

4K and 5K Assessments for Students with Disabilities and English learners

Participation Requirements for 4K/5K Assessments

All public school students enrolled in pre-kindergarten must take one of the three approved assessments, Teaching Strategies GOLD, Individual Growth and Development Indicators (myIGDIs), or Phonological Awareness Literacy Screening (PALS). Pre-kindergarten students must be tested during the first 45 days and the last 45 days of the school year. All public school students enrolled in kindergarten must take the Kindergarten Readiness Assessment (KRA).

Kindergarten students must be tested during the first 45 days of the school year. This mandate requires testing all students, including students with IEPs and 504 Plans, and English Language Learners (ELLs). The IEP/504/ELL team determines *how, not if* a student participates in the assessment.

Students with disabilities and English learners must be tested using the 4K (PALS, Teaching Strategies GOLD, myIGDIs) and 5K (KRA) assessments, with or without accessibility supports. School readiness assessments may not be used to deny a student admission or progress to kindergarten or first grade.

Differentiating Assessment Administration

4K teachers should review the *Guidance on Assessing Students with Disabilities* for a list of supports/accommodations that can be used when assessing.

5K teachers should review the *Guidelines on Allowable Supports for the KRA* for a list of universally designed allowable supports that can be used with any child being assessed. Should the universally designed supports not prove sufficient to provide access to students with disabilities or ELL, the teacher should use the appropriate *Level the Field* support(s) described in the *Guidelines on Allowable Supports for the KRA*.

Using the ‘Not Scorable’ Option (KRA Only)

For students with disabilities and ELL students, an item or skill on the KRA may be marked as “Not Scorable” when the assessment item is not accessible to the student using universal designed allowances and Level the Field supports. If the skill being assessed is not appropriate given the characteristics of the student’s disability or level of English proficiency a test administrator may also mark an item as “Not Scorable”. Students who receive a “Not Scorable” response will be given an overall performance score and domain scores on the KRA.

Team-Based Decision Making

Teachers administering any of these tests to 4K/5K students with disabilities and/or ELLs should collaborate with the student’s instructional team (e.g., special educator, ELL parents) prior to and following the assessment to identify needed supports.

Administering to Deaf/Hard of Hearing (KRA Only)

Teachers who are administering the KRA to students who are deaf or hearing impaired should refer to the *Deaf/Hard of Hearing Guidance Document* for specific procedures on item administration and scoring.

For teachers who are administering the KRA to students who are blind or visually impaired, requests can be made for braille tactile supports.