



# Kansas Assessment Examiner's Manual 2016-2017

*English Language Arts ◦ Mathematics ◦ Science*

*K – ELPA ◦ Dynamic Learning Maps® Assessments ◦ cPass® Assessments*

## Kansas State Department of Education

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## Document Change History

The following table lists the changes made to this manual since its release.

Note: The Page column indicates the page number of the current manual where the change appears.

Change Logged	Page	Description of the Change

## Contact Information

For help with KAP administration and technology troubleshooting, districts may contact the Achievement and Assessment Institute (AAI) technology support team. The Service Desk is available 7:00 a.m. to 6:00 p.m., Monday through Friday.

### Service Desk Contact

Toll Free: 855-277-9752

[kap\\_support@ku.edu](mailto:kap_support@ku.edu)

Additional information about K – ELPA and the Kansas Assessment Program can be found at [ksassessments.org](http://ksassessments.org).

### Kansas State Department of Education Contacts

For information regarding the KAP assessment system, contact the assessment team at the Kansas State Department of Education (KSDE).

Name	Title	Email	Phone
Julie Ewing	ESOL Service and Title III, Program Consultant	<a href="mailto:jewing@ksde.org">jewing@ksde.org</a>	785-296-4906
Lee Jones	Assessment Coordinator	<a href="mailto:ljones@ksde.org">ljones@ksde.org</a>	785-296-4349
Beth Fultz	Assistant Assessment Director	<a href="mailto:bfultz@ksde.org">bfultz@ksde.org</a>	785-296-2325
Scott Smith	Director, Career, Standards, and Assessment	<a href="mailto:sesmith@ksde.org">sesmith@ksde.org</a>	785-296-3142

## **SECTION 1: ASSESSMENT OVERVIEW**

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The Kansas Assessment Program, a program of the Kansas State Board of Education, is mandated by the Kansas State Legislature. In addition, the English language arts (ELA), mathematics, and science assessments are a part of the federal elementary and secondary education legislation. The assessment program is designed to:

1. Measure specific claims related to the Kansas College and Career Ready Standards (KCCRS).
2. Provide information for calculating Annual Measureable Objectives (AMOs) and for state accreditation.
3. Report individual student scores along with the student's performance level.
4. Provide subscale and total scores that can be used with local assessment scores to assist in improving a building's or district's programs in ELA, mathematics, and science.

### **Test Administration Modes**

The Kansas assessments are administered by using the Kansas Interactive Testing Engine® (KITE®) software, available at the [Kansas Assessment Program website](http://ksassessments.org) (<http://ksassessments.org>). The website has separate instructions and files for Windows PCs, Macs, Chromebooks, and iPads.

### **Assessed Students for 2017**

All eligible students must be assessed, including students with disabilities.

### **Adaptive Assessment**

In 2016–2017, the KITE system will adjust question difficulty at the mid-point of both the mathematics and English language arts general assessments based on individual student responses. For example, students will take a test stage and then advance (with an estimated 5-minute delay) to a new level based on subject mastery displayed by their previous responses.

### **Daily Access Codes**

In addition to student usernames and passwords, Daily Access Codes (DAC), differing by subject, grade, and stage, will be used. See page 34 for more information.

### **Score Reports**

In 2016–2017, assessment scores will be reported when results have been analyzed and equated.

## 2016–2017 Kansas Assessments, All Grades

2016–2017	Mathematics	English Language Arts	Science	History/ Government	DLM® Assessments: ELA, Math, Science	K – ELPA	cPass® Assessments
<b>Grades</b>	Grades 3-8, 10	Grades 3-8, 10	Grades 5, 8, 11	Grades 6, 8, 11	See Content Area	Grades K-12	Grades 9-12
<b>Testing Options</b>	General	General	General	General Alternate	Alternate		General
<b>Delivery Format</b>	KITE	KITE	KITE	KITE	KITE, Headphones required	KITE, Headphones required with microphone	KITE
<b>Test Format</b>	Multiple choice, Technology enhanced, Machine scored	Multiple choice, Technology enhanced, Machine scored	Multiple choice, Technology enhanced, Machine scored	Multiple choice, Technology enhanced, Machine scored	Multiple choice, Technology enhanced, Machine scored	Reading, Listening- Multiple choice Machine scored, Speaking, Writing- Machine scored and Human scored	Multiple choice, Technology enhanced, Machine scored
<b>Test Parts/ Estimated Time ##</b>	Session 1 = 45-60 min Session 2 = 45-60 min	Session 1 = 45-60 min Session 2 = 45-60 min	Session 1 = 45-60 min Session 2 = 45-60 min		Varies	4 domains assessed, varies by grade and by domain. Refer to K – ELPA Manual.	Varies
<b>Testing Dates</b>	March 14 to April 28	March 14 to April 28	March 14 to April 28	Not assessed, Every other year administration	Math and ELA: September 21 to April 28  Science: March 15 to April 28	February 1 to March 10	October 1 to May 5
<b>“Need Not Test” Date</b>	Students entering on or after <b>March 14, 2017</b> need not be tested.	Students entering on or after <b>March 14, 2017</b> need not be tested.	Students entering on or after <b>March 14, 2017</b> need not be tested.		Students entering on or after <b>January 31, 2017</b> need not be tested.	Students entering on or after <b>March 14, 2017</b> need not be tested.	N/A
<b>“Recently Arrived in U.S.” Exemption Date ++</b>	N/A-No exemption in math. Arrived after <b>March 14, 2016</b> counts for participation only.	Arrived after <b>March 14, 2016</b> need not take English language arts assessment. Must take <b>K – ELPA</b> .	N/A-No exemption in science. Arrived after <b>March 14, 2016</b> counts for participation only.		Follow rules for content area assessments.	Required for all identified ELL students.	N/A

++ First entry by the student in a U.S. school.

## Remember that these times are estimates for scheduling purposes. Kansas assessments are untimed. Please provide adequate time for students to finish.



## Alternate Assessments



**DYNAMIC**<sup>®</sup>  
LEARNING MAPS

Kansas is using the integrated model of the Dynamic Learning Maps Consortium (DLM) to assess students with significant cognitive disabilities using alternate assessments for ELA, mathematics, and science in 2016–2017. Throughout the school year, teachers

will choose Essential Elements (EEs), which are linked to the Kansas College and Career Ready Standards, then go to KITE Educator Portal and use testlets to measure student progress.

To find information about these assessments, go to the Dynamic Learning Maps alternate assessment website (<http://dynamiclearningmaps.org/kansas>) and also the KSDE Dynamic Learning Maps & Essential Elements webpage (<http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Assessments/Dynamic-Learning-Maps-DLM-Essential-Elements>).

## English Proficiency Assessment

**K-ELPA**

Kansas – English Language  
Proficiency Assessment

In 2017, Kansas will administer K – ELPA to English language learners. The assessments measure English language proficiency in four domains: listening, reading, writing, and speaking. The grade bands assessed are Kindergarten, 1, 2-3, 4-5, 6-8,

and 9-10. The test is delivered through the KITE system, except for the Kindergarten and first grade writing assessments, which are paper/pencil.

More information about K – ELPA and its administration can be found in the *K – ELPA Manual* and *K – ELPA Test Administration Directions* at [ksassessments.org](http://ksassessments.org).

## Career Pathways Assessments



Career Pathways<sup>®</sup>  
COLLABORATIVE

cPass assessments measure high school students' readiness for postsecondary education or entry into the workforce. Students may take assessments covering topics such as general career and

technical education; comprehensive agriculture; power, structural, and technical systems; animal systems; plant systems; horticulture; and manufacturing production.

More information about cPass administration can be found at [careerpathways.us](http://careerpathways.us) and at KSDE's Career and Technical Education webpage, <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE>.

## **SECTION 2: TEST COORDINATORS**

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### **Test Security**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Kansas Department of Education must take every step to ensure the security and confidentiality of the state test materials. It is the responsibility of the individuals who develop the tests, who administer the tests, and those who use the results to follow test security laws, regulations, and procedures.

