybug as needed for the ladybug to have four black dots.

[Allow sufficient time for the student to put the dots on the ladybug.]

SCORING INFORMATION:

Score	Description
1	The student puts the correct number of dots (2) on the ladybug.
0	The student does not put the correct number of dots on the ladybug.



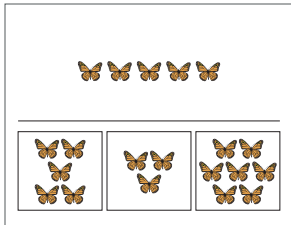
ITEM: 11

Identify set that is “more than”

MA.3.1.D_A143

SCRIPT:

[Test Item Images Page 14. Point to the picture of butterflies above the line.]



SAY Look at this picture of butterflies.

Manipulatives:

None needed for this item

[Point to each picture of butterflies below the line.]

SAY Now look at these pictures of butterflies.

SAY Touch the picture that has a number of butterflies that is **MORE THAN** the number of butterflies in the picture at the top.

[Allow sufficient time for the student to indicate a picture.]

SCORING INFORMATION:

Score	Description
1	The student correctly touches the picture of seven butterflies (MORE THAN five).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



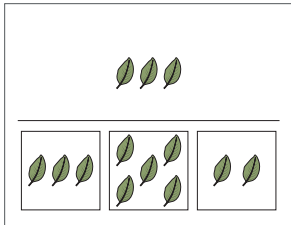
ITEM: 12

Identify set that is “less than”

MA.3.1.D_A147

SCRIPT:

[Test Item Images Page 15. Point to the picture of leaves above the line.]



SAY Look at this picture of leaves.

[Point to each picture of leaves below the line.]

SAY Now look at these pictures of leaves.

SAY Touch the picture that has a number of leaves that is **LESS THAN** the number of leaves in the picture at the top.

[Allow sufficient time for the student to indicate a picture.]

Manipulatives:

None needed
for this item

SCORING INFORMATION:

Score	Description
1	The student correctly touches the picture of two leaves (LESS THAN three).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



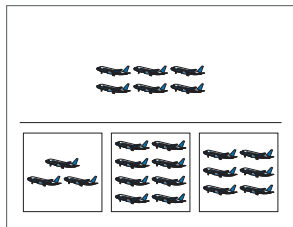
ITEM: 13

Identify set that is “equal to”

MA.3.1.D_A149

SCRIPT:

[Test Item Images Page 16. Point to the picture of airplanes above the line.]



SAY Look at this picture of airplanes.

Manipulatives:

None needed for this item

[Point to each picture of airplanes below the line.]

SAY Now look at these pictures of airplanes.

SAY Touch the picture that has a number of airplanes that is **EQUAL TO** the number of airplanes in the picture at the top.

[Allow sufficient time for the student to indicate a picture.]

SCORING INFORMATION:

Score	Description
1	The student correctly touches the picture of six airplanes (EQUAL TO six).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



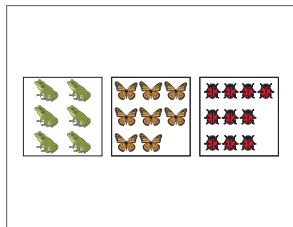
ITEM: 14

Name numerals and pair with sets

MA.1.1.G_A117

SCRIPT:

[Test Item Images Page 17. Point to each set of objects as it is named.]



SAY Look at these pictures of frogs, butterflies, and ladybugs.

Manipulatives:

6	7	8
9	10	

[Lay the number cards 6–10 in front of the student in the following order: 10, 6, 8, 7, 9.]

SAY Here are some number cards. Tell the name of each number as I point to it.

[Point to each number card and allow sufficient time for the student to tell the name of the number. If necessary, prompt the student with “What number is this?”]

[Point to the picture of frogs.]

SAY Put the number card that shows how many frogs there are on top of the picture.

[Allow sufficient time for the student to count the frogs and put a number card on or above the picture. Then point to the picture of butterflies.]

SAY Put the number card that shows how many butterflies there are on top of the picture.

[Allow sufficient time for the student to count the butterflies and put a number card on or above the picture. Then point to the picture of ladybugs.]

SAY Put the number card that shows how many ladybugs there are on top of the picture.

