

2016-2017

# K-ELPA

## Kansas – English Language Proficiency Assessment

Examiner's Manual

**KU** THE CENTER FOR  
EDUCATIONAL TESTING  
& EVALUATION  
The University of Kansas

[www.ksassessments.org/k-elpa](http://www.ksassessments.org/k-elpa)



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## *Acknowledgments*

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This manual was created for the Kansas State Department of Education by Dr. Gail Tiemann, Melissa Meyer, and Mary Matthew of the Center for Educational Testing and Evaluation at the University of Kansas.

## *Document Change History*

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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

## *Timeline and Dates*

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DATE	EVENT
January 5, 2017	Deadline for TEST record submissions to KIDS
January 20, 2017	Deadline for PNP settings
February 1 - March 10, 2017	K - ELPA assessment window
February 1 - March 30, 2017	K - ELPA scoring window
March 30, 2017	Deadline for entering special circumstances codes
To Be Announced	K - ELPA scores released
To Be Announced	K - ELPA score reports available

## Contact Information

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For help with K-ELPA 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 K-ELPA, contact the assessment team at the Kansas State Department of Education (KSDE). See Table 1 for names and contact information.

Table 1. Contact Information for KSDE

NAME	TITLE	EMAIL ADDRESS	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

# 1

## K–ELPA OVERVIEW

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### Introduction

This manual provides guidelines and procedures related to preparation for the Kansas English Language Proficiency Assessments (K-ELPA).

KITE® Educator Portal and KITE Client manuals can be found at <http://ksassessments.org/documentation>.

*NOTE:* District and Building Test Coordinators may download additional secure *Test Administration and Scoring Directions* files from KITE Educator Portal. There are two files per grade band (Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, Grades 9-12), one each for speaking and for writing. Both Kindergarten and Grade 1 files contain specific scripts for test administration. The Kindergarten and Grade 1 *writing* files contain the master copies for paper-based test administration.

### Manual Organization

This K-ELPA Manual is organized into sections, as outlined in the Table of Contents. The manual begins with a description of K-ELPA and the KITE assessment administration system. The manual describes guidelines for student participation as well as policies and procedures that will ensure a standardized and secure test administration.

This manual also outlines educator responsibilities before, during, and after K-ELPA administration. Following the manual instructions will ensure similar assessment conditions in all classrooms. Consistent administration supports test-score validity and fairness for all students involved in the assessment process.

### K–ELPA Overview

K-ELPA measures the English language proficiency of English Language Learner (ELL) students. As outlined by the U.S. Department of Education and the U.S. Office of Civil Rights, identified ELLs that are enrolled in Kansas schools are entitled to services that ensure the students can meaningfully participate in educational programs and services. ELLs are entitled to additional support until they have reached a level of English proficiency that allows them to participate in a standard instructional program in the classroom without additional language support.

Kansas administers K-ELPA to measure student progress toward such proficiency based on [English Language Proficiency Standards](#) adopted in 2013. These standards were strategically designed to streamline the process of learning in

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# K–ELPA OVERVIEW

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English and to meet college- and career-ready standards in academic subject areas by allowing students to gain English proficiency and to learn other subjects at the same time. Each K-ELPA assessment is broken into four parts, corresponding with the four domains: listening, reading, speaking, and writing.

This year’s assessment uses items that were received from a third-party vendor; they were not developed at CETE. Following a joint review of the test forms by KSDE and CETE, it was determined that not all of the vendor’s items met the high level of quality we would expect for our students in Kansas. During test administration, if students indicate there is a problem with an item, please report the issue just as you would with any other item (see [Test Security and Ethics Fact Sheet](#)). Upon completion of testing, all items will be reviewed, and items of poor quality will be removed from the score. Although the number of items with issues is not significant, we want you to know that we are aware that issues exist and that we are already taking steps for future test administrations to correct these problems.

### Assessed Students

All students who are identified as ELLs must take K-ELPA, whether or not they are receiving English for Speakers of Other Languages (ESOL) services. If an ELL student first attended school in the United States after March 14, 2016, the student does not need to take the general English language arts (ELA) assessment but must take K-ELPA. Students who take K-ELPA may be included in participation calculations regarding ELA assessments.

ELL students who achieve a proficient score for two consecutive years are exited from ESOL services and are placed on “monitored” status for the following two years. Testing of monitored students is optional and is at the discretion of the district.

Students who are ELL and have significant cognitive disabilities will also participate in K-ELPA. A student’s IEP will guide which accommodations to use for K-ELPA. Accommodations should be set prior to testing using the Personal Needs Profile (PNP) in KITE and should be consistent with other content tests.

### K–ELPA Design

K-ELPA domain-assessments in listening, reading, speaking, and writing are administered separately and may be given in any order.

Kindergarten and Grade 1 students complete a mostly computer-based exam along with a small number of paper-based writing items. The Kindergarten and Grade 1 paper-based writing domain-assessments can be found in each grade’s *K-ELPA Test Administration and Scoring Directions for Writing*, downloadable from KITE Educator Portal.

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# K–ELPA OVERVIEW

K-ELPA is entirely computer based for students in grades 2 through 12. Computer-based K-ELPA is delivered through the KITE Client.

NOTE: Headsets with microphones are required for K-ELPA administration.

The number of items in each domain-assessment by grade band is listed in Table 2.

