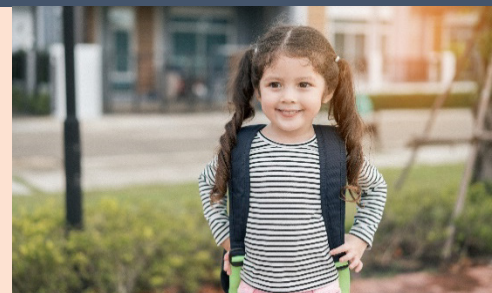


## QUICK GUIDE

# Administering the KRA to Multilingual Learners



## Universally Designed Allowances

Universally designed allowances should be used, when needed, with all students participating in the Kindergarten Readiness Assessment (KRA). Table 1 below indicates the universally designed allowances for the KRA. These allowances are aligned to best practices for access to instruction and assessment. They are distinguished by the following categories: Directions, Item Presentation, Student Response, Setting, and Scheduling.

Table 1: *Kindergarten Readiness Assessment—Universally Designed Allowances for All Students*

<b>Directions</b>	<ul style="list-style-type: none"> <li>Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher. <b>Important: When repeating directions, teachers should not deviate from the item's script.</b></li> <li>Pause while reading directions to ensure the student is attending.</li> <li>Redirect the student's attention to an item or a direction.</li> </ul>
<b>Item Presentation</b>	<ul style="list-style-type: none"> <li>Provide magnification or enlargement of the test items (as many as needed).</li> <li>Change the position or orientation of materials to maximize the student's visual engagement (e.g., hold the stimulus booklet at a vertical angle instead of placing it flat on a table).</li> <li>Provide audio amplification for verbal directions.</li> <li>Provide physical support that maintains all possible answer choices for a given item to improve visual acuity. For example, use color contrast overlay.</li> <li>Allow the student to retake an item at any point within the test window if the teacher determines that the student's performance was not indicative of his or her typical level of functioning (e.g., due to illness).</li> </ul>
<b>Student Response</b>	<ul style="list-style-type: none"> <li>Allow the student to point to or verbally indicate a response for an item that asks the student to touch the correct response.</li> <li>Allow the student to change or correct a response.</li> <li>Encourage the student to respond to an item as long as the encouragement does not provide a cue.</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>Assess the student in a familiar, comfortable location in the classroom or school.</li> <li>Allow the student to move and change locations during a test session.</li> <li>Adjust the lighting to suit student's sensory needs when applicable.</li> <li>Change the arrangement of the furniture, including allowing the student to stand during a direct assessment activity.</li> <li>Provide noise buffers.</li> <li>Assess in a setting with minimal visual distractions.</li> </ul>
<b>Scheduling</b>	<ul style="list-style-type: none"> <li>Use teacher discretion for starting and stopping item and/or section administration.</li> <li>Allow the student to initiate starting and stopping item and/or section administration.</li> <li>Give as much time as needed to complete an item, unless otherwise indicated in the item directions.</li> <li>Provide breaks as needed.</li> </ul>

## NOT Allowable Supports

The following supports are **NOT considered universally designed allowances** and **should NOT** be used when administering the KRA.

- DO NOT simplify language/words of the script.
- DO NOT rephrase, paraphrase, or change the semantics of the script.
- DO NOT use more familiar terms or words than those provided in the script.
- DO NOT provide visual or auditory cues not indicated in the script (e.g., claps, holding up fingers).
- DO NOT substitute or omit words from the script (e.g., skip over words or phrases).
- DO NOT provide clues and cues.
- DO NOT ask guiding questions not contained in the script.
- DO NOT cover or hide some of the item images to eliminate answer choices.
- DO NOT change test materials in any way.
- DO NOT provide information or prompts about an item beyond what is provided in the item's script.

## Additional Supports for Multilingual Learners

As students who are multilingual learners become more proficient in English, their need for supports beyond universally designed allowances will decrease.

English for Speakers of Other Languages (ESOL) staff and teachers should use the state determinations and the information provided below to identify which students who are multilingual learners are considered eligible to receive additional supports beyond universally designed allowances for the Kindergarten Readiness Assessment.

- **Students with Beginning English Language Proficiency** (Eligible for Additional Supports Beyond Universally Designed Allowances) – Students at the beginning level of English language proficiency tend to have the greatest need for supports. These students may be able to respond with gestures, words, or phrases to songs, chants, or stories modeled by teachers but are able, at most, to answer questions in their native language or with only one or two words or short phrases in English.
- **Students with Intermediate English Language Proficiency** (Eligible for Additional Supports Beyond Universally Designed Allowances) – Students at the intermediate level typically have developed some proficiency in English (e.g., they are able to act out

songs and stories using gestures and possibly retell short narrative stories through pictures, and they can repeat sentences from rhymes and patterned stories). If they have learned the activity in English, they may be able to access the assessment item if it is delivered in English.

- **Students with Advanced English Language Proficiency** (Not Eligible for Additional Supports Beyond Universally Designed Allowances) – Students at the advanced English language proficiency level are expected to have a decreased need for support. For example, these students are able to order pictures of events according to sequential language, arrange objects or pictures according to descriptive oral discourse, and tell original stories with emerging detail.

Please note that the results of the KRA do not identify the multilingual learner's level of development. In order to do so, an assessment would need to be made using the student's home language. The WIDA Screener for Kindergarten created by the WIDA® Consortium is used by South Carolina ESOL teachers to assess a student's initial English proficiency level.