[Allow sufficient time for the student to count the ladybugs and put a number card on or above the picture.]

Scoring information continues on the next page ⇨

**ITEM: 14** (continued)

Name numerals and pair with sets

MA.1.1.G_A117

SCORING INFORMATION:

Score	Description
3	The student correctly names the five numbers and correctly places a number on all three pictures (6 frogs, 8 butterflies, 10 ladybugs).
2	The student correctly names at least three of the numbers and correctly places a number on two pictures.
1	The student correctly names at least one of the numbers and correctly places a number on one picture.
0	The student does not correctly name any number or correctly place a number on a picture.

**NO TEST MATERIAL
ON THIS PAGE**

Language and Literacy





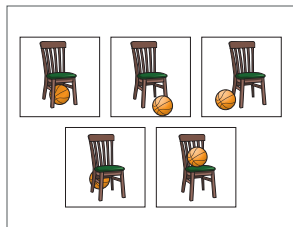
ITEM: 15

Use prepositions

LL.4.1.D_A160

SCRIPT:

[Test Item Images Page 19. Point to the five pictures of a ball and a chair.]



SAY Look at these pictures of a ball and a chair.

Manipulatives:

None needed for this item

[Allow sufficient time for the student to study the pictures.]

SAY Touch the picture that shows the ball **ON** the chair.

[Allow sufficient time for the student to touch a picture.]

SAY Touch the picture that shows the ball **IN FRONT OF** the chair.

[Allow sufficient time for the student to touch a picture.]

SAY Touch the picture that shows the ball **BEHIND** the chair.

[Allow sufficient time for the student to touch a picture.]

SAY Touch the picture that shows the ball **UNDER** the chair.

[Allow sufficient time for the student to touch a picture.]

SAY Touch the picture that shows the ball **BESIDE** the chair.

[Allow sufficient time for the student to touch a picture.]

SCORING INFORMATION:

Score	Description
3	The student correctly touches the pictures for all five prepositions (ON, IN FRONT OF, BEHIND, UNDER, BESIDE).
2	The student correctly touches the pictures for three or four prepositions.
1	The student correctly touches the picture for one or two prepositions.
0	The student does not correctly touch the picture for any preposition.



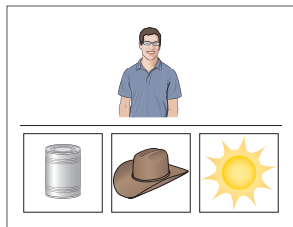
ITEM: 16

Identify rhyming words (1)

LL.1.2.D_A127

SCRIPT:

[Test Item Images Page 20. Point to the picture of a man.]



SAY Look at this picture. This is a **MAN**.

Manipulatives:

None needed
for this item

[Pause for the student to look at the picture.]

SAY Now look at these pictures. *[Point to each picture as its name is said.]*
CAN . . . HAT . . . SUN. One of these pictures sounds like or rhymes with MAN. *[Point to the picture of a man again.]*

SAY **CAN** *[point to the can], HAT* *[point to the hat], SUN* *[point to the sun].*

SAY Touch the picture that sounds like or rhymes with **MAN**.

[Allow sufficient time for the student to touch a picture.]

SCORING INFORMATION:

Score	Description
1	The student touches the picture for the word that sounds like or rhymes with MAN (CAN).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



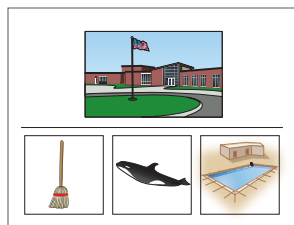
ITEM: 17

Identify rhyming words (2)

LL.1.2.D_A180

SCRIPT:

[Test Item Images Page 21. Point to the picture of a school.]



SAY Look at this picture. This is a **SCHOOL**.

[Pause for the student to look at the picture.]

SAY Now look at these pictures. *[Point to each picture as its name is said.]*
BROOM . . . WHALE . . . POOL. One of these words sounds like or rhymes with SCHOOL. *[Point to the picture of the school again.]*

SAY **BROOM** *[point to the broom]*, **WHALE** *[point to the whale]*, **POOL** *[point to the pool]*.

SAY Touch the picture that sounds like or rhymes with **SCHOOL**.

