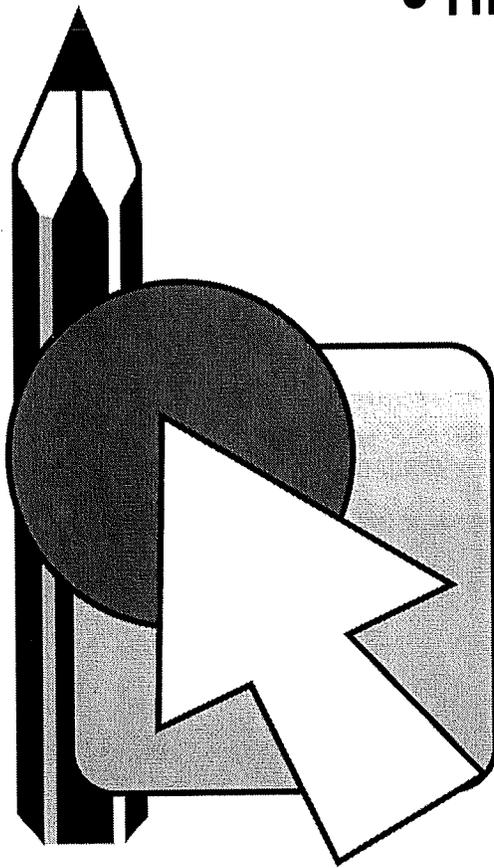2011-12

Kansas Assessment Examiner's Manual

- History / Government
- Mathematics
- Reading
- Science

Kansas
state department of
Education

Kansas State Department of Education

September, 2011 Revision

**Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612
785-296-3201**

The following people participated in the creation of the Examiner's Manual.

- **Dr. Cherie Randall**, KSDE Assessment Coordinator
- **David Bowman**, KSDE Assessment Consultant
- **David Barnes**, KSDE Math/Science Program Consultant
- **Sid Cooley**, KSDE Math Program Consultant
- **Matt Copeland**, KSDE Language Arts and Literacy Consultant
- **Phyllis Farrar**, KSDE World Languages and ELL Program Consultant
- **Beth Fultz**, KSDE NAEP Consultant
- **Don Gifford**, KSDE Social Studies Program Consultant
- **Matt Krehbiel,** KSDE Science Program Consultant
- **Melanie Manares**, KSDE ELL / Bilingual Program Consultant
- **Kris Shaw**, KSDE Language Arts and Literacy Consultant

- **Angela Broaddus**, CETE
- **Ronda Consolver**, CETE
- **Rebecca Finney**, CETE
- **Amy Tackkett**, CETE
- **Bob Winkler**, CETE

- **Mary Cooper**, Shawnee Mission Public Schools

- **Members of the Kansas Assessment Advisory Council**

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SECTION 1: KS ASSESSMENT OVERVIEW

Purpose of the Kansas Assessment

The Kansas Assessment is a program of the Kansas State Board of Education and mandated by the Kansas State Legislature. In addition, the reading, mathematics, and science assessments are a part of the federal No Child Left Behind legislation. The assessment program is designed to:

- Measure specific indicators within the *Kansas Curricular Standards.*

- Provide a building total score that is used to measure adequate yearly progress (AYP) and used to provide information for quality performance accreditation (QPA).

- Report individual student scores along with the student's performance level.

- Provide subscale and total scores that can be used in conjunction with local assessment scores to assist in improving a building or district's reading, mathematics, science, history / government, and writing programs.

Assessed Students

- The reading and mathematics assessments are given in grades 3-8 and once in high school. The cohort year for high schools is grade 11.

- The science assessments are given in grades 4, 7, and once in high school. The cohort year for high schools is grade 11.

- The history / government assessments are given in grades 6, 8, and once in high school on even-numbered years. High school OTL assessments are available this year only at grades 10 and 12. The cohort year for high schools is grade 12.

- All students are tested. See the guidelines for testing students with disabilities (pg. 53) and ELL (English Language Learners) students (pg. 20) for more detailed information.

Test Administration Modes

The Kansas Assessment is administered by using the online assessment (KCA) available at the CETE website. See pages 55 through 60 for details about KCA testing. A paper / pencil copy of the assessment is available *only as an accommodation.* See page 25 for details about testing with paper copies of the tests.

Number of Test Parts

- Mathematics – 3
- Reading – 3
- Science – 2
- History / government – 2

Note: Writing assessments are not available for the 2011-12 school year.

Contact Information
CETE
Phone: 785.864.3537
Email: cete@ku.edu

KSDE Assessment Coordinator
Dr. Cherie Randall
Phone: 785.296.3996
Email: crandall@ksde.org

KSDE Assessment Consultant
David Bowman
Phone: 785.296.4349
Email: dbowman@ksde.org

K-8 Kansas Assessment Overview (2011-2012)

Topic	Mathematics	Reading	Science	History/Gov.	KELPA	Alternate
Grades	3,4,5,6,7,8	3,4,5,6,7,8	4,7	6, 8	K-8	Grades same as in content areas.
Testing Options	General KAMM Gen Spanish	General KAMM	General KAMM Gen Spanish	General KAMM	Same for all students at a grade level	All students have portfolio assessment.
"TEST" Submission Deadline	Opens August 22. Deadline is one week prior to start of test.	Opens August 22. Deadline is one week prior to start of test.	Opens August 22. Deadline is one week prior to start of test.	Opens August 22. Deadline is one week prior to start of test.	Opens August 22 Deadline one week prior to start of test. Pre-slugging deadline is January 6.	Opens August 22. Deadline is December 31. Submit early to access indicators and tools online: www.cete.us
Testing Window	2/15 to 4/20 HARD CLOSE AND NO MAKE-UP	2/15 to 4/20 HARD CLOSE AND NO MAKE-UP	2/15 to 4/20 HARD CLOSE AND NO MAKE-UP	2/15 to 4/20 HARD CLOSE AND NO MAKE-UP	2/6 to 4/30 HARD CLOSE AND NO MAKE-UP	December 31 to April 20 HARD CLOSE AND NO MAKE-UP
"Need Not Test" Date	Students entering on or after February 10 need not be tested.	Students entering on or after February 10 need not be tested.	Students entering on or after February 10 need not be tested.	Students entering on or after February 10 need not be tested.	Close of Window	Students entering a school after 12/31/11 need not be tested.
Answer Sheets Due	N/A	N/A	N/A	N/A	May 11	Scoring should be entered by April 30.
"Recently Arrived in U.S." Exemption Date**	N/A—No exemption in math. Arrived after 2/15/11 counts for participation only.	Arrived after 2/15/11 – Need not take reading assessment but may. Counts for participation only. Must take KELPA.	N/A—No exemption in science. Arrived after 2/15/11 counts for participation only.	Arrived after 2/15/11 – Need not take history/government assessment but may. Counts for participation only. Must take KELPA.	Required for all Identified ELL Students	Follow rules for content area assessments.
Test Format	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Performance Assessment and Multiple Choice	Portfolio Assessment
Test Sessions	3	3	2	2	Varies	Varies
Session Length	Suggested: 45-60 min.	Suggested: 45-60 min.	Suggested: 45-60 min.	Suggested: 45-60 min.	Varies	N/A
Indicators Tested on General Assessment	12 to 15	11 to 16	22, 30	22, 30	N/A	N/A
Questions Per Indicator on General Assessment	4 to 8	4 to 8	2	2	N/A	N/A

* Consider early "TEST" submission for 1) populating OTL Reports, 2) New Student Test History and 3) Accessing Alternate Indicators and Tools: **www.cete.us**
** First entry by the student in a U.S. school.

High School Kansas Assessment Overview (2011-2012)

Topic	OTL Mathematics	OTL Reading	OTL Science	OTL History / Government	KELPA	Alternate
Grade Levels	9, 10, and 11 (Grade 11 Cohort)	9, 10, and 11 (Grade 11 Cohort)	9, 10, and 11 (Grade 11 Cohort)	Only Grade 10 and 12 (Grade 12 Cohort)	9-12	Grades and cohort same as content area assessments.
Delivery Format	KCA	KCA	KCA	KCA	Paper/pencil	Portfolio scores entered on computer.
Testing Options	General / KAMM / General Spanish	General / KAMM	General / KAMM / General Spanish	General / KAMM	Same test for all students	All students have portfolio assessment.
"TEST" Submission Deadline	Opens August 22. Deadline one week prior to start of test.	Opens August 22 Deadline one week prior to start of test.	Opens August 22 Deadline one week prior to start of test.	Opens August 22. Deadline one week prior to start of test.	Opens August 22 Deadline one week prior to close of test window. **Preslugging deadline is January 6.**	Opens August 22 **Deadline is December 31, 2011.** Submit "TEST" early to access indicators and tools: www.cete.us
Testing Window	Fall: 10/5 to 1/20 Gr. 9 Spring: 2/15 to 5/11 Gr. 10 Spring: 2/15 to 5/11 Gr. 11 Spring: 2/15 to 4/20 **Hard Close & No Make-up**	Fall: 10/5 to 1/20 Gr. 9 Spring: 2/15 to 5/11 Gr. 10 Spring: 2/15 to 5/11 Gr. 11 Spring: 2/15 to 4/20 **Hard Close & No Make-up**	Fall: 10/5 to 1/20 Gr. 9 Spring: 2/15 to 5/11 Gr. 10 Spring: 2/15 to 5/11 Gr. 11 Spring: 2/15 to 4/20 **Hard Close & No Make-up**	Fall: 10/5 to 1/20 Gr. 9 Spring: 2/15 to 5/11 Gr. 10 Spring: 2/15 to 5/11 Gr. 11 Spring: 2/15 to 4/20 **Hard Close & No Make-up**	February 6 to April 30 **Hard Close & No Make-up**	December 31 to April 20 **Hard Close & No Make-up**
"Need Not Test" Date	Students entering on or after 2/10/12 need not be tested.	Students entering on or after 2/10/12 need not be tested.	Students entering on or after 2/10/12 need not be tested.	Students entering on or after 2/10/12 need not be tested.	Close of Window	Students entering a school after 12/31/11 need not be tested.
Answer Sheets Due	N/A	N/A	N/A	N/A	May 11	Scores entered by 4/30./12
"Recently Arrived in U.S." Exemption Date**	N/A—No exemption in math. Arrived after **2/15/11** counts for participation only. Must take KELPA. Applies to Gr. 11 only	Arrived after **2/15/11** need not take reading assessment but may. Counts for participation only. Must take KELPA. Applies to Gr. 11 only	N/A—No exemption in science. Arrived after **2/15/11** counts for participation only. Must take KELPA. Applies to Gr. 11 only	Arrived after **2/15/11** need not take history/gov. assessment but may. Counts for participation only. Must take KELPA. Applies to Gr. 12 only	Required for All Identified ELL Students	Follow rules for content area assessments.
Test Format	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Performance Assessment and Multiple Choice	Portfolio Assessment
Test Sessions	3	3	2	2	Varies	Varies
Session Length	Suggested 45-60 min	Suggested 45-60 min	Suggested 45-60 min	Suggested 45-60	Varies	N/A
Indicators Tested on General Assessment	15	16	15, 15	15, 15	N/A	N/A
Questions Per Indicator on Gen. Assessment	4 to 8	4 to 8	2	2	N/A	N/A
Cohort Group	Grade 11	Grade 11	Grade 11	Grade 12	N/A	Follow rules for content area assessments.

* Consider early "TEST" submission for 1) populating OTL Reports, and 2) Accessing Alternate Indicators and Tools: www.cete.us

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

KSDE139099

SECTION 2: TEST COORDINATORS

Building and district test coordinators should read this section.

TEST SECURITY & ADMINISTRATION

Test Security Plan

- **All district coordinators will be trained by KSDE in test security procedures.** Each coordinator is required to attend one session. The sessions will be conducted at:
  - ➢ Pre-conference session at the KSDE Annual Conference in October.
  - ➢ Several statewide LiveMeeting (webinar) sessions between **October** and **November**.
- District test coordinators will train building-level personnel before local testing.
- Local personnel will sign an agreement to abide by state ethical testing practices. The *Agreement to Abide by Guidelines* on page 37 may be used for this purpose.
- Best practice is to have buildings submit testing schedules to district coordinators. Schools / districts that will receive a monitoring visit will be contacted directly by phone and / or email for specific scheduling information.
- District test coordinators must keep on file documentation of the need for each paper/pencil and each read-aloud accommodation. **This can be done with a form similar to the sample form used in the Test Security Training sessions.** It is not necessary or desirable to send copies of IEP, 504, or SIT plans to the District Test Coordinator.
- KSDE staff and the members of the Kansas Assessment Advisory Council will visit 5-10% of Kansas schools during test administration.
- The checklist to be used for evaluating testing sessions will be posted on the KSDE website.

Test Security Guidelines

- Report any breach of test security, loss of materials, or any other deviation to your district coordinator who will contact Dr. Cherie Randall at KSDE.
- A designated person either (1) at each school or (2) at each district should be responsible for distributing all the testing materials and KCA tickets.
- Store test materials (paper copies of the assessments and tickets) in a secure, locked area (before, between and after testing).
- Read-aloud scripts are not to be distributed to readers more than 24 hours prior to the assessments. The read-aloud scripts should never be taken out of the building.
- Distribute test materials to teachers immediately before the testing session.
- Instruct teachers not to open paper copies of test PDF's or scripts prior to administration.
- The classroom teacher is responsible for collecting and destroying student notes, scratch paper, and drawings, etc. at the end of each testing session (burn or shred).
- All paper copies of the tests must be destroyed (burn or shred) after testing. The district test coordinator must establish the procedures to be used.
- **No one, including test coordinators, principals, and teachers, may review tests or analyze test items before, during, or after the assessment is administered.**
- Test materials may not be copied, reproduced, or paraphrased.
- Accessibility to *pdf* copies of the test for the paper / pencil accommodation and to read-aloud scripts must be determined by the district office. No more than one person per school may have access to the CETE webpage for downloading test scripts and *pdf* files. Refer to pages 26-27 for details

Test Administration

- Distribute the Examiner's Manual and have teachers read the following in the Examiner's Manual prior to test administration:
    - Test Security & Administration (pg. 4-5)
    - Section 3: Accommodations (pg. 20-25)
    - Section 4: Teachers (pg. 33-37)
    - The test directions in Sections 5, 6, and 7 (pg. 38-52).