### **District Test Coordinator's Responsibilities**

- Attend yearly training provided by KSDE on test security and ethics.
- Oversee test security for the entire district.
- Establish and implement test security and ethics procedures for the district.
- Train building-level personnel before local testing begins in Test Security procedures, Ethics of Testing, and Reporting/Documentation of Accommodations. Building-level personnel includes any staff member who administers a state assessment, including administrators, educators, para-educators, etc. Parent volunteers may not administer a state assessment.
- Document which individuals have received the training, when the training was provided, and how the training was provided. Documentation must be kept at the district and at the building level.
- Trained personnel must sign "The Agreement to Abide by Guidelines" in the Examiner's Manual, or a district may customize a form to meet their own needs.
- District test coordinators must keep on file documentation for text to speech accommodations and any other accommodation that requires a deviation from the general assessment. Documentation must be kept at the district and at the building level.
- Establish procedures that determine who will have access to information in Educator Portal. It is the responsibility of the district test coordinator to determine role assignments within their district. It is the responsibility of the district test coordinator to remove/inactivate users in Educator Portal for staff who have left their district and/or changed roles with the district.
- Establish and describe processes used that confirm that usernames and passwords in Educator Portal are exclusive to the user and rights permitted for that user. Usernames and passwords are not shared or exchanged.
- Ensure that all users who have been granted access to Educator Portal confirm that role and sign a Security Agreement when logging into the site.

## SECTION 2: TEST COORDINATORS

- Establish and describe the system used for sharing Daily Access Codes with staff. This plan includes your secure transmission of this information each day.
- Direct staff that when reporting issues with testing, they may not report any PII (personally identifiable information). The documentation for Kansas regarding allowable identifiers in an email specify that only the Student State ID number and no other identifying detail is to be used in email.
- Establish procedures for entering student accommodation information into the Personal Needs Profile (PNP) in Educator Portal.
- Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed. Therefore, it is the district test coordinator's responsibility to establish procedures for obtaining materials necessary for test administration and distribution for each building in the district; and establish procedures for returning/destroying test materials upon completion of testing. Materials include - braille forms, student scratch paper.
- The district testing coordinator is responsible for establishing the process used by the district for reactivating students for the assessment. Some districts allow building test coordinators to do this. Others only allow the district office to reactivate. Teacher/test proctor may not reactivate.
  - Reactivation on stage adaptive tests (English language arts and mathematics) must be limited. It is important that students do not shut down the End Review Screen until the Test Proctor/Educator has verified the end review screen was checked.
  - Keep on file documentation of test reactivation.
  - Reactivation logs must include: student name, student identification number, and grade, test content area being assessed, date, time of reactivation, test part, and reason for reactivation.
  - Once a student has completed all test parts, only the district test coordinator can reactivate students.
  - Once student scores have been viewed, tests may not be reactivated without permission from KSDE.
  - Best practice is to have two people present when reactivating a student test.
  - Report any breach of test security, loss of materials, or any other deviation to Lee Jones, Assessment Coordinator, Kansas State Department of Education, 785-296-4349.

### Building Test Coordinator's Responsibilities

- The building test coordinator is responsible for test security within the individual building site. The building test coordinator may not be a classroom teacher.

## SECTION 2: TEST COORDINATORS

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- Follow procedures established by the district test coordinator for all aspects of testing. If the building test coordinator and the district test coordinator are the same individual please refer to District Test Coordinator responsibilities.
- Assist District Test Coordinator with and/or train building-level personnel before local testing begins in Test Security, Ethics of Testing, and Reporting/Documentation of Accommodations
- Supports: Usernames and passwords in Educator Portal are exclusive to the user and rights permitted for that user. Usernames and passwords are not shared or exchanged.
- Distribute, collect, and store all testing materials
- Store test materials (i.e., braille) in a secure, locked area before and between each test session(s) and after testing. At the conclusion of testing the building-level person must follow the guidelines established by the District Test Coordinator for returning/destroying materials.
- Report any breach of test security, loss of materials, failure to account for materials, or any other deviation to your District Test Coordinator, who will report to KSDE.

## Test Security Guidelines

No one, including test coordinators, principals, or teachers, may review tests or analyze test items before, during, or after the assessment is administered.

1. Test materials may not be copied, reproduced, or paraphrased.
2. All chalkboards and white-boards in rooms used for testing should be clean and have no information on them.
3. It is recommended the building test coordinator do a walk-through of every room used for testing to make certain that all bulletin board displays that could assist students in testing have been covered.
4. The best practice is to have two persons present when reactivating a student test. Teachers may not reactivate student tests but test administrators can. *Note: If the status is "In Progress," sometimes the test can be re-entered using the same Daily Access Code. No additional action is needed. Answers previously entered by the students will be saved.*
5. A log should be kept by the building test coordinator of all reactivations.
6. Once a student's test is marked complete, the student's test should not be reactivated.

## Testing Administration

1. Distribute the Examiner's Manual, and have teachers, proctors, and adults administering assessments read the following prior to test administration:
  - Section 3: Accommodations (page 19)
  - Section 4: Teachers (page 26)
  - Section 5: Test Administration (page 34)
  - Kansas Appropriate Testing Practices Fact Sheet (on the KSDE website)
2. Teachers should sign either the "Agreement to Abide by Guidelines" (page 33) or a similar district-designed document.

To reactivate a test, log on to KITE Educator Portal. Click Manage Tests menu.

Click Test Coordination tab. Find and click on test session name in which the student is enrolled.

Click Monitor tab. If the student's test status is "In Progress," the session must first be ended by selecting the student name and then clicking the End Test Session button. A message will confirm the test session has been ended.

Select the student by checking the box in front of the Student Record. Click the Reactivate button that changes test status to "In Progress."

The student now can log in to the test and use the Daily Access Code to resume testing. Answers previously entered by the student will be saved.

3. Have teachers remove or cover (with opaque material) bulletin board displays, charts, and other instructional material that may give assistance or advantage during testing.
4. The Kansas assessments are untimed. Students should be given as much time as needed to complete each test session.
5. Building test schedules should be constructed that take into account students who need extra time to finish a test session. Students should finish each test session before the end of the school day.
6. Set up a procedure for reactivating students in the KITE system. Some districts allow building test coordinators or principals to do this. Others only allow the district office to reactivate.
7. Do not allow teachers to conduct comprehensive reviews or drills of standards the day of a test or once that classroom has begun testing in that content area.
8. Students cannot be required to use scratch paper, to show their work, or to use the online tools (e.g., the highlighter).
9. Students cannot be required to use specific test-taking strategies.
10. Teachers may not grade scratch paper.

The district or building test coordinator will log in to Educator Portal to access data extracts that show the randomly-generated Daily Access Codes, linked to grade, subject, and test session (but not to an individual student). DACs are retrievable the day before testing beginning at 2:30 p.m. or the entire day of testing. Educator Portal also includes the option to bundle Daily Access Codes by selecting associated checkboxes.

## Registering Students for Testing

- Districts must first register all eligible students via a TEST record submission in KIDS for the appropriate assessment (general, cPass, or K – ELPA). To help schools sort and distribute usernames and individual passwords, a KITE grouping feature has been added that allows districts to organize by desired variables. For example, a school can use the two grouping fields on the TEST record to enter a teacher name and class name (e.g., Grouping field 1 = Sarah Smith; Grouping field 2 = 1st pd Alg I). TASC records must be submitted to KIDS for rosters to be available for interim assessments.
- Please refer to the Dynamic Learning Maps manuals for information on registering students for alternate assessments in math, science, and English language arts.

## Registering Students for the Text-to-Speech (TTS) Accommodation

- A few students will need to take the assessment with the TTS accommodation delivered via the KITE system. Students will need headsets or may use speakers in a separate setting.

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- For a very limited number of students, such as those who cannot access printed text due to blindness or low vision and do not have adequate braille skills, a TTS reading of reading passages may be permitted. For these students ONLY, the Spoken Preference should be set to NonVisual. Refer to Section 3 for more information.
- CETE will generate reports to allow KSDE to monitor the use of the read-aloud accommodation.
- Refer to page 21 for more details about the TTS accommodation.

### Registering Students for Spanish Accommodation

- Spanish translations of certain words or phrases on the mathematics and science assessments are available only for the general assessment.
- No Spanish translations are available for the ELA assessments.
- To use any Spanish translation accommodation, content instruction must have been conducted in Spanish.
- A Keyword Translation option in the KITE system allows students to hover over certain words and see Spanish translations. The feature is activated in the student's PNP (Personal Needs Profile) in the KITE system. See page 13 for more details.
- Refer to page 20 for more details about the Spanish accommodation.

### Registering Students for American Sign Language Accommodation

- A student's PNP on Educator Portal must indicate Signed accessibility and the Signed Source Preference of Default (American Sign Language), which can be found in the Language & Braille section.
- Refer to page 23 for more details about the ASL accommodation.

### Local Test Windows

- Local districts and buildings should define and schedule local windows for specific content tests. Content cohort windows should be no more than three weeks for a subject at a grade level at the building level.
- All buildings in the district do not have to use the same local window. Testing schedules will be a part of the monitor visits.