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
1	The student touches the picture for the word that sounds like or rhymes with SCHOOL (POOL).
0	The student does not touch the correct picture, or responds incorrectly in some other way.

Manipulatives:

None needed for this item



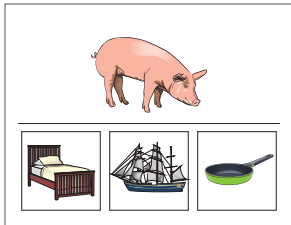
ITEM: 18

Identify beginning sound

LL.1.2.A.A163

SCRIPT:

[Test Item Images Page 22. Point to the picture of a pig.]



SAY Look at this picture of a **PIG**.

[Pause for the student to look at the picture.]

SAY Now look at these pictures.

[Point to each picture as its name is said.]

SAY **BED ... SHIP ... PAN.** One of these pictures begins with the same sound as **PIG**.

[Point to the picture of the pig again.]

SAY **BED** *[point to the bed]*, **SHIP** *[point to the ship]*, **PAN** *[point to the pan]*.

SAY Touch the picture that begins with the same sound as **PIG**.

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
1	The student correctly touches the picture for the word that <u>begins</u> with the same sound as PIG (PAN).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



Manipulatives:

None needed
for this item



ITEM: 19

Use book cover to predict

LL.1.1.A_H101

SCRIPT:

[Test Item Images Page 23. Point to the picture of the book cover.]



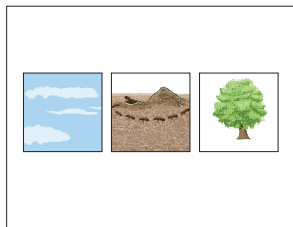
SAY Look at this picture. It shows the cover of a book called “A Very Busy Place.” Think about where the very busy place is.

Manipulatives:

None needed for this item

[Allow the student sufficient time to study the picture. Then go to the next page.]

[Test Item Images Page 24. Point to the three pictures.]



SAY Look at these pictures. Touch the picture that shows where the very busy place is.

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
1	The student touches the picture of the ant hill (middle picture).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



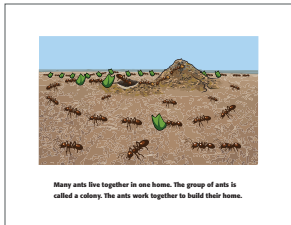
ITEM: 20

Determine word meaning

LL.4.2.B_H103-R

SCRIPT:

[Test Item Images Page 25. Point to the picture.]



SAY Look at this picture and listen to the next part of the story.

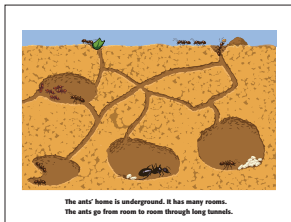
Manipulatives:

None needed for this item

[Read the next part of the story to the student.]

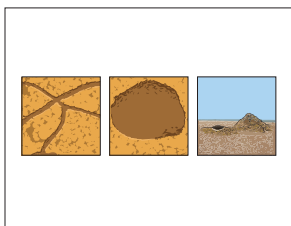
SAY Many ants live together in one home. The group of ants is called a colony. The ants work together to build their home.

[Go on to the next page. Test Item Images Page 26.]



SAY The ants' home is underground. It has many rooms. The ants go from room to room through long tunnels.

[Go to the next page. Test Item Images Page 27. Point to the three pictures.]



SAY Now look at these pictures. Touch the picture that shows the tunnels in the story.

[Allow sufficient time for the student to touch a picture.]

SCORING INFORMATION:

Score	Description
1	The student touches the picture of the tunnels (first picture).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



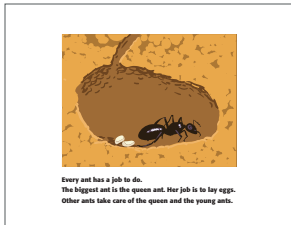
ITEM: 21

Answer question about story detail

LL.1.1.B_H104

SCRIPT:

[Test Item Images Page 28. Point to the picture.]



SAY Look at this picture and listen to the next part of the story.

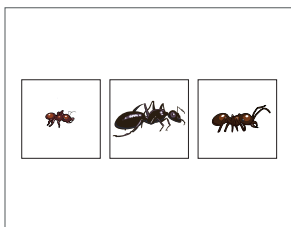
Manipulatives:

None needed for this item

[Read the next part of the story to the student.]

