



Kansas Assessment Examiner's Manual 2015-2016

English Language Arts ◦ Mathematics ◦ History, Government, and Social Studies ◦ Science

Kansas State Department of Education

(785) 296-3201
Landon State Office Building

900 SW Jackson
Topeka, Kansas 66612-1212

www.ksde.org/

CONTENTS

SECTION 1: ASSESSMENT OVERVIEW	1
Test Administration Modes	1
Assessed Students for 2016	1
Adaptive Assessment	1
Ticketing	1
Score Reports	1
2015-2016 Kansas Assessments, All Grades	2
SECTION 2: TEST COORDINATORS	3
Test Security Plan	3
Test Security Guidelines	3
Testing Administration	4
Registering Students for Testing	5
Registering Students for the Text-to-Speech Accommodation	5
Registering Students for Spanish Accommodation	6
Registering Students for American Sign Language	6
Local Test Windows	6
General Assessment Windows	7
Alternate Assessment Windows	7
Submission of TEST, STCO, and TASC Records to KIDS	8
Audits	8
Guidelines for Submitting EXIT Records	8
Educator Portal Functions	9
KITE Teacher Account Access	9
Personal Needs and Preferences Profiles (PNP or Access Profile)	10
ELL (English Language Learners) Students	10
Gifted Students	11
Students With a 504 Plan	11
Students With Disabilities	11
Alternate Assessment	11
Alternate Assessment Participation	12
Special Circumstances (SC) Codes	12
Entering Special Circumstances Codes in KITE	12
Codes	13
SECTION 3: ACCOMMODATIONS	15
Overview	15
Accommodations Prohibited for All Students	15
Accommodations Prohibited for ELL Students	16
Recording Accommodations	16
Text-to-Speech Accommodation Policy	17
Documenting Need for Text-to-Speech	18
Allowable Practices	18

KITE Text-to-Speech Feature	19
American Sign Language Accommodation	19
KITE American Sign Language Feature	19
Braille Accommodation	20
Obtaining and Distributing Braille Forms	21
SECTION 4: TEACHERS	22
Scheduling and Time Limits	22
Test Security and Administration	22
Guidelines for Students	23
Ethical Issues	24
Testing Using a Tablet Device	24
Calculators on the Mathematics Assessment	25
Calculators on the Science Assessment	25
Approved Manipulatives for Mathematics and Science Assessments	25
Aids Allowable During the Math Assessment	26
Aids Allowable During the Multidisciplinary Performance Task	27
Agreement to Abide by Guidelines	28
Trainings Attended and Review of Materials	28
SECTION 5: TEST ADMINISTRATION	29
General Directions to Teachers	29
Preparing Students for Testing	29
Room/Lab Preparation	29
Materials Needed for Testing	29
Beginning the Test Session	30
Tickets for Students Who Have Moved	30
Notes about the KIDS System	30
Scripts	31
Students Log in to KITE	31
Proctoring Guidance During Testing	32
Adaptive Test Process	32
Test Completion	32
Monitoring and Reactivating Testing Status of KITE Students	32
<i>Script:</i> History, Government, and Social Studies Directions to Students	34
<i>Script:</i> Mathematics Directions to Students	35
<i>Script:</i> Mathematics Performance Task Directions to Students	36
<i>Script:</i> English Language Arts Directions to Students	37
<i>Script:</i> Science Directions to Students	38
<i>Script:</i> Multidisciplinary Performance Task Directions to Students	39
SECTION 6: RESOURCES	41
Contacts	42
Glossary	42

SECTION 1: ASSESSMENT OVERVIEW

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, science, and history, government, and social studies (HGSS).

Test Administration Modes

The Kansas Assessments are administered by using the Kansas Interactive Testing Engine® (KITE), available at the [Kansas Assessment Program website](#), which has separate instructions and files for Windows, Macs, Chromebooks, and iPads.

Assessed Students for 2016

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

Adaptive Assessment

Beginning in 2015–2016, KITE will adjust the difficulty of questions at two points during the assessment based on individual student responses. For example, students will take a test part and then advance in the next section to a new level based on subject mastery displayed by their previous responses.

Ticketing

Instead of preprinting tickets, online password tickets will be generated that will differ by subject, grade, and part (hard break). See page 29 for more information on ticketing.

Score Reports

Because performance tasks need to be hand scored, there will not be immediate score reporting. In 2015–2016, assessment scores will be reported when results have been analyzed and equated.

