



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Early Learning Assessment System - Indiana Kindergarten Readiness Assessment (IKRA) Frequently Asked Questions (FAQs)

The Indiana Department of Education (IDOE) provides this FAQ resource to support the implementation timeline of Indiana's early learning assessment system.

The opt-in window for the IKRA is Friday, February 28, through Friday, April 25, 2025.

Number	Question	Answer
1	What is the redesigned early learning assessment system for Indiana?	Indiana's redesigned early learning assessment system includes three stages of assessment to accurately monitor children's growth and development over time. • ISPROUT Birth to Age 2: This phase of early learning assessment consists of educator observations and data aligned to Indiana's Early Learning Standards. • ISPROUT Ages 3-5: This assessment phase includes ages three to five-year-olds still in preschool, consisting of a combination of direct child performance data and educator ratings aligned to the observations of children's daily routines and activities. This phase aligns to the current practices for Indiana's ISPROUT assessment system. • Indiana Kindergarten Readiness Assessment (IKRA): This third stage of assessment is administered to kindergarten students shortly after school starts. The IKRA includes both direct assessment items and educator-led activities to yield observations. Children are assessed in all eight domains of the Early Learning Standards, as this provides the most in-depth picture of their developmental progress, strengths, and areas of need.
2	What is the implementation timeline for this system?	Opt-in, optional, administrations for the IKRA and ISPROUT Ages 3-5 will begin in August 2025, and the opt-in administration for ISPROUT Birth to Age 2 will begin in Fall 2025. Participating programs have already been selected for ISPROUT Birth to Age 2. Throughout this implementation timeline, standard assessment and reporting requirements for ISPROUT to fulfill Indiana's requirement for Indicator 7 will continue for students with identified disabilities served by the public school system.
3	Why is this redesign important for Indiana's children?	The rethinking of Indiana's early learning assessment system has been an ongoing discussion among the Early Learning Advisory Committee (ELAC), a group of stakeholders committed to making recommendations concerning the availability, affordability, and quality of Indiana's early care and education.



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

		This new system will provide early indicators for children who are at risk of not meeting proficiency in literacy and mathematics at later stages in their education and is intended to be used by educators and families to improve early learning outcomes. With this new data, Indiana has a more accurate picture of how effectively we are preparing children for the next steps in their K-12 career.										
4	Why should schools opt in to administer the IKRA?	The IKRA serves to provide educators and families with information about their child's readiness for kindergarten in all eight early learning domains. This information will uncover gaps and support transition plans for children to ensure their success throughout kindergarten. Having actionable data will facilitate discussions between educators and families about how children can grow at home. It focuses on learning domains that many assessments overlook, but are proven to have a high impact on a child's experience and achievements throughout kindergarten. Aggregate data can also be shared with early learning providers in the community to better prepare children for kindergarten through collaborative professional development opportunities.										
5	What areas are assessed with the IKRA?	The IKRA covers eight early learning domains aligned to Indiana's Early Learning Standards : English/Language Arts, Mathematics, Science, Social Studies, Creative Arts, Physical Health and Growth, Approaches to Play and Learning, and Student Wellbeing.										
6	My school already administers interim assessments. Should we also participate in the IKRA?	The purpose and outcomes of interim assessments differ from those of the IKRA. A school may choose to administer both the IKRA and an interim assessment to obtain more robust data. <table><tr><th>Interim Assessments</th><th>IKRA</th></tr><tr><td>Measures achievement and growth in mathematics and English/language arts, describing the child's current performance to inform next steps for instruction.</td><td>Measures a student's strengths and needs in the eight domains of early learning that impact kindergarten readiness.</td></tr><tr><td>Administered multiple times throughout the year.</td><td>Administered once at the beginning of the year.</td></tr><tr><td>85% or more aligned with Indiana's Academic Standards.</td><td>100% aligned with Indiana's Early Learning Standards.</td></tr><tr><td>Results may inform additional programming such as dyslexia screening or high ability (national norms).</td><td>Results may inform early care and education providers in the community on planning collaborative professional development to increase</td></tr></table>	Interim Assessments	IKRA	Measures achievement and growth in mathematics and English/language arts, describing the child's current performance to inform next steps for instruction.	Measures a student's strengths and needs in the eight domains of early learning that impact kindergarten readiness.	Administered multiple times throughout the year.	Administered once at the beginning of the year.	85% or more aligned with Indiana's Academic Standards.	100% aligned with Indiana's Early Learning Standards.	Results may inform additional programming such as dyslexia screening or high ability (national norms).	Results may inform early care and education providers in the community on planning collaborative professional development to increase
Interim Assessments	IKRA											
Measures achievement and growth in mathematics and English/language arts, describing the child's current performance to inform next steps for instruction.	Measures a student's strengths and needs in the eight domains of early learning that impact kindergarten readiness.											
Administered multiple times throughout the year.	Administered once at the beginning of the year.											
85% or more aligned with Indiana's Academic Standards.	100% aligned with Indiana's Early Learning Standards.											
Results may inform additional programming such as dyslexia screening or high ability (national norms).	Results may inform early care and education providers in the community on planning collaborative professional development to increase											