SAY Every ant has a job to do.
The biggest ant is the queen ant. Her job is to lay eggs.
Other ants take care of the queen and the young ants.

[Go to the next page. Test Item Images Page 29. Point to the three pictures.]



SAY Now look at these pictures. Touch the picture that shows the queen ant.

[Allow sufficient time for the student to touch a picture.]

SCORING INFORMATION:

Score	Description
1	The student touches the picture of the queen ant (middle picture).
0	The student does not touch the correct picture, or responds incorrectly in some other way.



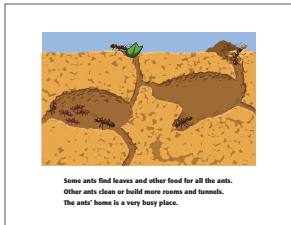
ITEM: 22

Retell text in sequence

LL.1.1.C_H106-R

SCRIPT:

[Test Item Images Page 30. Point to the picture.]



SAY Look at this picture and listen to the last part of the story.

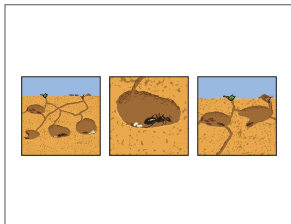
Manipulatives:

None needed for this item

[Read the last part of the story to the student.]

SAY Some ants find leaves and other food for all the ants.
Other ants clean or build more rooms and tunnels.
The ants' home is a very busy place.

[Go to the next page. Test Item Images Page 31. Point to the three pictures.]



SAY Now look at these pictures from the story about ants. I will read the entire story to you again. After I finish the story, you will use these pictures to tell me what you learned about ants. Listen carefully.

[Point to the first picture and read the first two paragraphs of the story to the student.]

SAY Many ants live together in one home.
The group of ants is called a colony.
The ants work together to build their home.

**The ants' home is underground. It has many rooms.
The ants go from room to room through long tunnels.**

Item continues on the next page ⇨





ITEM: 22 (continued)

Retell text in sequence

LL.1.1.C_H106-R

[Point to the middle picture and read the next paragraph.]

**SAY Every ant has a job to do.
The biggest ant is the queen ant. Her job is to lay eggs.
Other ants take care of the queen and the young ants.**

[Point to the last picture and read the last paragraph.]

**SAY Some ants find leaves and other food for all the ants.
Other ants clean or build more rooms and tunnels.
The ants' home is a very busy place.**

[Point to the first picture.]

SAY Tell one thing you learned about ants from the first part of the story.

[Allow sufficient time for the student to respond. Then point to the middle picture.]

SAY Tell one thing you learned about ants from the next part of the story.

[Allow sufficient time for the student to respond. Then point to the last picture.]

SAY Tell one thing you learned about ants from the last part of the story.

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
3	The student tells at least one thing learned about ants from each part of the story.
2	The student tells at least one thing learned about ants from two parts of the story.
1	The student tells at least one thing learned about ants from one part of the story.
0	The student does not tell anything learned about ants from any part of the story.



KINDERGARTEN READINESS ASSESSMENT

Teacher Administration Manual

ITEM: 23

Name nouns

LL.4.1.A_A155

SCRIPT:

[Test Item Images Page 32. Point to the picture of a classroom.]



SAY Look at this picture of a classroom.

Manipulatives:

None needed
for this item

[Point to the teacher.]

SAY Who is this?

[Allow sufficient time for the student to respond. Then point to the rug.]

SAY What is this?

[Allow sufficient time for the student to respond. Then point to the table.]

SAY What is this?

[Allow sufficient time for the student to respond. Then point to the crayons on the table.]

SAY What are these?

[Allow sufficient time for the student to respond. Then point to the puzzle pieces on the table.]

SAY What is this?

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
3	The student provides acceptable nouns for all five objects (teacher, rug, table, crayons, puzzle pieces). Any noun that is plausible should be accepted as a correct answer (e.g., teacher or Ms. Martin; rug or carpet; crayons or markers; puzzle pieces, puzzle, or game).
2	The student provides an acceptable noun for three or four objects.
1	The student provides an acceptable noun for one or two objects.
0	The student does not provide an acceptable noun for any object.



