

QUICK GUIDE

Administering the KRA to Students with Disabilities



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*

Directions	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> Allow the student to point to or verbally indicate a response for an item that asks the student to touch the correct response. Allow the student to change or correct a response. Encourage the student to respond to an item as long as the encouragement does not provide a cue.
Setting	<ul style="list-style-type: none"> Assess the student in a familiar comfortable setting within the school. Allow the student to move and change locations during a test session. Adjust the lighting to suit student's sensory needs when applicable. Change the arrangement of the furniture, including allowing the student to stand during a direct assessment activity. Provide noise buffers. Assess in a setting with minimal visual distractions.
Scheduling	<ul style="list-style-type: none"> 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.

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 Students with Disabilities

Teachers should use the process presented in Figure 1 to identify the allowable supports that may be used for an eligible student with disability to promote access to and participation in assessment.

Level the Field Supports



Level the Field supports are intended to reduce or even eliminate the effects of a student's disability by allowing individualized means for expressing what he/she knows and can do.

Not Scorable



The rating of *Not Scorable* should only be applied when a child is not able to access an item due to the child's disability. A *Not Scorable* rating would be appropriate, for example, when a student with a disability is being assessed on a KRA item requiring demonstration of a skill such as hopping, and the student is not able to respond due to a physical disability that restricts or prevents gross motor movements related to the skill being assessed.

A *Not Scorable* rating would not be appropriate when the response to an item reflects the child's functioning at an earlier development level and their ability to respond is not otherwise affected by their disability; in this instance the appropriate rating is a "0" since the child was able to access the item, but did not demonstrate the skill according to the criteria. A child's overall and domain scores are impacted with a *Not Scorable*.

Figure 1: Decision-Making Process for Administering the Kindergarten Readiness Assessment to Students with Disabilities

OPTION 1: GENERAL ADMINISTRATION FOR STUDENTS WITH DISABILITIES		
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;">  See Recording Performance Data  Go to Option 2: Level the Field Supports </div>	<ol style="list-style-type: none"> 1. Record the student's score in Ready for Kindergarten Online. 2. Continue to the next item. <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 STUDENTS WITH DISABILITIES

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> <p>SELECTED RESPONSE/ PERFORMANCE TASK ITEM</p> <ul style="list-style-type: none"> Use braille to present item content, when appropriate. Use sign language to administer the item to a student who is deaf or hard of hearing and uses sign language as his or her mode of communication. Allow the student to gesture toward, touch, use eye gaze, or otherwise indicate a response through whatever dominant communication mode/language he or she utilizes, including sign language, sign language approximations, and digital language (e.g., use of augmentative communication device, allowing the student to “show” versus “tell”). <p>OBSERVATIONAL RUBRIC ITEM</p> <ul style="list-style-type: none"> Do not penalize the student for the use of varied materials that allow the student to demonstrate the skill independently as stated in the item (e.g., adapted writing utensils). The student can use any of the following modes of communication to demonstrate skills and behaviors that imply verbal or spoken language, such as items that use the words express, suggest, communicate, ask, or tell: <ul style="list-style-type: none"> Sign language (including approximations). Digital language (e.g., use of an augmentative communication device). Gestural language (e.g., head nod, eye gaze). 	<div style="text-align: center;">  <p>YES</p> <p>See Recording Performance Data</p>  <p>NO</p> <p>Go to Option 3: Not Scorable</p> </div>	<ol style="list-style-type: none"> On the Individual Student Details page in Ready for Kindergarten Online, click the <i>Manage Supports</i> button within the <i>Level the Field Supports</i> box and select the support(s) used under Students with Disabilities. <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> <ol style="list-style-type: none"> Record the student's score for the item. Continue to the next item.

OPTION 3: NOT SCORABLE FOR STUDENTS WITH DISABILITIES

RECORDING PERFORMANCE DATA

1. After consultation with the special education 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 within 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 with 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.