### Adding Projected Test Windows to Educator Portal

- KSDE and CETE request that districts add projected testing schedules to Educator Portal via the new "Projected Testing" feature.
- Projected test windows allow KSDE, KITE staff, and users to understand projected testing loads by day.

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- The Projected Testing feature can be accessed via the “Manage Tests” menu in KITE Educator Portal.
- Please see the *KITE Educator Portal Manual*, “Chapter 6 – Testing”, [http://kiteassessments.org/sites/default/files/KITE\\_files/EP\\_06\\_Testing.pdf](http://kiteassessments.org/sites/default/files/KITE_files/EP_06_Testing.pdf), for more information about creating or uploading projected testing schedules.



**General Assessment Windows**

Test	Mode	Grade Levels	Test Window
<b>K – ELPA</b>	Online, K-1: Paper & Pencil writing assessment	K-12	February 1-March 10
<b>Math</b>	Online	3-8, 10	March 14-April 28
<b>ELA</b>	Online	3-8, 10	March 14-April 28
<b>Science</b>	Online	5, 8, 11	March 14-April 28
<b>cPass</b>	Online	9-12	October 1-May 5

**Alternate Assessment Windows**

Test	Grade Levels	Test Window
<b>DLM Math</b>	3–8, 10	September 21–April 28
<b>DLM ELA</b>	3–8, 10	September 21–April 28
<b>DLM Science</b>	5, 8, 11	March 15–April 28

## Submission of TEST and TASC Records to KIDS

For a student to access summative assessments using the KITE system, information must be submitted to the KIDS system via a TEST record (see the KIDS coordinator for details). Also, TASC records must be submitted to allow teachers access to student rosters for interim assessments. For additional information, visit the KIDS website at <http://kidsweb.ksde.org/>.

## Audits

- Within Educator Portal, district test administrators can generate data extracts from the Reports tab to determine the number of braille forms requested. Braille forms are available for the English language arts, mathematics, and science general assessments.
- Documentation of accommodations will be part of the checklist for visiting districts during test administration.

## Guidelines for Submitting EXIT Records

- **Schools must submit an EXIT record for any student who stops attending the school.**
- It is recommended that EXIT records be sent to the KIDS collection as soon as possible when membership ends. It is up to the discretion of the schools and districts to determine at what point an EXIT record is submitted when a student is gone for an extended period of time.
- Keep in mind that, during a testing window, if an EXIT record is not submitted for a student no longer attending, that student will be recorded as “not tested,” which will negatively impact the school’s participation rate.
- If a student transfers to a different school within the same district, sending an EXIT record is required to guard against unresolved exits on the Dropout/Graduation Summary Report and to ensure that there is only one accountability school designated for the student. This information is important for determining performance or participation for a school and district as well.
- If an EXIT record was accidentally submitted for a student who did not actually leave, submit an EXIT record with the same State Student Identifier, Accountability School, and Exit Date with a code of “99” in the Exit/Withdrawal Type field to “undo” the previous EXIT record in KIDS.

## Educator Portal Functions

Teachers and test administrators using Educator Portal will typically be able to

- View individual student demographic information.
- View rosters for DLM, cPass, and interim assessments.
- Enter student Personal Needs and Preferences (PNP) to control and record accommodations available to students.
- Create and assign students to interim test sessions.
- Print student usernames and passwords for interim tests.



For teacher accounts to function correctly, TASC records must be submitted to KIDS to create rosters for interim assessments. All other Educator Portal menus and functions are available only to users with a building-level or district-level account. Only users with a building-level or district-level account may reactivate students on the summative assessment or mark a student complete on the Monitor Status screen for the Kansas Assessment Program. Note: Validate data and report any errors to your district or the KITE Service Center.

## KITE Teacher Account Access

Teachers and test administrators will access Educator Portal using a supported browser. The username is the user's professional email address. After setting up an account and activating it, the user will be prompted to create a case-sensitive password. If a teacher or test administrator does not have access from a previous year or is having difficulty with accessing the system, please contact the KITE Service Center at [kap\\_support@ku.edu](mailto:kap_support@ku.edu) or 785-864-3537 or 855-277-9752 (toll free).

## Personal Needs Profiles (PNP or Access Profile)

Teachers edit individual student records in the Personal Needs Profile (PNP) to control the

Complete documentation for using Educator Portal within the KITE Comprehensive Test Delivery System is available at <http://www.ksassessments.org/documentation>



To download the KITE Client, go to <http://www.ksassessments.org/kite>. View separate instructions or downloads for Windows PCs, Macs, Chromebooks, and iPads.

types of accommodations that will be presented in the student's test. Accommodations can be found in the PNP's four categories:

1. Display Enhancements
2. Language & Braille
3. Audio & Environment Support
4. Other Supports

### ELL (English Language Learner) Students

Assessment	Recent arrivals	Non-recent arrivals
<b>Mathematics and Science (ELL)</b>	Must take assessment; results count only for participation.	Must take assessment; results count for participant accountability.
<b>ELA</b>	Not required to take assessment but must take K – ELPA.	Must take assessment; results count for participant accountability.
<b>K – ELPA</b>	Must take K – ELPA, used for participation calculations in ELA.	Must take the English language proficiency assessment until “Proficient” score is reached two consecutive times.

- Recent arrivals to the United States (formerly known as newcomers) are defined as ELL students who have attended any US school for less than one calendar year from the date the assessment window opens.
- For the 2016–2017 testing year, ELL students who first attended school in the United States on or after March 14, 2016, are considered recent arrivals.
- ELL students' first date of education in the United States is a data element submitted to the KIDS database by the local school or district.
- ELL students who first attended school in the United States after March 14, 2016, must take the mathematics and science assessments, which will count only for participation.
- ELL students who first attended school in the United States after March 14, 2016, are not required to take the ELA assessment but must take K – ELPA.
- ELL students must take all assessments on grade level. Any student who is tested off grade level will be considered as “not tested.”

### Gifted Students

Gifted students are to be assessed with the general assessment at the grade level in which they are enrolled.

### **Students With a 504 Plan**

Students with a 504 plan are to be assessed with the general assessment. Accommodations contained in their plan should be applied when taking the test. Allowable accommodations on state assessments can be found on KSDE's Assessment Web page at

<http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Assessments>.

### **Students With Disabilities**

Students who have been identified as having a disability and who have an Individualized Education Program (IEP) will participate in state assessments. All students are expected to be tested. Students with an IEP may be tested using one of the following assessment options:

- General assessment with accommodations as appropriate
- Dynamic Learning Maps alternate assessment (ELA, mathematics, and science)

It is the responsibility of the IEP team to determine which assessment is appropriate for the individual student. Guidance for IEP teams on determining the appropriate assessment for a student can be found on KSDE's assessment web page at

<http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Assessments>.

### **Alternate Assessment Participation**

To determine which students should be assessed with alternate assessments, refer to the Participation Guidelines for Kansas at the following link:

[http://dynamiclearningmaps.org/sites/default/files/documents/StateBonusItems/DLM\\_Participation\\_Guidelines\\_KS\\_20160106.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/StateBonusItems/DLM_Participation_Guidelines_KS_20160106.pdf).

### **Special Circumstances (SC) Codes**

Special circumstances (SC) codes are used for reasons a student was not assessed. In some cases, the coding will exclude the student from ESSA or accountability calculations. Test coordinators enter the SC codes as seen in the following chart via Educator Portal. Codes marked "contact KSDE" must be approved by Lee Jones or Mark Stephenson at KSDE.

### **Entering Special Circumstances Codes in KITE Educator Portal**

In the event that a student cannot take or complete a high-stakes, summative assessment (administered on the Test Coordination tab), a test coordinator at the building or district level will need to enter the special circumstance. To enter the special circumstance for a student, perform the following steps.

## SECTION 2: TEST COORDINATORS

1. Log in to Educator Portal.
2. Click the Manage Tests menu.
3. On the Test Coordination tab, make the necessary selections from the drop-down menus.
4. Click Search.
5. Locate the session that needs to be updated.
6. In the Test Session Name column, click the name of the test.
7. Select the appropriate student.
8. In the Special Circumstance column, select the applicable circumstance.
9. Click Save to commit the selection.