ITEM: 24

Name verbs

LL.4.1.A_A195

SCRIPT:

[Test Item Images Page 33. Point to the picture of a park.]



SAY Now look at the picture of a park.

Manipulatives:

None needed for this item

[Point to the child riding a bicycle.]

SAY What is this child doing?

[Allow sufficient time for the student to respond. Then point to the child pulling a wagon.]

SAY What is this child doing?

[Allow sufficient time for the student to respond. Then point to the child climbing a tree.]

SAY What is this child doing?

[Allow sufficient time for the student to respond. Then point to the child kicking a soccer ball.]

SAY What is this child doing?

[Allow sufficient time for the student to respond. Then point to the man pushing a stroller.]

SAY What is this man doing?

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
3	The student provides acceptable verbs for all five actions (riding, pulling, climbing, kicking, pushing). Any verb that is plausible should be accepted as a correct answer (e.g., riding or pedaling [a bike]; pulling or towing [a wagon]; climbing [a tree] or hanging [from a branch]; kicking [a ball] or playing [soccer]; pushing [a stroller] or taking [baby for a walk]). The verb "playing" can only be used for one of the actions.
2	The student provides an acceptable verb for three or four actions.
1	The student provides an acceptable verb for one or two actions.
0	The student does not provide an acceptable verb for any action.

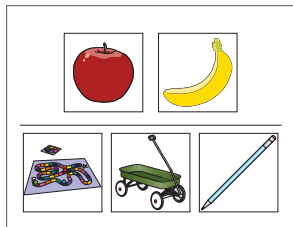
ITEM: 25

Segment syllables in words

LL.1.2.B_A164

SCRIPT:

[Test Item Images Page 34.]



SAY Now let's do an activity with the parts of words.

Manipulatives:

None needed for this item

[Point to the picture of an apple.]

SAY This is an **APPLE**. Listen as I say the word: **APPLE**. The word **APPLE** has two parts. Listen as I say and clap each part of the word: **AP** [Clap] **PLE** [Clap].

[Point to the picture of a banana.]

SAY Now let's do one together. This is a banana. Let's say the word: **BANANA**. Now let's say and clap the parts of the word: **BA** [Clap] **NA** [Clap] **NA** [Clap].

[Check to be sure the student was able to follow along. If not, remind the student to say the words and parts with you and do the practice activity again.]

SAY Now you will say and clap the words and their parts by yourself.

[Point to the picture of a game.]

SAY This is a **GAME**. Say the word.

[Allow sufficient time for the student to say the word.]

SAY Now say and clap the parts of the word **GAME**.

[Allow sufficient time for the student to say the parts of the word.]

Item continues on the next page ⇨



ITEM: 25 (continued)
Segment syllables in words

LL.1.2.B_A164

[Point to the picture of a wagon.]

SAY This is a WAGON. Say the word.

[Allow sufficient time for the student to say the word.]

SAY Now say and clap the parts of the word WAGON.

[Allow sufficient time for the student to say the parts of the word.]

[Point to the picture of a pencil.]

SAY This is a PENCIL. Say the word.

[Allow sufficient time for the student to say the word.]

SAY Now say and clap the parts of the word PENCIL.

[Allow sufficient time for the student to say the parts of the word.]

SCORING INFORMATION:

Score	Description
3	The student correctly says the parts of all three words (GAME, WAGON, PENCIL). (Clapping is included to help the student separate the syllables but is not required for the student to receive the full score points.)
2	The student correctly says the parts of two of the words.
1	The student correctly says the parts of one of the words.
0	The student does not correctly say the parts of any of the words.

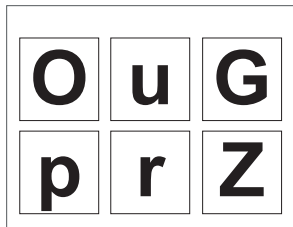
ITEM: 26

Name letters

LL.1.3.C_A132

SCRIPT:

[Test Item Images Page 35.]



SAY Now let's do an activity with letters. I will point to a letter and you will tell me what the letter is. Let's do one together.

Manipulatives:

None needed for this item

[Point to the letter O.]

SAY What letter is this?

[Allow sufficient time for the student to respond.]

[Point to the letter O again.]

SAY This is the letter O.

