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## Kindergarten readiness test

KRT resources to prepare your child for kindergarten, with prep materials, practice tests and informational guide. Some schools use readiness tests to determine if a child has the skills and behaviors needed to begin kindergarten. Four of the Ready for Kindergarten Domains are assessed on the KRA. These domains include: Social Foundations Language and Literacy Mathematics Physical Well-Being and Motor Development The KRA is an inclusive assessment that is administered to all kindergarten students. The administration window is open from the first day of school through October 10th. This window provides teachers with a snapshot or a point in time view of student abilities during the beginning of the school year. The Kindergarten Readiness Assessment uses a developmentally appropriate mix of item types (direct performance and observational) in order to create a multi-modal assessment. The direct performance items are presented as Selected Response Items and Performance Tasks. KRA items were developed based on the Kindergarten Readiness Assessment Common Language Standards, which are a subset of the Ready for Kindergarten Common Language Standards. Review the document through the following link (document opens on an external browser): Kindergarten Readiness Assessment Common Language Standards Selected Response Items and Performance Tasks Provide opportunities for direct interaction with students on a one-to-one basis. This creates a valuable connection between the student and the teacher at the beginning of the school year. Each item is scored using a rubric. Observations Can take place in a variety of naturally occurring settings and groupings. Teachers can use their professional judgment on an item-by-item basis to observe students individually, in small groups, or as a whole class. Observation items are scored using a rubric that includes specific criteria at three levels of proficiency. The KRA Includes: Teacher Administration Manual: directions for administration, scripts and scoring rubrics Test Image Items: booklet of images that students interact with as the teacher administers the assessment Manipulatives KRA App: a number of items are offered in an interactive format that can be accessed through a desk-top computer or mobile device Item Score Sheets: provide valuable information about each child's performance across multiple learning domains The KRA is designed as a single school readiness assessment to be used with all students. This requires a fully accessible system that allows for students with varying levels of ability, including students with disabilities and students who are English learners (ELs), to participate in the assessment. A universally designed approach to assessment development and implementation is paramount to promote accessibility for all students. The KRA is unique and differs from other statewide school-age assessments, because it addresses the variability of student development and learning in the KRA's targeted age group. The KRA includes features that are often perceived as accommodations for specialized populations, such as students with disabilities, but are identified as more appropriate as universally designed allowances within the KRA. Universally designed allowances include the range of actions, material presentations, procedures, and settings that are acceptable for use with all students when administering the KRA. The use of universally designed allowances does not invalidate the assessment results. The Guidelines for Allowable Supports for Administration of the Kindergarten Readiness Assessment document outlines five categories of universally designed allowances that teachers can use with any child as needed on an item-by-item basis: Directions Item Presentation Student Response Setting Scheduling Children with Disabilities and English Learners Expectations for students participating in the KRA have been established with consideration for their unique developmental needs and levels of school readiness. Even with the use of universally designed allowances, teachers may find it necessary to provide additional individualized supports to students with disabilities or to children who are English learners (ELs). For the purposes of the KRA administration, we will refer to the use of such individualized supports as strategies to Level the Field. The Guidelines for Allowable Supports for Administration of the Kindergarten Readiness Assessment document outlines specific Level the Field supports that may be used with children with disabilities and ELs. Teachers are trained on what these supports are, the decision-making process for determining the use of supports for individual children, and scoring children's responses. Children who are Deaf and Hard of Hearing or Blind and Visually Impaired The KRA also provides supports for students who are blind and visually impaired, including Tactile Graphics that incorporates raised images and Test Item Images with braille, as well as supports for teachers and students who are Deaf and Hard of Hearing. The Johns Hopkins University Center for Technology in Education (CTE) uses research-based methodologies for developing on-time and flexible professional development content that addresses adult-learning practices and 508 accessibility guidelines. The current training model builds capacity for a cadre of master trainers who have been certified to conduct KRA teacher trainings throughout the state after attending a multi-day Train-the-Trainer workshop. These trainers have access to a trainer site of materials and resources to support teacher trainings, as well as an online community of support throughout the training and testing window. Teachers will be trained in one of three formats: face-to-face, hybrid/blended, or online only. The faculty and staff at CTE have developed a robust online site for teachers to access regardless of the format in which they are being trained. This site includes all of the content for understanding the three core components of the Ready for Kindergarten system—technology, assessment, and professional supports. The Kindergarten Readiness Assessment (KRA) online teacher site also includes robust opportunities to review engaging training content, plan for and practice administering and scoring items, simulation exercises, reflection activities and the completion of self-check quizzes and a content assessment. Online Modules Teachers participating in the Kindergarten Readiness Assessment (KRA) receive training via face-to-face