Teachers should use the process presented in Figure 1 to identify the allowable supports that may be used for an eligible student who is a multilingual learner to promote access to and participation in the assessment.

## Level the Field Supports


*Level the Field* supports are intended to reduce or even eliminate the effects of a multilingual learner's level of English proficiency by allowing individualized means for expressing what he/she knows and can do.

## Not Scorable

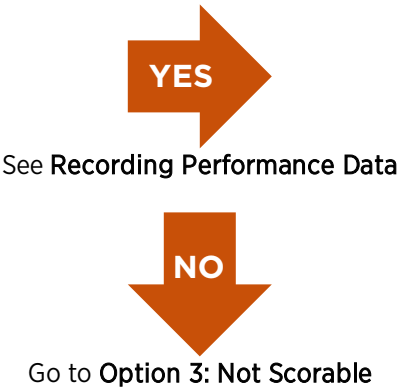
Educators must administer every item possible using the *Level the Field* supports, if applicable. After consultation with the ESOL teacher, the rating of *Not Scorable* should only be applied to a KRA assessment item when a student is not able to access the item due to the student's level of English proficiency. A *Not Scorable* will impact a student's overall and domain scores.

A *Not Scorable* may be appropriate when the student is not able to respond to a KRA item based upon the language demands of the directions (i.e., not understanding the directions). However, if the student understands the directions of the skill being assessed (e.g., counting) but is unable to respond in English, then the rating would be a "0."

**Figure 1:** Decision-Making Process for Administering the Kindergarten Readiness Assessment to Students who are Multilingual Learners

OPTION 1: GENERAL ADMINISTRATION FOR MULTILINGUAL LEARNERS		
INSTRUCTIONS FOR ASSESSMENT ADMINISTRATION	WAS THE STUDENT ABLE TO PARTICIPATE USING THE OPTION?	RECORDING PERFORMANCE DATA
Administer the item following general administration procedures and utilizing KRA universally designed allowances (see Table 1).	<div style="text-align: center;">  <p><b>YES</b></p> <p>See Recording Performance Data</p> <p><b>NO</b></p> <p>Go to Option 2: Level the Field Supports</p> </div>	<ol style="list-style-type: none"> <li>Record the student's score in Ready for Kindergarten Online.</li> <li>Continue to the next item.</li> </ol> <p><i>Note: Repeated use of a particular universally designed allowance across multiple items could indicate an instructionally-relevant pattern of support needs. Record this information on the Student Details page in Ready for Kindergarten Online by clicking the comment button within the Individualized Supports box to note any allowances that were repeatedly used.</i></p>

OPTION 2: LEVEL THE FIELD SUPPORTS FOR MULTILINGUAL LEARNERS		
INSTRUCTIONS FOR ASSESSMENT ADMINISTRATION	WAS THE STUDENT ABLE TO PARTICIPATE USING THE OPTION?	RECORDING PERFORMANCE DATA
<p>Administer the item following general administration procedures, but also provide one or more of the allowable <i>Level the Field</i> supports listed below (beyond universally designed allowances).</p> <ul style="list-style-type: none"> <li>Consider multiple modes for demonstrating skills and behaviors if the item implies verbal or spoken language, such as observational rubric items that use the words express, suggest, communicate, ask, or tell.</li> <li>Accept multiple means of expression by allowing the student to point to, gesture toward, or touch a response instead of or in addition to providing a verbalized response.</li> </ul>	<div style="text-align: center;">  <p><b>YES</b></p> <p>See Recording Performance Data</p> <p><b>NO</b></p> <p>Go to Option 3: Not Scorable</p> </div>	<ol style="list-style-type: none"> <li>On the Individual Student Details page in Ready for Kindergarten Online, click the Manage Supports button within the <i>Level the Field</i> supports box and select the support(s) used under English Learner.</li> <li>Record the student's score for the item.</li> <li>Continue to the next item.</li> </ol> <p><i>Note: The same Level the Field support may be used for multiple items, but it only needs to be recorded once within the Level the Field Supports box.</i></p>

**OPTION 3: NOT SCORABLE FOR MULTILINGUAL LEARNERS**

## RECORDING PERFORMANCE DATA

1. After consultation with the ESOL teacher, record ***Not Scorable*** for the item in Ready for Kindergarten Online.
2. Use the item's comment box to explain why the item was *Not Scorable*. Also, look for the skill in naturally-occurring routines and activities and record information/observations useful for instructional decision-making.
3. Continue to the next item.

## Determining When to Pause Administration of a Domain

When three items in a domain (not necessarily consecutive) are marked as *Not Scorable*, the teacher is advised to pause administration pending a review of the remaining items in the domain by the student's instructional team.

Note the difference between *Not Scorable* and a score of "0" on an item. *Not Scorable* means the teacher was not able to score the item because the child could not access it given allowable supports. A score of "0" means the child was able to access the item but did not demonstrate the skill according to the scoring criteria.

If it is determined that the student should not continue to be assessed *in that domain*, the remaining unanswered items should be marked as *Not Scorable* (DO NOT leave as *Needs to be Administered*) in that domain.

## Guidelines on Allowable Supports

Additional information about allowable supports on the KRA is found on the *Guidelines on Allowable Supports* document available in the KReady Online Professional Development site.