Table 2. K-ELPA Domain-Assessments and Item Counts

GRADE	LISTENING	READING	SPEAKING	WRITING
Kindergarten	29	23	25	15
Grade 1	33	38	18	18
Grades 2-3	32	33	16	16
Grades 4-5	35	31	16	16
Grades 6-8	39	34	16	12
Grades 9-12	32	39	15	10

Items in the listening, reading, and some items in the writing domain-assessments are machine scored.

Items in the speaking domain-assessments and some items in the writing domain-assessments require hand scoring. Table 3 lists the number of items by grade band and domain-assessment that require hand scoring.

Table 3. K-ELPA Hand-Scored Item Counts

GRADE	SPEAKING	WRITING
Kindergarten	25 of 25	5 of 15
Grade 1	18 of 18	4 of 18
Grades 2-3	16 of 16	4 of 16
Grades 4-5	16 of 16	6 of 16
Grades 6-8	16 of 16	6 of 12
Grades 9-12	15 of 15	7 of 10

## K–ELPA Scale Scores and Performance Levels

Students will receive scale scores for each domain-assessment as well as an overall composite score. The reporting scale, performance levels, and performance-level descriptors are under review by KSDE. The scale scores required to achieve each performance level will be determined and announced to the field at a later date.

## K–ELPA Window

The assessment administration window for K-ELPA is February 1 - March 10,

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# **K–ELPA OVERVIEW**

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2017. The window for hand scoring speaking and writing items is February 1 - March 30, 2017.

### **Testing Time**

All K-ELPA domain tests are untimed, and students should be given as much time as necessary to complete the test. Each domain-assessment should take approximately one class period to complete.

### **Daily Access Codes**

Students will access K-ELPA in KITE using a Daily Access Code (DAC). Each day, there will be a unique DAC for each domain-assessment and for each grade; however, codes are the same between districts and buildings.

# 2

## SECURITY AND ETHICS

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### **Educator and Test Proctor Responsibilities**

- » Before local testing begins, complete training and sign an agreement to abide by KSDE Test Security, Ethics of Testing, and regulations.
- » Follow procedures outlined by the District/Building Test Coordinator.
- » Follow test procedures outlined in this K-ELPA Manual, the *K-ELPA Test Administration and Scoring Directions* for each grade band, and from the training received regarding 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 domain-assessment and the entire test.
- » Remove or cover (with opaque material) bulletin board displays, charts and diagrams, and other instructional material that may give assistance or advantage during testing.
- » Usernames and passwords in the Educator Portal are exclusive to the user and to rights permitted for that user. Usernames and passwords should not be 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 or 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 direct students to answer questions that did not have a check mark, which indicates that the question was not 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; test items may not be 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.

### 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.
- » Assure students have had prior experience with the testing format being used.
- » Use formative assessments to inform instruction prior to testing.
- » Ensure that accommodations applied to the state assessment are applied to 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; test items may **not** be 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 Regarding 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 manual. Therefore, if a student questions the accuracy 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.
- » Report the name of the domain-assessment that was being taken: listening, speaking, reading, writing.
- » Report the question number.
- » Share the issue, not the item: for example, no correct answer, multiple correct answers (A and C are both correct), a word is misspelled, or 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 (theses are “live” secure test items). Do not take pictures of the item to send.

### **Security of Test Administration and Scoring Directions for K-ELPA**

- » *K-ELPA Test Administration and Scoring Directions* for each grade band will be downloadable from KITE Educator Portal. Because the documents contain scoring information, the *K-ELPA Test Administration and Scoring Directions* are secure documents.
- » *K-ELPA Test Administration and Scoring Directions* should be returned to the Building Test Coordinator, accounted for, and securely destroyed after use.

# 3

## ACCOMMODATIONS

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### 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 SIT students may use only accommodations documented on IEP, 504, ELL plan, and SIT plans.
- » Accommodations must be recorded in a Personal Needs Profile (PNP) in KITE Educator Portal. See [KITE Educator Portal Manual, Chapter 4](#), for more information about setting options in the PNP.
- » 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’s results will be counted as not tested.
- » Spanish translations will not be included in K-ELPA.
- » Magnification is an option for any student. Click the magnification tool in KITE Client.
- » Text-to-speech is available for directions for all students. Text-to-speech for directions does not need to be set in the PNP. Students should adjust and set the audio volume before launching KITE Client.
- » Directions may be read to the student in English.
- » Many K-ELPA items contain embedded audio tracks for item-specific directions. Students should play each audio track displayed on a media or item page. These audio tracks are available to all students, regardless of PNP settings.
- » A Braille version of K-ELPA is not available. Please contact Deb Matthews at KSDE, 785-296-0916, for more information regarding working with students who are blind or low vision.
- » For additional information about accommodations or KITE tools, please review the [KITE Educator Portal Manual](#) and the [Educator’s Guide to KITE Client](#).

### Prohibited Practices

- » In general, unless directly specified by the *K-ELPA Test Administration and Scoring Directions*, reading to students any text (including isolated words) in a K-ELPA domain-assessment is prohibited. Violations will result in the student being counted as not tested.
- » Passages, test questions, answer choices, labels, or other items may *not* be translated into the student's native language.
- » Teachers and students may *not* bring pre-generated organizers, journals, logs, or notes into a test session. Students may create notes during a test session but are not required, and should not be prompted, to do so.

### Recording Accommodations

- » Most testing accommodations should be entered into the student's PNP, which should be updated to ensure proper accommodations.
- » 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
  - Another accommodation being used
  - American Sign Language delivery of directions to student
  - Student response in American Sign Language

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## BEFORE K-ELPA

### Preparing Students - Interactive Demos

K-ELPA interactive demos familiarize students and teachers with the assessment format and the procedures for answering the different types of K-ELPA items.