SECTION 1: ASSESSMENT OVERVIEW

2015–2016 Kansas Assessments, All Grades

2015-2016	Mathematics	Mathematics Performance Task	English/ Language Arts	Multidisciplinary Performance Task	Science	DLM ELA, Math, Science	History/ Government	ELPA 21
Grades	Grade 3–8, 10	Grade 3–8, 10	Grade 3–8, 10	Grade 3–8, 10 and 11	Grade 5, 8, 11	See Content Area	Grade 6, 8, 11	K-12
Testing Options	General	General	General	General	General	Alternate	General Alternate	
Delivery Format	KITE Headphones required	KITE Headphones required	KITE Headphones required	KITE Headphones required	KITE Headphones required	KITE Headphones required	KITE Headphones required	KITE Headphones required with microphone
Test Format	Multiple choice, technology enhanced items Machine scored	Performance task Machine scored and human scored	Multiple choice, technology enhanced items Machine scored	Submit constructed responses in KITE Human scored	Multiple choice, technology enhanced items Machine scored	Multiple choice, technology enhanced items Machine scored	Multiple choice, technology enhanced items Machine scored	Multiple choice, speaking, listening Machine scored
Test Parts/ Estimated Time##	Machine Scored: • Part 1=25 questions/ 30–35 minutes • Parts 2, 3, and 4 are adaptive, 15 questions each part/ 15–25 minutes each part	15-25 minutes	Machine Scored: • Part 1=25 questions/ 30–35 minutes • Parts 2, 3, and 4 are adaptive, 15 questions each part/ 20–25 minutes each part	Activity 1-read information/20-25 minutes Activity 2-write on-demand response to prompt/20–30 minutes All students grades 3-8, 10 (ELA)* and 11 (HG) will be assigned one Multidisciplinary Performance Task. *Grades 6 and 8 will also have score applied to HG	Machine scored: • Part 1=45 minutes • Part 2=45 minutes	Imbedded year-long assessment for ELA and mathematics Nov. 5–Feb. 29	Machine scored: Part 1 + Part 2=25–35 minutes	Varies
Spring Testing Window	March 16 to April 28	Feb. 16 to March 10	March 16 to April 28	Feb. 16 to March 10	March 16 to April 28	March 16 to April 28	March 16 to April 28	March 16 to April 28
“Need Not Test” Date	Students entering on or after Feb. 15 need not be tested.	Students entering on or after Feb. 15 need not be tested.	Students entering on or after Feb. 15 need not be tested.	Students entering on or after Feb. 15 need not be tested.	Students entering on or after Feb. 15 need not be tested.	Students entering on or after Dec. 31 need not be tested.	Students entering on or after Feb. 15 need not be tested.	Close of Window
“Recently Arrived in U.S.” Exemption Date++	N/A—No exemption in math. Arrived after Feb. 15, 2015 counts for participation only.	N/A—No exemption in math. Arrived after Feb. 15, 2015 counts for participation only.	Arrived after Feb. 15, 2015 need not take English/ language arts assessment. Must take ELPA 21	Arrived after Feb. 15, 2015 need not take MDPT. Must take ELPA 21	N/A—No exemption in science. Arrived after Feb. 15, 2015 counts for participation only.	Follow rules for content area assessments.	Arrived after Feb. 15, 2015 need not take H/G. Must take ELPA 21	Required for All Identified ELL Students

++ 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.

SECTION 2: TEST COORDINATORS

Test Security Plan

1. All district coordinators must be trained annually on test security procedures. Training will be provided
 - during the pre-conference at the Oct. 26th KSDE Annual Conference.
 - with online training materials on the KSDE assessment Web page.
2. District test coordinators will train building-level personnel before local testing.
3. All local personnel administering state assessments must read the Kansas Appropriate Testing Practices Fact Sheet found on the KSDE website.
4. Local personnel will sign an agreement to abide by state ethical testing practices. The Agreement to Abide by Guidelines on page 28 may be used for this purpose.
5. The best practice is to have buildings submit testing schedules to district coordinators. Schools/districts to receive a monitoring visit will be contacted directly by phone and/or email for specific scheduling information.
6. Test coordinators must keep on file documentation of the need for each accommodation. This can be done with a form similar to the sample form used in the Test Security Training sessions.
7. KSDE staff and the members of the Kansas Assessment Advisory Council will visit 5% of Kansas schools during test administration.
8. The checklist for evaluating testing sessions will be posted on the KSDE website.

Test Security Guidelines

1. Report any breach of test security, loss of materials, or any other deviation to the district coordinator, who will then contact Lee Jones at KSDE.
2. A designated person either (a) at each school or (b) at each district should be responsible for distributing all the testing materials and KITE tickets.
3. Store test materials (e.g., notes) in a secure, locked area before, between, and after testing.
4. Distribute test materials to teachers immediately before the testing session.
5. The classroom teacher is responsible for collecting and destroying student notes, scratch paper, and drawings at the end of each testing session (burn or shred).

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 ticket password that was used previously. 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. The only exception to this rule is for students who have not answered all test questions contained within a test section, as noted on the Missing Responses page provided by CETE.

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 (pgs. 15–21)
 - Section 4: Teachers (pgs. 22–28)
 - Section 5: Test Administration (pgs. 29–41)
 - Kansas Appropriate Testing Practices Fact Sheet (on the KSDE website)
2. Teachers should sign either the *Agreement to Abide by Guidelines* (pg. 28) or a similar district-designed document.