- Teachers should sign either the Agreement to Abide by Guidelines (pg. 37) or a similar district-designed document.

- Have teachers remove or cover (with opaque material) bulletin board displays, charts, and other instructional material which may give assistance or advantage during testing.

- The Kansas Assessments are untimed. Students should be given as much time as needed to complete each test part.

- It is recommended that a maximum of two test parts be completed on any one day.

- In general, the entire part of an assessment should be completed in one sitting. However, for students in grades three and four, students with disabilities and ELL students, each test part may be administered over two separate test sessions. School district administrators may feel free to ignore this option if logistical considerations warrant. .

- Set up a procedure for reactivating students for the KCA. Some districts allow building test coordinators or principals to do this. Others only allow the district office to reactivate.

- Do not allow teachers to conduct comprehensive reviews or drills of tested indicators the day of a test or during the local testing window.

- Students cannot be required to use scratch paper, to show their work, or to use the online tools (e.g. the highlighter).

- Students cannot be required to use specific test-taking strategies.

- Teachers may not grade scratch paper. .

REGISTERING STUDENTS FOR TESTING

Register Students with the Proper Test Order Type

- Districts must first register all eligible students via a TEST record submission for the appropriate test type (General, KAMM, Alternate) and requested accommodations (paper / pencil, read-aloud, Spanish, etc.) in each assessed content area.

- The code used to select the proper test type and accommodations in the TEST record is called the *Test Order Type.*

- Refer to page 7 for a complete listing of the codes used to select the Test Order Type with a TEST record submission.

Register Students for the Paper / Pencil Accommodation

- It is expected that all students will take the assessment via KCA. However, in some rare cases students will need to take the assessment with the paper / pencil accommodation. These students will use a paper copy of the assessment and two adults will later enter their answers into KCA.

- To order a paper / pencil accommodation refer to page 7 for the appropriate test order type code to be used in the TEST record submission

- CETE will generate reports to allow KSDE to monitor the use of the paper / pencil accommodation.

- Documentation for the need of a paper / pencil accommodation will be part of the checklist for visiting districts during test administration.

- All accommodations for IEP students must be documented appropriately in the IEP.

- Refer to page 25 for more details about the paper / pencil accommodation.

Register Students for the Read-Aloud Accommodation

- In some rare cases students will need to take the assessment with the read-aloud accommodation. The read-aloud accommodation may be delivered via KCA, by an adult reading to an individual student, or by an adult reading to a group of two or three students.

- For many students, the KCA audio voice will be used to deliver the accommodation. To select the KCA audio voice for the accommodation, submit a TEST record with code "A" (for the General) or code "K" (for the KAMM) as the test order type in the appropriate field. No other action is required.

- In a few cases, an adult reader will read the question stems and answer choices to an individual student. To select the read-aloud accommodation to be delivered by an adult to an individual student, submit a TEST record with code "R" (for the General) or code "I" (for the KAMM) as the test order type in the appropriate field. No other action is required.

- In some rare cases, an adult reader will read the question stems and answer choices to a group of two or three students. To select the read-aloud accommodation to be delivered by an adult to a group of students, submit a TEST record with code "T" (for the General) or code "V" (for the KAMM) as the test order type in the appropriate field.

- CETE will generate reports to allow KSDE to monitor the use of the read-aloud accommodation.

- Documentation for the need of a read-aloud accommodation will be part of the checklist for visiting districts during test administration.

- Refer to pages 21-30 for more details about the read-aloud accommodation.

Register Students for Spanish Translations

- **Spanish translations of the mathematics and science assessments are available only for the general assessment.**

- No Spanish translations are available for the reading or history / government assessments.

- **To use any Spanish translation accommodation, content instruction must have been conducted in Spanish.**

- To select a **Spanish, paper copy** of the assessment, submit a TEST record with code "6" in the appropriate field.

- To select a **Spanish version of the KCA**, submit a TEST record with code "7" in the appropriate field.

- To select the **Spanish side by side accommodation** (English on KCA, Spanish pdf test copy, student responds on either the KCA or paper copy), submit a TEST record with code "X" in the appropriate field.

- To select the **individual read-aloud accommodation in Spanish via the KCA**, submit a TEST record with code "F" in the appropriate field.

- To select the **group read-aloud accommodation in Spanish via the KCA**, submit a TEST record with code "G" in the appropriate field.

- To select the **individual read-aloud accommodation in Spanish via paper / pencil**, submit a TEST record with code "H" in the appropriate field.

- To select the **group read-aloud accommodation in Spanish via paper / pencil**, submit a TEST record with code "P" in the appropriate field.

- For more detailed information regarding test order type codes for Spanish accommodations, refer to page 7.

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Test Order Types for 2011-2012

GENERAL – KIDS Fields D75 through D82

Value	Test Order Type	Subject	Description – Expected Use	CETE Download	Available Fall OTL	Notes
1	General Paper / English	All	Student responds on Test PDF; responses transcribed to KCA	Test PDF	No	Follow procedure for recording student responses. Accommodation Requires Student Plan*
2	General KCA / English	All	Student responds via computer	N/A	Yes	
6	General Paper / **Spanish**	Math & Science Only	Use only if instruction of content has been in **Spanish** - Student responds on Test PDF Responses transcribed to KCA	**Spanish** Test PDF	No	Follow procedure for recording student responses Accommodation Requires Student ELL (English Language Learners) Plan*
7	General KCA / **Spanish**	Math & Science Only	Use only if instruction of content has been in **Spanish** Student responds via computer	N/A	Yes	Accommodation Requires Student ELL (English Language Learners) Plan*
8	General Braille English	All	Students who are visually impaired	N/A	No	Braille versions mailed to Test Coordinator from CETE
A	General Audio / KCA / English	All	May be used in lieu of a human reader when necessary Considered an Individual Read-aloud Accommodation	N/A	Yes	See Using the KCA Audio Voice in Examiner's Manual Accommodation Requires Student Plan*
X	**Spanish** Side X Side	Math & Science Only	Use only if instruction of content has been in **Spanish** Computer will display English – Test PDF will be in Spanish. Student responds via computer or on Test PDF	**Spanish** Test PDF	No	Current instructional practice Accommodation Requires Student ELL (English Language Learners) Plan*
R	General Read-aloud / Individual / KCA / English	All	Teacher reads from script and student responds via KCA	Scripted form	No	Follow transcription procedure Accommodation Requires Student Plan*
F	General Read-aloud / Individual / KCA / **Spanish**	Math & Science Only	Teacher reads from Test PDF and student responds via KCA; Use only if instruction of content has been in **Spanish**; Student responds via computer	Scripted form and **Spanish** Test PDF	No	There is no **Spanish** Script available – teachers may read from Test PDF. Accommodation Requires Student ELL (English Language Learners) Plan*
S	General Read-aloud / Individual / Paper / English	All	Teacher reads from Script and student responds on Test PDF Responses transcribed to KCA	Scripted form and Test PDF	No	Reading – passages cannot be read; Follow transcription procedure Accommodation Requires Student Plan*
P	General Read-Aloud / Individual / Paper / **Spanish**	Math & Science Only	Teacher reads from Test PDF and student responds on Test PDF. Use only if instruction of content has been in **Spanish**; Responses transcribed to KCA.	Scripted form and **Spanish** Test PDF	No	There is no **Spanish** Script available – teachers may read from Test PDF. Accommodation Requires Student ELL (English Language Learners) Plan*
T	General Read / Aloud / Group / KCA / English	All	Teacher reads from script to small group (3), students respond via KCA	Scripted form	No	Requires Student Plan*
G	General Read-aloud / Group / KCA / **Spanish**	Math & Science Only	Teacher reads from Test PDF to small group (3), students respond via KCA; Use only if instruction of content has been in **Spanish**	**Spanish** Test PDF	No	There is no **Spanish** Script available – teachers may read from Test PDF Accommodation Requires Student ELL (English Language Learners) Plan*

*Accommodation requires a written Student Plan: IEP, 504, ELL (English Language Learners), or Student Intervention Team Plan (SIT-Plan). See Accommodation Section 3 of the Examiner's Manual.

KSDE139103

GENERAL – KIDS Fields D75 through D82

Value	Test Order Type	Subject	Description – Expected Use	CETE Download	Available Fall OTL	Notes
U	General Read-aloud / Group / Paper / English	All	Teacher reads from Script and student responds on Test PDF. Responses transcribed to KCA	Scripted form and Test PDF	No	Reading passages cannot be read. Follow transcription procedure. Accommodation Requires Student Plan*
H	General Read-aloud / Group / Paper / Spanish	Math & Science Only	Teacher reads from Test PDF to small group (3). Student(s) responds on Test PDF. Responses transcribed to KCA. Use only if instruction of content has been in Spanish	Spanish Test PDF	No	*There is no Spanish Script available – teachers may read from Test PDF. Follow procedure for recording student responses; Accommodation Requires Student ELL (English Language Learners) Plan*
L	General Large Print / English	All	Students who are visually impaired	Large Print PDF	No	First year available via download

KAMM – KIDS Fields D75 through D82   Student must have current IEP

Value	Test Order Type	Subject	Description – Expected Use	CETE Download	Available Fall OTL	Notes
4	KAMM Paper / English	All	Student responds on Test PDF; responses transcribed to KCA	Test PDF	No	Follow transcription procedure
5	KAMM KCA / English	All	Student responds via computer	N / A	Yes	
9	KAMM Braille / English	All	Students who are visually impaired	N / A	No	Braille versions mailed to Test Coordinator from CETE
K	KAMM Audio / KCA / English	All	Considered an Individual Read-aloud Accommodation	N / A	Yes	See Using the KCA Audio Voice in Examiner's Manual
I	KAMM Read-aloud / Individual / KCA / English	All	Teacher reads from script and student responds via KCA	Scripted form	No	Reading passages cannot be read to the student
J	KAMM Read-aloud / Individual / Paper / English	All	Teacher reads from Script and student responds on Test PDF. Responses transcribed to KCA	Scripted form and Test PDF	No	Reading passages cannot be read to the student. Follow transcription procedure
V	KAMM Read / Aloud / Group / KCA / English	All	Teacher reads from script to small group (3), students respond via KCA	Scripted form	No	Reading passages cannot be read to the student
W	KAMM Read-aloud / Group / Paper / English	All	Teacher reads from Script to small group (3), and students respond on Test PDF. Responses transcribed to KCA	Scripted form and Test PDF	No	Reading passages cannot be read to the student. Follow transcription procedure
M	KAMM Large Print / English	All	Students who are visually impaired	Large Print PDF	No	First year available via download

KAA (Alternate) – KIDS Fields D75 through D77; D78 and D81   Student must have current IEP

Value	Test Order Type	Subject	Description – Expected Use	CETE Download	Available Fall OTL	Notes
3	Alternate	All	Portfolio Assessment, Indicators must be selected at CETE web site by December 31, 2011	See Alternate Menu at CETE	N / A	H.S. - Science Alternates ordered in Life field D77 only / H.S.- H-G ordered in World field D78 only

*Accommodation requires a written Student Plan: IEP, 504, ELL (English Language Learners), or Student Intervention Team Plan (SIT-Plan). See Accommodation Section 3 of the Examiner's Manual.

For KAMM; all accommodations must be documented appropriately in the IEP.

KELPA (Kansas English Language Proficiency Assessment) – KIDS Field D84

Value	Test Order Type	Subject	Description – Expected Use	CETE Download	Available Fall OTL	Notes
1	KELPA for Current or monitored		Required for current ELL (English Language Learners) students Optional for monitored ELL (English Language Learners) students	N/A	NA	Must order Pre-slugged answer sheets by January 7th, 2012. This is a Paper Pencil Assessment mailed from CETE
2	KELPA for student neither current or monitored		See KIDS specification for D42	N/A	N/A	Must order Pre-slugged answer sheets by January 7th, 2012. This is a Paper Pencil Assessment mailed from CETE

Miscellaneous – KIDS fields D75 through D84

Value	Test Order Type	Subject	Description – Expected Use	CETE Download	Available Fall OTL	Notes
C.	Clear test type indicator	All	Cancels registration, Cancels Tickets, removes from CETE Editor.	N/A	NA	May not release from inclusion in accountability
Blank	Blank	All	No Test in this content area	N/A	N/A	Student will count as not tested

Notes about Test Order Types

- Clarification: Test Type and Test Order Types are not analogous. Test order types can be a "Test Type" or combination of a "Test Type" coupled with particular accommodations. The expansion of test order types will minimize or eliminate the need for special action requests (SAR) in 2011-2012.
- Accommodation Accountability: CETE will generate reports for KSDE to monitor the use of accommodations, specifically Read Aloud and Paper-Pencil accommodations.
- For assistance with TEST submissions call the KIDS Help Desk at 785-296-7935.

Accommodation Coding Notes

- The accommodation codes for individual read-aloud, group read-aloud, paper / pencil, and Spanish translation are automatically populated at the CETE website by the TEST record submission.
- District and / or building coordinators do NOT have to record those accommodations via the student editor at the CETE website.
- Refer to pages 21 and 32 for additional information regarding coding accommodations at the CETE website.

KSDE139105

TEST WINDOWS

Fall OTL Test Windows

Test	Mode	Grade Levels	Test Window
KELPA	NA	NA	NA
Math	KCA Only	HS OTL	Oct. 5 – Jan. 20
Reading	KCA Only	HS OTL	Oct. 5 – Jan. 20
Science	KCA Only	HS OTL	Oct. 5 – Jan. 20
History / Govt.	KCA Only	OTL Gr. 10 & 12 only	Oct. 5 – Jan. 20
Writing	NA*	NA	NA

Spring Test Windows

Test	Mode	Grade Levels	Test Window
KELPA*	P&P	K – 12	Feb. 6 – Apr. 30
Math	KCA Only	3-8	Feb. 15 – Apr. 20
		9-10	Feb. 15 – May 11
		11	Feb. 15 – Apr. 20
Reading	KCA Only	3-8	Feb. 15 – Apr. 20
		9-10	Feb. 15 – May 11
		11	Feb. 15 – Apr. 20
Science	KCA Only	4, 7	Feb. 15 – Apr. 20
		9, 10	Feb. 15 – May 11
		11	Feb. 15 – Apr. 20
History / Govt.	KCA Only	6, 8, 12	Feb. 15 – Apr. 20
		10	Feb. 15 – May 11
Writing	NA	NA	NA

The general assessment and KAMM are both available for spring testing.