### Codes

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
<b>Suspension</b>	Long-term suspension	Grades 3-8: Student is suspended more than 4 weeks, overlapping testing window. Grade 10-11: Student is suspended for greater than 4 weeks during the second semester.	Student need not be tested and does not count against building for participation.	<b>SC-01</b>
<b>Truancy</b>	Student is truant at beginning of local testing window and has unexcused absences for greater than 2 consecutive weeks at the time of testing.	Papers have been filed for Child in Need of Care.	Student need not be tested and does not count against building for participation.	<b>SC-04</b>
<b>Truancy</b>		No truancy paperwork filed with county attorney	Student is required to be tested. If the student is not assessed, the student will be <b>counted as not tested</b> and will count against the school for participation.	<b>SC-05</b>
<b>Absences</b>	Chronic absences	Excessive and intermittent absences throughout the state testing window	Student is required to be tested. If the student is not assessed, the student will be <b>counted as not tested</b> and will count against the school for participation.	<b>SC-07</b>
<b>Absences</b>	Catastrophic illness or accident	Student has been seriously disabled by accident or illness.	Student need not be tested and does not count against school for participation. Must be approved by KSDE.	<b>SC-08</b>
<b>Private, non-accredited, or home school</b>	Student is enrolled in a private, non-accredited school or is home schooled AND attends a public school.		Student <b>MUST</b> be tested in any assessed content area in which they are attending.  Refer to KIDS documentation for appropriate enrollment and TEST codes.	<b>SC-16</b>
<b>Previously tested at this grade level</b>	Student took this grade level assessment last year (grades 3-8).	A retained student in grades 3-8 took the same grade-level assessment last year.	Student is required to be tested. Test counts for participation. Score will not be included in accountability calculations.	<b>SC-20</b>

## SECTION 2: TEST COORDINATORS

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
In jail or special center	Incarceration in an adult facility	If student is incarcerated in an adult facility, USDOE says the student need not be tested.	Student need not be tested. This does not count against school for participation.	SC-24
In jail or special center	Student is in a special treatment center or residential care center (long-term placement).	Student is in a substance abuse, mental, or behavioral treatment center.	Student must be tested. If the student is not assessed, the student will be <b>counted as not tested</b> and will count against the school for participation.	SC-25
In jail or special center	Student is in a special detention center (short-term placement facility).	Student is in a juvenile detention center.	Student <b>need not be tested</b> . This does not count against school for participation.	SC-26
Parent refusal	Parent refusal	Parent refuses to allow student to be assessed.	Student must be tested. If the student is not assessed, the student will be <b>counted as not tested</b> and will count against the school for participation.	SC-27
Cheating	Student is cheating.	Student is observed to be engaged in some inappropriate testing practice.	Notify your district test coordinator, who will call KSDE about possibly giving another form of the test. Test is invalid and the student is counted as <b>not tested</b> . Student <b>counts against the school for participation</b> .	SC-28
Homebound	Student is receiving homebound instruction.	General education or IEP student is receiving homebound services.	Student must be tested. If the student is not assessed, the student will be <b>counted as not tested</b> and will count against the school for participation.	SC-31
Foreign exchange student	Foreign exchange student	Student is required to be tested.	Student must be tested. If the student is not assessed, the student will be <b>counted as not tested</b> and will count against the school for participation. The score will not be included in ESEA calculations.	SC-32
Prohibited practices	English language arts	English language arts assessment PASSAGE was read to student.	Student counts as <b>not tested</b> . If this is discovered before the test window closes, notify your district test coordinator, who will notify KSDE.	SC-34
Prohibited practices	Math	Student used a calculator on the non-calculator portions of the assessment.	Student counts as <b>not tested</b> . If discovered before the test window closes, notify your district test coordinator, who will notify KSDE.	SC-36
Prohibited practices	Math	Student used either a teacher-generated or a student-generated math journal.	Student counts as <b>not tested</b> . If this is discovered before the test window closes, notify your district test coordinator, who will notify KSDE.	SC-37
Other	Other reason for ineligibility	Contact your district test coordinator, who will notify KSDE.	Student need not be tested and does not count against the school for participation. Must be approved by KSDE.	SC-39
Moved during testing	Student took one full test and then moved during testing.	The student took one assessment at school and then moved before taking all of the required assessments.	Student is not tested this year on this assessment at this school. This does not count against this school for participation. Should be used if this is not the student's accountability school for this assessment.	SC-41

## SECTION 2: TEST COORDINATORS

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
<b>Mis-administration of assessment</b>	Teacher incorrectly or unethically administered assessment.		Students count as <b>not tested</b> .	<b>SC-98</b>



## SECTION 3: ACCOMMODATIONS

### Overview

- Accommodations should not be used on the state assessments if they have not been a regular part of instruction. Refer to KSDE's [Tools and Accommodations for the Kansas Assessment Program \(KAP\) 2016– 2017](#).
- IEP, 504, ESOL, and Student Improvement Team (SIT) students may only use accommodations documented on IEP, 504, ELL, and SIT plans.
- Accommodations must be recorded in a Personal Needs Profile (Access Profile) in Educator Portal.
- When indicating need for a read-aloud accommodation in a student's PNP, under "Text to Speech," the options are for Human (not an option for general education students) or Synthetic (computer-generated voice), the default.
- To use an accommodation other than one listed, contact the district test coordinator, who will send the request to KSDE. If the accommodation changes the construct being tested, the student will count as not tested.
- Keyword translation has replaced former Spanish options and magnification is an option for any student. Click on the magnification tool in KITE Client.
- For additional information about accommodations, guidelines about the read-aloud accommodation, or KITE tools, please review the KAP documentation, <http://www.ksassessments.org/documentation>.

### Accommodations Prohibited for All Students

- **In general, reading to students any text (including isolated words) in the passages on the English language arts (ELA) test is prohibited.** Violations will result in the student being counted as "not tested." For a very limited number of students, such as those who cannot access printed text due to blindness, low vision, or print disability and do not have adequate braille skills, a TTS reading of reading passages may be permitted. Contact Deb Matthews at KSDE, 785-296-0916, to provide this accommodation for a student.
- Use of teacher-generated or student-generated journals and logs is prohibited. Notes cannot be created outside of the test session.
- Students are not permitted to use their own calculators with the exception of accommodated mathematical tools for students with disabilities. For example, students with a documented need for special mathematical tools (such as an abacus or large button calculator for visually impaired students) will be permitted to use the tool as documented in their IEP. Students may also use handheld calculators on calculator items as an accommodation if it is documented in the student's IEP, 504, or

SIT plan. Otherwise, students should use the on-screen calculator provided by the KITE system.

- Students will not have access to a calculator on test items that require the student to demonstrate direct knowledge of computational skills. These items are contained in a different part of the test, and the calculator tool is unavailable.

### Accommodations for ELL Students

- Directions may be read to the student in English.
- English language arts passages, test questions, answer choices, labels, graph titles, and other items may NOT be translated into the student's native language.
- **Students may use electronic translators and word to word translators for directions (including ELA), test questions, and answer choices. Students cannot use them for ELA passages.**
- The assessment may be given in small groups of no more than three students.
- Certain Spanish words and terms in the mathematics assessment and science assessment are available. Students literate in Spanish may use the Spanish Keyword Translation feature.
- To use Spanish Keyword Translation, students must have the PNP setting for this feature enabled in Educator Portal.

### Recording Accommodations

- Testing accommodations should be entered into the student's PNP, which should be updated to ensure proper accommodations.
- Use of text-to-speech requires local building/district data entry in the "Audio and Environment Support" section of the PNP. Students receiving read-aloud via headphones may take the test in the typical group setting.
- Buildings/districts may continue to use the following accommodations but need not report them to KSDE:
  - Separate, quiet, or individual setting
  - Frequent breaks
  - Student dictation of answers to scribe
  - Student use of communication device
  - Some other accommodation was used
  - American Sign Language delivery of directions to student
  - Student response in American Sign Language
  - Student use of braille writer or slate and stylus
  - Student self-reading aloud of assessment
  - Student use of translation dictionary

### Text-to-Speech Accommodation Policy

- The TTS accommodation is for a student who needs the entire assessment (except the ELA passages) read aloud. A student who needs a TTS accommodation is one whose ability to convey knowledge of the subject/content area is **severely limited by his/her ability to read the assessment materials**. The student cannot or would not be successful in the classroom without the read-aloud accommodation. To use the TTS accommodation on the state assessment, **the student must have the read-aloud accommodation provided in the classroom on a regular basis** (i.e., as an on-going practice for both classroom instruction and classroom assessments). Neither ELL students nor students who receive Title I or special education services automatically qualify for the TTS accommodation.
- It is the local district's responsibility to define "severely" and to quantify on a "regular" basis for classroom instruction and assessments/tests. Tools for determining need and resources available may be selected by individual districts. However, the expectation is that students will be more than one year below grade in ELA and that the accommodation is being systematically applied at least 50% of the time on classroom assignments and 100% of the time on classroom assessments contributing to classroom grades. For a very limited number of students, such as those who cannot access printed text due to blindness, low vision, or print disability and do not have adequate braille skills, a TTS of reading passages in ELA may be permitted and is an IEP team decision. Contact Deb Matthews at KSDE, 785-296-0916, to provide this accommodation for a student.
- The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distractor, an occasional stem, or an occasional question to the student. However, an adult reading any words in the ELA passage is prohibited.
- TTS for test directions is available for all students for all content assessments.
- TTS is available on the science assessment for all students.
- TTS is generally not available on ELA reading passages. Students who receive daily instruction orally and through computerized text-to-speech systems may request permission from KSDE for the reading passages to be read aloud.