To reactivate a ticket, log on to KITE Educator Portal. Click Test Management 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 ticket password to resume testing. Answers previously entered by students 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 KITE. 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 tested 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.

Each morning, the district or building test coordinator will log in to KITE and access the ticketing portion of the Educator Portal. From there, they can access the tickets for the day, either recording the passwords for the tests they intend to administer for the day, or downloading the files that will show all the passwords by subject, grade, and part.

Registering Students for Testing

Districts must first register all eligible students via a TEST record submission in KIDS for the appropriate test type (General, DLM, cPass, or Alternate). To help schools sort and distribute tickets (which will only contain user names and individual passwords), a KITE ticket grouping feature has been added that allows districts to organize tickets 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). (Note: KIDS STCO records do not need to be submitted for the ticketing system to sort properly.) For DLM, TEST records must have the proctor ID and proctor name fields filled in, and TASC records must be submitted to KIDS for rosters to be available for interim assessments.

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

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

2. 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.
3. CETE will generate reports to allow KSDE to monitor the use of the read-aloud accommodation.
4. Refer to page 17 for more details about the TTS accommodation.

Registering Students for Spanish Accommodation

1. Spanish translations of certain words or phrases on the mathematics and science assessments are available only for the general assessment.
2. No Spanish translations are available for the ELA or HGSS assessments.
3. To use any Spanish translation accommodation, content instruction must have been conducted in Spanish.
4. If the student has a Personal Needs Profile (PNP), the part of a student's record that controls the types of tools and accommodations, there will be a new feature called Keyword Translation (Spanish) that allows students to hover over certain words that will be translated into Spanish. This feature is activated by utilizing the PNP feature.
5. Refer to page 16 for more details about the Spanish accommodation.

Registering Students for American Sign Language Accommodation

1. 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.
2. Refer to page 19 for more details about the ASL accommodation.

Local Test Windows

1. 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.
2. For instance, a building is planning to test grade 3 students in English language arts (ELA) from March 10 until March 28. Grade 3 students will be tested in math from March 31 until April 18. The building is planning to test grade 4 students in ELA from March 24 until April 11, and test grade 4 students in math from April 14 to May 2. The test window for math at each grade level is for three weeks, and the test window for ELA at each grade level is for three weeks. All buildings in the district do not have to use the same local window. Testing schedules will be a part of the monitor visits.

General Assessment Windows

Test	Mode	Grade Levels	Test Window
ELPA 21	Online P/P	K–12	March 16–April 28
Math	Online	3–8, 10	March 16–April 28
ELA	Online	3–8, 10	March 16–April 28
Science	Online	5, 8, 11	March 16–April 28
HGSS	Online	6, 8, 11	March 16–April 28

Online = using the KITE test delivery system, unless a student has a documented need for an accommodated paper/pencil form or a special form such as braille.

P/P = paper and pencil

Alternate Assessment Windows

Test	Grade Levels	Test Window
Math-DLM	3–8, 10	Embedded: Nov. 5– Feb. 29 Summative: March 16–April 28
ELA-DLM	3–8, 10	Embedded: Nov. 5– Feb. 29 Summative: March 16–April 28
Science-DLM	5, 8, 11	March 16–April 28
HGSS	6, 8, 11	March 16–April 28

Submission of TEST, STCO, and TASC Records to KIDS

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

Audits

1. Within Educator Portal, district test administrators can generate data extracts from the Reports tab to determine the number of braille forms requested.
2. Documentation accommodations will be part of the checklist for visiting districts during test administration.

Guidelines for Submitting EXIT Records

1. **Schools must submit an EXIT record for any student who stops attending the school.**
2. 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.
3. 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” and negatively impact the school’s participation rate.
4. 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.
5. 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

1. View individual student demographic information.
2. View rosters.
3. Enter student Personal Needs and Preferences (PNP) to control and record accommodations available to students.
4. Create and assign students to interim test sessions.
5. Create interim test password tickets containing students' secure login information.
6. Monitor test sessions while students are taking the assessment.
7. Generate data extracts.



For teacher accounts to function correctly, KIDS STCO records must be submitted to the KIDS system, and KIDS TASC records are needed 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 user name 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

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



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

SECTION 2: TEST COORDINATORS

accessing the system, please contact the KITE Service Center at 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 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 Learners) Students

	Recent arrivals	Non-recent arrivals
Mathematics and Science (ELL)	Must take assessment. Results count only for participation.	Must take assessment. Results count for participant accountability.
HGSS, ELA, MDPT	Not required to take assessment but must take ELPA 21.	Must take assessment. Results count for participant accountability.
ELPA 21	Must take ELPA 21 used for participation calculations in ELA.	Must take the English language proficiency assessment until scoring proficient two consecutive times.

1. 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.
2. For the 2015–2016 testing year, ELL students who first attended school in the United States on or after Feb. 15, 2015, are defined as recent arrivals for HGSS, mathematics, ELA, and science.
3. The first date of education in the United States is a data element submitted to the KIDS database by the local school or district.
4. If an ELL student first attended school in the United States after Feb. 15, 2015, the student must take the mathematics and science assessments, which will count only for participation.
5. If an ELL student first attended school in the United States after Feb. 15, 2015, the student does not need to take the ELA assessment or the HGSS assessment but must take the ELPA 21.