sessions or online modules. Both methods of professional development delivery are designed to engage teachers in learning experiences that prepare them to administer the Kindergarten Readiness Assessment with confidence and fidelity. Mississippi Department of Education 359 N. West St. P.O. Box 771 Jackson, MS 39205-0771 Educator Licensure: 601-359-3483 General Information: 601-359-3513 Copyright 2025 Overview: The Kindergarten Readiness Test (KRT-3) assists schools and educational professionals in determining a student's readiness for beginning kindergarten. Level: End of preschool or before the third full week of kindergarten. Working Time: 45 minutes Who May Order: The KRT is sold only to schools and school districts. STS purchasing information is available here. For Home Use: Based on our Kindergarten and School Readiness Tests, STS offers the Kindergarten Readiness Inventory (KRI) Parents Edition. The KRI is available for homeschool educators and parents to test students at home. Product Details Students entering kindergarten are typically presumed ready to begin formal instruction in the development of reading, mathematics, and language skills. However, at this age students vary considerably in terms of development of underlying competencies, which are essential for such early school learning. The fundamental purpose of the KRT is to determine the extent to which each of the underlying competencies has been developed so that instruction can be modified to meet the needs of each student. KRT Subtests The KRT has 8 subtests, and should be administered to individual students or small groups (no more than 3). 1. Letter Recognition 2. Visual Discrimination 3. Phonemic Awareness 4. Listening Comprehension 5. Vocabulary 6. Numbers and Operations 7. Measurement 8. Geometric Concepts Benefits Emphasis on current curriculum Administrator individually or in small groups Scores & Skills ratings for each individual subtest Receive an overall readiness score and rating that relates to a national percentile and stanine Track individual and group results with the Class Record Sheet and Class Summary Report Scoring Service available. Schools can receive Individual Student Report, Class List Report, and Group Summary Report. Sample Reports (Local scoring): Class Record Sheet Class Summary Report-front Class Summary Report-back A free Preview Sample of the Kindergarten Readiness Test can be requested online or by calling us at 800.642.6787. Pricing & Ordering Starter Set: 1 Administration Manual, 1 Scoring Manual, 20 Test Booklets \$74.50 Pkg. of 20 Test Booklets \$59.00/Pkg. Add'l Administration Manual \$17.50 Add'l Scoring Manual \$5.00 Scoring Service \$2.85/Student Parent-Teacher Report Add a package of 20 forms to your order to assist with parent-teacher conferences. \$27.00 Order online or contact us for more information. A free Preview Sample of the Kindergarten Readiness Test can be requested online or by calling us at 800.642.6787. KINDERGARTEN READINESS TEST2ND EDITION(KRT-2) The KRT-2 LARSON was developed to address the needs and concerns expressed by parents, educators and others who requested help in making decisions when a child begins school. The KRT-2 LARSON was developed to provide an accurate and reliable kindergarten readiness screening assessment for use by school staff and other evaluators to assess levels of maturity and development of those children who are typically entering kindergarten classes. The KRT-2 LARSON's purpose is to provide empirical, evidence-based information in helping to determine if a child is developmentally ready to begin school when compared to same aged peers. The KRT-2 LARSON is designed so that the majority of children will successfully complete most of the measured tasks if their levels of maturity and development are falling within ranges of typical four and five-year old children (4 years 0 months to 5 years 11 months) those who are presumed to be entering beginning school level classes. It is important to note, on the KRT-2 LARSON, children who score within the "Lower Average" "Below Average" ranges should not be discouraged from beginning school. Many times, children who score within the lower ranges are encouraged to start school with additional considerations in programming made to deal with any noted areas of weakness. The KRT-2 LARSON is also sensitive in identifying children who might be referred for further evaluations due to demonstrated difficulties performing the tasks. The KRT-2 LARSON can be administered in 15 to 20 minutes depending on the maturity level of the child, and can be scored in approximately 5 minutes. The KRT-2 LARSON includes two scoring interpretation options that can be used for different evaluator purposes. Alone, a raw score provides users with a percentage score and interpretive range (e.g. Above Average, Average, Low Average, Below Average) concerning a child's performance. The revised KRT-2 LARSON is also a norm- referenced instrument so once a raw score is determined, the raw score can be compared to a defined norm group of similarly aged peers so that a child's score can be converted to derived scores. Two types of derived scores can be obtained for the KRT-2 LARSON: standard scores (M = 100, SD = 15) and percentage ranks. Derived scores can in turn be grouped into interpretive ranges (e.g. Above Average, Average, Low Average, Below Average). about this project The Kindergarten Readiness Test - 2 Larson (KRT-2 LARSON) is an assessment tool developed to measure a child's functioning through various development tasks. The revised KRT-2 LARSON is designed to be used by early education teachers and early education providers. Any area of processing difficulty and/or a combination of poor skill performances on the KRT-2 LARSON might indicate difficulties with a child's success in kindergarten. The developmental skills that are measured in the KRT-2 LARSON are usually considered stepping-stones for success in school and most pre-school children have acquired the skills used in the KRT-2 LARSON by the time they are five. The items on this test are intended as a general screening of where a child performs when compared with other children of this age group. While the primary purpose of the KRT-2 LARSON is to assess a child's readiness for school, at the same time the KRT-2 LARSON can offer the examiner other information about the child, for example to highlight strong and weak skill areas in a child's development, as well as developmental skills a child may need to work on to better succeed when beginning school. ORDER Any kindergarten