K-ELPA interactive demo items are not secure and should be used liberally to help students understand how to listen to directions and all assessment media, enter responses, access test-taking tools, and navigate through an assessment. If students have difficulty with the demo content, encourage students to experiment with the tools, choose the best answer, and move on to the next item.

Instructions for accessing the K-ELPA interactive demos are available at <http://ksassessments.org/interactive-demos>.

### Preparing for Test Administration

- » To register students for K-ELPA, submit TEST records by January 5, 2017.
- » All educators who will be administering and scoring K-ELPA must complete training on test administration, scoring, and security procedures.
- » Educators must read the Kansas Appropriate Testing Practices Fact Sheet found on the KSDE website.
- » Educators who are administering K-ELPA must have accounts in Educator Portal.
- » Educators who will be scoring assessments should be assigned the Proctor and/or Scorer Role in Educator Portal.
- » Refer to the [KITE Educator Portal Manual, Chapter 3](#) for more information about creating accounts and assigning roles.
- » Kindergarten and Grade 1 writing domain-assessments are paper based. The Kindergarten and Grade 1 writing assessment masters are located in the *K-ELPA Test Administration and Scoring Directions for Writing* files, downloadable from KITE Educator Portal. Print as needed for test administration. All copies must be destroyed at the end of testing.

### KITE Assessment System

- » K-ELPA is administered using the KITE assessment system. Well before test administration, KITE Client, a secure browser, must be installed on student computing devices. See the [Educator's Guide to KITE Client](#) for more information about installation.

- » Headsets with microphones must be used for K-ELPA. Students should practice using the headsets and microphones with the K-ELPA interactive demos.
- » Students may *not* complete the speaking domain-assessment using an iPad or other type of tablet. Arrange for students to complete speaking domain-assessments on standard computers or laptops.
- » Test and adjust computer or device sound volume before opening KITE Client. Students will also be prompted to test and adjust the sound and recording volume prior to beginning the speaking domain-assessment.

### **Scheduling and Time Limits**

- » In general, an entire domain test should be completed in one sitting.
- » Listening, speaking, writing, or reading domain-assessments may be taken in any order.
- » Students may take different domain-assessments in the same lab or testing room at the same time.
- » All assessments are untimed. Each student must be allowed as much time as 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 able to be 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 during the last period of the day.

### **Speaking Domain-Assessment Considerations**

- » Educators may score speaking domain-assessment items as students are registering a response in KITE Client (simultaneous scoring).
- » Ensure a quiet environment and room arrangement for the speaking domain-assessment so that noise from other students does not interfere with recording of spoken responses.

### ***K-ELPA Test Administration and Scoring Directions for Speaking and Writing***

- » District and Building Test Coordinators may download *Test Administration and Scoring Directions* files from KITE Educator Portal.
- » There are two files per grade band (Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, Grades 9-12), one each for speaking and for writing, with 12 files total.

- » Kindergarten and Grade 1 speaking and writing files contain specific scripts for test administration.
- » The Kindergarten and Grade 1 *writing* files contain the master copies for paper-based test administration.
- » The *K-ELPA Test Administration and Scoring Directions* are available from the Manage Tests and Test Coordination Menus in KITE Educator Portal.
- » Educators must read the Kindergarten and Grade 1 test administration scripts and follow all directions listed.
- » *K-ELPA Test Administration and Scoring Directions* are secure documents.
- » Printed documents must be stored securely when not in use.
- » Printed documents must be securely destroyed (preferably by shredding) after use. Copies may not be retained by educators or administrators.
- » Electronic files must be completely deleted after use.
- » *K-ELPA Test Administration and Scoring Directions* may not be used as instruction for students.
- » Misuse of the *K-ELPA Test Administration and Scoring Directions* is a violation of test security and should be reported to the Building or District Test Coordinator.

### Room/Lab Preparation

The assessment environment must be prepared before K-ELPA administration to ensure standard and fair assessment conditions for all students. Rooms used for the assessment must have adequate lighting and temperature control. The use of language support during this assessment (i.e., dictionaries, translation dictionaries, translators, word lists, etc.) is **not** allowed.

Anything posted in a classroom or lab used for K-ELPA administration that could direct students to a correct answer for any assessment item must be covered or removed. Test Administrators should discuss the appropriateness of any specific displays with their Building Test Coordinator.

Examples of materials that must be covered up or removed include, but are not limited to, the following items:

- » word walls
- » visual or writing aids
- » posters that define words or different kinds of writing (narrative, expository, descriptive, etc.)
- » punctuation charts
- » spelling or vocabulary lists
- » phonics charts

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- » graphic organizers
- » instructional materials that relate specifically to the content being assessed
- » all reference materials that may be perceived as influencing student responses

To prepare a quiet atmosphere for the assessment administration, do the following:

- » Turn off or remove items that make or could make noise, including alarms and bells.
- » Do not play music or soundscapes during the assessment.
- » Allow only trained staff involved in the assessment administration to be in the assessment environment.
- » Place a “Testing: Do Not Disturb” sign on the door of the assessment room.
- » Place a “No Electronic Devices” sign on the door of the assessment room.
- » Arrange the testing room for the speaking domain-assessment such that noise from other students does not interfere with recording of spoken responses.