[Check to be sure the student was able to follow along. If not, remind the student to say what the letter is and do the practice activity again.]

SAY You will do the rest by yourself.

[Point to the letter u.]

SAY What letter is this?

[Allow sufficient time for the student to respond.]

[Point to the letter G.]

SAY What letter is this?

[Allow sufficient time for the student to respond.]

Item continues on the next page ⇨



ITEM: 26 (continued)

Name letters

LL.1.3.C_A132

[Point to the letter p.]

SAY What letter is this?

[Allow sufficient time for the student to respond.]

[Point to the letter r.]

SAY What letter is this?

[Allow sufficient time for the student to respond.]

[Point to the letter Z.]

SAY What letter is this?

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
3	The student correctly names all five letters (u, G, p, r, Z).
2	The student correctly names three or four letters.
1	The student correctly names one or two letters.
0	The student does not correctly name any letter.



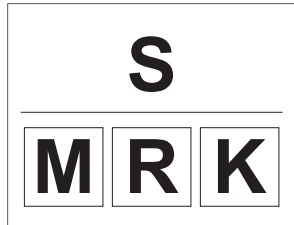
ITEM: 27

Make letter sounds

LL.1.3.B_A130

SCRIPT:

[Test Item Images Page 36.]



SAY Now let's do an activity with letters and sounds. I will say the name of a letter and you will make the sound of the letter. Let's do the first one together.

Manipulatives:

None needed for this item

[Point to the letter S.]

SAY This is the letter S. What sound does the letter S make?

[Allow sufficient time for the student to respond.]

SAY The letter S makes the s-s-s-s-s sound. Let's make the sound together. s-s-s-s-s.

[Check to be sure the student was able to follow along. If not, remind the student to make the sound of the letter, and do the practice activity again.]

SAY Now you will make the sounds of some letters by yourself.

[Point to the letter M.]

SAY This is the letter M. Make the sound of the letter M.

[Allow sufficient time for the student to respond.]

Item continues on the next page ⇨



ITEM: 27 (continued)

Make letter sounds

LL.1.3.B_A130

[Point to the letter R.]

SAY This is the letter R. Make the sound of the letter R.

[Allow sufficient time for the student to respond.]

[Point to the letter K.]

SAY This is the letter K. Make the sound of the letter K.

[Allow sufficient time for the student to respond.]

SCORING INFORMATION:

Score	Description
2	The student correctly makes the sounds for all three letters (M, R, K).
1	The student correctly makes the sound for one or two letters.
0	The student does not correctly make the sound for any letters.

ITEM: 28

Write a word

LL.3.1.B_A136

SCRIPT:

[Give the student a pencil and a blank sheet of paper.]

SAY Now you are going to write a word.

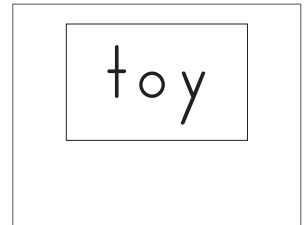
[Place the word card at the top of the blank sheet of paper. Point to the word on the card.]

SAY This is the word TOY.

SAY Now you write the word TOY on the paper.

[Allow sufficient time for the student to write the word.]

Manipulatives:



SCORING INFORMATION:

Score	Description
2	The student writes all letters in the word “toy” legibly, but spacing may not be even. Uppercase letters may be used if they are the correct letters (e.g., “T” for “t”).
1	The student writes one or two letters in the word “toy” legibly.
0	The student does not write any letter in the word “toy” legibly.

KINDERGARTEN READINESS ASSESSMENT

Teacher Administration Manual

ITEM: 29

Write first name

LL.3.1.A_A134

SCRIPT:

[Turn over the page with the word “toy” on it.]

SAY Now you are going to write your name.

SAY Please write your first name on this paper.

[Allow sufficient time for the student to write his/her first name.]

Manipulatives:

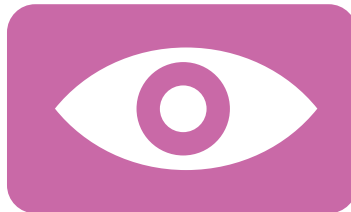


SCORING INFORMATION:

Score	Description
2	The student writes his/her first name so that all the letters are legible, even though there may be letter reversals. The letters may be all uppercase, all lowercase, or a mix of uppercase and lowercase.
1	The student writes one or more letters of his/her first name legibly.
0	The student does not write any letter of his/her first name legibly.



