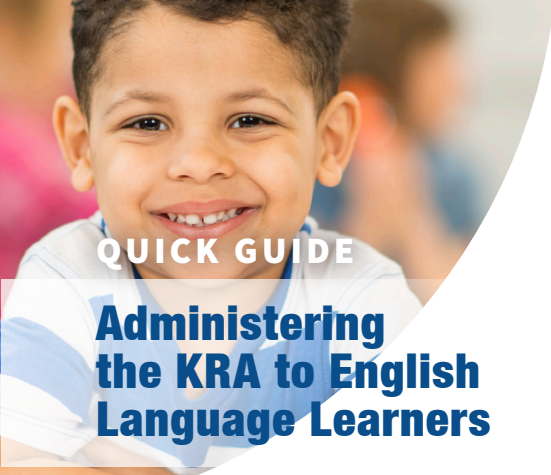




QUICK GUIDE

Administering the KRA to English Language Learners

UNIVERSALLY DESIGNED ALLOWANCES FOR ALL STUDENTS

Universally designed allowances should be used, when needed, with all students participating in the Kindergarten Readiness Assessment (KRA). The text box to the right (Figure 1) outlines the specific universally designed allowances that can be used with any child. Should the universally designed allowances not prove sufficient to enable English language learners (ELLs) to demonstrate their skills and knowledge, teachers should use additional individualized supports. *For the KRA, an ELL is defined as a student whose primary or home language is other than English and who cannot perform some or all classroom activities in English because he or she may have limited or no age appropriate ability to understand or speak in English.*

The following are examples of supports that are not considered universally designed allowances and should not be used when administering the KRA:

- Simplifying language/words of the script
- Rephrasing, paraphrasing, or changing the semantics of the script
- Using more familiar terms/words than those provided in the script
- Providing visual or auditory cues not indicated in the script (e.g., claps, holding up fingers)
- Substituting or omitting words from the script (skipping over words/phrases)
- Providing clues and cues
- Asking guiding questions not contained in the script
- Covering/hiding some of the item images to eliminate answer choices
- Changing test materials in any way
- Providing answers to students' questions that cue a particular response or give additional information about an item

FIGURE 1:
UNIVERSALLY DESIGNED ALLOWANCES FOR ALL STUDENTS

DIRECTIONS

- Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher.
 - *Important: When repeating directions, teachers should not deviate from the item's script.*
- Pause while reading directions to ensure the student is attending.
- Redirect the student's attention to an item or a direction.

ITEM PRESENTATION

- Provide magnification or enlargement of the test items (as many as needed).
- 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).
- Provide audio amplification for verbal directions.
- Provide physical support that maintains all possible answer choices for a given item to improve visual acuity. For example, use color contrast overlay.
- Allow the student to retake an item, as determined by the teacher, 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).

STUDENT RESPONSE

- Allow the child to point to or verbally indicate a response for an item that asks the student to touch the correct response.
- Allow the student to indicate a corrected or changed response.
- Encourage a response from the student as long as the encouragement is not used as a cue.

SETTING

- Test the student in a familiar, comfortable location in the classroom or school.
- Allow the student to move and change locations during a test session.
- Change the lighting.
- Change the arrangement of the furniture, including allowing the student to stand during a direct assessment activity.
- Provide noise buffers.
- Test in a setting with minimal visual distractions.

SCHEDULING

- Use teacher discretion for starting and stopping item and/or section administration.
- Allow the student to initiate starting and stopping item and/or section administration.
- Give as much time as needed to complete an item, unless otherwise indicated in the item directions.
- Provide breaks as needed.

ADDITIONAL SUPPORTS FOR ELLS

- **Level the Field Supports**

Level the Field supports are intended to reduce the language load necessary to access the assessment content by allowing individualized means for ELLs to express what they know and can do. For the KRA, allowable *Level the Field* supports for ELLs include:

- **Sight translation** (Not Applicable to Maryland)—the provision of spontaneous oral translation of test items and/or directions from English to an ELL's native language. Sight translation may only be used on specific items that have been identified as measuring non-language dependent skills.
 - **Interpretation** (Not Applicable to Maryland)—the oral translation of a student's response to a test item. Interpretation may only be used on specific items that have been identified as measuring non-English language dependent skills.
 - 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.
 - 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.
- **Not Scorable**
 - Some items may not be appropriate given the student's English language development status. Therefore, the item is **Not Scorable**. However, teachers are encouraged to look for the skill in naturally-occurring routines and activities, and record information/observations useful for instructional decision-making.