### Materials Needed for Testing

Obtain the materials listed in the following checklist:

- » pencils for each student to take notes on scratch paper
- » blank scratch paper
- » clock visible to students (optional)
- » headphones for listening to audio
- » microphone for recording speaking responses (the microphones can be integrated into the headphones)

### Username, Password, and Daily Access Codes

Students will access K-ELPA with their usernames and passwords, along with Daily Access Codes. In the KITE system, students are issued a username and password at the beginning of the school year. An individual’s username and password are valid for the entire school year. Lists of usernames and passwords can be downloaded from KITE Educator Portal. See the [Educator Portal Manual, Appendix: Kansas Assessments](#) for information about downloading usernames and passwords.

Daily Access Codes allow students to launch each domain-assessment. Each day during the testing window, there will be a unique code for each domain-assessment; however, within a grade level, all students use the same codes. Codes are activated and expire at a specified time each day. Daily Access Codes can be retrieved from Educator Portal beginning at 2:30 pm the day *before*

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## BEFORE K–ELPA

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testing day and the entire day of testing. See the [Educator Portal Manual, Appendix: Kansas Assessments](#) for information about downloading Daily Access Codes.

# 5

## DURING K-ELPA

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### **Preparing Students - Assessment Day**

The following information may stimulate confidence in students and prepare them for testing.

- » Advise students they will be responding to sets of questions in listening, speaking, reading, and writing.
- » Advise students that they will hear and see the questions in English and that they must answer the questions in English.
- » Inform students that they should try their best, though some questions may be hard because they have not yet studied the material.
- » Inform students that they will have as much time as they need to answer the questions.
- » Encourage students to attempt all items as best they can.
- » Inform students that they can repeat audio recordings in the testing environment as often as they would like.

### **Seating Students**

- » Students should sit at a table or desk with plenty of room.
- » Create enough space between students to prevent answer sharing.
- » Provide an adequate writing surface for students to use scratch paper.
- » Ensure a quiet environment and room arrangement for the speaking domain-assessment so that noise from other students does not interfere with recording of spoken responses.

### **Beginning the Testing Session**

- » For students who have difficulty logging in to KITE Client, teachers may prepare the student's computer in advance by activating the KITE program and logging in to KITE Client using the student's username and password.
- » Do not let a student take the wrong test or form type for any reason (e.g., taking a general content assessment instead of K-ELPA).
- » 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.

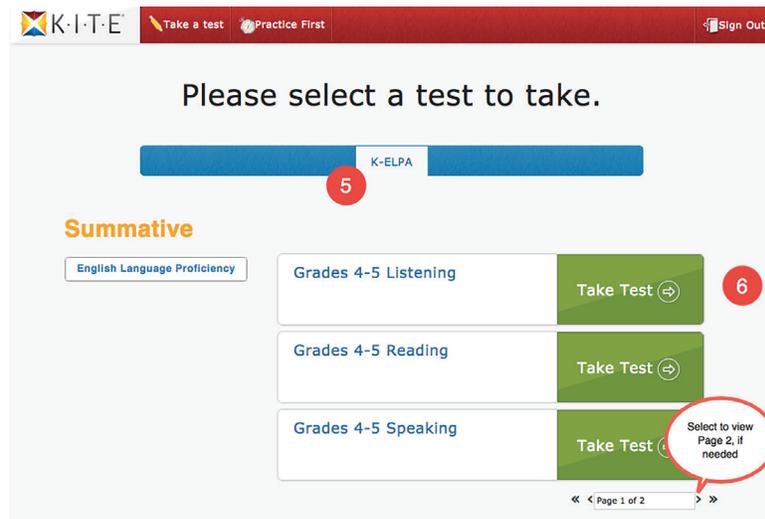
### Using KITE Client

#### Opening a Test

To begin a test session, tell students to perform the following steps.

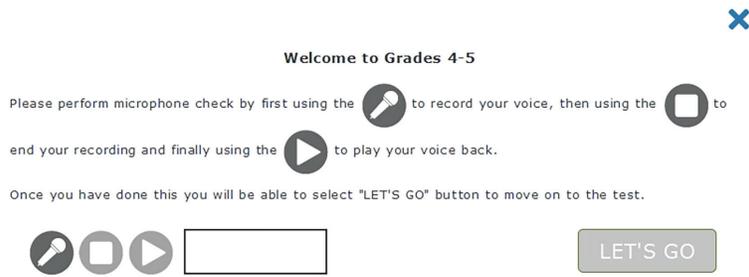
1. Select the KITE icon. It may take a few seconds to open.
2. Enter username and password.
3. Select Sign In.
4. Select Take a Test.
5. On the blue bar, select K-ELPA (if needed).
6. Find the appropriate test and select Take Test.
  - Hint: Domain tests may also be found on Page 2.
7. Enter the Daily Access Code when prompted.

Walk around the room to verify students have logged in properly.



#### Listening Domain-Assessment Sound and Recording Check

Before launching the listening domain-assessment, KITE Client will prompt students to test sound and recording volumes. Follow the directions on the screen.



### Assessment Directions

Instruct students to read or listen to the assessment directions presented on the screen. The directions describe how to navigate through the test. If the student is listening to the instructions, instruct the student to select the Read button near the bottom of the screen to hear the directions read aloud in English.

- Hint: Students may return to the directions at any time. From the first page, select the Back button.

### Question and Media Pages

Two types of pages occur in K-ELPA, question pages and media pages.