*See the KELPA Administration Manual for specific instructions. All KELPA answer sheets must be submitted to CETE by May 13, 2012.

Change in Science and History / Government Test Windows

Feedback from districts desiring to test Science and History / Government content areas earlier in the spring and then following that testing with math and reading resulted in a change in the testing windows for Science and History / Government.

Alternate Assessment Windows

Test	Grade Levels	Test Window
Math	3 – 8, OTL at HS	Dec. 31 – Apr. 20
Reading	3 – 8, OTL at HS	Dec. 31 – Apr. 20
Science	4, 7, OTL at HS	Dec. 31 – Apr. 20
History / Govt.	*OTL Gr. 10 & 12 only	Dec. 31 – Apr. 20
Writing	NA	NA

- The deadline for entering scores at CETE is April 30, 2012.
- OTL (Opportunity to Learn) testing in the fall is NOT available for the alternate assessment.
- Additional details regarding the Alternate Assessment may be found at http://www.ksde.org/Default.aspx?tabid=2384

*Note: Corrected from Gr. 9 and 11 only to Grade 10 and 12 only on November 28, 2011

Notes / Explanations

- KCA = Kansas Computerized Assessment
- P&P = paper and pencil
- OTL = Opportunity to Learn: Students in high school may be tested after they have completed the coursework needed to prepare them for the assessment.

Local Test Windows

Local districts and buildings should define and schedule local windows for specific content tests. Content cohort windows should be no more than 3 weeks at the building level. All buildings in the district do not have to use the same local window. Window schedules may be a part of the monitor visits.

SUBMITTING RECORDS TO KIDS

Timeline for Submission of "TEST" Records to the Kids Database

In order for a student to test via KCA or to receive a preslugged answer sheet for the KELPA, the information must be submitted to the KIDS database via a TEST record (see your KIDS coordinator for details).

- Window for submitting TEST records opens – **August 22, 2011.**
- Last day to submit TEST records for preslugged KELPA answer sheets – **January 9.**
- **Deadline for submitting TEST records for fall OTL testing** – One week prior to testing.

Submit TEST Records Early!

In many cases it is beneficial and necessary to submit TEST records early in the year. A TEST record must be submitted in order to enable

- student participation in fall OTL testing.
- selection of alternate assessment indicators.
- the population of the OTL reports.
- student participation with the Interim assessments.

Audits

- KSDE will conduct daily audits of submissions to the KIDS database.
- KSDE conducts annual audits comparing TEST with EOYA records.
- CETE will generate reports for KSDE to monitor the use of accommodations, specifically Read Aloud and Paper-Pencil accommodations.
- Documentation for Test Order Types will be part of the checklist for visiting districts during test administration.

Submission of Test Types

The proper test type and mode of testing must be submitted via a TEST record. The codes to be used in fields D75 through D84 are listed on pages 7-9.

Guidelines for Submitting EXIT Records

- **Schools must submit an EXIT record for any student who stops attending the school within two weeks of the student's last day of enrollment.**
- Submit EXIT records immediately when students exit and are known not to be returning.
- If a student is absent from school for ten days, submit an EXIT record if the student is not known to be returning.
- If a student is exited through KIDS and returns before ten school days have lapsed, it is necessary for the school to resubmit the EXIT record. Use exit code "99" in these cases. Refer to the Truancy and Enrollment category in the *Table of SC Codes* on page 16.
- 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 AYP school designated for the student.
- 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, AYP School, and Exit Date with a code of "99" in field D28 to "undo" the previous EXIT record in KIDS.

OPPORTUNITY TO LEARN (OTL)

Overview of OTL

Opportunity To Learn (OTL) provides high schools with flexibility in determining when to assess students in math, reading, science, writing and history-government. The intent of this regulation is that students will be tested after they have completed the coursework needed to prepare them for the assessment.

Students must be assessed by the end of a specific grade level for a cohort year (this varies by content area) when the scores are reported either for AYP or QPA purposes.

For mathematics and reading, students who score less than proficient may be retested under certain conditions (refer to *OTL Scoring for Mathematics and Reading* in the section below for details). For the history/government, science, and writing assessments, retesting of students is not allowed.

More details regarding OTL and second opportunity testing may be found on pg. 74.

OTL Scoring for Mathematics and Reading

- AYP will be calculated on student scores at the end of the 11th grade year for the cohort group.
- Schools have two opportunities to assess students on NCLB assessments in reading and mathematics.
- Schools may assess a student no more than once in a given semester.
- Students taking an NCLB assessment as a 9th or 10th grader will have their scores banked until they become 11th graders.
- Once a student scores proficient, the student is "complete" and is not eligible for a second test.
- The building where a student scores proficient retains the score even if the student moves.
- Once a student scores non-proficient twice in a given school, the student is "complete" and is not eligible for additional opportunities regardless of whether the student remains enrolled in that school or moves to another building.
- The building where a student scores non-proficient twice retains the non-proficient score even if the student moves.
- When a student has a banked non-proficient score and moves to another building, the score will not be used in first building's AYP calculation (unless the student has been tested twice at the building).
- When a student has a banked non-proficient score and moves to another building, the score is dropped and the receiving school inherits two new opportunities to test. If the student is an 11th grader and is not tested in the receiving school, it will count against their participation rate (unless the student enrolled after the need not test date).
- The above OTL scoring procedures negate the need for Special Coding Circumstances (SC codes) for 9th and 10th grade students. If for some reason a 9th or 10th grade assessment is incomplete or deemed to be invalid contact Cherie Randall or David Bowman at KSDE.
- When a student with a banked non-proficient score remains in the original building and is not tested a second time, the banked score is counted for both AYP and participation.
- When an exited student returns to the original building after 9/20 and has a non-proficient banked score, the non-proficient score counts for participation only.
- Once a student has been reported in an AYP cohort as an 11th grader, the student is regarded as "complete" and is not eligible for second testing. As a result, students with one non-proficient test who are reclassified as 11th graders the year after being reported in an AYP cohort cannot be retested.

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OTL Scoring for Science & History-Government

- **Student mobility within districts (i.e., intra-district transfers):** Students having taken one part of the science or the history-government assessment and transferring to another building within the district must take the second part of the assessment in the receiving building. The receiving building will inherit the part one score and when combined with the part two score will be counted for both proficiency and participation at the receiving building.

- **Student mobility between districts (i.e., inter-district transfers):** Students having taken one part of the science or the history-government assessment and transferring to a building in another district must take the second part of the assessment in the receiving building. The receiving building will inherit the part one score and when combined with the part two score will be counted for participation only at the receiving building.

- **Science:** Junior students arriving in a building/district after the very late enrollment date need not test.

- **History-government:** Senior students arriving in a building/district after the very late enrollment date need not test.

CETE TEACHER ACCOUNTS

New Teacher Accounts Created in 2010-2011

To comply with enhanced test security and FERPA requirements, changes were made to teacher accounts at the CETE website during the 2010-2011 school year. Teachers were required to apply for new CETE accounts.

Functions Available for CETE Teacher Accounts

Teacher-level accounts at the CETE website will have access to the following functions:

- Interim Only: Print test tickets
- Interim Only: Reactivate students
- Interim Only: Mark students as "complete"
- Summative Only (NCLB): Monitor Status
- Summative Only (NCLB): View immediate results

All other CETE 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 or mark a student complete on the Monitor Status screen.

Requesting a CETE Teacher Account

- Go to www.cete.us
- Click on the link titled "Need a New Account?"
- Teachers will be asked for the state teacher ID along with other information in order to acquire an account.

ELL (English Language Learners) STUDENTS

Testing Recent Arrivals

Recent Arrivals to the United States (formerly known as newcomers) are defined as ELL students who have attended **any** US school for less than one calendar year from the date the assessment window opens.

- For the 2011-2012 testing year, ELL students who first attended school in the US on or after February 15, 2011 are defined as recent arrivals for history / government, mathematics, reading, and science.
- The first date of education in the US is a data element submitted to the KIDS database by the local school or district.
- If an ELL student first attended school in the U.S. after Feb. 15, 2011, the student must take the mathematics and science assessments. The assessments will count only for participation.
- If an ELL student first attended school in the U.S. after Feb. 15, 2011, the student does not need to take the reading assessment or the history / government assessment but must take the KELPA.
- ELL students must take all assessments on grade level. Any student who is tested off grade level will be counted as "not tested".
- Refer to *Accommodations for ELL Students* on page 20 for a list of ELL accommodations.

Mathematics and Science Testing of ELL (English Language Learners)

Group	Policy
Recent Arrivals	• Must take the assessment. • Results count only for participation.
Non-recent Arrivals	• Must take the assessment. • Results count for participation and are included in AYP (Mathematics) / QPA (science and history / government) calculations for percent at Meets Standard or above.

History / Government and Reading Testing of ELL (English Language Learners)

Group	Policy
Recent Arrivals	• Not required to take the assessment but must take the KELPA.
Non-recent Arrivals	• Must take the assessment. • Results count for participation and are included in AYP calculations for percent at Meets Standard or above.

KELPA Testing of ELL (English Language Learners)

Group	Policy
Recent Arrivals	• Must take the KELPA. • KELPA is used for participation calculations in reading
Non-recent Arrivals	• Must take the KELPA assessment until they score proficient two consecutive times on the composite score as well as on all subtests of the KELPA.

SC CODES

Special Coding (SC) Circumstances

SC codes are used to document certain situations. In some cases the coding may document why a student did poorly (e.g. SC-07 chronic absence) but will not exclude the student from AYP or QPA calculations. In others it will exclude the student from AYP or QPA calculations (e.g. SC-01 long-term suspension of a general education student).

SC codes are submitted via the online student editor at the CETE website. **SC codes are not used with 9th and 10th graders.**

Some situations cannot be addressed via an SC code (e.g. student dropped out of school). In these cases, ensure that the proper EXIT record has been submitted to the KIDS database.

SC Codes Marked "Call KSDE"

For SC Codes marked "Call KSDE," call the KSDE Assessment Helpline at 785-296-2261

Codes marked "Call KSDE" cannot be used after the student has completed the assessment and a score has been posted. If circumstances exist that may result in an invalid score, call KSDE prior to administering the assessment or during the administration of the assessment.

Careful proctoring of student behaviors that could result in an invalid test must be reported prior to the student completing the assessment.

Table of SC Codes

Category	Situation	Description	Testing Requirements, AYP Implications, Notes	SC Code
Suspension	Long-term suspension of a general education student.	**Grades 3-8**: Student is suspended for more than four weeks and the suspension overlaps the testing window. **Grade 11**: Student is suspended for greater than four weeks during the second semester.	• Student need not be tested. • Does not count against building for participation.	SC-01
	Short-term suspension of a general education student	Student is suspended for less than four weeks.	• 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-02
	Suspension of a **student with a disability**	Student is suspended for more than 10 days.	• Student is required to be tested since the school is responsible for providing services that allow progress in the general education curriculum. • If the student is not assessed, the student will be *counted as not tested* and will count against the school for participation.	SC-03

Table of SC Codes

Category	Situation	Description	Testing Requirements, AYP Implications, Notes	SC Code
Truancy	Student is **truant at the beginning of the 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. • Does not count against building for participation.	SC-04
		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
	Earlier truancy	Student returns to school from a truancy situation by February 10 (all subjects).	• 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. • *To prevent this, drop truant students after two weeks of consecutive absences. An EXIT record should be submitted to the KIDS database.*	SC-06
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
	Student is out-of-town, out-of-state, or out-of-country during the local testing window.	This is considered the same as a chronic absence.	• Student is required to be tested. • If student is not assessed, the student will be *counted as not tested* and will count against the school for participation. • *To prevent this, drop students who are out of town after two weeks of consecutive absences. An EXIT record should be submitted to KIDS.*	SC-07
	Catastrophic illness or accident	Student has been seriously disabled by accident or illness.	• Student need not be tested and does not count against the school for participation. • Can only be coded by KSDE. Email details to Cherie Randall.	SC-08
Enrollment	Student **dropped out** of school	Student dropped out of school **before the end of the state testing window.**	• Student cannot be tested. • Does not count against the school for participation. • Must be coded through KIDS. Submit appropriate EXIT code.	None
	Student was **expelled**	Student was expelled **before the end of the state testing window.**	• Student cannot be tested. • Does not count against the school for participation. • Send EXIT code "12" to KIDS.	None
	Student **moved before testing**	Refer to pg. 19 for students who moved *during* testing.	• Student cannot be tested, and does not count against the school for participation. • Send appropriate EXIT code to KIDS.	None
	Student was **dropped from the school enrollment but reenrolled.**	If the student reenrolled by February 10, the student must be tested (all subjects).	• Student is required to be tested. • If student's enrollment lapsed for <u>less than two weeks</u>, student will be counted for both participation and as part of AYP calculations. • If the student's enrollment lapsed for <u>more than two weeks,</u> student will be counted for participation, but not as a part of AYP calculations. • Send appropriate EXIT code to KIDS.	None
	Student **enrolled late** Hist./Gov. Mathematics Reading Science	Student enrolled 9/20/2011 through 2/10/2012	• Student must be tested and will be counted for participation, but not as a part of AYP or QPA calculations. • Submit accurate entrance date on TEST record.	None
		Student enrolled after 2/10/2012	• Student need not be tested and does not count against the school for participation. • Submit accurate entrance date on TEST record.	None