screening test can give you a score.Only KinderIQ can show how your responses compare to thousands of other children across the country of the same age. Use real data to focus your learning activities on areas that truly matter. Overview: Readiness AssessmentGrades/Ages: Pre-KNorms: n/aType: PaperTime: 45 minutesLanguages: English The Kindergarten Readiness Test (KRT) assists schools and educational professionals in determining a student's readiness for beginning kindergarten. Students entering kindergarten are generally presumed ready to begin formal instruction in the development of reading, mathematics, and language skills. However, at this age students vary considerably in terms of development of underlying competencies, which are essential for such early school learning. The fundamental purpose of the KRT is to determine the extent to which each of the underlying competencies has been developed so that instruction can be modified to meet the needs of each student. STS Scoring is available. Sample Reports imgScoring Center Reports imgIndividual Student Report imgClass List Report imgClass Summary Report Contact us to request a preview sample. Before your child starts kindergarten, there are a few things you'll need to take care of first. In addition to helping your child be emotionally and socially ready for kindergarten and teaching them some basic academics, you'll need to register them for kindergarten and bring them for a kindergarten screening. Here's what to know about the kindergarten assessment and screening process before you go, and what to do if you think your child isn't ready for kindergarten. Photo: Parents / Brianna Gilmartin To register your child for kindergarten, call your local school district or private school to learn about the school's process. You will likely need to provide documentation to prove your child's age (such as a birth certificate or passport) and residency (typically your driver's license and a utility bill in the parent's name). Most schools also require vaccination and immunization records, along with a physical before starting school. The school should provide forms for your pediatrician to fill out when you register or when you bring your child to the kindergarten screening. Not all schools or school districts require kindergarten assessment tests or screenings, but they are a fairly common practice. The purpose of a screening is to ensure a child is developmentally ready to start kindergarten and to determine whether any additional classroom support may be needed. In addition to helping the transition to kindergarten, it's also important for kids to group on the right foot as kindergarten readiness indicates future academic success. Kindergarten screenings give the school an opportunity to meet your child and are also a great way to familiarize your child with their new school. For a kindergarten assessment test, the prospective kindergartner will typically meet with a teacher alone or in a group for about 20 to 30 minutes and will be assessed for basic kindergarten readiness skills. Some schools may look for more kindergarten readiness skills than those listed here while others may look for less. In general, you expect your child to be assessed on the following skills. Many everyday tasks need to be taught and practiced. Some of the self-care skills your child may be assessed for include: Can wash hands on their own Is fully potty trained Can dress after using the restroom, including fastening and unfastening buttons, snaps, and zippers Can put on own shoes Can eat lunch or a snack without assistance, such as putting a straw in a juice box and opening a lunch box Can put on a jacket and zip or button it closed At the kindergarten screening, your child's ability to communicate, comprehend, and follow instructions will be assessed. For example, the teachers will check to see if your child can: Be understood by an adult who does not talk with the child every daySpeak in complete sentences of at least five wordsFollow directions that have at least two different steps, such as "Find your coat and put it on"Answer basic questions, such as name and ageRhyme simple words Cognitive skills refer to a child's ability to gain meaning and knowledge from experience and information. In kindergartners, these skills include the ability to: Classify and identify objects by different variables, such as shape, color, size, etc.Hold a book the right way (reading preparedness); may pretend to readPut together a small puzzle (less than 10 pieces) Recognize a pattern and identify the next items in the sequenceCorrectly identify four colorsRecognize their own name in writingIdentify some letter soundsCount up to five objectsName at least five body parts Gross motor skills are actions that use the body's large muscles, such as those in the arms, legs, and core. They are sometimes referred to as large motor skills. The school may look at whether a child can: RunStand and hop on one foot on each footSkipWalk backwardThrow and catch a large ballKick a ball in a straight lineWalk up and down stairs using alternating feet (not stepping with one foot, then the other onto the same step) Fine motor skills refer to the coordination between small muscles, like those of the hands and fingers, with the eyes. These skills include: Cutting with safety scissors, holding them the right wayFitting pieces into a puzzleHolding and using a pencil the correct wayDrawing a straight line, a cross, a square, and a circleDrawing a person who has five body partsPossibly writing some letters and numbers, perhaps their nameTracing a variety of shapes, letters, and numbers If you have any concerns about your child's development or are worried they aren't meeting milestones on time, talk with your child's preschool teacher or pediatrician. Even though the above are considered kindergarten readiness skills, not all children master skills at the same time, especially in the wake of COVID-19. Not every child who doesn't meet these requirements will be denied entry to kindergarten. As with anything having to do with child development, children develop at their own rate, and educators can work with you to determine correct developmental next steps. Depending on where their birthday falls, some children that enter kindergarten may be nearing 6 years old, while others may still be 4. That's a big gap at this age. Some parents choose to hold their child back and delay starting kindergarten for a year, especially if children are very young for their class or do not seem ready to start school. Thanks for your feedback!