Observational



LANGUAGE AND LITERACY

ITEM: 30

Express thoughts, feelings, and ideas

LL.2.1.A_OR_19

Score	Description
P	Expresses thoughts, feelings, and ideas in a variety of situations and settings
I	Expresses thoughts, feelings, and ideas in some situations and settings (such as in a small group or one-on-one)
N	Rarely expresses thoughts, feelings, and ideas in any situation or setting

ITEM: 31

Engage in conversations

LL.2.1.B_OR_20

Score	Description
P	Engages in conversations with adults and peers through multiple exchanges by staying on topic
I	Engages in conversations with adults and peers through multiple exchanges, but tends to change the topic rather quickly
N	Rarely engages in conversations with multiple exchanges

SOCIAL FOUNDATIONS

ITEM: 32

Express and respond to emotions

SF.1.1.B_OR_35

Score	Description
P	Expresses own emotions and responds to the emotions of others
I	Expresses own emotions, but often has difficulty responding to the emotions of others
N	Is reluctant to express own emotions, and rarely responds to the emotions of others



SOCIAL FOUNDATIONS

ITEM: 33

Ask adult for help in challenging situation

SF.1.2.B_OR_42

Score	Description
P	Asks a familiar adult for help in a challenging situation only after attempting to deal with the situation independently
I	Asks a familiar adult for help in a situation that is perceived to be challenging without attempting to deal with the situation independently
N	Does not ask for help and struggles with a challenging situation until frustration or anger sets in

ITEM: 34

Express specific need to adult

SF.1.2.C_OR_43

Score	Description
P	Asks a familiar adult for help by expressing a specific need
I	Asks a familiar adult for help but does not express a specific need
N	Does not ask a familiar adult for help and may refuse help if it is offered

ITEM: 35

Wait and take turns

SF.2.1.C_OR_49

Score	Description
P	Waits patiently and takes turns without becoming frustrated
I	Becomes frustrated when having to wait and take turns, but is usually successful with adult prompting
N	Is unable to wait and take turns without direct adult supervision



SOCIAL FOUNDATIONS

ITEM: 36

Concentrate on task through distractions and temptations

SF.2.2.B_OR_55

Score	Description
P	Concentrates on a task and ignores nearby distractions or temptations
I	Concentrates on a task until distracted or tempted by someone or something nearby, but can return to the task quickly after adult reminders
N	Cannot concentrate on a task when distracted or tempted by someone or something nearby unless given constant adult guidance and supervision

ITEM: 37

Follow multi-step directions

SF.2.3.A_OR_58

Score	Description
P	Follows multi-step directions independently and with ease
I	Follows multi-step directions but sometimes requires adult prompting
N	Cannot follow multi-step directions unless broken down into single steps by an adult

ITEM: 38

Express a desire to learn

SF.2.5.A_OR_64

Score	Description
P	Expresses a desire to learn by asking questions and independently seeking information in books, videos, etc.
I	Expresses a desire to learn by being attentive and will ask questions or seek information in books, videos, etc., with adult encouragement and support
N	Expresses very little desire to learn, rarely asking questions or showing an interest in seeking information in books or videos, even when encouraged by an adult



SOCIAL FOUNDATIONS

ITEM: 39

Approach a new task

SF.2.3.C_OR_12

Score	Description
P	Approaches a new task by considering the end goal and what is already known about the goal to plan steps for completing the task
I	Approaches a new task by recognizing the end goal but needs adult guidance to consider what is already known to make a plan for completing the task
N	Is unsure how to approach a new task without being given step-by-step directions by an adult

ITEM: 40

Engage with peers in pretend play

SF.2.6.B_OR_68

Score	Description
P	Plans, coordinates roles, and cooperates when engaged in pretend play with peers
I	Engages in pretend play with peers, but does not attempt to plan or coordinate roles
N	Rarely engages in pretend play, more often engaging in solitary forms of play

ITEM: 41

Share materials with peers

SF.2.6.D_OR_69

Score	Description
P	Shares materials with peers, with adult reminders
I	Shares materials with peers, with some adult modeling and support
N	Requires constant adult modeling and guidance in order to share materials with peers