6. ELL students must take all assessments on grade level. Any student who is tested off grade level will be counted 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](http://www.ksde.org/Default.aspx?tabid=407) at <http://www.ksde.org/Default.aspx?tabid=407>.

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
- Kansas Alternate Assessment (HGSS) and the Dynamic Learning Maps Alternate Assessment (ELA, mathematics, 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](http://www.ksde.org/Default.aspx?tabid=407).

Alternate Assessment



DYNAMIC
LEARNING MAPS

Kansas is using the integrated model of Dynamic Learning Maps Consortium (DLM) to assess students with significant cognitive disabilities with alternate

assessments for ELA, mathematics, and science in 2015–2016. Throughout the school year, teachers will choose Essential Elements (EEs), which are linked to the Kansas College and Career Ready Standards, then go to the KITE Educator Portal and use testlets to measure student progress.

History, government, and social studies (HGSS) alternate assessment will assess students with significant cognitive disabilities using questions from the historical focus section that has been adapted for students with cognitive disabilities. To find information about these assessments, go to the [Dynamic Learning Maps website](#) and also the KSDE [Dynamic Learning Maps \(DLM\) & Essential Elements section](#).

Alternate Assessment Participation

As many eligible students as appropriate may participate in the alternate assessments. There isn't any limitation on participation in any assessment type for students with IEPs.

All students who take the alternate assessment will count toward participation. A federal cap has been established on the number of students that can be counted as proficient when calculating ESEA measures. For alternate assessments, the cap is 1% of the district's testing pool. In cases where a district exceeds the federal cap, the percent of students exceeding the cap will be reclassified as not proficient when calculating ESEA measures.

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 ESEA or QPA calculations (e.g., SC-01, long-term suspension of a general education student). Test coordinators enter the SC codes as seen in the following chart via the KITE Educator Portal. Codes marked "contact KSDE" must be approved and entered by Lee Jones or Mark Stephenson at KSDE.

Entering Special Circumstances Codes in KITE

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.

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

SECTION 2: TEST COORDINATORS

Codes

Category	Situation	Description	Testing Requirements, ESEA Implications, Notes	SC Code
Suspension	Long-term suspension of a general education student	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.	SC-01
Truancy	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.	SC-04
Truancy		No truancy paperwork filed with county attorney	Student is required to be tested. If the student is not assessed, the student will be counted as not tested and will count against the school for participation.	SC-05
Absences	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 counted as not tested and will count against the school for participation.	SC-07
Absences	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. Can only be coded by KSDE.	SC-08
Private, non-accredited, or home school	Student is enrolled in a private, non-accredited school or is home schooled AND attends a public school. The AYP schools in field D10 is coded as 0002.		Student MUST be tested in any assessed content area in which they are attending. A value of "0002" must be submitted for field D2 in KIDS on ENRL and EYOA records. If a student is NOT attending public school for an assessed content area, code test type "C" for the area in which they are not attending. If a student is inadvertently registered for a content area for which they do not attend, code SC16 for that content area.	SC-16
Previously tested at this grade level	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.	SC-20

SECTION 2: TEST COORDINATORS

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 counted as not tested 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 need not be tested. 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 counted as not tested 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 not tested . Student counts against the school for participation .	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 counted as not tested 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 counted as not tested 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 not tested . 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 not tested . 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 not tested . 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. Can only be coded 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
Mis-administration of assessment	Teacher incorrectly or unethically administered assessment.		Students count as not tested .	SC-98

SECTION 3: ACCOMMODATIONS

Overview

1. 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 \(KAP\) 2015–2016](#).
2. IEP, 504, and SIT students may only use accommodations documented on IEP, 504, and SIT plans.
3. Accommodations must be recorded in a Personal Needs Profile (Access Profile) in Educator Portal.
4. 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.
5. 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.
6. Keyword translation has replaced former Spanish options this year, and magnification is an option for any student. Click on the magnification tool for these in KITE Client.
7. For additional information about accommodations, guidelines about the read-aloud accommodation, or KITE tools, please review the [KAP Documentation](#).

Accommodations Prohibited for All Students

1. **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 or low vision 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.
2. **Use of teacher-generated or student-generated journals and logs is prohibited. Notes cannot be created outside of the test session.**
3. An on-screen calculator is available for certain items. Using the tool in KITE Client, students can access a basic, scientific, or graphing calculator at the upper grade levels. 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 available a basic, four-function calculator and a graphing calculator (TI-84). Calculators will not be available for grades 3, 4, and 5.