Table of SC Codes

Category	Situation	Description	Testing Requirements, AYP Implications, Notes	SC Code
Death	Death of student	Student has died	• Student cannot be tested. • Does not count against the school for participation. • Send EXIT code "10" to KIDS.	**None**
Private Non-accredited School Student **OR** **Home School Student**	Student is enrolled in a private, non-accredited school or is home schooled AND attends a public school for at least one (but not all) assessed content area. The AYP schools in field D10 is coded as 0002	Student is instructed in public school for a tested content area.	• Student need not be tested in content areas for which he/she does NOT attend. • 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 • 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**
	Student is enrolled in a private, non-accredited school or is home schooled AND does not attend public school for any assessed subjects. The AYP schools in field D10 is coded as 0002	Student is not instructed in public school for any content areas that are tested.	• Student need not be tested. • Does not count against building for participation. • A value of "0002" must be submitted for field D2 in KIDS. • Do NOT submit a TEST record for the student. • If a student is inadvertently submitted, resubmit with test order type "C" <u>for all</u> content areas.	**None**
Wrong Grade	Student is listed in wrong grade.	Incorrect student grade level on a KCA ticket.	• Do not test student at the wrong grade level. Assess the student at the correct grade level. • **Grade level must be corrected in KIDS (field D10).** • A new ticket must be printed for KCA.	**None**
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 AYP calculations.	**SC-20**
Recent Arrival to US **(formerly ELL (English Language Learners) Newcomers)**	Reading	The student's first education in the US occurred on or after 2/15/2011.	• Student need not be tested in reading, but must take the KELPA. • KELPA is used for participation calculations. • Code information in field D40 (first entry date into a US school) for records submitted to KIDS.	**None**
	Hist. / Gov. Mathematics Science	The student's first education in the US occurred on or after 2/15/2011.	• Student is required to be tested. • Counts only for participation. • Code information in field D40 (first entry date into a US school) for records submitted to KIDS.	**None**
19 years of age or older	Nontraditional student over 18 in general education or over 21 if student has an IEP.	Student is past Kansas age limit for state assessments.	• Student need not be tested. • This does not count against the school for participation. • Age is coded through KIDS (field D09).	**None**
In jail or special center	Incarceration in an **adult facility.**	If a student is incarcerated in an adult facility, the USDOE says the student need not be tested.	• Student need not be tested. • This does not count against the school for participation.	**SC-24**

Table of SC Codes

Category	Situation	Description	Testing Requirements, AYP Implications, Notes	SC Code
	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
	Student is in a **special detention center (short-term placement facility).**	Student is in a non-accredited juvenile detention center.	• Student need not be tested. • This does not count against the 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.	Call KSDE
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.**	Call KSDE
Emotional Trauma	Psychological factors or emotional trauma	Psychological factors or emotional trauma may exist and invalidate a test score. This includes any serious disruption during the test administration.	• If there are circumstances that do not allow the collection of valid assessment data, **notify your district test coordinator prior to giving the assessment.** The district test coordinator will contact KSDE. **This may only be coded by KSDE.** • 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.	Call KSDE
No effort	Student is not showing adequate effort on the assessment.	Student may be inattentive, quick to finish, or shows obvious signs of giving no effort.	• If there are circumstances that do not allow the collection of valid assessment data, **notify your district test coordinator after the first test session.** The district test coordinator will contact KSDE. **This may only be coded by KSDE.** • Test is invalid. • Student counts against the school for participation.	Call KSDE
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 AYP calculations.	SC-32
Student refusal	Student refuses to be tested.	All students are required to be tested.	• If there are circumstances that do not allow the collection of valid assessment data, notify your district test coordinator who will contact KSDE. **This may only be coded by KSDE.** • 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-33

Table of SC Codes

Category	Situation	Description	Testing Requirements, AYP Implications, Notes	SC Code
Prohibited practices	Reading	Reading 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
	Mathematics	Student used a calculator on the non-calculator portions of the assessment.	• Student counts as *not tested*. • If this is discovered before the test window closes, notify your district test coordinator who will notify KSDE.	SC-36
		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 Cherie Randall.	• Student need not be tested and does not count against the school for participation. • **This may 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 the 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 AYP school for this assessment. • Code SC-41 for whichever test the student did not take at this school.	SC-41
	Student started an assessment but did not complete it.	The student began an assessment and moved before finishing it.	• If a student completed less than one-third of the test, send an EXIT record to KIDS before the testing window closes. • If a student completed more than one-third of the test, it counts as a completed test for AYP purposes.	Call KSDE
Took <u>one</u> of the tests at another school.	Student took one of the assessments this year at another school where student was cross-enrolled.	Student is cross-enrolled in two schools and is taking one of the assessments this year at the other school. **This is not the student's AYP school for one of the state 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 AYP school for this assessment. • Code SC-42 for whichever test the student did not take at this school.	SC-42

SECTION 3: ACCOMMODATIONS

OVERVIEW AND GENERAL GUIDELINES

Accommodations Overview

- IEP and 504 students may only use accommodations documented on IEP and 504 plans.
- General education students may only use accommodations permitted by KSDE.
- For the read-aloud and paper / pencil accommodations, ELL students and general education students must have a student plan documenting the need.
- Accommodations should not be used on the state assessments if they have not been a regular part of instruction.
- Refer to page 32 for a list of accommodation codes. Some accommodations are recorded automatically by the TEST record submission. Others must be entered via the student editor at the CETE website. Refer to pg. 21 for more details.
- **In order to use the paper / pencil accommodation**, the proper test order type must be supplied via a TEST record submission.
- **In order to use the KCA audio voice, the read-aloud accommodation with individual students or the read-aloud accommodation with a group of two or three students**, the proper test order type must be supplied in a TEST record submission at least two (2) weeks prior to administering the assessment. Refer to page 5 for a listing of test type codes.
- To use an accommodation other than one listed, contact your district test coordinator who will send the request to Cherie Randall at KSDE. If the accommodation changes the construct being tested, the student will count as not tested.

- For additional information about accommodations or for guidelines about the read-aloud accommodation, go to the assessment page at the KSDE website (http://www.ksde.org/Default.aspx?tabid=2372).

Accommodations Prohibited for All Students

- **Reading to students any text (including isolated words) in the <u>reading passage</u> on the reading test is prohibited.** Violations will result in the student being counted as "not tested."
- **Use of a calculator or a fact table on the non-calculator portion of the mathematics assessment is prohibited.** This prohibition applies to all students including 504 and IEP students. If a student uses a calculator on the non-calculator portion of the assessment, the test will be invalid and the student will be counted as "not tested."
- **At grade 8, the use of a calculator is permitted on all portions of the mathematics assessment.** This only applies to grade 8. All other grade levels are prohibited from using calculators on part 3 of the mathematics assessment.
- **Use of teacher-generated or student-generated journals, notes, logs, etc. is prohibited.** Refer to page 36 for a list of approved materials that may be used by students.
- **Use of commercially-made, teacher-made, or teacher-generated graphic organizers is prohibited.**

Accommodations for ELL Students (English Language Learners)

- Directions may be read to the student in English or explained in the student's native language.

- Reading passages, the test questions, answer choices, labels, graph titles, etc. may NOT be translated into the student's native language.

- Electronic translators and bilingual dictionaries may be used to read directions, test questions and answer choices. They cannot be used on the reading passage of the Kansas Reading Assessment.

- The assessment may be given in small groups of not more than three students.

- The entire mathematics or science assessment, either English or Spanish version, may be read to students, but the reader is not allowed to translate.

- A Spanish version of the Mathematics Assessment and Science Assessment are available via the KCA.

- To request the Spanish version of the mathematics assessment, submit a TEST record with a value of "7" as the student's mathematics test order type.

- To request the Spanish version of the science assessment, submit a TEST record with a value of "7" as the student's science test order type.

- If a student testing in Spanish needs a paper copy of the Spanish version, submit a TEST record with a value of "6" as the student's test order type in the appropriate content field. The procedures for using the paper / pencil accommodation should be followed (refer to page 25).

- Students who need access to both Spanish and English version at the same time should take the Spanish version online and be provided with the English-language paper form (*pdf copy*). Submit a TEST record with a value of "X" as the student's test order type in the appropriate content field (math or science).

Recording Accommodations

- Testing accommodations not prepopulated by a KIDS TEST record submission may be recorded via the student editor at the CETE website or via a file upload. Refer to pages 60-62 for more details.

- CETE will pre-populate the following accommodations in the CETE Student Editor in order to decrease the amount of data entry and to increase accuracy:
  - 2 – Braille edition
  - 3 – Large print edition
  - 4 – KCA audio voice (David voice)
  - 6 – Individual received read–aloud accommodation
  - 8 – Group read–aloud accommodation
  - 13 – Paper / pencil accommodation
  - 16 – Spanish math or Spanish science translation of the assessment

- For fall OTL testing, the accommodation fields listed above will be populated from TEST record submissions.

- Fall OTL accommodation codes must be entered via the CETE student editor prior to January 28, 2012.

- Districts will NOT be able to edit fall OTL accommodation codes after Jan. 28, 2012.

- During the spring semester, the accommodation fields listed above will be populated from TEST record submissions. To correct errors in accommodation codes, submit a corrected TEST record.

- Buildings / districts will continue to code the following accommodations in the CETE student editor or via a file upload for fall OTL and Spring testing:
  - 0 – Separate setting
  - 1 – Frequent breaks,
  - 5 – Scribe
  - 7 – Communication device
  - 9 – Other
  - 10 – Directions signed
  - 11 – Signed responses
  - 12 – Braille writer/slate
  - 14 – Student reads the test aloud.
  - 15 – Translation dictionary

READ-ALOUD ACCOMMODATION POLICY

Read-aloud Training for Adult Readers

1. Readers administering the read-aloud accommodation must have annual staff development on reading an assessment to a student. At a minimum, this staff development must consist of a review of the *KSDE Training Document for: 2012 READ-ALOUD ACCOMMODATION / KCA AUDIO VOICE* document posted at the www.ksde.org website under the Assessment Documents and Resources heading; http://www.ksde.org/Default.aspx?tabid=420.

Student Need for Read-aloud

1. A student who needs a read-aloud accommodation is one whose ability to convey knowledge of the subject / content area is **severely limited by his/her inability to read the assessment materials**. The student cannot or would not be successful in the classroom without the read-aloud accommodation.
2. The read-aloud accommodation is for a student who needs the entire assessment (except the reading passage) read to him.
3. The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distracter, an occasional stem, or an occasional question to the student.
4. **It is the local district's responsibility to define "severely" in point #1 and to quantify on a "regular" basis for classroom instruction and assessments / tests in point #2.** Tools for determining need and resources available may be selected by individual districts. However, the general expectation is that students will be more than 1 year below grade in reading 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.

5. Being an ELL student, SPED student, or Title I student does not automatically qualify a student for the read-aloud accommodation.
6. In order to use the read-aloud 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/tests.

Documenting the Need for a Read-aloud

1. A student's need for the read-aloud accommodation must be documented on one of the following plans:
   a. Pre-intervention plan (student improvement plan)
   b. ELL (English Language Learners) plan
   c. 504 plan
   d. IEP
2. The following information must be included on a student improvement plan, ELL plan, or IEP that serves the purpose of documenting student need for a read-aloud accommodation:
   a. Student name
   b. Student grade
   c. Building/district
   d. Evidence documenting need for the read-aloud accommodation, including, but not necessarily limited to
      i. Reading test scores
      ii. Progress monitoring data
      iii. Reading 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 the decision to recommend the read-aloud accommodation, 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 5-10% of assessment administrations this year and may ask to see documentation for the need of paper/pencil and read-aloud accommodations.

4. Guidelines for the read-aloud accommodation and training documents for the read-aloud may be found on the assessment page at the KSDE website (http://www.ksde.org/Default.aspx?tabid=420).

Read-Aloud for Groups of Students

1. Best practice is to provide the read-aloud accommodation to individual students. However, it is allowable to provide the read-aloud accommodation to small groups of two or three students.

2. The read-aloud accommodation (whether individually or in small groups) must be in conjunction with the accommodation for a separate quiet or individual setting. **It is not appropriate to provide the read-aloud accommodation in proximities that would distract those receiving the accommodation or those engaged in other activities including state assessments. The intent of read-aloud via a human reader is to deliver the read-aloud in a normal conversational voice.**

3. A group is defined as two or three students who receive exactly the same read-aloud accommodation at the same time. The students will all have the same form, and the reading will be directed to all of these students at the same time and in the same place using KSDE prepared scripts.

4. It is allowable for a read-aloud to occur with a small group of students arranged in a cluster of 2 to 3 computers in a separate quiet setting and to respond directly on the computer via KCA.

5. A group is NOT a number of students in a particular room who are taking different forms of the assessment and who are raising their hands at various times to have a word in a distracter pronounced or an item stem read.

Reading Passage May NOT Be Read

1. Absolutely nothing from a reading passage may be read or pronounced, including single words or isolated words.

2. If reading passages to a student on the state reading assessment is allowed on the student's plan, the student will then be counted as "*not participating.*"

Allowable Practices

1. Practices such as pronouncing an occasional word, an occasional distracter, an occasional stem, or an occasional question should be considered acceptable assessment, practice requiring no special documentation and no special coding of the answer sheet.

2. The teacher should use professional discretion regarding the number of times a student may request assistance.

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Read-aloud Accommodation and Scripts

- Guidelines for the read-aloud accommodation may be found on the assessment page at the KSDE website (http://www.ksde.org/Default.aspx?tabid=420).

- For the Reading Assessment, the reading passage may not be read to the students. Only the question stems and answer choices may be read aloud.

- Scripts for the general assessment as well as for the KAMM have been prepared for readers to follow for the history / government, mathematics, reading, and science assessments. They include all text and labels that may be read aloud.

- The scripts must be used for the read-aloud accommodation.

- Scripts are not to be distributed to readers more than 24 hours prior to the assessments. The read-aloud scripts should never be taken out of the building.

- The audio option is available in the fall.

- The reader may read the script in advance to ensure that they are able to pronounce all words.

- The reader must return the script to the testing coordinator or building principal once they have read the script for purposes of becoming familiar with the material that will be read.

- Read-aloud scripts will be available in Spring, 2012. No read-aloud scripts will be available for Fall OTL testing.

- Store test materials (copies of the assessments, scripts, and tickets) in a secure, locked area (before, between and after testing).

- Distribute test materials immediately before the testing session. Collect test materials immediately following the testing session.

- Numbering scripts/test (recommended) – is an easy way to keep track that you have all of the materials returned.