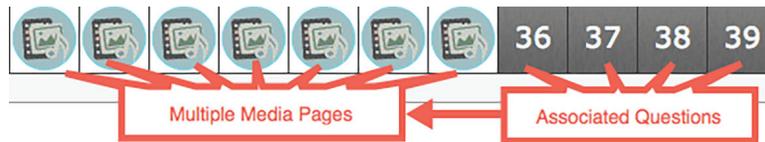
- » Question pages contain the task or question the students must complete.
  - Question pages are noted with a number in the top bar of KITE Client.
  - Unanswered questions have a gray background.
  - Answered questions have a green background.
  - Students may select the ? symbol above a question to access technology directions for a specific item type. Technology directions tell students how to navigate the KITE Client interface to provide an answer to a question.
- » Media pages contain audio tracks and/or images that are associated with the questions after them.
  - Media pages are noted with an icon on the top bar of KITE Client.
  - On the top bar, media pages are displayed to the left of their associated questions.
  - Students should play all of the audio tracks on each media page.



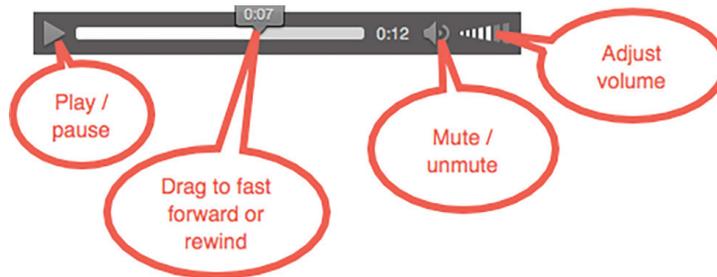
## Section 5

## DURING K–ELPA

- Multiple media pages may precede a set of questions. Students should view and listen to all media on the media pages preceding a set of questions. Students may replay or review any media at any time during the session.

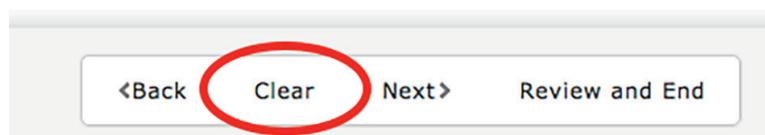


- Each sound track uses a media player. Select the play button to play the track.
- Drag the slider to advance or rewind the track.
- Select or drag the volume selector to change the volume.
- Toggle the loudspeaker icon to mute or unmute the sound.



### Clearing a Response

Students may reset a question at any time by selecting Clear. Selecting the Clear button returns the question to its beginning state.



### Navigation

To move forward or backward in the assessment, students may select a media or question page along the top navigation bar or select Next or Back at the bottom of the screen.

- Hint: Students may return to the directions at any time. From the first page, select the Back button.

Students may need to move the scroll bars up or down to view all of the content on a page.

### **Kindergarten and Grade 1 Scripts - Speaking and Writing**

As indicated in the Kindergarten and Grade 1 *K-ELPA Test Administration and Scoring Directions*, read the test administration scripts for speaking and for writing.

The scripts detailed below for listening and reading-domain assessments may be used for Kindergarten and Grade 1.

### **Listening Assessment Guidelines and Script**

During the listening domain-assessment, students will listen to recordings and then mark their answers to corresponding questions.

- » Students must have headphones to hear the recorded prompts.
- » Test the sound levels prior to launching the assessment. Sound levels may be adjusted using the media player in KITE Client.
- » Students should play all media on all media pages.
- » Students may replay audio tracks as needed.

#### **Script: Listening Domain-Assessment Directions to Students**

**Say:** “This is a listening test. It will give you a chance to show how well you can listen to and understand English. Take your time and do your best work.”

“All questions will be read to you. You will hear things such as conversations and presentations. You may also listen to answer choices. Listen carefully.”

“Use the Help icon if you don’t understand how to mark your answer. If you do not understand what to do, raise your hand.”

“Answer as many questions as you can. Take as much time as you need.”

**NOTE:** [Students log in to the 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 what to do. You may come back to these directions any time.”

“At (insert time agreed upon with Test Coordinator), I will stop the test. Many of you will be done, 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 are finished. You may begin reading the directions, and when you are ready, start the test.”

### **Speaking Assessment Guidelines and Script**

- » The speaking domain-assessment must be completed on a desktop or laptop computer.
- » Students must have headphones and a microphone to complete the speaking domain-assessment.
- » KITE Client will prompt the student to test recording and sound levels prior to launching the speaking domain-assessment.
- » Students should play all media on pages.
- » Ensure a quiet environment and room arrangement for the speaking domain-assessment so that noise from other students does not interfere with recording of spoken responses.
- » To redo a recording, simply record a new response.
- » Educators may score speaking domain-assessment items as students are registering a response in KITE Client (simultaneous scoring).

#### **Script: Speaking Domain-Assessment Directions to Students**

**Say:** “This is a speaking test. It will give you a chance to show how well you can speak in English. Take your time and do your best work.”

“The questions will be read to you. Listen carefully.”

“You can hear the question again by selecting the play button.”

“You will answer the questions by speaking into the microphone and recording your answer. You will practice this on the microphone check screen. You can record your answer and then select play to listen to your answer.”

“If you want to change your answer, you may record a new one.”

“Use the Help icon if you don’t understand how to mark your answer. If you do not understand what to do, raise your hand.”

“Answer as many questions as you can. Take as much time as you need.”