### Documenting Need for Text-to-Speech

- A student's need for the TTS accommodation must be documented on one of the following plans: pre-intervention plan (student improvement plan), ELL plan, 504 plan, or IEP.
- The following information must be included on a student improvement plan, ELL plan, 504 plan, or IEP that serves the purpose of documenting student need for a TTS accommodation:

## SECTION 3: ACCOMMODATIONS

- Student name and grade
- Building/district
- Evidence documenting need for the TTS accommodation, including, but not necessarily limited to:
  - i. English language arts test scores
  - ii. Progress monitoring data
  - iii. English language arts level of instructional materials used in classroom
  - iv. Documentation that the read-aloud accommodation is used in the classroom setting for both instructional materials and assessments/tests and the date that this accommodation was implemented
  - v. For plans other than IEPs, signatures must be obtained of team members involved in read-aloud accommodation recommendation, including, at least, the student's teacher and building administrator.
  - vi. IEPs must have all documentation required for providing any accommodations to students with an Individual Education Plan.
- A copy of the student's plan or a summary sheet must be kept on file with the district test coordinator. KSDE will be monitoring 5% of assessment administrations this year and may ask to see documentation for accommodations.

### Allowable Practices

- Practices such as reading aloud an occasional word, an occasional distractor, an occasional stem, or an occasional question should be considered acceptable assessment practice that does not require special documentation.
- Teachers should use professional discretion regarding the number of times a student may request assistance.
- **Teachers, test administrators, and proctors may not read anything aloud for a student from an ELA passage.** A very limited number of non-visual students may have the passages read aloud using the TTS feature.

### KITE Text-to-Speech Feature

A computer-generated voice is provided in KITE Client, the online environment where students take tests.

- For the ELA and math items, in order to receive TTS, the student's PNP in Educator Portal must indicate Spoken Audio with Synthetic marked under Voice Source.
- The option called "Read At Start" does not have a functional use in the system at this time. It may be set to False or True.
- "Spoken Preference" indicates which elements of a question should be read to the student. The default is Text & Graphics.

## SECTION 3: ACCOMMODATIONS

- For students who receive daily instruction orally and through computerized text-to-speech systems and who have received permission from KSDE for the reading passages to be read aloud, select NonVisual under Spoken Preference.

The audio voice will read entire questions and answer choices to the student. Students should adjust and set the audio volume before launching KITE Client.

### American Sign Language Accommodation

American Sign Language will be available for listening passages, math items, and practice tests for English language arts and math. Directions in American Sign Language will not be offered in KITE Client. The teacher may sign directions to the student.

#### KITE American Sign Language Feature

- The ASL button will be displayed on the screen's right side when ASL videos are available. When a student chooses the ASL button, the video will be displayed in a window that can be resized using the lower right side of the window. However, if the passage is on the left side, the questions are on the right, and the passage has ASL, then the icon will be on the right side of the passage and the screen center.
- Students use the Play/Pause Control to display contents and pause the video. They can use Next and Back buttons to move between multiple passages in ELA multi-disciplinary performance tasks but cannot fast forward or rewind. The progress bar displays the time progression of the video.



### Braille Accommodation

- All students will take the state assessment by computer except in very unusual circumstances.
- This accommodation must routinely be used in the classroom when other students are using the computer.
- Questions to ask about the student when considering a braille form accommodation
  - Has the student used the computer for the interim assessment(s)?
  - Does the student have barriers to using the computer in individual or group instructional settings that require alternative assignments when the class is using the computer?
- A student's need for the accommodation must be documented on one of the following plans: pre-intervention plan (student improvement plan), ELL plan, 504 plan, or IEP.

## SECTION 3: ACCOMMODATIONS

- The following information must be included on a student improvement plan, ELL plan, 504 plan, or IEP that serves the purpose of documenting student need for a braille accommodation:
  - Student name
  - Student grade
  - Building/district name
  - Evidence documenting the need for the accommodation, including, but not necessarily limited to-
    - Progress monitoring data
    - English language arts level of instructional materials used in classroom
    - Documentation that the accommodation is used in the classroom setting for both instructional materials and assessments. The implementation date of the classroom accommodation must be listed.
    - Signatures of team members involved in the decision to recommend the accommodation, including the student's teacher and building administrator
- No answer sheets may be generated by the school or district. Students must mark their answers on the paper copy of the assessment.
- District- or building-level personnel will work in pairs to enter student answer choices into KITE Client.
- Documentation of the need for accommodations must be kept on file by the district test coordinator. KSDE staff will monitor 5% of all test administration sessions and will ask at each monitoring visit to see documentation of accommodations.

### Obtaining and Distributing Braille Forms

- As a result of Title I monitoring and US Department of Education Peer Review findings, additional security measures involving access to braille forms have been implemented.
- The district test coordinator will do the following:
  - Deliver the braille forms to appropriate building test coordinators.
  - Make sure buildings are aware that student responses on accommodation test forms must be entered into KITE Client by pairs of district or building personnel.
  - Mail all tests not used to CETE and maintain documentation of test security.
- The building test coordinator (when designated) will do the following:

## SECTION 3: ACCOMMODATIONS

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- Maintain security of braille forms by not delivering them to test administrators more than 24 hours before tests are to be administered. Tests may not be copied or taken out of the building.
- Return all tests to the district test coordinator immediately after the assessment has been completed.
- Maintain documentation of test security.

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## SECTION 4: TEACHERS

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### Scheduling and Time Limits

- Keep in mind that English language arts and mathematics assessments are adaptive this year, with sequential parts that could be completed in one testing period for students in higher grades. Refer to the Overview on page 2 for test scheduling reference.
- In general, the entire session of an assessment should be completed in one sitting. However, for students in grades 3 and 4, students with disabilities, and ELL students, each test session may be administered over two separate test sessions. The two separate sessions must be conducted on the same day.
- It is recommended that all test sessions be administered on consecutive calendar days.
- All assessments are untimed. Each student must be allowed as much time as is necessary and reasonable to complete each test session in one sitting.
- If a student does not complete a test session within the time given to the class, the student may be allowed more time provided that the student makes a serious attempt to complete the test **and** that the student is provided additional time immediately following the unfinished session.
  - If the session is the last period of the day, the student may finish after school or the next school day; however, this will require reactivation. If administrators are concerned about students not finishing within a session, it might be advisable for students to not take the test in the last period of the day.

### Test Security and Administration Guidelines

#### Educator/Test Proctor Responsibilities

- Before local testing begins, attend training and sign an agreement to abide by KSDE Test Security, Ethics of Testing, and regulations.
- Follow procedures outlined by District/Building Test Coordinator.
- Follow test procedures outlined in this Examiner's Manual and from the training received on security and ethical practices for testing.
- Follow established district/building procedures for collecting and destroying testing materials, student notes, scratch paper, and drawings, etc. upon completion of each test part and the entire test.
- Remove or cover (with opaque material) bulletin board displays, charts and diagrams, and other instructional material which may give assistance or advantage during testing.



- Usernames and passwords in Educator Portal are exclusive to the user and rights permitted for that user. Usernames and passwords are not shared or exchanged.
- Actively monitor the testing environment by moving around the room. Moving around the room encourages students to focus on their own work.
- Teacher/test proctor may not say nor do anything that would let a student know whether an answer is correct.
- Teacher/test proctor may not ask students how they got an answer.
- Teacher/test proctor may not tell students to redo a specific item or to review any specific part of the test once testing has begun.
- Teacher/test proctor must verify the End Review Screen upon completion of the test to see that all test questions have been answered before a student exits the test. Teacher/test proctor may not go back and review each question individually with the student. The Teacher/Test proctor may only direct students to answer questions that did not have a check mark to indicate the question was answered.
- Teacher/test proctor may not store or save on computers or personal storage devices any test items; test items may not be shared via email or other file sharing systems; or reproduced by any means.
- Report any breach of test security, loss of materials, failure to account for materials, or any other deviation to your building test coordinator who will report to the District Test Coordinator/KSDE for guidance.
- KSDE procedures concerning eligible students and the procedures required for use of text-to-speech accommodations must be strictly followed and will be monitored via KSDE visits. Refer to the Accommodation section regarding policy and instructions for Text-to-Speech use.