- Accessibility to (pdf) copies of the test for the paper/pencil accommodation and to read-aloud scripts must be determined by the district office.

- No more than one person per school may have access to the CETE site that houses scripts and pdf files. They must be designated as Building Test Coordinators in the "Assign Roles" section of the CETE web site.

- If the established read-aloud practice / strategy on classroom assignments and assessments is for the reader to read the item stems and responses first, then the student reads the passage, followed by the reader re-reading the item stems and responses; then it is acceptable to do so, on the read-aloud state assessment. This is the only time it is acceptable to vary from the script.

Options for Administering the Read-Aloud Accommodation to Individuals

There are three options for administering the read-aloud accommodation to an individual:
- KCA administration, KCA audio voice
- KCA administration, adult reader
- Paper / pencil accommodation, adult reader

A student may take the test via KCA and have an adult reader if the reader uses the prepared read-aloud script.

Options for Administering the Read-Aloud Accommodation to Groups

There are two options for administering the read-aloud accommodation to a group of students
- KCA administration, adult reader
- Paper / pencil accommodation, adult reader

Ordering the Proper Test Order Type for the KCA Audio Voice or the Read-aloud Accommodation

To use either the KCA audio voice or the read-aloud accommodation, the proper test order type must be submitted via a TEST record submission to KIDS.

To use the read-aloud accommodation with a group of two or three students, the proper test order type must be coded in KIDS. KSDE procedures concerning who is eligible and the procedures required for administering read-alouds must be strictly followed and will be monitored via KSDE visits. Refer to the section titled *Register Students for the Read-Aloud Accommodation* on page 6 and *Test Order Types for 2011-2012* on pages 7-9.

PAPER / PENCIL ACCOMMODATION

Paper / Pencil Accommodation Policy for the Kansas General and KAMM Assessments

1. All students will take the state assessment by computer except in very unusual circumstances.
2. The paper / pencil accommodation is an individual accommodation. It may NOT be requested for entire classes.
3. **This accommodation must routinely be used** in the classroom when other students are using the computer.
4. Questions to ask about the child when considering a paper / pencil accommodation:
   a. Has the student used the computer for the formative assessment(s)?
   b. 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?
5. A student's need for the paper / pencil accommodation must be documented on one of the following plans:
   a. Pre-intervention plan (student improvement plan)
   b. ELL (English Language Learners) plan
   c. 504 plan
   d. IEP
6. Student improvement plans must include the following:
   a. Student name
   b. Student grade
   c. Building / district name
   d. Evidence documenting the need for the paper / pencil accommodation, including, but not necessarily limited to:
      - Progress monitoring data
      - Reading level of instructional materials used in classroom
      - Documentation that the paper / pencil accommodation is used in the classroom setting for both instructional materials and assessments. The date of implementation of the accommodation in the classroom must be listed.
      - Signatures of the team members involved in the decision to recommend the paper / pencil accommodation including the student's teacher and the building administrator.
      - No answer sheets may be generated by the school or district. Students must mark their answers on the paper copy of the assessment.
      - District or building-level personnel will work in pairs to enter student answer choices on to KCA.
7. The appropriate test order type must be submitted via a TEST record. Refer to pages 7-9 for more details.
8. Documentation of the need for paper/pencil accommodations must be kept on file by the district test coordinator. KSDE staff will monitor 5-10% of all test administration sessions and will ask at each monitoring visit to see documentation of paper/pencil and read-aloud accommodations.

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OBTAINING AND DISTRIBUTING SCRIPTS AND PDF COPIES OF TESTS

Overview

- As a result of Title I monitoring and US Department of Education Peer Review findings, additional security measures around access to paper/pencil and read-aloud scripts have been implemented. Only designated individuals at the district and/or building level will have access to the download page at CETE. These individuals are responsible for the security of all downloads (i.e., distributing, collecting, and destroying of all downloaded materials).

- Access to *pdf* copies of the read-aloud scripts and paper / pencil test forms (test PDF's) can be gained in one of two ways:
  - ➤ Districts may choose for only the district test coordinator or the district superintendent to be able to manage *pdf* copies of scripts and test forms.
  - ➤ In addition to the district-level personnel given access to the scripts and test forms, districts may choose <u>not more than one person</u> per building to be able to manage *pdf* copies of tests.

- During the testing window, a *pdf* copy of the read-aloud scripts and test forms will be available at the CETE website.

- The district test coordinator or the building test coordinator (when designated) will do the following:
  - ➤ Download the *pdf* file from the CETE website (refer to the next section titled "Download Read-aloud Scripts and Paper / Pencil Accommodation Test Forms" for details).
  - ➤ Make paper copies of read-aloud script for buildings by printing the *pdf* file.
  - ➤ Delete from any computer the *pdf* file used to create the paper copies.
  - ➤ Deliver the read-aloud scripts to appropriate building test coordinators.
  - ➤ Make sure that buildings are aware that student responses on paper / pencil accommodation test forms must be

entered into KCA by *pairs* of district or building personnel working together.

- ➤ Shred all paper copies of the read-aloud scripts after they have been used. No copies may be retained at the district or building level.
- ➤ Maintain documentation of test security.

- The building test coordinator (when designated) will do the following:
  - ➤ Maintain security of the read-aloud scripts by not delivering the copies to the readers more than 24 hours before the tests are to be administered. The scripts may not be copied nor taken out of the building.
  - ➤ Return the read-aloud scripts to the district test coordinator immediately after the assessment has been completed.
  - ➤ Maintain documentation of test security.

Downloading Read-aloud Scripts and Paper / Pencil Accommodation Test Forms

Step 1: Determine which district (or building) personnel will have the right to download scripts and test forms.

- Each district Superintendent in collaboration with the district test coordinator must determine who will have the responsibility for accessing the CETE download page.

- Some districts will choose to designate *only* the district test coordinator who will be responsible for downloading, copying, distributing, collecting, and destroying all assessment material for *all buildings* in the district.

- Some districts will choose to designate building-level test coordinators who will be responsible for downloading, copying, distributing, collecting, and destroying all assessment material for a *specific building*.

- Some districts will choose to designate a combination of the two (e.g., designate a district test coordinator for all elementary schools and middle schools in the district and a building-level test coordinator for the High School).

Step 2: Assign the right to download scripts and test forms to a district test coordinator.

Superintendents have been pre-populated by KSDE – verify for accuracy under the Assigned Roles heading. Call the KSDE Assessment Help Desk (785-296-2261) if not correct or not pre-populated.

The district Superintendent must login to the CETE web site, www.cete.us, click on the **Administrative Tool** menu, choose the **Assign Roles** link, and do the following:

- Scroll down to the **Available Accounts** heading.

- The Superintendent must select a District Test Coordinator. Only users who have a district-level account may be selected as the District Test Coordinator. A district-level account will have the district's name listed Dist/Bldg. column on the left-hand side of the screen.

- To select the district test coordinator click on the **[Test Coordinator]** link next to the person's name in the column titled *Possible Assignments*.

- Selected roles will appear under the "Current" heading. Note: The Superintendent may also be the District Test Coordinator.

- Once a Superintendent or a District Test Coordinator have been assigned the role of "test coordinator," either of them can designate the right to download scripts and test forms to building principals or building test coordinators (where desired).

Step 3: Assign the right to download scripts and test forms to building-level personnel if desired.

- There can only be one Superintendent, and one District Test Coordinator for a district. There can only be one Principal/Building Administrator, and one Building Test Coordinator per building.

- A Principal for each building must be designated (to be used for mailings and as an administrative contact).

- Only one person at each building may be given the right to download scripts and test forms. If the principal is designated as the test coordinator, then no other person may be assigned this right.

- To select the building test coordinator click on the **[Test Coordinator]** link next to the person's name in the column titled *Possible Assignments*.

- **For additional information on this topic see the Role Assignment document and the Downloading *PDF*s document posted on the CETE web site >Assessment Program >Documentation >Manuals.**

- The illustration on the next page shows how one district assigned roles.

Available Accounts

Dist/Bldg.	Name	Username	Current	Possible Assignments
Salina	Albert. J.	****		[Superintendent] [Test Coordinator]
Salina	Brown, B.	****	Superintendent	[Superintendent] [Test Coordinator]
Salina	Creed. N.	****		[Superintendent] [Test Coordinator]
Salina	Dodd, C.	⟶ Test Coordinator		[Superintendent] [Test Coordinator]
Central Elem.	Edds, R.	****	Principal	[Principal] [Building Test Coordinator]
Central Elem.	Fell, A.	⟶ Building Test Coordinator		[Principal] [Building Test Coordinator]
North H.S.	Gibbs, E.	⟶ Principal / Building Test Coordinator		[Principal] [Building Test Coordinator]
North H.S.	Jones, J.	****		[Principal] [Building Test Coordinator]

- **B. Brown is the superintendent but does not have download rights.** Brown's Dist/Bldg is "Salina" and has the position of "Superintendent" in the *Current* column. However, Brown does not have position of "Test Coordinator" in the *Current* column.

- **C. Dodd is the district test coordinator and has download rights.** Dodd's Dist/Bldg is "Salina" and has the position of "Test Coordinator" in the *Current* column.

- **J. Albert is a district-level person, but does not have download rights.** Albert's Dist/Bldg is "Salina" and does not have any position listed in the *Current* column.

- **R. Edds is the principal of Central Elem. but does not have download rights.** Edds' Dist/Bldg is Central Elem. and has the position of "Principal" in the *Current* column.

- **A. Fell is the building test coordinator for building Central Elem. and has download rights.** Fell's Dist/Bldg is Central Elem. and has the position of "Building Test Coordinator" in the *Current* column.

- **E. Gibbs is the principal of building North H.S. and has download rights.** Gibbs' Dist/Bldg is North H.S. and has the positions of "Principal" and "Test Coordinator" in the *Current* column.

Step 4: Download the Scripts or Test Forms

- Personnel who have been assigned the right to download scripts and test forms should log on to the CETE website at www.cete.us.

- In the left-hand column click on **Administrative Tools.**

- Click on **Test/Script Download.**

- A new window will open.

- Under the heading titled "Test / Script Download", there are two links (see below).

- Clicking on the link titled **Item Counts** downloads a file containing the total number of copies needed for each test form and script.

- Clicking on the link titled **Student Distribution** downloads a file containing the names of all students needing a test or script as well as the specific document needed for the student.

Test/Script Download

Item Counts — Download the counts of all items to distribute.

Student Distribution — Download the individual student test distribution list.

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- District-level users will see a list of every building that will need a read-aloud script or paper / pencil test form. Building-level users will see only the name of their school.

- Clicking on the building name will restrict the scripts / tests listed to those requested for that building only.

- Under the heading "Test items required" will be a list of all scripts / tests requested. (see the example below).

- For each document, the grade level, subject, item, and amount are shown. Data in the column titled "Amount" show the number of copies needed for that item. While the number of test forms to be copied will be exact, it should be noted that the number of read-aloud scripts may NOT be exact due to read-aloud accommodations given in a group setting.

Test items required
☐All

Grade	Subject	Item	Amount
☐ 3	Reading	KAMM Script	2
☐ 5	Reading	General Script	6
☐ 6	Mathematics	KAMM Script	3
☐ HS	HS Science - Physical	General Script	1

Download

- To download all items **click on the box titled ALL**. Then, click on the **Download button**.

- To download only selected documents, **click on the boxes to the left of the items** for the documents desired. Then, click on the **Download button**.

- After clicking on the "Download" button, follow the on-screen instructions to print the materials.

OBTAINING AND USING THE KCA AUDIO VOICE

Obtaining the KCA Audio Voice

- The cost of the license is $7.50 <u>per computer</u>. Multiple students can use the same license as long as they use the same computer. A license will need to be requested and purchased for each computer that will have the voice downloaded on it.

- **A license is purchased only once.** It will remain installed on the computer and can be used each year only by KCA software.

- A Special Action Request (SAR) is needed to obtain a license. To obtain the KCA audio voice, do the following.
  - ➤ Go to the **CETE** main page and click on the link for **Administrative Tools.**
  - ➤ Click on the link titled **KCA Audio Order Form**.
  - ➤ **Select the school** from the drop down box labeled building.
  - ➤ **Select Voice License** as the request type.
  - ➤ Fill in the contact and billing information.
  - ➤ Fill in the number of licenses needed by 2/09/2012. Order one license for each computer that will need the audio software (the KCA audio voice).

- On 2/10/2012 the contact person will receive an invoice from CETE for the audio licenses and email with a link to a web page that will have instructions for downloading the software.

Using the KCA Audio Voice

- The contact person will need to notify building test coordinators which computer stations have the audio software installed on them.

- In order for a student(s) to use the KCA audio voice, the proper test order type must have been submitted to KIDS via a TEST record submission. Refer to pages 5-7 for details.

- The *Speech* Feature must be enabled on the specific computer where the student will take the assessment (refer to the section below titled *Enabling the Speech Feature*).

- **The student activates the voice by clicking on the tab on the bottom of the screen titled "*Speak.*"**

- The KCA audio voice will read the entire text of the questions and answer choices to the student. Students will NOT be able to highlight a part of a question and have just the selected section read by the software.

- **An icon button that resembles a pair of headphones may be clicked to adjust the volume and rate of speech.**

- The student will receive an error message or no audio for one of the following reasons:
  - The computer was not one that was enabled for KCA voice.
  - The student did not enable the audio on the computer in the KCA Preferences box.
  - The school did not submit the correct test order type for the student to trigger the accommodation flag and to obtain the correct test form.

Enabling the Speech Feature

- PC users go to the **Start Menu** and choose **All Programs.** MAC users go to the Applications Menu.

- Click on the **Kansas Assessment folder**.

- In the KS Assessment folder click on **Preferences**.
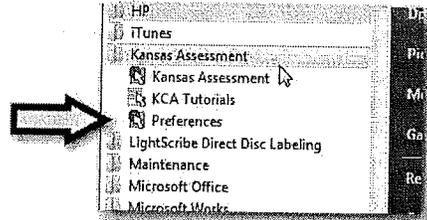
- Click on the tab titled **Speech Feature.**

- Click on the box titled **Enable Speech Feature** so that a checkmark appears in the box.