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

			children's preparation for kindergarten entry.
7	Is the dyslexia screener required if a school administers the IKRA?	Yes. Schools are still required by Indiana legislation to administer the dyslexia screener within the first 90 calendar days to students in kindergarten through grade two. The IKRA would not replace this requirement, as they serve different purposes and results.	
8	Does the IKRA replace the currently-required ISPROUT assessment?	No. ISPROUT must still be administered to children ages three through five who receive special education preschool services in the public school system. Beginning in August 2025, programs may opt in to administer ISPROUT to all students ages three through five. Participating programs for ISPROUT B-2 have already been selected for 2025-2026.	
9	When is the IKRA administered?	The 2025 IKRA administration window for programs that opt in will occur August 1-October 1. The assessment should be completed in small increments of time over six weeks. The amount of time it will take to administer, score, and input assessment item data will vary by educator and class.	
10	Can we use a staggered start date model to administer the IKRA?	As long as districts meet the minimum instructional time requirement for the academic year (180 days), they may begin to give the assessment during the staggered start time. However, districts should not expect educators to complete the entire assessment for any one child during the staggered start window. The assessment should be completed in small increments of time over six weeks.	
11	Why isn't the IKRA administered at the end of preschool?	Many incoming kindergarten students have participated in pre-kindergarten programs such as Head Start, On My Way Pre-K, or private tuition-based programs. However, a significant number of children do not attend any formal pre-kindergarten program. Kindergarten is the first opportunity to collect baseline developmental data on all Indiana children.	
12	Can we administer the IKRA during summer kindergarten kickoff/camp programs?	No. IKRA is to be administered following the start of the academic year by the student's classroom teacher. If the classroom teacher is involved in the summer program, they will have more knowledge of the student which may make observations of skills easier for them.	



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

13	Is there a specific sequence for assessing children?	There will be a recommended sequence to follow, but educators will be able to administer the items in any order.
14	Is the KRA available to all types of schools or only public schools?	Any public, community, or chartered non-public school may elect to administer the IKRA to all children upon kindergarten enrollment.
15	Does the IKRA replace a school's kindergarten screener?	No. The KRA is not a screener. Using a screener prior to kindergarten entry is a local-level decision.
16	Are the results of the IKRA a reflection on a school district?	The results of the IKRA are not a reflection on the school district and do not impact a school's accountability calculations. The purpose of the KRA is to provide information to partners at the local, regional, and state levels about how well-prepared children are for kindergarten. The results from the IKRA assists educators with rich information to help them differentiate instruction and address learning gaps. Results may also be used to provide aggregate data and professional learning opportunities to early care and education providers.
17	How are IKRA results provided? When are results/scores available?	The IKRA will provide assessment results via Individual Student Reports (ISRs), which show the child's overall performance and area performance in the eight domains of early learning. Each ISR includes a performance indicator for each domain as well as an overall score. ISRs are available immediately to educators for children who complete the assessment. Educators are able to generate ISRs once all data is collected and added to the online system. Additionally, reports are available to send home to each child's family.
18	Who can administer the IKRA?	Test Administrators (TAs) administering the IKRA must (1) be employed by the child's school or district, and (2) have successfully completed the required training. IDOE strongly recommends that each child's primary classroom educator or another educator who has regular contact with the child (e.g., a special education therapist, an intervention specialist or reading specialist) administers the assessment.
19	What training is required to	Educators, administrators, trainers, and data managers are provided initial training in an asynchronous, synchronous, or blended format. Refresher training is provided annually. Additionally, professional development is