- a. 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.
- b. 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 Prohibited for ELL Students

1. Directions may be read to the student in English or explained in the student's native language.
2. **English language arts passages, test questions, answer choices, labels, graph titles, or other items may NOT be translated into the student's native language.**
3. **Electronic translators and bilingual dictionaries may be used for directions (including ELA), test questions, and answer choices. They cannot be used on any ELA passages.**
4. The assessment may be given in small groups of no more than three students.
5. Certain words from the Keyword Translation feature in the mathematics or science assessment may be read to students in the Spanish version. However, the adult reader is NOT allowed to translate from one language to another.
6. Certain Spanish words and terms in the mathematics assessment and science assessment are available. Students literate in Spanish have the option of using keyword translation to Spanish. This feature should be turned on in the PNP.
7. For Spanish Keyword Translation, the student must have a PNP setting for this feature created in Educator Portal.

Recording Accommodations

1. Testing accommodation should be entered into the student's PNP, which needs to be updated to ensure proper accommodations.
2. Use of Audio Voice 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.
3. 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

1. 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 nor students who receive Title I or special education services automatically qualify for the TTS accommodation.
2. **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 or low vision 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.
3. 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.

Documenting Need for Text-to-Speech

1. 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.
2. 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:
 - 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.
3. 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

1. 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.
2. Teachers should use professional discretion regarding the number of times a student may request assistance.
3. **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 in which students take the test.

1. The student's PNP in Educator Portal must indicate Spoken Audio with Synthetic marked under Voice Source. If Human is selected under Voice Source, the student will not receive a read-aloud accommodation for the general assessment.
2. When Read At Start set to False or True doesn't have functional use in the systems at this time.
3. Spoken preference indicates which elements of a question should be read to the student. The default is Text & Graphics.
4. Audio for directions only should be set to False.
5. Selecting True on audio for directions will permit only the directions to be read aloud to students, not the items.

The audio voice will read the entire text of questions and answer choices to the student. To adjust the volume, students need to set the audio volume before launching KITE Client and won't receive audio if the student's PNP does not indicate a spoken audio accommodation.

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.

American Sign Language Accommodation

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

KITE American Sign Language Feature

1. The ASL button will be displayed on the screen's right side when ASL videos are available.
2. 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, and the questions on the right, and the



passage has ASL, then the icon will be on the right side of the passage and the screen center.

3. Students use the Play/Pause Control to display contents and pause the video. They also may select the skip back/forward icon while signed video is playing to access video content at another time or location. The progress bar will display the time progression of the video.

Braille Accommodation

1. All students will take the state assessment by computer except in very unusual circumstances.
2. This accommodation must routinely be used in the classroom when other students are using the computer.
3. 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?
4. 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.
5. 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:
 - i. Progress monitoring data
 - ii. English language arts level of instructional materials used in classroom
 - iii. 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.
 - iv. Signatures of team members involved in the decision to recommend the accommodation, including the student's teacher and building administrator

SECTION 3: ACCOMMODATIONS

- v. No answer sheets may be generated by the school or district. Students must mark their answers on the paper copy of the assessment.
 - vi. District or building-level personnel will work in pairs to enter student answer choices into KITE.
6. 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

1. 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.
2. 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 by pairs of district or building personnel.
 - Mail all tests not used to CETE and maintain documentation of test security.
3. The building test coordinator (when designated) will do the following:
 - 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.

SECTION 4: TEACHERS

Scheduling and Time Limits

1. 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.
2. 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.
3. It is recommended that all test sessions be administered on consecutive calendar days.
4. Performance tasks must be administered during the testing window beginning Feb. 15 and closing March 10.
5. 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.
6. If a student does not complete a test session within the time given to the class, the student may be allowed more time provided:

The student makes a serious attempt to complete the test AND 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

1. Teachers must read the Kansas Appropriate Testing Practices Fact Sheet found on the KSDE website.
2. Teachers must be trained in test security procedures.
3. KSDE employees and the members of the Kansas Assessment Advisory Council will visit 5% of schools administering state assessments.
4. KSDE will post the checklist on the KSDE website used during test administration visits.
5. Teachers must read aloud the scripted passages and follow all directions in this manual when administering the assessment.
6. Immediately report any breach of test security or loss of materials to the building or district test coordinator.

7. Teachers are responsible for the security of test materials. Paper copies of test booklets should be kept in a secure, locked area before, between, and after testing.
8. The teacher is responsible for collecting and destroying (shredding or burning) student notes, scratch paper, and drawings at the end of each testing session. However, MDPT notes should not be destroyed until after Activity 2.
9. Teachers may not review tests or analyze test items before, during, or after the assessment is administered.
10. No copies of the tests may be retained by teachers or administrators.
11. Do not discuss any specific test items on the test with students before, during, or after the administration of the assessment.
12. Do not copy, reproduce, or paraphrase test materials. Parallel questions or cloned questions may not be constructed from actual test items.
13. KSDE procedures concerning eligible students and the procedures required for administering read-alouds 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.