- Click on **OK.** A message stating *"Your changes to the CETE-KCA Configuration Settings have been saved"* will be displayed. Click on **OK.**

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SUBMITTING SPECIAL ACTION REQUESTS

Special Action Requests (SARs) may be submitted for a limited number of functions.

A Special Action Request is no longer used to request an accommodation. Requests for paper / pencil, read-aloud, use of the KCA audio voice, and / or Spanish translations must be done via a TEST record submission to the KIDS database.

SAR Types

A SAR may be submitted for the following:

- Obtaining a voice license for the KCA audio voice
- Resetting a student's test
- Other (unusual circumstances where official contact and reply is needed with CETE)

Submitting SARs

To submit a SAR do the following:

- Login to CETE
- Click on the **NCLB** link
- Click on the **Special Action Request** link
- Select the building and request type
- Fill in any other appropriate information

Resetting a Student Test

Students who start or complete the wrong test order type must have their test reset. To reset a student's test do the following:

- Login to CETE
- Click on the **NCLB** link
- Click on the **Special Action Request** link
- **Select the building** and choose **Reset Test** as the Request Type.
- Click on **Continue**
- From the drop-down boxes select the **Subject** and **Grade.** Enter the student's state ID number in the box labeled **State ID 1.**
- In the text boxes fill in the **Action** (reset a student's test) and the **Reason** (explain why the test should be reset).
- Click on **Continue**
- **Have your KIDS database administrator submit a new TEST record with the appropriate test order type.** A new test record must be submitted in order for the student to take a different test order type.

2011-2012 ACCOMMODATION CODES

0   **Separate, quiet, or individual setting** is provided. This is a required accommodation for students receiving the read-aloud accommodation either individually or in a group. (Setting)

1   **Frequent breaks** during the assessment are provided. (Setting)

2* **A Braille edition** of the assessment is provided. (Presentation)

3* **A large print edition** of the assessment is provided. (Presentation)

4* **Student used KCA audio voice (David voice).** (Presentation)

5   **Student dictated** his/her answers to a scribe. (Response)

6* **Student received read-aloud accommodation individually** for the assessment items and answer choices. Refer to the section titled *Reading Assessment Questions and Answer Choices to Students* on page 22. (Presentation)

7   **Student used a communication device.** (Assistive Devices)

8* **Student received read-aloud accommodation in a group** for the assessment items and answer choices. Refer to the section titled *Reading Assessment Questions and Answer Choices to Students* on page 22. (Presentation)

9   **Some other accommodation** was used.

10 **Directions were signed** to the student. (Presentation)

11 **Student signed responses.** (Response)

12 **Student used a Braille writer or slate and stylus.** (Response)

13* **Student used paper / pencil copy of the assessment.** (Presentation)

14 **Student reads the assessment aloud to self, a listener, or a recording device with or without the option to playback.** (Presentation)

15 **Student used a translation dictionary.** (Presentation)

16* **Student used a Spanish translation of the assessment** (available only for math and science). (Presentation)

*These accommodations are automatically recorded in the Student Editor at the CETE website with the TEST record submission to the KIDS database. Local building / district data entry is not required.

Accommodation Coding Notes

• Accommodation codes marked with an asterisk are populated in the student editor at the CETE website via the TEST record submission. District and / or building coordinators do not have to record these accommodations.

• All other accommodations must be recorded via the online student editor at the CETE website.

• The accommodation code for "extra time" is no longer used.

SECTION 4: TEACHERS

SCHEDULING AND TIME LIMITS

Number of Test Sessions Needed for Each Subject

Subject	Test Sessions	Items per Test*
Reading	3	57-84
Mathematics	3	70-85
Science (4, 7)	2	42, 60
HS Life Science	1	30
HS Physical Science	1	30
Hist. / Gov. (6, 8)	2	48, 60
(OTL 9, 11 only)		
HG World Focus	1	30
HG US Focus	1	30

*The number of items per test varies by grade level.

Time Limits

- **All assessments are untimed.** Each student must be allowed as much time as is necessary and reasonable to complete each test part in one sitting. Typically, students can complete a test part in 45 to 60 minutes.
- If a student does not complete a test part 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 the student is provided additional time immediately following the unfinished session. If the session is the last period of the day, the student may finish after school or the next school day.
- The accommodation code for extra time is no longer used.

Scheduling Test Sessions

- It is recommended that the test parts be given in order beginning with Part I.
- It is recommended that a maximum of two test parts be completed on any one day.
- In general, the entire part of the test should be completed in one sitting. However, in grades three and four and for selected IEP students, each test part may be administered over two separate test sessions.
- It is recommended that testing be done on consecutive days.

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GUIDELINES

Test Security and Administration

- Teachers must be trained in test security procedures.

- KSDE employees and the members of the Kansas Assessment Advisory Council will visit 5-10% of schools administering state assessments.

- KSDE will post the checklist on the KSDE web site used during test administration visits.

- Teachers must read aloud the scripted passages and follow all directions in the Examiner's Manual when administering the assessment.

- Immediately report any breach of test security, or loss of materials to your building or district test coordinator.

- Teachers are responsible for the security of test materials. Paper copies of test booklets and tickets should be kept in a secure, locked area before, between, and after testing.

- The teacher is responsible for collecting and destroying (shredding) student notes, scratch paper, and drawings, etc. at the end of each testing session.

- Teachers may not review tests or analyze test items before, during, or after the assessment is administered.

- No copies of paper copies of the tests may be retained by teachers or administrators.

- Read-aloud scripts are not to be distributed to readers more than 24 hours prior to the assessments. The read-aloud scripts should never be taken out of the building.

- Do not discuss any specific test items on the test with students before, during, or after the administration of the assessment.

- Do not copy, reproduce, or paraphrase test materials. Parallel questions or cloned questions may not be constructed from actual test items.

- 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 section titled Read-aloud Accommodation Policy / KCA Audio Voice on page 22.

Guidelines for Students

- Students may write on the paper copies of the tests.

- Students may use blank paper to show and check their work. This work must be collected and destroyed upon completion of the test session.

- Once finished, students may not return to previously-completed test parts unless items have been skipped or omitted. If a student is allowed to return to a previously-competed test part, only the skipped or omitted items may be answered.

- Students may create graphic organizers on a blank sheet of paper *at the time of the test*. Graphic organizers created prior to the test session by either the teacher or student may not be used.

- With the exception of calculators, the use of electronic devices (including cell phones, PDA's, and similar devices) is not allowed on any part of the assessment.

- Students are allowed to use scratch paper, graph paper, and manipulatives on the Mathematics and Science assessments. However, textbooks, dictionaries [with the exception of bi-lingual translation dictionaries for ELL (English Language Learners) students], and other curricular materials or computers are not to be used during testing.

- Students should make up any test session that occurred when the student was absent.

Ethical Issues

- Teachers may not respond to questions during testing that would help the student to understand the question, aid the student in responding to an item, or advise/encourage the student to edit or change a response.

- Teachers may not direct or prompt students to use certain strategies at the beginning of the test session or during the test. It is appropriate to remind students about strategies the day before the assessment.

- Review sessions on content and test-taking strategies must be completed prior to testing.

- Teachers may not coach or cue students in any way during test administration. This includes gestures and facial expressions.

- Teachers may not say nor 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 students to redo or review any part of the test.

- Teachers may not give the meaning of words in the text or in questions.

- With the exception of the reading passage on the reading test, teachers may pronounce isolated words, phrases, or sentences when requested by a student.

- Once testing in a content area has begun, no reviews, teaching, or practicing of tested indicators may be conducted.

- Do not construct answer keys. Assessments may not be scored locally.

- Students cannot be required to use scratch paper, to show their work, or to use the online tools (e.g. the highlighter tool).

- Teachers may not grade scratch paper.

CALCULATORS

Calculators on the Mathematics Assessment

- Calculators may only be used on Parts 1 and 2 of the mathematics assessment. For KCA testing, an on-screen calculator is available for Parts 1 and 2, or students may use their own calculators.

- With the exception of grade 8, students are NOT permitted use of a calculator on any portion of Part 3 of the Mathematics Assessment. Calculators are permitted on all parts of the grade 8 mathematics assessment.

- IEP students may not use calculators on the non-calculator parts.

- Graphing calculators are permitted in grade 8 and in high school.

- Any calculator with memory / storage capabilities must be cleared prior to entering and upon leaving the testing room.

Calculators on the Science Assessment

- Calculators may be used on any part of the science assessment. However, they are not necessary or essential. For KCA testing, an on-screen calculator is available for grade 7 and high school. The on-screen calculator is NOT available for grade 4.

- Any calculator with memory / storage capabilities must be cleared prior to entering and upon leaving the testing room.

MANIPULATIVES

Approved Manipulatives for the Mathematics and Science Assessments

- Manipulatives that are routinely used in the classroom may be used by the student on the Kansas Assessments.
- The manipulative MUST be chosen by the student. The teacher may neither suggest a particular manipulative nor insist that a manipulative be used.
- If you have a question about whether a particular manipulative is allowed, please e-mail Sid Cooley (mathematics) at scooley@ksde.org or David Barnes (science) at dbarnes@ksde.org or Matt Krehbiel (science) at mkrehbiel@ksde.org.
- Students are allowed to use graph paper, blank paper, and other materials.
- Textbooks, dictionaries, and other instructional/curricular materials (other than allowed manipulatives) are NOT to be used during testing. This includes classroom posters, teacher or student-generated journals, and other instructional materials that may have been used during the course of instruction and/or permitted during previous years' testing.
- Graphic organizers and computation tables that are generated solely by the student on blank paper during the assessment are allowed on any test part.
- Calculators are not considered manipulatives and are not allowed on Part 3 of the math assessment.
- Computation tables or fact tables are considered equivalent to a calculator and may only be used on test parts that allow calculators.
- Detailed information regarding manipulatives can be found on the assessment page at the KSDE website http://www.ksde.org/Default.aspx?tabid=420. Look for the document titled 2012 Manipulative and Calculator Information.

Not all of the manipulatives 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. Use of manipulatives is optional.

Examples of Manipulatives Appropriate for the Mathematics and Science Assessments

- Algebra tiles
- Base 10 blocks
- Calendars
- Chips, two-color counters, two-sided counters
- Clock or clock face
- Color tiles (squares)
- Containers – Pint, quart, gallon containers may have the capacity for each container marked on it. However, they may not be marked in sub-units in any way such as nesting, labeling, or color coding. They may not be coded in any way for conversions.
- Coordinate grids with the x and y axis labels and with or without numbers
- Cubes: multilink, connecting, color, wooden, unifix, multilink cubes
- Cuisenaire rods
- Geoboards
- Geometric solids (without any indication as to their name)
- Graph paper
- Hundreds chart
- Integer number line
- Money
- Number cubes
- Pattern blocks
- Plane figures (without any indication as to their name)
- Rulers*, meter sticks*, protractors*, compass*
- Scissors
- Snap blocks
- Spinners
- "Touch math" numbers
- Transparent mirror or mira

*On the Science Assessment, measurement tools 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."*

AGREEMENT TO ABIDE BY GUIDELINES

The following is a sample agreement to abide by the guidelines in the Examiner's 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 / REVIEW OF MATERIALS

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 a training, review the materials, or do 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 _____

KSDE139133

SECTION 5: KCA DIRECTIONS – PART 1

PREPARING FOR THE ASSESSMENT

General Directions to Teachers

- The directions for administering all tests as described in this manual must be followed to ensure uniform testing conditions.

- These are **secure test materials**. Test questions are not to be used for the development of instructional materials or to build sample tests. No other use of these materials is permitted.

- Teachers are to read and abide by the testing practices found on pages 33-37.

- Conduct testing sessions in a serious manner that encourages and motivates students to do their best.

Script in the Manual

- A script for teachers has been provided in this manual (scripted words are bolded and in quotes). They must be used with all students testing via KCA. For students with disabilities, the directions may be clarified or paraphrased.

- You may not give instructions in addition to those in the manual.

- If the directions apply only to a particular subject, those directions will be in a box.

Preparing Students for KCA

- Before taking the assessment via KCA, teachers and students should have used at least one of the following:
  - An online formative test
  - The KCA practice test
  - The KCA tutorial

Room / Lab Preparation

- Remove or cover (with opaque material) bulletin board displays, fact tables, charts and diagrams, and other instructional materials that may give assistance or advantage during testing.

- Have appropriate manipulatives available for the mathematics and science assessments (see page 36 for a list). Use of manipulatives is optional; a teacher may not require the use of manipulatives.

Materials Needed for Testing

- **Obtain the KCA test tickets** from your building test coordinator.

- The grade, subject, test order type, grouping information, student name, username, state ID, local ID, school, password, and session ID are printed on each ticket (see example below).

Fall 2010 OTL Reading
Grade 11 PART 1

District D0100
Demo High
Nicholas Studt

Grouping info

KAMM - Audio/KCA

User name, password, and session ID

USERNAME: kagbas
PASSWORD: into7304
SESSION ID: 287542

Fall 2010 OTL Reading
Grade 11 PART 1

District D0100
Demo High
Nicholas Studt

Gen 622 - KCA/Eng

Test order type

Aramburu, Jacquelyn
State ID: 1112003133
Local ID: 3133

USERNAME: jaramburu
PASSWORD: smart4049
SESSION ID: 287542

- **Ensure there is a ticket for each student and the appropriate test order type is printed on the ticket.**

- **Do not allow a student to take the wrong test order type** (e.g. general assessment instead of the KAMM) or to use another student's test ticket.

- Obtain the materials listed in the following checklist.

Materials Checklist

- KCA tickets
- Pencils for each student to work out problems on scratch paper
- Blank scratch paper
- Manipulatives for the mathematics and science assessments
- A clock that is visible to students
- Bilingual dictionaries for ELL (English Language Learners) students

Beginning the Test Session

- **Arrange students so that they are not sitting next to someone with the same test order type (e.g. Gen 622–KCA/Eng.).**
- For students who have difficulty logging on to KCA, teachers may prepare the student's computer in advance by activating the KCA program and by logging on to KCA using the information on the student's test ticket. Do not allow students with the same test form number to sit next to each other.
- Do not let a student take the wrong test type for any reason (e.g., taking the KAMM instead of the general assessment).
- Do not let a student use another student's test ticket (e.g. a student who moved).
- 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 your building test coordinator before providing a ticket to a student whose AYP school is different from the attendance school.