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

	administer the IKRA?	provided following the assessment window to support data review and next steps.
20	Do children who were retained in kindergarten need to be assessed?	No. Only children entering kindergarten for the first time are required to be assessed. If a child has been in kindergarten previously, the assessment is not appropriate, as it measures kindergarten readiness skills.
21	How can others provide support to educators with assessment administration?	All TAs must be employees of the school district and successfully complete the teacher training. Any trained educator can train a paraeducator as a KRA-R App Proctor to administer some of the items of the KRA-R app. This "KRA-R App Proctor" does not need to complete the full IKRA educator training. Instead, the proctor must review and complete the proctor training contained in the Proctor Training and Guidelines document available in the KReady system.. Literacy specialists, intervention specialists, special education therapists, educators who work with multilingual learners, and other related services personnel who regularly work with a specific child, would be appropriate TAs for some or all assessment items. Example 1: A literacy specialist, who regularly works with kindergarten children in the classroom and successfully completed the educator training, could administer the direct assessment language and literacy domain items to all kindergarten children in that building. The teacher of record would need to print the necessary score recording forms for the literacy specialist and input the children's scores into the online system. A non-disclosure agreement is required. Example 2: A literacy specialist may assist with scoring observational language and literacy domain items by either leading the class in interactive literacy activities while the regular classroom teacher rates the children on the observational rubrics or vice versa. Individuals who do not work regularly with kindergarten students, such as retired teachers employed by districts as contractors or substitutes, may administer the assessment if they meet the requirements above, but it is not recommended. The most appropriate use of these individuals as test administrators would be to have them administer only direct assessment



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

		items to children who have not been identified as students with disabilities or English learners. District employees who have not completed the educator training can support educators with completing the assessments in several other ways: • Preparing manipulatives; • Teaching the class while the primary classroom educator administers direct assessment items; and • Monitoring children completing technology-administered assessment items. A non-disclosure agreement is necessary before allowing this.
22	What equipment is required to successfully administer and support the IKRA?	There are three technology components: two for educators and one for children. Only the technology components for educators are required. The technology component for children is optional. Detailed technology guidelines are posted on KReady.
23	What will the scoring levels indicate?	Scale scores representing proficiency levels determine if a student is “ready for kindergarten” or “ready with support.” The assessment indicates if a child is demonstrating, approaching, or emerging in their skills. Demonstrating will equate to ready, and approaching and emerging will be ready with support. • Demonstrating Readiness: The child consistently demonstrates the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum. • Approaching Readiness: The child exhibits some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum. • Emerging Readiness: The child displays minimal foundational skills and behaviors, which are needed to successfully meet kindergarten expectations. In Indiana, a school corporation is required to provide a kindergarten program for eligible students that are 5 years old on or before August 1 of the school year. If a student scores “ready with support,” the educator and school should put a support plan in place. A school may not disenroll a student or refer him to a year of preschool or special education services.



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

24	How does the IKRA support individual students?	The IKRA is designed for students with varying levels of ability, including students with exceptional needs and English learners, to participate in the assessment. • Level the Field Supports are specific, individualized supports for children with disabilities and English learners. • If the student still cannot participate with Level the Field Supports, the item is marked as “Not Scorable.” The IKRA provides support for students who are blind or visually impaired, including tactile graphics that incorporate raised images and test item images with braille, as well as support for educators and students who are deaf or hard of hearing.
----	---	---

Contact IDOE’s [Office of Kindergarten Readiness](#) or [Office of Student Assessment](#) with questions regarding Indiana’s early learning assessment system.