Guidelines for Students

1. 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 (except for MDPTs).
2. Once finished, students may not return to previously completed test sections unless items have been skipped or omitted. If a student is allowed to return to a previously completed test section, only the skipped or omitted items may be answered.
3. Students may create graphic organizers on a blank sheet of paper at the time of the test. See additional use of graphic organizers on page 27.
4. The use of electronic devices (including cell phones, PDAs, and similar devices) is not allowed on any portion of the assessment.
5. 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 are not to be used during machine-scorable testing, but they can be used during the multidisciplinary performance tasks.
6. Students should make up any test session that occurred when the student was absent.

Ethical Issues

1. During testing, teachers may not respond to questions that would help the student to understand the question, aid the student in responding to an item, or advise or encourage the student to edit or change a response.
2. Teachers may not direct or prompt students to use certain strategies at the test session beginning or during the test. It is appropriate to remind students about strategies the day before the assessment.
3. Review sessions on content and test-taking strategies must be completed before testing.
4. Teachers may not coach or cue students in any way during test administration. This includes gestures and facial expressions.
5. Teachers may not say nor do anything that would let a student know whether an answer is correct or provide any advantage during testing.
6. Teachers may not ask students how they got an answer.
7. Teachers may not tell, prompt, or hint that students should review a question or portion of the test.
8. Teachers may not give the meaning of words in the text or in questions.
9. With the exception of the reading passage on the English language arts test, isolated words, phrases, or sentences may be read from any part of any assessment.
10. Once testing in a content area has begun, no reviews, teaching, or practicing of tested standards may be conducted.
11. Do not construct answer keys. Assessments may not be scored locally.
12. Students cannot be required to use scratch paper, to show their work, or to use the online tools (e.g., the highlighter tool).
13. Teachers may not grade scratch paper.
14. Students who have omitted items or who did not finish a test session due to illness, time constraints, or other factors may be reactivated. The student should be monitored so that only the previously-omitted items are completed.
15. Students who have completed all test sessions may not be reactivated due to poor test performance or lack of effort. If a student appears to be not giving effort or is quickly clicking through answer choices, stop the test and contact the building test coordinator.

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. To restrict access to other applications or websites, ASAM, SAM, or Guided Access should be enabled. Additionally, students may not use dictionary lookup

features. See KITE [iPad documentation](#) 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 high school. 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 available a basic four function calculator and a graphing calculator (TI-84). Calculators will not be available for grades 3, 4, and 5.

- A. 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.
- B. 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.
- C. Students will have access to the calculator tools on the performance task. Grades 3, 4, and 5 will have access to the basic calculator. Grades 6, 7, and 8 will have access to the basic calculator and the scientific calculator. Grade 10 will have access to the basic calculator and the graphing calculator.

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

1. Manipulatives routinely used in the classroom may be used by the student on Kansas assessments.
2. 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, please e-mail Zachary Conrad (mathematics and science) at zconrad@ksde.org.
3. Students are allowed to use graph paper, blank paper, and other materials.

4. 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.
5. Graphic organizers generated solely by the student on blank paper during the assessment are allowed on any test section.
6. 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.
7. 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 ([2016 Math Allowable Manipulatives](#)) can be found at <http://community.ksde.org/LinkClick.aspx?fileticket=F58v8JOhfnl%3d&tabid=5418&mid=14306>.

Aids Allowable During the Multidisciplinary Performance Task

Use of commercially-made, teacher-made, or teacher-generated graphic organizers is permitted under the following conditions:

- Individual students are selecting to use these graphic organizers of their own volition (i.e., educators cannot require their use or coerce students to use them).
The graphic organizers are a tool used frequently during instruction.
No content specific to the prompt is included in the graphic organizer.

This [flow chart](#) can be used to help determine whether a particular graphic organizer can be used on the assessment. View at

[http://community.ksde.org/Portals/55/Graphic%20Organizers%20for%20Assessment_Flow%20Chart_KSDE%20\(2\).pdf](http://community.ksde.org/Portals/55/Graphic%20Organizers%20for%20Assessment_Flow%20Chart_KSDE%20(2).pdf)

Students are permitted to use writing reference materials (dictionary, thesaurus, writer's guide/handbook, graphic organizers, lists of transition words, etc.) if they are typically made available during local writing instruction or assessment. Reference materials may not be handed out by the teacher to students on the day of the test. They must be selected by the student, and no content specific to the prompt may be included in the graphic organizer.

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

1. The directions for administering all tests as described in this manual must be followed to ensure uniform testing conditions.
2. **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.
3. Teachers are to read and abide by testing practices found in this manual.
4. Conduct testing sessions in a serious manner that encourages and motivates students to do their best.

Preparing Students for Testing

CETE has provided practice items 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 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

1. 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.
2. 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

1. Obtain the KITE test tickets from the building test coordinator. Instead of preprinting tickets, daily tickets for each test will be generated. Students will each have an individual user name and password for KITE that will work all year. For summative tests, students will be given a common password, and when a test is completed, the password expires. The password will also expire at 5 p.m. every day. However, if a student does not finish or is unable to take the testing on a certain day, the next day's password will enable access to where the student needs to test.