**NOTE:** Students [log in to the 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 what to do. You may come back to these directions any time.”

## Section 5

## DURING K–ELPA

“At (insert time agreed upon with Test Coordinator), I will stop the test. Many of you will be done, 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 are finished. You may begin reading the directions, and when you are ready, start the test.”

### Reading Assessment Guidelines and Script

- » Students must have headphones to complete the reading domain-assessment.
- » Students should play all media on pages.
- » Students may need to move scroll bars up or down to view the entire reading passage and/or to view an entire question.

#### Script: Reading Domain-Assessment Directions to Students

**Say:** “This is a reading test. It will give you a chance to show how well you can read and understand English. Take your time and do your best work.

“The test will include some passages. Read the passage and then answer the questions. Use the scroll bars to see all of the information.”

“Use the Help icon if you don’t understand how to mark your answer. If you do not understand what to do, raise your hand.”

“Answer as many questions as you can. Take as much time as you need.”

**NOTE:** [Students log in to the 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 what to do. You may come back to these directions any time.”

“At (insert time agreed upon with Test Coordinator), I will stop the test. Many of you will be done, 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 are finished. You may begin reading the directions, and when you are ready, start the test.”

### Writing Assessment Guidelines and Script

- » Kindergarten and Grade 1 writing domain-assessments are paper based. The Kindergarten and Grade 1 writing assessment masters are located in the *K-ELPA Test Administration and Scoring Directions for Writing* documents for each grade. Print as needed for test administration. All copies must be destroyed at the end of testing.
- » Students in grades 2-12 will answer individual questions and also respond to writing prompts.
- » Students in grades 2-12 must have headphones to complete the writing domain-assessment.
- » Students in grades 2-12 will enter writing responses using the on-screen text editor. It is a good practice to use the Save button regularly.
- » Students should play all media on pages.



#### Script: Writing Domain-Assessment Directions to Students

**Say:** “This is a writing test. It will give you a chance to show how well you can write in English. Take your time and do your best work.”

“The test will include some writing questions. For some questions, you will type your answer. Use the scroll bars to see all of the information.”

“Use the Help icon if you don’t understand how to mark your answer. If you do not understand what to do, raise your hand.”

“Answer as many questions as you can. Take as much time as you need.”

**NOTE:** [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 what to do. You may come back to these directions any time.”

“At (insert time agreed upon with Test Coordinator), I will stop the test. Many of you will be done, 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 are finished. You may begin reading the directions, and when you are ready, start the test.”

### Guidelines for Students

- » Students may use blank paper to take notes about any domain-assessment. The paper must be collected and destroyed at the end of the test session.
- » Students may create graphic organizers on a blank sheet of paper at the time of the test. Students may not bring pre-generated notes or organizers into a test session.
- » The use of electronic devices (including cell phones, smart watches, and similar devices) is not allowed on any portion of the assessment.
- » Textbooks, dictionaries, 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 return to the previous test section only to answer skipped or omitted items. The teacher should confirm that all questions have been answered. Once confirmed, the student may submit answers.
- » Students should complete a make-up test session if the student was absent.

### Providing Appropriate Assistance to Students

- » During testing, teachers may *not* respond to questions that would help the student understand the question, aid the student in responding to an item, or advise or encourage the student to edit or change a response.
- » Teachers may *not* coach or cue students in any way during test administration. This includes gestures and facial expressions.
- » Teachers may *not* direct or prompt students to use certain strategies in the test session before or during the test. It is appropriate to remind students about strategies the day before the assessment.
- » Teachers may *not* say or do anything that would let a student know whether an answer is correct or provide any advantage during testing.
- » Teachers may *not* ask students how they got an answer.
- » Teachers may *not* tell, prompt, or hint that students should review a question or portion of the test.
- » Teachers may *not* give the meaning of words in the text or in questions.
- » Passages, test questions, answer choices, labels, or other items may not be translated into the student’s native language.
- » Students cannot be required to use scratch paper, to show their work, or to use the online tools (e.g., the striker tool).

## Section 5

## DURING K–ELPA

- » If a student is unable to answer a question, comprehend its meaning, or becomes frustrated, proceed to the next question. You may say, “Some questions are hard. Go to the next question. Continue to try to do your best.”
- » If the student asks you to read a question in a language other than English, indicate that the recordings and test questions are provided only in English.
- » Provide assistance to any student having problems following assessment directions or technology directions (see next section).
- » Prior to administering the assessment, confirm with the Building Test Coordinator which students will receive accommodations and then complete training in the appropriate use of that accommodation.

### Providing Assistance with Technology

This section provides further information for Test Administrators on how to clarify, paraphrase, or define the technology directions for K-ELPA. Test Administrators may read, paraphrase, or define technology directions for students who request assistance with how to show their answers.

Technology directions are the directions that appear when the ? icon is selected.

Technology directions tell students how to navigate KITE Client to provide an answer to a question. Additionally, Test Administrators may provide further assistance to a student regarding how to use a device to provide an answer. **This further assistance must be limited to the technology directions only.**

Test Administrators must follow these steps when a student requests assistance:

- » Remind the student to select the ? to read or to listen to the technology directions.
- » If the student is still unsure, read the technology directions to the student exactly as written.

If the student needs further clarification, paraphrase or define the technology directions. Examples of how to paraphrase or define the technology directions are provided below.

- » Do not read the item (the question, answer choices, graphics, or passage) to the student.
- » Do not use the question or answer choices as part of your explanation of the technology directions.
- » Do not touch the screen, keyboard, or mouse.

