



KRA Throughout the Day

Kindergarten Readiness Assessment

This chart lists opportunities to observe children in natural settings and situations that occur throughout a school day. Numbers found in parentheses correspond to KRA items. Observation items are identified as: O: Item number(s); Direct Performance items are identified as DP: Item number. For all items, refer to the Teacher Administration Manual.

Daily Schedule	Opportunities to Capture Observation and Direct Performance	Look For/Listen For
Arrival	Talking with others (peers or adults) (O: 30, 31, 32, 33, 34)	Topics of conversation
	Following daily routines, including personal care tasks (O: 48, 49)	Levels of independence
	Following multi-step directions (O: 37)	Simple versus complex directions
	Waiting and taking turns (O: 35)	Length of time able to wait for a turn
	Seeking adult help (O: 30, 33, 34)	Ways child seeks help from others
	Settling into the classroom (O: 44, 49)	Movement through crowded spaces – coat/cubby area
Morning Work Morning Work is an opportunity for children to complete items 6-18 using the KRA App	Concentrating (O: 36)	Ignoring distractions
	Following and completing multi-step directions (O: 36, 37)	Simple versus complex directions
	Making choices during activities (O: 38, 43)	Areas of interest/topics that spark curiosity
	Responding to new activities (O: 39)	Ways child responds when new activities/topics/routines are introduced
	Sharing materials (O: 41)	Ways child initiates and responds to opportunities to share materials
	Cutting with scissors (O: 46)	Complexity of shapes child cuts accurately
	Grasping a pencil (O: 47)	Ways child holds pencils, markers, crayons, art tools
	Writing name (DP: 29)	Accuracy in letter formation, legibility
	Counting (DP: 1)	Accuracy in counting (1-10; 1-15; 1-20)
Reading/ Language Arts Reading groups Literacy centers/ stations	Expressing thoughts, ideas (O: 30)	Ideas expressed in discussions about texts or activities at centers/stations
	Participating in discussions (O: 31)	Number of exchanges with others and staying on topic

Daily Schedule	Opportunities to Capture Observation and Direct Performance	Look For/Listen For
Language and Literacy items 15-21 can be completed using the KRA App.	Expressing emotions (O: 32)	Emotions expressed about a book read in reading group or during shared reading; Interactions with peers in centers/stations
	Asking for help (O: 33, 34)	Strategies the child uses if someone is bothering him/her during class activities; Notice if the child tries to handle the situation on his/her own first before coming to an adult; Notice if the child asks for specific needs
	Waiting and taking turns (O: 35)	Waiting patiently to use materials or share own ideas
	Staying on task (O: 36)	Ignoring distractions
	Following multi-step directions (O: 37)	Simple versus complex directions at centers/stations with or without adult support
	Expressing a desire to learn (O: 38)	Asking questions about a text read aloud or during small group reading; asking questions about a topic/activity; looking for new information about a topic of interest from a book corner, at the library, from a school-approved website
	Sharing materials with peers (O: 41)	Willingness to share writing tools, scissors, paper, books, and other materials with peers at centers/stations
	Writing word (DP: 28)	Accuracy in letter formation, legibility
Writing name (DP: 29)	Accuracy in letter formation, legibility	
Outdoor Play	Asking for help (O: 33, 34)	Level of independence in handling challenging situations on the playground; Attempt to solve problems first before approaching an adult for help; Asks an adult for something specific either verbally or non-verbally (such as using the sign for bathroom or drink)
	Playing on playground with peers (O: 35, 37, 40, 41, 45)	Waiting patiently in line to use equipment or play in a game; sharing equipment; engaging with peers to plan pretend play by coordinating roles and cooperating; Participating in games that involve multiple steps and following the steps in an appropriate sequence; jumping/ hopping/running/skipping
	Keeping safe and following rules (O: 42, 29, 50)	Stating playground rules and how these rules keep children safe; following safety rules; stating how adults keep children safe
	Demonstrating curiosity (O: 43)	Finding items from nature and bringing them back into the classroom for further exploration
	Completing personal care tasks (O: 48)	Putting on coats, gloves, hats, etc.