The tickets will differ by subject, grade, and part (hard break). A soft break between test sections means that the students will not need another ticket with additional login information, although they cannot return to the previous section. For example, they may move from a section with an available calculator to a section that doesn't have a calculator without a new password, but may not then go back to the section with the calculator. This will be stated on the review and end screen. A hard break, designated as the end of a section part between test sessions, means the student will have an additional ticket for that section.

2. **Make sure the student is taking the correct test** (e.g., general assessment instead of the alternate).
3. 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

1. 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 KITE using the student's test ticket.
2. Tell students to enter the password on the test ticket.
3. Do not let a student take the wrong test collection or form type for any reason (e.g., taking the alternate instead of the general assessment).
4. 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.
5. Check with the building test coordinator before providing a ticket password to a student whose accountability school is different from the attendance school.

Tickets for Students Who Have Moved

1. Do not send ticket passwords of students now in a different school or district to the new school.
2. If a student uses a ticket password from a previous school, a reporting error will result.

Notes about the KIDS System

1. Information regarding the student's name, attendance school, accountability school, student ID, and test order type for KITE tickets is submitted to the KIDS system by local school districts.
2. Contact the district test coordinator to find out the procedures used for correcting errors in KIDS.

Scripts

1. Scripts for teachers have been provided in this manual starting on page 34. Scripts must be used with all students testing via KITE. For students with disabilities, the directions may be clarified or paraphrased.
2. You may not give instructions in addition to those in the manual.

Students Log in to KITE

1. Tell students to do the following:
 - Tap the KITE icon. It may take a few seconds to open. Tap Get Started.
 - Enter user name and password. Click Sign In.
 - Choose "Take a test."
 - Select appropriate test. Click Take Test.
 - 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:
 - *Use the Next and Back buttons at the bottom of the screen or choose the question number at the top of the screen to move between questions.*
 - *To mark a question for review, choose the flag icon next to the question.*
 - *The question status bar at the top of the screen shows unanswered questions in gray, answered questions in green, and questions you flagged for review in blue.*
 - *You can use the tools on the left side of the screen to help you answer questions.*
 - *Use the Help icon if you don't understand the way to answer different types of questions.*

Proctoring Guidance During Testing

1. Move quietly around the room.
2. Ensure each student is taking the assessment assigned.
3. Make certain students are following instructions and are on task.
4. Regularly check to see students are indicating their answers properly.
5. Give assistance to any student having problems following instructions.
6. Periodically remind students of the time during the test session.
7. Ensure students who finish early do not interact with or disturb other students.
3. If a student appears to be answering randomly or isn't 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 part 1, which has a password ticket. After completing part 1, the computer calculates their scores from part 1 and chooses the appropriate level of part 2 testing for the student, who will enter a new password ticket to begin testing. In most cases, the second stage of a summative test will be automatically released to the student after completion of the first stage. If this does not occur automatically, district and building test coordinators can release the second stage by ending the test session for the previous stage. To end a test session, perform the following steps:

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

Test Completion

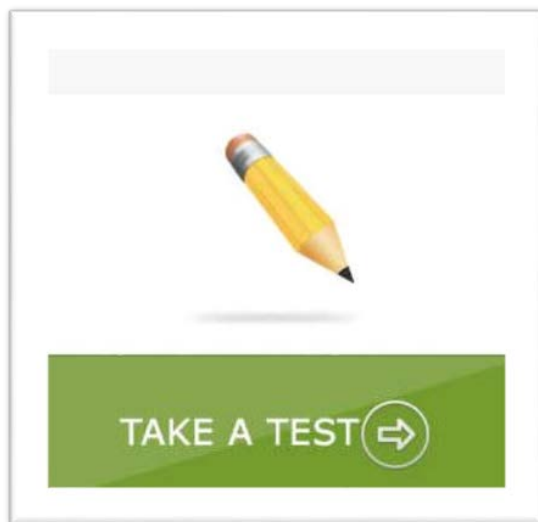
1. Teachers must verify all test questions have been answered before a student exits the test. A student's test may be reactivated if items have been skipped or omitted.
2. When students have completed the first assessment session, collect all materials.
3. Scratch paper and graph paper must be collected and destroyed.

Monitoring and Reactivating Student Testing Status in KITE

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

SECTION 5: TEST ADMINISTRATION

2. If a student's session ends before the student is finished, the student may reuse the user name, password, and ticket password if it occurs within 90 minutes of the original login. After 90 minutes have passed, the student's test session must be reactivated for the password and ticket password to work.
3. 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 Test Management 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: History, Government, and Social Studies Directions to Students

Say: “You are about to take the Kansas History, Government, and Social Studies test where you will show your knowledge of history, government, and social studies. 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.”

First Section Directions

Say: “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. The Help button will appear if additional information is available for a test question if you don't understand the way to answer questions. Answer all questions. You may take as much time as you need.”

Second Section Directions

Say: “The second section of the test focuses on a single time period in history. You will be given part of a historical document to read. After you have read the document excerpt, you will have three questions to answer about the document and its time period.” (Note: it is possible that students have used these documents in class instruction.)