### Acceptable Practices

- Provide students with the opportunity to learn the content and vocabulary prior to testing by basing instruction on state standards and an aligned local curriculum.
- Integrate teaching of test-taking skills with regular classroom instruction and assessment.
- Ensure students have had prior experience with the testing format being used.
- Use formative assessments to inform instruction prior to testing.
- Ensure that accommodations made on the state assessment are done on all instructional assignments, as well as classroom, district, and standardized assessments.

### Unacceptable Practices

- Do not use actual or altered test questions (clone, parallel) for practice or instruction
- Do not conduct comprehensive reviews or drills the day of the test or between testing sessions. Once testing has started all reviewing should cease. You may teach your curriculum but not review for the specific purposes of the test.
- Do not store or save on computers or personal storage devices any test items; test items may not be shared via email or other file sharing systems or reproduced by any means.
- Do not review tests or analyze test items before, during, or after the assessment is administered.
- Do not discuss any specific test items on the test with students or colleagues before, during, or after the administration of the assessment.
- Do not construct answer keys so that an assessment may be scored locally.
- Do not reproduce or rewrite test materials.
- Do not coach or cue students in any way during test administration. This includes gestures and facial expressions.
- Teacher/test proctor may not require students to show work or use scratch paper. Scratch paper may not be graded and it must be destroyed at the end of the test session.
- Teacher/test proctor may not require students to use manipulatives, graphic organizers, or other tools during the assessment.
- Do not respond to questions during testing that would help the students to understand the question, aid them in responding to an item, or advise/encourage them to edit or change a response.

### Important Information on Test Security and Reporting Item Issues

**Due to test security issues, we expect administrators and teachers to abide by the Test Security and Administration guidelines in this Examiner’s Manual.** Therefore, if a student questions the correctness of an item, follow the procedure outlined below.

First, to the student, repeat the information from the directions, teacher print directions, or KITE directions: “Choose the answer that you think is best. There is one correct or best answer to each question. Carefully read the question. Work the problem”. It may be appropriate in certain circumstances to tell the student or reader that their concern will be forwarded to KSDE for review and analysis.

Second, collect the following information and forward the information to your district test coordinator who will then forward the information to the KITE Service Desk and Lee Jones at KSDE.

### Reporting Item Issues

- Please report the Student ID only. Do not share the name, building, or district.
- The name of the test that was being taken: ELA, math, science, etc.
- The section, session, or part (e.g., Section 1 and the question number).
- Share the issue not the item (e.g., no right answer, multiple correct answers, A & C are both correct, a word is misspelled, the sentence is grammatically incorrect). Please do not forward the item, the item stem, any answer choices or narrative descriptions of the item via e-mail (these are live, secure test items). Do not take pictures of the item to send.

### Guidelines for Students

- Students may use blank paper to show and check their work. The paper must be collected and destroyed at the end of the test session.
- The use of electronic devices (including cell phones, smart watches, and similar devices) is not allowed on any portion of the assessment.
- Students are allowed to use scratch paper, graph paper, and manipulatives on the mathematics and science assessments. However, textbooks, dictionaries (with the exception of bilingual translation dictionaries for ELL students for certain test sections), and other curricular materials should not be used.
- Before submitting answers, students should stop at the review and end screen and raise their hand. A student should only return to the previous test section to answer skipped or omitted items. The teacher may confirm that all questions have been answered. Once confirmed, the student may submit answers.
- Students should make up any test session that occurred when the student was absent.

### Testing Using a Tablet Device

Students who are testing using a tablet device (e.g., iPad) may not access other applications or websites during testing. The KITE Client for iPad has a new auto-lock feature that will prevent users from using other apps until KITE Client is ended. This means that SAM (Single App Mode), ASAM (Autonomous Single App Mode), and Guided Access will not be required for testing via iPad. After selecting a test, a pop-up window will display that allows the user to confirm use of the auto-lock feature. The pop-up will not display if Guided Access does happen to be enabled. Additionally, students may not use dictionary lookup features. See KITE iPad documentation, ([http://kiteassessments.org/sites/default/files/KITE\\_files/TDE\\_04\\_Install\\_iPad.pdf](http://kiteassessments.org/sites/default/files/KITE_files/TDE_04_Install_iPad.pdf)) for additional information on how to secure iPads for testing.

## Calculators on the Mathematics Assessment



An on-screen calculator is available for certain items. Using the tools menu, students can access a basic, scientific, or graphing calculator in grades 6-10. Specifically, grades 6, 7, and 8 will have access to a basic four-function calculator and a scientific calculator (TI-30XS Multiview). Grade 10 will have access to a basic four-function calculator, and a graphing calculator (TI-84). Calculators will not be available for grades 3, 4, and 5.

- Students are not permitted to use their own calculators with the exception of accommodated mathematical tools for students with disabilities. For example, students with a documented need for special mathematical tools (such as an abacus or large button calculator for visually impaired students) will be permitted to use the tool as documented in their IEP. Students also may use handheld calculators on calculator items as an accommodation if it is documented in the student's IEP, 504, or SIT plan. Otherwise, students should use the on-screen calculator provided by the KITE system.
- Students will not have access to a calculator on test items that require the student to demonstrate direct knowledge of computational skills. These items are contained in a different part of the test, and the calculator tool is unavailable.

## Calculators on the Science Assessment

The calculator needed for the science assessment will be in the KITE Client toolbox.

## Approved Manipulatives for Mathematics and Science Assessments

- Manipulatives routinely used in the classroom may be used by the student on Kansas assessments.
- The manipulative **MUST** be chosen by the student. The teacher may neither suggest a particular manipulative nor insist that a manipulative be used. If you have a question about whether a particular manipulative is allowed, for mathematics please email Sara Schafer ([sschafer@ksde.org](mailto:sschafer@ksde.org)) and for science please email Lizette Burks ([lburks@ksde.org](mailto:lburks@ksde.org)).
- Students are allowed to use graph paper, blank paper, and other materials.
- Textbooks, dictionaries, and other instructional/curricular materials (other than allowed manipulatives) are **NOT** to be used during testing. This includes classroom posters, teacher- or student-generated journals, and other instructional materials that may have been used during the course of instruction and/or permitted during previous years' testing.
- Graphic organizers generated solely by the student on blank paper during the assessment are allowed on any test section.

- Computation tables or fact tables prepared in advance of the assessment are considered equivalent to a calculator and may not be used on any portion of the test. If these are generated solely by the student on blank paper during any test part that allows a calculator, they are allowed to be used by the student during that test part.
- Detailed information regarding manipulatives can be found at KSDE's <http://community.ksde.org/Default.aspx?tabid=5418>.

Measurement tools such as rulers, meter sticks, protractors, or compasses cannot be labeled to indicate what they measure. For instance, a meter stick may have “cm” labeled on it, but the stick may not be labeled that it “measures length.” Use of manipulatives is optional and not all of the manipulatives described in the following list will be found in every classroom. Manipulatives will not be useful on the assessment if they have not been used regularly during the year.

### **Aids Allowable During the Math Assessment**

For the math assessment, read and answer each of the following questions, in order, to determine if the manipulative is acceptable for use.

1. Is the manipulative routinely used in the classroom?
  - Yes, we use it frequently and the student is familiar with its purpose –Proceed to next question
  - No, the student is not familiar with this manipulative and has rarely used it (if ever) – Manipulative MAY NOT be used during the assessment
2. Will the use of this manipulative provide an unfair advantage to the test taker over a student who does not have this manipulative?
  - Yes, this manipulative gives an unfair advantage to the student who uses it over students who do not use it – Manipulative MAY NOT be used during the assessment
  - No, this manipulative does not unfairly advantage a student who chooses to use it over a student who does not choose to use it – Proceed to next question
3. Is the manipulative student-generated during the assessment (and not prepared in advance)?
  - Yes, the student will make the manipulative while testing – the student MAY use the manipulative during the assessment
  - No, the student or someone else made it before the assessment – Proceed to the next question
4. Is the manipulative free from instructional material (such as labels)?
  - Yes, the student cannot get an answer directly from this manipulative – Proceed to next question

- No, the student could get an answer directly from this manipulative – Manipulative MAY NOT be used during the assessment
- 5. Does the manipulative require the student to use their own mathematical knowledge in order to generate an answer?
  - Yes, the student must use their knowledge in order to use this manipulative – Manipulative MAY be used during the assessment
  - No, the student could get an answer directly from this manipulative – Manipulative MAY NOT be used during the assessment

A sample list of allowable manipulatives (2017 Math Allowable Manipulatives) can be found at <http://community.ksde.org/LinkClick.aspx?fileticket=ACQ2HyUObjU=&tabid=5418&mid=1430>  
6

### Agreement to Abide By Guidelines

The following is a sample agreement to abide by the guidelines in this manual. To use this agreement, make a copy of this page for the appropriate staff members. Districts may modify the sample or use a district-developed agreement.