**CAUTION:** The screenshots that follow in this section are non-secure K-ELPA items from the interactive demos for training purposes. Please remember that district personnel are not allowed to take screenshots of K-ELPA for any purpose.

The following examples are given by the technology-enhanced item format and are not exclusive to the K-ELPA domain-assessment.

### Choice Menu (Drop-Down Menu)

The screenshot shows a digital assessment interface. At the top, it says "Select the correct words to complete the sentences." Below this is a progress bar. The main text of the question is: "It was early afternoon, and we had set sail. We were on our way. There wasn't a strong wind, so we rowed with our oars to move down the river. \_\_\_\_\_ we had traveled quite a distance, we heard a loud noise. The ship had hit a rock under \_\_\_\_\_ water. We brought the ship to the shore \_\_\_\_\_ it up on land. We decided to camp \_\_\_\_\_ the river and repair the ship in the morning." There are three "Select" buttons in the text. A drop-down menu is open over the first "Select" button, showing the following options: "Select", "During", "After", "As", and "Later". A small copyright notice is visible at the bottom of the interface: "Image of non-secure K - ELPA item for training purposes only."

### Technology Directions

“On a computer, click anywhere inside the drop-down box for the answer choices to appear. Click the option you want to select. Your choice will show in the text.”

“On a tablet, tap anywhere inside the drop-down box for the answer choices to appear. Tap the option you want to select. A check mark appears next to your choice, and your choice then shows in the text.”

**Paraphrase or restate the instructions.**

#### ALLOWED

“Where it says Select, there is a drop-down menu. Click the triangle. Then pick the answer.”

#### NOT ALLOWED

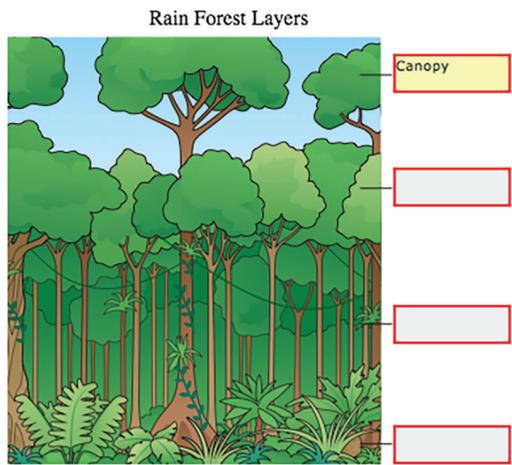
“It’s asking you to look at the words and tell which word goes in the sentence. Click Select, and you’ll see the answer choices. Let’s look at it.”

#### Cautions

Do not cue students on the way to choose the best answer or on the context surrounding the Select menu.

#### Labeling

Emergent Layer  
 Equator  
 Forest Floor  
 Umbrella  
 Understory



**Technology Directions**

“On a computer, click to select the word(s). Continue to hold the mouse button down to drag the word(s) to the correct box with red border. Release the mouse button. The word(s) remain in the box.”

“On a tablet, touch and hold the word(s). Keep touching the word(s) as you drag it to the correct box with red border. When you lift your finger, the word(s) drops into place.”

**Paraphrase or restate the instructions.**

**ALLOWED**

“You need to drag the labels to the picture. Click the label and hold the button on the mouse until you choose which box you want to put it in.”

**NOT ALLOWED**

“Click the word ‘canopy’ and drag it down to the box by the trees. You have to keep the button on the mouse down until you let it go. Here, like this ...”

**Definitions**

A “graphic” is a picture.

## Section 5

## DURING K-ELPA

### Cautions

Do not use the names of the labels.

### Object Placement

Move the words to make the sentence.



**flowers girl planting is**

The    .

Image of non-secure K - ELPA item for training purposes only.

### Technology Directions

“On a computer, click to select the object. Continue to hold the mouse button down to drag the object to the correct box with red border. Release the mouse button. The option remains in the box.”

“On a tablet, touch and hold the object. Keep touching the object as you drag it to the correct box with red border. When you lift your finger, the option drops into place.”

**Paraphrase or restate the instructions.**

### ALLOWED

“Select the answer choices from the shaded box below the question and move them to one of the empty boxes below.”

### NOT ALLOWED

“Which word belongs in the first box?”

### Cautions

Do not cue the student about what the objects are or how the objects relate to each other. Do not read the objects (in this case, words).

### Ordering

Put the pictures from the story in the correct order.

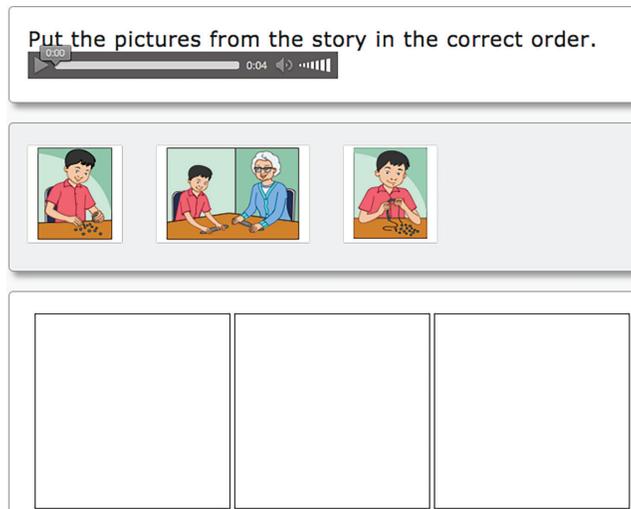


Image of non-secure K - ELPA item for training purposes only.