“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.”

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: 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: Mathematics Performance Task Directions to Students

Test Security Note: The teacher is responsible for collecting and destroying (shredding) student notes, scratch paper, drawings, etc. Teachers should not guide, edit, comment about, or add to student notes.

Say: “You are about to work on a mathematics performance task where you will show your skills in mathematics by solving an extended problem. Take your time and do your best work. You may need to show your work or explain your reasoning as a part of your response. Online tools are available in some items to help you create math symbols or equations, if needed. The online calculator tool will be available for the entire test.”

“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.”

Students log in to test, but do not start yet

Say: “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.”

“When you have answered the last question and are on the review screen, raise your hand. I will check your screen to make sure that you have completed the activity, and I will collect any scratch paper or notes that you may have created during this session.”

“Does anyone have any questions?” (Answer questions.) “If there are no [more] questions, you may begin.”

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.”

Script: Multidisciplinary Performance Task Directions to Students

Test Security Note: The teacher is responsible for collecting student notes, scratch paper, drawings, etc. at the end of Activity 1. These items need to be secured and returned to students for Activity 2. The teacher should make sure that students write their names on their materials. The teacher should not guide, edit, comment about, or add to student notes.

Script for Activity 1

Say: “This assessment involves two activities:

Activity 1 (Reading and Note-Taking): You will review several resources and take notes. You may take notes online and/or on paper. Your notes will not be graded. The resources may be short texts, short texts with pictures, or individual pictures. You may use the online tools as you read. At the end of Activity 1, I will collect and store your notes. I will return them to you for Activity 2.

Activity 2 (Writing): Using the resources from Activity 1 and your notes, you will write a response to a prompt.”

“Silently read the directions and stay on this screen until you are told to begin the test. Let me know whether you have any questions or do not understand the directions. You may return to the main directions screen once you have started the test.” (Wait a period of time until students have read all the directions. Provide assistance as needed.)

Script for Activity 2

Hand out student notes from Activity 1. The teacher is responsible for collecting and destroying (shredding) student notes, scratch paper, drawings, etc. at the end of Activity 2. Teachers should not guide, edit, comment about, or add to student notes.

Say: “Today you will write a response to a prompt based on the reading and note-taking you did in Activity 1. Your notes from Activity 1 will be available to you, along with the resources that you read. If you took notes on paper, I will give them to you. If you took notes online, choose the note tool to see your notes.”

“You will read the directions and prompt and then write a response. You should use information in the resources to support your response.”

Students log in to test, but do not start yet

Say: “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. When you have finished this activity and are on the review screen, raise your hand. I will check your screen to make sure that you have completed the activity.”

“Does anyone have any questions?” (Answer any questions.) “If there are no [more] questions, you may begin.”

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, <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, 785-296-7935
- KITE Service Desk, kap_support@ku.edu, 855-277-9752
- DLM Service Desk, DLM-support@ku.edu, 855-277-9751
- DLM: Deb Matthews, dmatthews@ksde.org, 785-296-0916
- KELPA-P and ELPA 21: Phyllis Farrar, pfarrar@ksde.org, 785-296-1891
- ELA and MDPT: Suzy Myers, semyers@ksde.org, 785-296-5060
- Mathematics: Zachary Conrad, zconrad@ksde.org, 785-296-0979
- History/government: Don Gifford, dgifford@ksde.org, 785-296-3892
- Science: Zachary Conrad, zconrad@ksde.org, 785-296-0979
- cPass: Jay Scott, jscott@ksde.org, 785-296-4351

- Assessments: Lee Jones, ljones@ksde.org, 785-296-4349
- Assessments: Mark Stephenson, mstephenson@ksde.org, 785-296-3379
- Assessments: Beth Fultz, 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; a maximum of 1% of district students may be counted proficient using the alternate assessment

API: Assessment Performance Index. This performance measure assigns a point value to each student's performance level. Point values are averaged at the building level. The resulting API is used in several calculations related to the ESEA waiver.

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) used to set accessibility options, assign tests, monitor test sessions, and view student results

ELL: English Language Learners

ELPA 21: An assessment system that measures and reports on student's English language proficiency overall, as well as in reading, writing, speaking, listening, and comprehension

ESEA: Elementary and Secondary Education 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 testing subject knowledge

KAA: Kansas Alternate Assessment; *see Alternate assessment*

KELPA: Kansas English Language Proficiency Assessment. This English language proficiency test was required for all ELL students and has been replaced with the ELPA 21 assessment.

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 products 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 1 until March 11, while another school in the same district may have a different test window.

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

NCLB: No Child Left Behind; federal legislation mandating state testing and accountability

PNP: Personal Needs and Preferences, also known as a Personal Needs 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 (TTS)*.

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

STCO: Student Course records, links a student to courses and teachers

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 order type, 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 order 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

Testing mode: Online (KITE) or braille form are available for Kansas state assessments

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