The signed agreement should be kept on file by the building principal.

I have read and understand the information in this document and agree to abide by the guidelines set forth.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

### Trainings Attended and Review of Material

Districts may use the following as evidence that a staff member has attended training sessions or reviewed the KSDE materials on test security, ethical test practices, and use of the read-aloud accommodation. Staff members may attend training, review the materials, or both.

Topic	Date Attended Training	Date Reviewed Materials
Test Security	_____	_____
Ethical Test Practices	_____	_____
Read-Aloud Guidelines	_____	_____

I understand the information presented in trainings and/or materials listed above and agree to abide by the guidelines set forth.

Staff member signature \_\_\_\_\_

## SECTION 5: TEST ADMINISTRATION

### General Directions to Teachers

- The directions for administering all tests as described in this manual must be followed to ensure uniform testing conditions.
- **These are secure test materials.** Test questions are not to be used for development of instructional materials or to build sample tests. No other use of these materials is permitted.
- Teachers must read and abide by testing practices found in this manual.
- Conduct testing sessions in a serious manner that encourages and motivates students to do their best.

### Preparing Students for Testing

CETE has provided interactive demos to allow students, parents, teachers, and other interested parties to see and experience the KITE system prior to students taking the test. These materials include information about the technology-enhanced item types students will encounter in the Kansas Assessment Program. Educators are strongly encouraged to ensure that KITE Client is installed on all machines intended for use in assessment and to provide students with an opportunity to use the practice materials to familiarize themselves with KITE Client, tools, and item types before testing.

### Room/Lab Preparation

- Remove or cover (with opaque material) bulletin board displays, fact tables, charts and diagrams, and other instructional materials that may give assistance or advantage during testing.
- Have appropriate manipulatives available for the mathematics and science assessments. Use of manipulatives is optional; a teacher may not require the use of manipulatives.

### Materials Needed for Testing

- Obtain students' individual usernames and passwords available on the Educator Portal data extract "Student User ID/Password" (District and School). Do not select a grade or subject. Reminder: individual usernames and passwords remain the same for an entire school year.
- You also will need Daily Access Codes, which differ by subject, grade, and session but are the same for all students in a particular grade, even if they are in separate buildings or districts.



## SECTION 5: TEST ADMINISTRATION

- Retrievable at 2:30 p.m. the day before testing by District Test Coordinators and Building Test Coordinators, the codes will expire 5 p.m. on the testing day. If students need to finish the test the following day, they will use the Daily Access Code for the present (not past) day.
- Math test sessions at grades 6-12 will contain a section break between calculator-allowed and calculator-disallowed items. Students will **not** need to enter a code between these sections. Additionally, they cannot return to the previous section, which will be stated on the review and end screen.
- **Make sure the student is taking the correct test** (e.g., general assessment instead of the alternate).

Obtain the materials listed in the following checklist:

- Pencils for each student to work out problems on scratch paper
- Blank scratch paper
- Manipulatives for mathematics and science assessments
- Clock visible to students
- Bilingual dictionaries for ELL students

### Beginning the Test Session

- For students who have difficulty logging on to KITE Client, teachers may prepare the student's computer in advance by activating the KITE program and logging on to the KITE Client using the student's username and password.
- Tell students to enter the Daily Access Code.
- Do not let a student take the wrong test or form type for any reason (e.g., taking the alternate instead of the general assessment).
- Tell students what they should do if they finish the assessment early. The testing environment must not be disrupted by students who finish before others.
- Check with the building test coordinator before providing log-in information to a student whose accountability school is different from the attendance school.

### Test Access for Students Who Have Moved

- Do not send test-access information of students now in a different school or district to the new school.
- If a student uses test-access information from a previous school, a reporting error will result.

## Notes about the KIDS System

- Information regarding the student's name, attendance school, accountability school, student ID, and TEST records are submitted to the KIDS system by local school districts.
- Contact the district test coordinator to find out the procedures used for correcting errors in KIDS.

## Scripts

- Scripts for teachers have been provided in this manual starting on page 39. Scripts must be used with all students testing via KITE Client. For students with disabilities, the directions may be clarified or paraphrased.
- You may not give instructions in addition to those in the manual.

## Students Log in to KITE

- Tell students to do the following:
  1. Tap the KITE icon. It may take a few seconds to open.
  2. Enter username and password. Click "Sign In."
  3. Choose "Take a test."
  4. Select appropriate test. Click "Take Test."
  5. Walk around the room to verify students have logged in properly.
- Students should be on the general directions page. They will then read general directions that state:
  - Answer all of the questions. To move between questions, use the Next and Back buttons at the bottom of the screen. You can go to a specific question by choosing the question number at the top of the screen.
  - If you want to return to a question, choose the flag icon next to the question.
  - At the top of the screen, unanswered question numbers are gray, answered question numbers are green, and question numbers you flagged for review are blue.
  - You can use the tools on the left side of the screen to help you answer questions.
  - Use the Help icon if you do not understand the way to answer different types of questions.

## Proctoring Guidance During Testing

- Move quietly around the room.
- Ensure each student is taking the assessment assigned.
- Make certain students are following instructions and are on task.
- Regularly check to see students are indicating their answers properly.
- Give assistance to any student having problems following instructions.

- Periodically remind students of the time during the test session.
- Ensure students who finish early do not interact with or disturb other students.
- If a student appears to be answering randomly or is not showing effort, immediately stop the test session for that student. Contact the building coordinator about the student's test session. The session may be reactivated and the student allowed to complete the assessment. For example, following discussion with the student, the test session may resume after the school day on the student's own time.

### **Adaptive Test Process**

All students take Math and ELA Session 1, which has a Daily Access Code. After completing Session 1, the computer calculates a student's score and chooses the appropriate level of Session 2 testing for the student, who will enter a new Daily Access Code to begin testing. In most cases, the second session of a summative test will be automatically released to the student after completion of the first session once calculations have been done. If this does not occur automatically, district and building test coordinators can release the second session by ending the test session for the previous session. To end a test session, perform the following steps:

1. Log in to Educator Portal.
2. Click the Manage Tests menu.
3. On the Test Coordination tab, in the Test Session Name column, click the test to end.

### **Test Completion**

- Teachers must verify all test questions have been answered via the review and end screen in KITE Client before a student exits the test.
- When students have completed the first assessment session, collect all materials.
- Scratch paper and graph paper must be collected and destroyed.

### **Monitoring and Reactivating Student Testing Status in KITE**

- The test coordinator has the ability to monitor which students finished testing, have sessions to finish, and have incomplete tests.

- Depending upon the user's role and type of test, some individuals can monitor test sessions using Educator Portal. This monitoring function shows which questions a student has completed, but does not display student answers.
- For interim tests, all users (except those with the role of Scorer) can monitor student progress using Educator Portal. Users with the role of Teacher will only see the students connected to them via a roster created using TASC records.
- Real-time monitoring increases the load on KITE Client and local bandwidth. To keep real-time monitoring to a minimum during the spring summative high-stakes test sessions, only users with the following roles can monitor student progress using Educator Portal.
  - Building Principal
  - Building Test Coordinator
  - District Test Coordinator
- If a student's session ends before the student is finished, the student may reuse the username, password, and Daily Access Code if it occurs within 90 minutes of the original login. After 90 minutes have passed, the student's test session must be reactivated.
- To reactivate a test session for a student, contact the district or building test coordinator and give the student's name, grade level, subject, and reason.

District and building test coordinators can monitor test sessions. This feature allows the user to verify which students have completed testing.

To monitor a test, log on to KITE Educator Portal.

Click on the Quick Link to Monitor Session.

Alternatively, from the main screen of Educator Portal, click the Manage Tests menu.