Daily Schedule	Opportunities to Capture Observation and Direct Performance	Look For/Listen For
<p>Mathematics</p> <p>Math groups Math centers/ stations</p> <p>Math items 6-14 can be completed using the KRA App.</p>	Expressing thoughts, ideas, emotions (O: 30, 32)	Ideas expressed in talk about math concepts; responding to others' emotions during games/activities
	Participating in discussions (O 31)	Number of exchanges with others and staying on topic
	Asking for help (O: 33, 34)	Strategies the child uses if someone is bothering him/her during math activities; asking for help if needed
	Waiting and taking turns (O: 35)	Waiting patiently to use materials or share own ideas
	Staying on task (O: 36)	Ignoring distractions
	Following multi-step directions (O: 37)	Simple versus complex directions at math centers/stations with or without adult support (such as sorting shapes into groups and recording the number of each)
	Expressing a desire to learn (O: 38)	Asking questions about a math concept; playing math games in centers or on school-approved websites
	Sharing materials with peers (O: 41)	Willingness to share materials with peers at centers/stations
	Using scissors	Accuracy in holding scissors and paper to cut along a line or to cut out shapes
	Using pencil grasp	Using an efficient grasp to hold a tool
	Counting (DP: 1, 3)	Accuracy in counting
	Subitizing (DP: 2)	Accuracy in identifying numbers of objects
	Identifying the number before/after (DP: 4)	Accuracy in identifying numbers
	Naming/matching shapes (DP: 5, 6)	Accuracy in naming and matching shapes
	Comparing length and size (DP: 7, 8)	Accuracy in identifying longer and shorter objects and ordering objects by size
	Sorting (DP: 9)	Accuracy in sorting by type
	Completing sets (DP: 10)	Accuracy adding more to complete a set
Working with sets (DP: 11, 12, 13, 14)	Accuracy in identifying sets that are less than, more than, and equal to; pairing numbers with sets	
<p>Content (Science, Social Studies, Health)</p>	Asking for help (O: 33, 34)	Level of independence in handling challenging situations on the playground; Attempt to solve problems first before approaching an adult for help; Asks an adult for something specific either verbally or non-verbally (such as using the sign for bathroom or drink)

Daily Schedule	Opportunities to Capture Observation and Direct Performance	Look For/Listen For
	Expressing a desire to learn (O: 38)	Asking questions about experiments, texts, concepts, and more; gathers information from a school-approved website, from books in the class or school library, or from other sources
	Sharing materials (O: 41)	Willingness to share materials with peers at centers/stations
	Expressing thoughts, ideas (O: 30)	Ideas expressed in discussions about texts or activities available at centers/stations or shared during whole-class activities
Centers Direct Performance Items for mathematics or language and literacy can be administered during Center time. Some items may be administered individually, and others in a small group with privacy boards.	Expressing thoughts, ideas, or emotions in conversations with peers (O: 30, 31, 32)	Engaging in conversations for a variety of purposes, including discussing events, feelings, and ideas, as well as engaging in collaborative problem-solving discussions and pretend scenarios.
	Moving through the classroom (O: 44)	Movement through crowded spaces without bumping into peers or center activities that might be spread across the floor
	Following multi-step directions (O: 37)	Simple versus complex directions at centers/stations
	Following basic safety rules (O: 49)	Follows basic rules such as walking with scissors facing downward, walking down the hallway, keeping hands and feet to self, walking with pencils facing downward
Transitions, Clean up, Lining up, Restroom/ Water Break	Responding to emotions (O: 32)	Helping others who may be upset or sad; Following multi-step directions such as cleaning up table, pushing in chair washing hands, lining up, and
	Following multi-step directions (O: 37)	Following multiple directions such as moving from center to center or going to lunch (cleaning up table, pushing in chair, washing hands, lining up, and walking in line to lunchroom)
	Waiting and taking turns (O: 35)	Waiting patiently in line to use the restroom or the drinking fountain; waits patiently as one group finishes up before moving to a new center/station
	Completing personal care tasks (O: 48)	Getting a tissue, washing hands after a sneeze or after using the restroom,