TRANSLATION CONSIDERATIONS (NOT APPLICABLE TO MARYLAND)

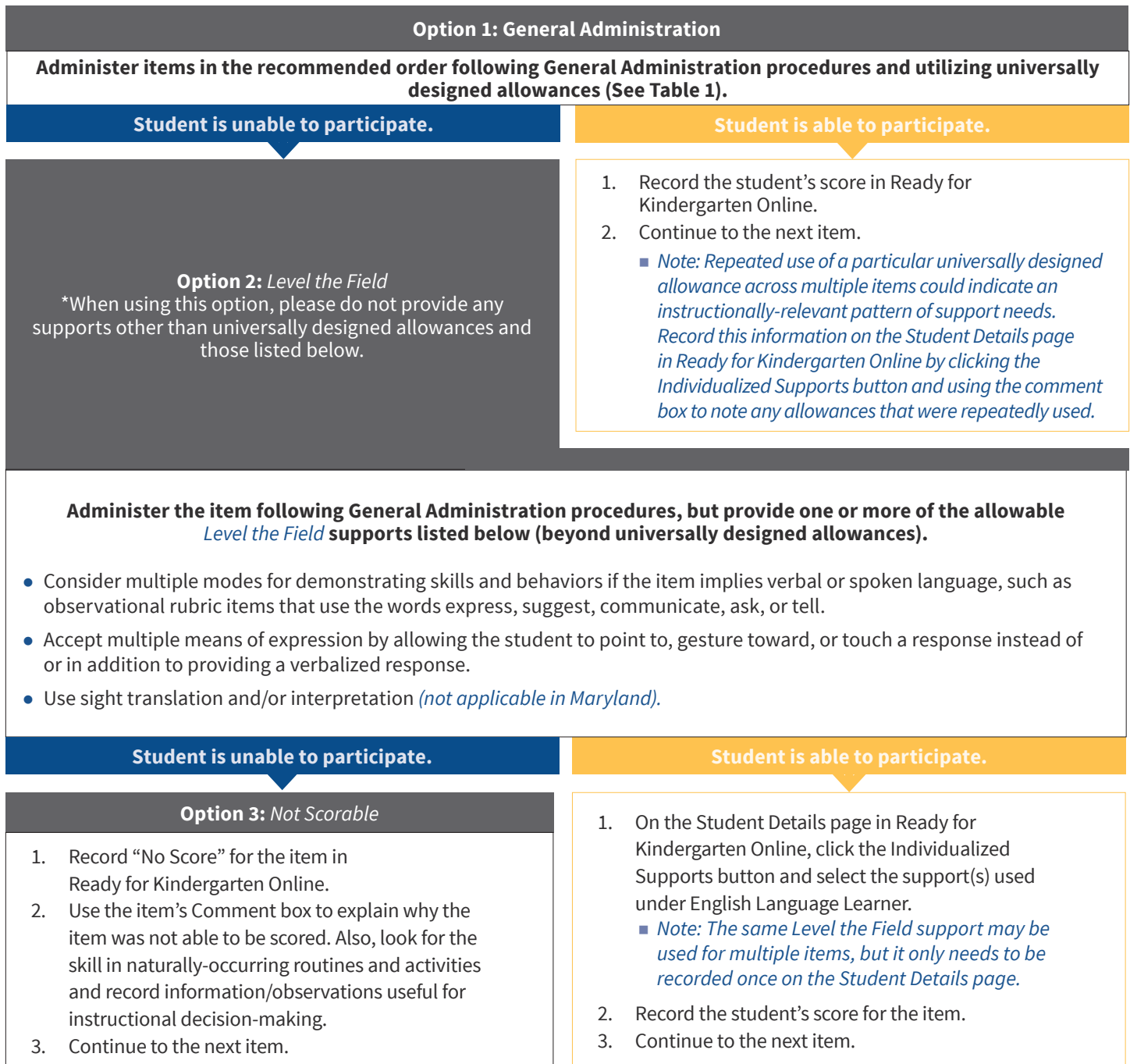
For the KRA, there are two translation considerations:

- If the teacher can speak the student's native language, the teacher can make sight translations. (Note: Teachers providing this support should be literate and fluent in English and the child's native language.) Teachers should apply rules of the native language to the item's scoring criteria.
- If the teacher cannot speak the student's native language and the item does not assess use of English, a qualified translator may be used to provide a direct translation.

PAUSING ADMINISTRATION OF A DOMAIN

When following the decision-making process for administering the KRA to an ELL, there may be instances when the teacher is advised to pause the administration of a domain. This is advised when the student is not able to access three items in a domain given allowable supports (i.e., three items are **Not Scorable**; not necessarily three consecutive items). In such cases, the student's instructional team should review the remaining items in the domain and determine whether or not any of them could be administered with allowable supports (i.e., universally designed allowances or *Level the Field* supports) that would result in a score. More details are provided in Figure 2.

FIGURE 2—DECISION-MAKING TREE FOR ADMINISTERING THE KRA TO STUDENTS WHO ARE ELLS



DETERMINING WHEN TO PAUSE ADMINISTRATION OF A DOMAIN

When a student receives a "No Score" for three items (not necessarily consecutive) in a domain, 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 "No Score" and a score of "0" on an item. "No Score" 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. Teachers are not advised to pause administration of a domain after three scores of "0" unless there are other reasons to do so (e.g., student fatigue, scheduling/time constraints).