Summative tests are on the Test Coordination tab. Interim test sessions are on the Test Management tab.

Click the test session you are monitoring.

**Script: Mathematics Directions to Students**

**Say:** “You are about to take the Kansas Mathematics test where you will show your knowledge of skills and concepts in mathematics. Take your time and do your best work.”

“Does anyone need scratch paper?” (Provide scratch paper as needed.) “If you decide later that you need scratch paper, raise your hand, and I will bring it to you.”

“This test includes different kinds of questions. Read each question carefully before answering. You may use the online tools and your scratch paper to help you answer the questions. Use the Help icon if you don’t understand the way to answer different types of questions. Answer all of the questions. You may take as much time as you need.”

**Say for grade 6 and higher ONLY:** “You may use the online calculator tool on some sections of the test. You cannot move between parts of the test where calculators are or are not available. Check your work in the calculator-permitted part before moving to the part of the test that does not allow a calculator.”

*Students log in to test, but do not start yet*

**Say:** “Silently read or listen to the directions. Raise your hand if you have any questions or do not understand the directions. You may return to the main directions screen once you have started the test.”

“At (*insert time agreed upon with test coordinator*), I will stop the testing session. Many of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing. Does anyone have any questions?” (Pause.)

“When you have answered the last question, choose the Review and End button. Raise your hand, and I will check your screen to make sure that you have completed all of the test questions. You may begin reading the directions, and when you are ready, start the test.”

**Script: English Language Arts Directions to Students**

**Say:** “You are about to take the Kansas English language arts test where you will show your knowledge of concepts and skills in English language arts. Take your time and do your best work.”

“This test includes different kinds of questions. Read each question carefully before answering. You may use the online tools to help you answer the questions. Use the Help icon if you don't understand the way to answer different types of questions. Answer all of the questions. You may take as much time as you need.”

*Students log in to test, but do not start yet*

**Say:** “Silently read or listen to the directions. Raise your hand if you have any questions or do not understand the directions. You may return to the main directions screen once you have started the test.”

“At (*insert time agreed upon with test coordinator*), I will stop the testing session. Many of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing. Does anyone have any questions?” (Pause.)

“When you have answered the last question, choose the Review and End button. Raise your hand, and I will check your screen to make sure that you have completed all of the test questions. You may begin reading the directions, and when you are ready, start the test.”

**Script: Science Directions to Students**

**Say:** “You are about to take the Kansas Science test where you will show your knowledge of concepts and skills in science. Take your time and do your best work.”

“Does anyone need scratch paper?” (Provide scratch paper as needed.) “If you decide later that you need scratch paper, raise your hand, and I will bring it to you.”

“This test includes different kinds of questions. Read the question carefully before answering. You may use the online tools and your scratch paper to help you answer the questions. Use the Help icon if you don't understand the way to answer different types of questions. Answer all of the questions. You may take as much time as you need.”

*Students log in to test, but do not start yet*

**Say:** “Silently read or listen to the directions. Raise your hand if you have any questions or do not understand the directions. You may return to the main directions screen once you have started the test.”

“At (*insert time agreed upon with test coordinator*), I will stop the testing session. Many of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing. Does anyone have any questions?” (Pause.)

“When you have answered the last question, choose the Review and End button. Raise your hand, and I will check your screen to make sure that you have completed all of the test questions. You may begin reading the directions, and when you are ready, start the test.”

## SECTION 6: RESOURCES

### Contacts

In addition to information sent out periodically on listservs, listed below are resources and contacts that are available to you regarding state assessments.

- Dynamic Learning Maps Alternate Assessment, <http://dynamiclearningmaps.org/content/operational-testing>. Select Kansas from the state dropdown menu.
- KSDE, <http://www.ksde.org/>. Search alphabetically for assessments or individual content areas.
- Kansas Assessment Program, <http://ksassessments.org/>. Contains news, updates, KITE, and documentation.
- KIDS Helpdesk: [KIDS@ksde.org](mailto:KIDS@ksde.org), 785-296-7935
- KITE Service Desk: [kap\\_support@ku.edu](mailto:kap_support@ku.edu), 855-277-9752
- DLM Service Desk: [DLM\\_support@ku.edu](mailto:DLM_support@ku.edu), 855-277-9751
- DLM assessments: Deb Matthews, [dmatthews@ksde.org](mailto:dmatthews@ksde.org), 785-296-0916
- K–ELPA: Julie Ewing, [jewing@ksde.org](mailto:jewing@ksde.org), 785-296-4906
- ELA: Suzy Myers, [semyers@ksde.org](mailto:semyers@ksde.org), 785-296-5060
- Mathematics: Sara Schafer, [sschafer@ksde.org](mailto:sschafer@ksde.org), 785-296-1074
- History/government: Don Gifford, [dgifford@ksde.org](mailto:dgifford@ksde.org), 785-296-3892
- Science: Lizette Burks, [lburks@ksde.org](mailto:lburks@ksde.org), 785-296-8108
- cPass assessments: Jay Scott, [jscott@ksde.org](mailto:jscott@ksde.org), 785-296-4351

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- Assessments: Lee Jones, [ljones@ksde.org](mailto:ljones@ksde.org), 785-296-4349
- Assessments: Mark Stephenson, [mstephenson@ksde.org](mailto:mstephenson@ksde.org), 785-296-3379
- Assessments: Beth Fultz, [bfultz@ksde.org](mailto:bfultz@ksde.org), 785-296-2325



## Glossary

**Accommodations:** Tools and procedures in the areas of presentation, response, setting, and timing or scheduling that provide equitable access during instruction and assessments for all students. Accommodations do not reduce learning expectations; they provide access.

**Alternate assessment:** A state assessment for a student who is significantly delayed and requires substantial adjustment to the general curriculum.

**CETE:** The Center for Educational Testing and Evaluation

**DLM:** Dynamic Learning Maps; *see Alternate Assessment*

**ELA:** English language arts

**Educator Portal:** Part of the Kansas Interactive Testing Engine (KITE) system used to set accessibility options, assign tests, monitor test sessions, and view student results

**ELL:** English Language Learners

**ESSA:** Every Student Succeeds Act

**EXIT record:** A record submitted to the KIDS system that indicates the student is no longer enrolled in the school or district

**HGSS:** History, government, and social studies

**Interim test:** Assessment taken before summative test for use in teaching and assessing subject knowledge

**K – ELPA:** Kansas English Language Proficiency Assessment. This English language proficiency test is required for all English language learners.

**KIDS SID #:** A student's state student ID number

**KIDS:** Kansas Individual Data on Students. A student-level record system maintained by the Kansas State Department of Education that contains demographic information as well as data regarding the student's grade level, district, school, ELL status, and so forth

**KITE:** A suite of computer-based applications that includes Educator Portal and KITE Client

**KITE Client:** Web-based software students use to complete assessments

**Local testing window:** The time period an individual school will administer the state assessment; may vary among schools in the same district. For instance, a school may decide that it will administer the English language arts assessment from March 14 until March 21, while another school in the same district may have a different test window.

**Manipulatives:** Physical objects used as an aid in understanding abstract concepts

**PNP:** Personal Needs Profile, also known as an Access Profile, defines a learner's needs and preferences for digitally-delivered testing resources or services. The PNP can be accessed in

the Student Record in Educator Portal. The PNP includes display enhancements, braille, Spanish language, audio, and other supports.

**QPA:** Quality Performance Accreditation. The state of Kansas uses this system for accrediting schools.

**Reactivation:** A way to reset a student's testing status. When a student has exited a test session, the student is not allowed to go back to that part unless it has been reactivated.

**Read-aloud:** An accommodation during testing; see *Text-to-Speech Accommodation Policy*

**Recent arrivals:** ELL students whose first education in the United States occurred one year or less before the opening of the testing window and previously were known as "newcomers"

**SC:** Special Circumstances; documents unusual testing circumstances, e.g., truancy

**Summative assessment:** Annual computer-delivered state assessment in Kansas with all items linked to the Kansas College and Career Readiness Standards

**TASC records:** File records submitted to KIDS that connect students, teachers, and courses with light validation. TASC records are used for interim assessments.

**TEST records:** File records submitted to KIDS that detail assessment information for students, including the test content area, testing mode, and grade level

**Test session:** Time or period set aside for testing. Each session takes approximately 45 minutes and may have more than one part.

**Test type:** The assessment type the student will take, either the general assessment or the alternate assessment

**Test window:** Beginning and ending dates when assessments may be administered

**TTS:** The Text-to-Speech system presents students with a computer-synthesized audio representation of the text associated with the content on the screen.