Tickets for Students Who Have Moved

- Do not send tickets of students who have moved to a different school or district to the new school.
- If a student uses a ticket from a previous school, a reporting error will result.

Note about High School History / Government and Science Assessments

- Schools giving the science tests or the history / government tests should use the directions for Part 1 for both parts of the tests.

Notes about the KIDS Database

- Information regarding the student's name, building, state ID, and test order type for KCA tickets is submitted to the KIDS database by local school districts.
- Contact your district test coordinator to find out the procedures used for correcting errors in the KIDS database.

HISTORY / GOVERNMENT – GRADES 6 AND 8 DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas History / Government Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in History / Government. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"This test is in two parts: Part 1 and Part 2."

"You are to complete the questions in each part as directed. When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Carefully read the question, then, choose the best answer."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

HS HISTORY / GOVERNMENT – US FOCUS DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas History / Government Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in History / Government. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Carefully read the question, then, choose the best answer."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

HS HISTORY / GOVERNMENT – WORLD FOCUS DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas History / Government Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in History / Government. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Carefully read the question, then, choose the best answer."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

MATHEMATICS DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas Mathematics Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in Mathematics. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"This math test is in three parts: Part 1, Part 2, and Part 3."

"You are to complete the questions in each part as directed. When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question."

"Carefully read the question. Work the problem. You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

"You may use the online calculator tool on this part of the test."

READING – DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas Reading Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in Reading. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"This reading test is in three parts: Part 1, Part 2, and Part 3."

"You are to complete the questions in each part as directed. When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Read each passage carefully before answering the questions."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

SCIENCE – GRADE 4 DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas Science Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in Science. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"This test is in two parts: Part 1 and Part 2."

"You are to complete the questions in each part as directed. When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Carefully read the question, then, choose the best answer."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

"You may use your own calculator on this part of the test. An online calculator tool is not available."

SCIENCE – GRADE 7 DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas Science Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in Science. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"This test is in two parts: Part 1 and Part 2."

"You are to complete the questions in each part as directed. When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Carefully read the question, then, choose the best answer."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

"You may use the online calculator tool on this part of the test."

HS LIFE SCIENCE – DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas Science Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in Science. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"You are to complete the questions on this test as directed. When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Carefully read the question, then, choose the best answer."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

"You may use the online calculator tool on this test."

HS PHYSICAL SCIENCE – DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "You are about to take the Kansas Science Assessment. The purpose of this test is to find out if you have mastered certain concepts and skills in Science. Take your time and do your very best work."

"Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"You are to complete the questions on this test as directed. When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"The questions in this test are multiple-choice. There is one correct or best answer to each question. Carefully read the question, then, choose the best answer."

"You may use scratch paper or the online tools provided. Decide which answer is correct or clearly better than the other choices. For the answer you choose, click on the circle button beside the answer you have chosen. When you see that the circle has been selected, go on to the next question."

"You may use the online calculator tool on this test."

STUDENTS TAKE THE ASSESSMENT

Have Students Log on to KCA

- *Pass out the KCA tickets to students.*
- *Do not allow students with the same test order type to sit next to each other.*
- *Tell students to do the following:*
  - ➤ *Click on the KCA icon on the desktop. In approximately 30 seconds the main menu will appear.*
  - ➤ *Click on "Take the NCLB Assessment."*
  - ➤ *Use the information on the ticket to enter their user name, password, and session ID.*
  - ➤ *Walk around the room to verify students have logged on properly.*
- Students should be on the general directions page. This page gives the Grade, Content Area, and Test Part.

Say: **"We are now ready to work on the test."** *(Pause)* **"Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."**

Wait a period of time until students have read the directions. Provide assistance as needed.

Students Begin the Assessment

Say: **"At _____** *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most 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 after this session. Does anyone have any questions?** *(Pause)* **When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. You may begin this part of the assessment."**

Proctoring Guidance During the Test

- *Move quietly around the room.*
- *The student's name will appear at the top, left-hand corner of each screen. Make certain that each student is taking the assessment assigned.*
- *Make certain that students are following instructions and are on task.*
- *Regularly check to see that students are indicating their answers properly.*
- *Give assistance to any student having problems following instructions.*
- *Periodically remind students of the time remaining for the test session.*
- *Make certain that students who finish early do not interact with or disturb other students who are still testing.*
- ***If a student appears to be answering randomly or is showing no effort, immediately stop the test session for that student. Contact your building coordinator about the student's test session.***

When Students Have Completed the Test

- *Teachers must verify the End Review Screen to see that all test questions have been answered before a student exits the test. A student's test session may be reactivated if items have been skipped or omitted.*
- *When students have completed Part 1 of the assessment collect all materials and test tickets.*
- *Scratch paper (also graph paper if used) must be collected and destroyed.*
- *The high school physical science test, high school life science test, the high school history /government US focus test, and the high school history / government world focus test only have one part. Teachers who gave a high school science test or high school history / government test will need to notify the building test coordinator of any accommodations that were given on the high school science tests. The coordinator will need to record this information at CETE. See page 32 in this manual for a complete list of accommodation codes.*

Monitoring and Reactivating the Testing Status of KCA Students

- The test coordinator has the ability to monitor who has finished testing, who has sessions to finish, and who stopped in the middle of a test.

- If a student's session is ended before the student is finished, the student may use the original password and session ID 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 session ID to work.

- If there is a need to reactivate a test session for a student, contact your district or building test coordinator and give them the student's name, grade level, subject, and the reason for the reactivation.

Viewing KCA Results

- KCA results are available for personnel with a CETE teacher, building-level, or district-level account as soon as a student has finished all test parts.

- Teachers should contact the building principal or building/district test coordinator about viewing KCA test results.

- For more information regarding teacher accounts at CETE refer to page 13.

SECTION 6: KCA DIRECTIONS – PART 2

STUDENTS LOG ON TO KCA

Have Students Log on to KCA

- *Pass out the KCA tickets to students.*
- *Do not allow students with the same test form number to sit next to each other.*
- *Tell students to do the following:*
  - ➢ *Click on the KCA icon on the desktop. In approximately 30 seconds the main menu will appear.*
  - ➢ *Click on "Take the NCLB Assessment."*
  - ➢ *Use the information on the ticket to enter their user name, password, and session ID.*
  - ➢ *Walk around the room to verify students have logged on properly.*
- Students should be on the general directions page. This page gives the Grade, Content Area, and Test Part.

HIST. / GOV. – GRADES 6 AND 8 DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "Today, we will work on Part 2 of the History / Government Assessment. Does anyone need scratch paper?"

"Take your time and do your very best work. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"We are now ready to work on the test." (Pause) "Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."

Wait a period of time until students have read the directions. Provide assistance as needed.

"At _____ (insert time agreed upon with test coordinator) I will stop the testing session. Most 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 after this session. When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. Does anyone have any questions?" (Answer any questions.)

"If there are no questions, you may begin Part 2 of the assessment."

MATHEMATICS – DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "Today, we will work on Part 2 of the Mathematics Assessment. Does anyone need scratch paper?"

"Take your time and do your very best work. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"We are now ready to work on the test." (Pause) "Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."

Wait a period of time until students have read the directions. Provide assistance as needed.

"At _____ (*insert time agreed upon with test coordinator*) I will stop the testing session. Most 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 after this session. When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. Does anyone have any questions?" (*Answer any questions.*)

"You may use the online calculator tool on this part of the test."

"If there are no questions, you may begin Part 2 of the assessment."

READING – DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "Today, we will work on Part 2 of the Reading Assessment. Does anyone need scratch paper?"

"Take your time and do your very best work. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"We are now ready to work on the test." (Pause) "Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."

Wait a period of time until students have read the directions. Provide assistance as needed.

"At _____ (*insert time agreed upon with test coordinator*) I will stop the testing session. Most 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 after this session. When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. Does anyone have any questions?" (*Answer any questions.*)

"If there are no questions, you may begin Part 2 of the assessment."

SCIENCE – GRADE 4 DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "Today, we will work on Part 2 of the Science Assessment. Does anyone need scratch paper?"

"Take your time and do your very best work. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"We are now ready to work on the test." (Pause) "Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."

Wait a period of time until students have read the directions. Provide assistance as needed.

"At _____ (*insert time agreed upon with test coordinator*) I will stop the testing session. Most 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 after this session. When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. Does anyone have any questions?" *(Answer any questions.)*

"You may use your own calculator on this part of the test. An online calculator tool is not available."

"If there are no questions, you may begin Part 2 of the assessment."

SCIENCE – GRADE 7 DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "Today, we will work on Part 2 of the Science Assessment. Does anyone need scratch paper?"

"Take your time and do your very best work. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"We are now ready to work on the test." (Pause) "Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."

Wait a period of time until students have read the directions. Provide assistance as needed.

"At _____ (*insert time agreed upon with test coordinator*) I will stop the testing session. Most 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 after this session. When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. Does anyone have any questions?" *(Answer any questions.)*

"You may use the online calculator tool on this part of the test."

"If there are no questions, you may begin Part 2 of the assessment."

STUDENTS TAKE THE ASSESSMENT

Proctoring Guidance During the Test

- *Move quietly around the room.*

- *The student's name will appear at the top, left-hand corner of each screen. Make certain that each student is taking the assessment assigned.*

- *Make certain that students are following instructions and are on task.*

- *Regularly check to see that students are indicating their answers properly.*

- *Give assistance to any student having problems following instructions.*

- *Periodically remind students of the time remaining for the test session.*

- *Make certain that students who finish early do not interact with or disturb other students who are still testing.*

- ***If a student appears to be answering randomly or is showing no effort, immediately stop the test session for that student. Contact your building coordinator about the student's test session.***

When Students Have Completed the Test

- *When students have completed Part 2 of the assessment collect all materials and test tickets.*

- *Scratch paper (also graph paper if used) must be collected and destroyed.*

- *Part 2 is the last test part for science tests for grades four and seven. Teachers who gave a school science test in either grade four or grade seven will need to notify the building test coordinator of any accommodations that were given on the tests. The coordinator will need to record this information at CETE. See page 32 in this manual for a complete list of accommodation codes.*

SECTION 7: KCA DIRECTIONS – PART 3

STUDENTS LOG ON TO KCA

Mathematics Assessment Note

- The **online calculator tool is NOT available** for students (including all IEP students) on this part of the math assessment.

Have Students Log on to KCA

- *Pass out the KCA tickets to students.*
- *Do not allow students with the same test form number to sit next to each other.*
- *Tell students to do the following:*
  - ➢ *Click on the KCA icon on the desktop. In approximately 30 seconds the main menu will appear.*
  - ➢ *Click on "Take the NCLB Assessment."*
  - ➢ *Use the information on the ticket to enter their user name, password, and session ID.*
  - ➢ *Walk around the room to verify students have logged on properly.*
- Students should be on the general directions page. This page gives the Grade, Content Area, and Test Part.

MATHEMATICS – DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "Today, we will work on Part 3 of the Mathematics Assessment."

"Take your time and do your very best work. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"We are now ready to work on the test." (Pause) "Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."

Wait a period of time until students have read the directions. Provide assistance as needed.

"The online calculator tool will NOT be available on this part of the test. Personal calculators may NOT be used as well."

"At _____ (insert time agreed upon with test coordinator) I will stop the testing session. Most 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 after this session. When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. Does anyone have any questions?" (Answer any questions.)

"If there are no questions, you may begin Part 3 of the assessment."

READING – DIRECTIONS TO STUDENTS

Students should have their test tickets at this time, but should not be logged onto KCA.

General Test Directions

Say: "Today, we will work on Part 3 of the Reading Assessment."

"Take your time and do your very best work. Try to answer all questions, even if you have to guess. If you are not sure about the correct answer, you may use the online tool to cross out any answers that you think are not correct. Choose the answer that you think is best. It is important to answer all questions. Does anyone need scratch paper?"

"When you have answered the last question, click on the Review/End button. A summary screen will appear. Raise your hand, and I will verify that all of the questions have been answered."

"We are now ready to work on the test." (Pause) "Silently read the directions on your screen. Let me know if you have any questions or do not understand the directions."

Wait a period of time until students have read the directions. Provide assistance as needed.

"At _____ (*insert time agreed upon with test coordinator*) I will stop the testing session. Most 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 after this session. When you have finished this part and are on the review / end screen, raise your hand and I will look at your computer screen. Does anyone have any questions?" (*Answer any questions.*)

"If there are no questions, you may begin Part 3 of the assessment."

STUDENTS TAKE THE ASSESSMENT

Proctoring Guidance During the Test

* *Move quietly around the room.*
* *The student's name will appear at the top, left-hand corner of each screen. Make certain that each student is taking the assessment assigned.*
* *Make certain that students are following instructions and are on task.*
* *Regularly check to see that students are indicating their answers properly.*
* *Give assistance to any student having problems following instructions.*
* *Periodically remind students of the time remaining for the test session.*
* *Make certain that students who finish early do not interact with or disturb other students who are still testing.*
* *If a student appears to be answering randomly or is showing no effort, immediately stop the test session for that student. Contact your building coordinator about the student's test session.*

When Students Have Completed the Test

* *When students have completed Part 3 of the assessment collect all materials and test tickets.*
* *Scratch paper (also graph paper if used) must be collected and destroyed.*
* *Part 3 is the last test part for the reading and mathematics tests. Teachers who gave a reading or mathematics test will need to notify the building test coordinator of any accommodations that were given on the tests. The coordinator will need to record this information at CETE. See page 32 in this manual for a complete list of accommodation codes.*

SECTION 8: GENERAL GUIDELINES FOR ASSESSING GIFTED AND STUDENTS WITH DISABILITIES

STUDENT GUIDELINES

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 page 20.