SOCIAL FOUNDATIONS

ITEM: 42

State classroom rules

SF.3.1.B_OR_32

Score	Description
P	States some classroom rules (e.g., take turns, listen to others, keep hands and feet to yourself), and explains how those rules are helpful
I	States some classroom rules, but requires adult prompting to explain how those rules are helpful
N	May state some classroom rules, but cannot explain how any rules are helpful, even with adult prompting

ITEM: 43

Demonstrate curiosity

SF.2.5.A_OR_25

Score	Description
P	Demonstrates curiosity about how things work and why things are the way they are by asking questions, trying things out, and using multiple senses (sight, hearing, taste, touch, smell) to make observations
I	Demonstrates curiosity about how things work and why things are the way they are, but often needs adult encouragement or support to ask questions, try things out, or use the senses (sight, hearing, taste, touch, smell) to make observations
N	Rarely demonstrates curiosity about how things work and why things are the way they are, even with adult encouragement and support



PHYSICAL DEVELOPMENT AND WELL-BEING

ITEM: 44

Walk through crowded environment

PD.1.1.A_OR_01

Score	Description
P	Easily walks through a crowded environment without bumping into peers or objects
I	Walks through a crowded environment without bumping into peers or objects but needs to walk slowly and/or extend arms forward to navigate successfully
N	Cannot walk through a crowded environment without bumping into peers or objects, even if walking slowly and/or extending arms

ITEM: 45

Hop on one foot

PD.1.1.B_OR_05

Score	Description
P	Easily hops on one foot without having to pause and use arms to regain balance
I	Struggles to hop on one foot without having to pause and use arms to regain balance
N	Cannot hop on one foot without having to put the other foot on the floor to regain balance

ITEM: 46

Use scissors

PD.1.2.B_OR_06

Score	Description
P	Correctly holds and controls scissors in one hand and paper in the other hand to cut along a straight line or to cut out simple shapes
I	Correctly holds scissors in one hand and randomly cuts across paper that may or may not be held in the other hand, often lacking control to cut along a straight line
N	Uses both hands to hold scissors or incorrectly holds scissors with one hand to try to snip at a piece of paper



PHYSICAL DEVELOPMENT AND WELL-BEING

ITEM: 47

Use pencil grasp

PD.1.2.C_OR_08

Score	Description
P	Uses a stable, efficient pencil grasp to manipulate writing tools such as pencils, markers, and crayons, using finger movement to control the writing tool
I	Attempts to use an efficient grasp to manipulate writing tools such as pencils, markers, and crayons, but may hold the tool too far back, need the other hand to adjust positioning of the tool, and/or use hand and arm movements to control the tool
N	Uses an inefficient grasp (e.g., fist) to manipulate writing tools such as pencils, markers, and crayons

ITEM: 48

Complete personal care tasks

PD.2.2.A_OR_15

Score	Description
P	Independently completes personal care tasks (e.g., washes hands before eating and after toileting; zips, buttons, and snaps own clothing; puts on own jacket and backpack)
I	Completes personal care tasks (e.g., washes hands before eating and after toileting; zips, buttons, and snaps own clothing; puts on own jacket and backpack), but often needs adult reminders or assistance
N	Completes personal care tasks (e.g., washes hands before eating and after toileting; zips, buttons, and snaps own clothing; puts on own jacket and backpack), but only when given adult assistance



PHYSICAL DEVELOPMENT AND WELL-BEING

ITEM: 49

Follow basic safety rules

PD.2.1.A_OR_10

Score	Description
P	Follows basic safety rules in the classroom and on the playground
I	Follows basic safety rules in the classroom and on the playground, but may require some adult reminders
N	Requires close adult supervision and guidance to follow basic safety rules in the classroom and on the playground

ITEM: 50

Show or explain how adults keep people safe

PD.2.1.B_OR_09

Score	Description
P	Shows or explains ways that adults help keep us safe (e.g., crossing guard stops cars so we can cross the street)
I	Shows or explains ways that adults help keep us safe (e.g., crossing guard stops cars so we can cross the street) with adult prompting
N	Is unable to show or explain ways that adults help keep us safe (e.g., crossing guard stops cars so we can cross the street), even with adult prompting