### Technology Directions

“On a computer, click an object. Continue to hold the mouse button down to drag the object to the box in the correct position. Release the mouse button. The object remains in place.”

“On a tablet, touch and hold an object. Keep touching the object as you drag it to the box in the correct position. When you lift your finger, the object snaps into place.”

**Paraphrase or restate the instructions.**

#### ALLOWED

“You can change the order by selecting one option and dragging it over to the place you want it.”

#### NOT ALLOWED

“The first thing that happens should be your first sentence. Figure out who talks first and then drag that one to the front.”

### Cautions

Do not cue the student on how to order the options.

Select Image

What shape do you need to cut the paper?

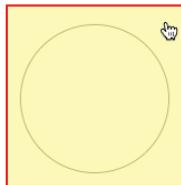
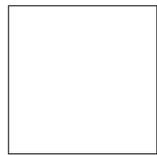
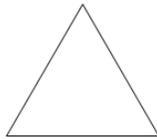


Image of non-secure K - ELPA item for training purposes only.

Technology Directions

“Click or tap the picture to select an answer. A red box will appear around the picture with yellow highlight inside the red box.”

“To select a different answer, click or tap the picture of the new answer choice. A red box will appear around the picture with yellow highlight inside the red box of that answer.”

Paraphrase or restate the instructions.

ALLOWED

“Pick from the images. When you tap the screen, there will be a red box around the image. That shows that you chose it as the answer.”

NOT ALLOWED

“Click the triangle. See how the image has a red box around it? That shows you chose it as an answer.”

Cautions

Do not indicate the number of images the student can chose from.

### Maintaining Security

- » Do not leave students unattended in a room with access to assessment materials.
- » Continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during the assessment.
- » Do not engage in activities that interfere with active monitoring, such as using a computer or other device, preparing lesson plans, or grading papers.
- » Regularly check to see that students are able to navigate the KITE Client student interface and provide assistance if necessary.
- » Adequately supervise restroom trips and breaks to ensure students do not discuss the assessment with other students.
- » Security violations should be reported to the Building Test Coordinator.

### Test Completion

- » Teachers must verify that all questions have been answered via the Review and End screen in KITE Client before a student exits a domain-assessment.
- » Students who have omitted items or who did not finish a test session due to illness, time constraints, or other factors may have the session reactivated. The student should be monitored so that only the previously omitted items are completed.
- » Students who have completed all test sessions may *not* have their sessions reactivated due to poor test performance or lack of effort. If a student appears to be lacking effort or is quickly clicking through answer choices, stop the test and contact the Building Test Coordinator.
- » If students are allowed to leave the assessment room when finished, advise students where they are expected to report and to leave the testing room quietly.
- » If students are expected to remain in the assessment room when finished, they may read a book quietly or complete other individual work. The use of electronic devices by nontesting students is not allowed.
- » When students have completed the first assessment session, collect all materials.
- » Scratch paper and graph paper must be collected and destroyed.

# 6

## AFTER K–ELPA

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### 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.
- » 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 the login 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 provide the student’s name, grade level, subject, and reason.

### Entering Special Circumstances Codes

In the event that a student cannot take or complete K-ELPA, a Test Coordinator at the Building or District level must enter a special circumstance code. To enter the special circumstance code for a student, perform the following steps.

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.

**NOTE:** Please see the *Kansas Assessment Examiner's Manual* for a listing and description of special circumstance codes.

# 7

## OVERVIEW OF SCORING

### Hand Scoring Speaking and Writing Items

Items in the speaking domain-assessments and some items in the writing domain-assessments will require hand scoring locally by educators.

NOTE: Specific guidance and rubrics for item scoring at each grade band and domain-assessment are located in the *K-ELPA Test Administration and Scoring Directions* files, which are downloadable from the KITE Educator Portal.

Table 4 lists the number of items by grade band and domain-assessment that require hand scoring. Some items are scored using holistic rubrics, and others are scored using analytic rubrics.

Table 4. K-ELPA Hand-Scored Item Counts

GRADE	SPEAKING	WRITING
Kindergarten	25 of 25	5 of 15
Grade 1	18 of 18	4 of 18
Grades 2-3	16 of 16	4 of 16
Grades 4-5	16 of 16	6 of 16
Grades 6-8	16 of 16	6 of 12
Grades 9-12	15 of 15	7 of 10

- » Educators must complete training prior to scoring K-ELPA items and must have accounts in KITE Educator Portal.
  - Educators who are associated with the student’s TEST record will be assigned as the Scorer.
- » The window for hand scoring speaking and writing items is February 1 - March 30, 2017.
- » Scoring may begin immediately after the window opens. KSDE does *not* recommend waiting to begin scoring until after the K-ELPA window closes.
- » Speaking items may be scored as students are recording responses (simultaneous scoring).

## *Section 7*

# **OVERVIEW OF SCORING**

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- » For educators who will score multiple student speaking responses, spreadsheets of scores may be compiled and then uploaded into KITE Educator Portal.
  - Data in each file for upload must be comprised of a single grade and a domain assessment (e.g. grade 3 reading).
- » Writing assessment items must be scored within KITE Educator Portal.
- » Users with permissions may monitor scoring progress and send reminders to educators who are assigned to score.
- » Maintain security of rubrics and scoring documents at all times.