Students with Disabilities with an IEP

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
- KAMM (Kansas Assessment of Modified Measures) with accommodations as appropriate
- Kansas Alternate Assessment

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 at: http://www.ksde.org/Default.aspx?tabid=2371

TEST TYPES AND ACCOMMODATIONS

KAMM Information

The KAMM (Kansas Assessment of Modified Measures) is a state assessment with modified achievement standards based on grade level content standards. The current KAMM format is a modified version of the general assessment consisting of multiple-choice items. More information on the KAMM, including specific content indicators to be assessed, can be found at http://www.ksde.org/Default.aspx?tabid=2371

Alternate Assessment Information

The Kansas Alternate Assessment (KAA) consists of a collection of data (i.e. data folio) of an individual student's performance of skills and content outlined in the Kansas Extended Standards. For each content area, the IEP team decides on the five most appropriate extended indicators (at least one from each Extended Standard) that reflect the student's specially designed instruction. The process for selection of indicators, data collection, and scoring can be found in the KS Alternate Assessment Teachers Guide. The Teachers Guide and Extended Standards can be found at http://www.ksde.org/Default.aspx?tabid=2384.

Contact Information

District coordinators may contact Deb Matthews at 785.296.3743 with questions about the KAMM or Kansas Alternate Assessment.

KAMM and Alternate Assessment Participation

As many eligible students as appropriate may participate in either the KAMM or alternate assessments. There is no limitation on participation in any assessment type for students with IEPs.

All students who take the KAMM and 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 AYP. For KAMM, the cap is 2% of the district's testing pool. For alternate assessments, the cap is 1% of the district's testing pool. In cases where a district exceeds these federal caps, the percent of students exceeding the cap will be reclassified as not proficient when calculating AYP.

If less than 1% of district students are proficient on the alternate assessment, proficient scores on KAMM can be included to fill out the 1% (in addition to the 2% normally allowed for the KAMM). The reverse is not allowable.

Accommodations

Guidance on accommodations can be found in the Kansas State Department of Education Accommodations Manual on the KSDE website. The manual includes information on the use of accommodations in instruction and classroom assessments as well as information on allowable accommodations on state assessments.

Information about accommodations and guidelines for the read-aloud accommodation are found on the assessment page at the KSDE website (http://www.ksde.org/Default.aspx?tabid=420).

For a list of accommodation codes to be used with the online student editor at CETE, refer to page 21.

SECTION 9: KCA/CETE REFERENCE GUIDE

SOFTWARE AND CETE ACCOUNTS

Installing KCA Software

- KCA software must be installed on *every station* to be used for online testing.

- The software can be downloaded from http://www.cete.us/kap/downloads/

- The KCA tutorials will need to have Flash v7r63 as a minimum to run the tutorials.

- Upgrade to this Flash version by going to http://www.adobe.com/go/getflash/.

- Contact the technology specialist in your district if you are unsure how to do this.

Acquiring an Account at CETE

- A CETE building-level or district-level account is required to print tickets, view results, or to access the student editor at the CETE website. A CETE account is different than a formative Test Builder account. To acquire an account do the following:

- Go to www.cete.us

- Click on the link titled **Need a new account?**

- From the drop-down box, **choose the District**

- **Fill in the required information.** Use your email address or district login as your user name.
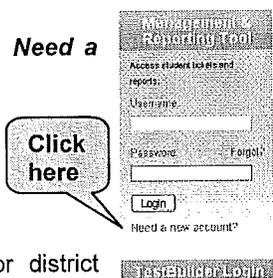
- **Choose the account type.** The following list details the account types.

  - ➤ **Alternate entry** – used for the entry of alternate assessment ratings

  - ➤ **Alternate assessment building** – used for selecting indicators for students in the building

  - ➤ **Alternate assessment district** – used for selecting indicators for students in the district

  - ➤ **Teacher** – used for viewing and managing Interim Assessments as well as viewing NCLB summative results. **For NCLB testing, the teacher account allows one to monitor testing and to view results.** It does not allow one to print NCLB tickets, to reactivate students, or to mark a student's test as complete.

  - ➤ **Building** – gives access to printing tickets, viewing results, monitoring testing, reactivating students, and marking a student's test as complete for all subjects and all grade levels in the building

  - ➤ **District** – gives access to printing tickets, viewing results, monitoring testing, reactivating students, and marking a student's test as complete for all subjects and all grade levels in the district

- Fill in the required information. Use an account name that can be easily remembered.

- Passwords cannot be accessed or retrieved by CETE or district personnel. Store usernames and passwords in a secure location.

- The building principal or district superintendent must approve the application. After the account has been approved, an email will be sent.

PRINTING TEST TICKETS

Overview of Printing Test Tickets

Tickets are available for printing two weeks prior to the opening of the testing window.

Student test tickets need to be printed in advance for each test part. *Only users with a building-level or district-level account may print tickets.* The student name and session ID do not change for a subject. However, for each test part a new password is used. To print tickets for KCA testing do the following:

- Go to www.cete.us and use the Management and Reporting Tool login dialogue box.
- In the left-hand column click on the link titled *NCLB.*
- Depending on the time of year, click on the link titled *Fall 2011 OTL* or *Spring 2012 NCLB.*
- Click on the link titled *Print Tickets.*
- On the next screens click on the links for the grade level and subject. District-level accounts will also have to choose the building.
- There are three possible options for printing tickets.
  - ➢ **All Tickets** – Downloads all tickets for every student in the grade level.
  - ➢ **Individual Students** – Downloads tickets for the specific students that are selected.
  - ➢ **Tickets by Group** – If information in grouping field #1 in a TEST record submission has been sent to the KIDS database, tickets may be downloaded by the grouping information in that field.

Printing Tickets for All Students in a Grade Level

- Click on the link titled *Download All Tickets.*
- A *pdf* file will open in Adobe Acrobat Reader.
- From the **File** menu, choose **Print.** The printer icon on the Adobe Acrobat Reader may also be used to print tickets.

Printing Tickets for Specific Students

- Click on the link titled *Download Tickets for Specific Students.*
- A list of all students in the grade level will be available.
- Click on the box to the left of the student's name to select students.
- To quickly find a student, enter the student's last name in the box next to *Find students by any part of their name* and then click on *Find.*
- After all students have been selected on that screen, click on the button titled *Generate Tickets.* Do not use the Next or Previous buttons until tickets have been generated.
- A *pdf* file will open in Adobe Acrobat Reader.
- From the **File** menu, choose **Print.** The printer icon on the Adobe Acrobat Reader may also be used to print tickets.
- Use the *Next* and *Previous* buttons to navigate between pages. However, clicking on these buttons will cancel any student selections that have been made.

Printing Tickets for Grouped Students

Districts that have submitted grouping information to the KIDS database may also print tickets by the grouping information. Typically, the name of the student's teacher is submitted to the KIDS database. Contact your district's KIDS database administrator if you have questions about this feature.

Two fields are used for grouping information: Group 1 and Group 2. **Group 1 is used for printing tickets. Group 2 is used only for disaggregation purposes. Tickets cannot be printed using Group 2.**

Each district may decide which information is to be placed in the field. For instance, some districts put the teacher's name (e.g. Mrs. Stancil) in Group 1 field and the course name (e.g. Algebra I) in Group 2.

It is recommended that the grouping field contain no more than 30 characters.

To print out tickets by group do the following:

- Click on the appropriate links to select the grade level and subject
- Find the heading titled **Tickets by Group.**
- Click on the appropriate Grouping field.
- Click on the link for the group's name
- A *pdf* file will open in Adobe Acrobat Reader.
- From the **File** menu, choose **Print.** The printer icon on the Adobe Acrobat Reader may also be used to print tickets.

Ticket Format

Test tickets downloaded using the *pdf* option will include the following:

- A page detailing information about the tickets and their use.
- A roster of students with their passwords, session ID, and user names.
- Student test tickets (12 to a page) that may be cut apart and distributed to students. Tickets are grouped by test part.

Test tickets downloaded using the Excel option will generate a spreadsheet file that includes the student names, passwords, session ID, and user names. Some schools use this option to print tickets in other formats (e.g. The information for each student is printed on a single page of paper that also serves as scratch paper for the test part.).

MONITORING STUDENT STATUS

Monitoring Student Status Features

Only users with a building-level or district-level account may monitor student status. This feature allows the user to see:

- which students have completed testing.
- the amount of time students have spent testing.
- which students are currently testing.
- the beginning and ending date and time of the test.

Viewing Student Status

To monitor the student status, do the following:

- Log on to the CETE website at www.cete.us
- In the left-hand column click on the link titled **NCLB**
- Depending on the time of year, click on the link titled **Fall 2011 OTL** or **Spring 2012 NCLB.**
- Click on the link titled **Monitor Status.**
- On the next screens select the **school**, **grade level**, and **subject** to be monitored by clicking on the appropriate links.
- Specific students may be viewed by entering any part of their name in the box titled "Find students by any part of their name:" and clicking the Find button.
- If grouping information has been provided, students may be selected by entering the group name in the box titled "School-provided Group Name:" and clicking on Find.
- A spreadsheet containing student status may be downloaded from this page by clicking on the link titled "Student Status Spreadsheet."

A new window will open. Beside every student's name an icon will appear for each assessment part. Information regarding the testing status, amount of time logged into the test, and the beginning and ending dates / times will be displayed.
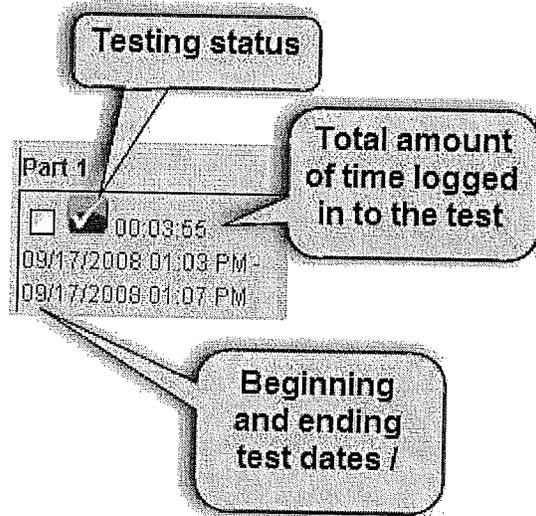
A key to the student status is provided below.

KSDE139154
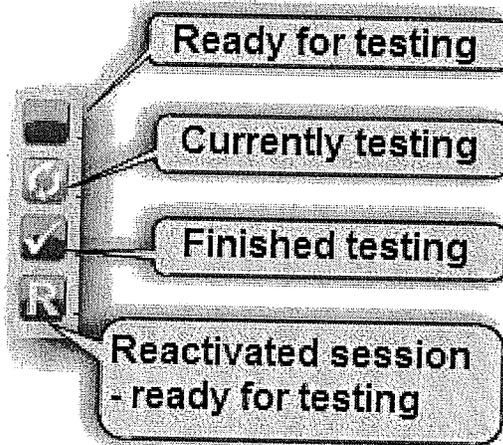
REACTIVATING STUDENT TEST SESSIONS

Overview of Reactivation

In some rare circumstances it is necessary to reactivate a student's session due to a student not completing an entire test part due to a power failure, loss of internet connection, or not finishing in one sitting.

A student may use the same password if the student logs on again to KCA within 90 minutes of the time that the test session was started. If the interruption is longer than 90 minutes, the student's test part must be reactivated.

To Reactivate a Student's Test Part

NOTE: Reactivation requires a District or Building level account

- Follow the same procedure for monitoring student status.
- Go to the row with the student's name.
- Click on the small box beside the appropriate test part to select the part. More than one student or part may be selected.
- Click on the button at the bottom of the screen titled **Reactivate Selected Student(s)**

MARKING A STUDENT'S TEST PART AS COMPLETE

Reasons for Marking a Test Part as Complete

Sometimes a student will complete a test part but will not log out properly. In other cases a loss of the internet connection, a power failure, or problem with the operating system will occur before the student had a chance to log out. In these cases, the student's test status will be shown as *Section is being taken* (even though the student is not currently logged on to KCA).

If the student has answered all of the questions, the student's test part will need to be marked as complete. If the student has NOT answered all of the questions, the student's test part should be reactivated.

To Mark a Test Part as Complete

NOTE: Marking a student test part(s) complete requires a District or Building level account.

- Follow the same procedure for monitoring student status.
- Go to the row with the student's name.
- Click on the small box beside the appropriate test part to select the part. More than one student or part may be selected.
- Click on the button at the bottom of the screen titled **Mark Selected Part(s) as Complete.**

VIEWING RESULTS

STUDENT EDITOR

Viewing Results Online

Student test results may be viewed online. The results are listed by student and include the student scores and indicator reports for the building. *Only users with a building-level or district-level account may view test results online.* For more information regarding viewing test results by users with teacher accounts refer to page 13.

To access the results, do the following:

- Log on to the CETE website at www.cete.us
- In the left-hand column click on the link titled *NCLB*
- Depending on the time of year, click on the link titled *Fall 2011 OTL* or *Spring 2012 NCLB.*
- Click on the link titled *View Results.*
- Select the subject and grade level.
- Select all students in a grade level or grouped students.
- Select whether you want the results in a *pdf* file or an Excel spreadsheet. Most users select the *pdf* file.

Viewing Results in a *pdf* File

The *pdf* file will contain the following:

- A **student score listing** in alphabetical order (only students who have completed testing are listed)
- For reading, mathematics, and science (grades 4 and 7 only), **a report detailing the percent correct by indicator** for each student
- For reading, mathematics, and science (grades 4 and 7 only) **a summary sheet** is provided for the group,

It should be noted that student score listings for HS Life Science and HS Physical Science do NOT include the performance category.

Overview

This function allows one to view student information submitted to KIDS including demographic data, attendance, building, accommodations, grouping information, ESOL status, SPED status, and test order type. In addition the student editor is used to record accommodation codes, Special Circumstances (SC) codes, and local special codes. **Only building-level and district-level accounts may access the student editor.**

Accessing the Student Editor

To access the Student Editor, do the following:

- Log on to the CETE website at www.cete.us
- In the left-hand column click on the link titled *NCLB*
- Click on the link titled *Student Editor.*

Submitting Accommodation Codes

Some accommodation codes are automatically recorded by a TEST record submission. Refer to page 21 or page 32 for details. Accommodation codes may be submitted via the Student Editor or by a file upload. To submit accommodations via a file upload refer to page 62.

Submitting Accommodation Codes via the Student Editor

Accommodation codes that are prepopulated by a test order type (e.g. paper / pencil accommodation) cannot be edited or submitted via the Student Editor. Those codes may only be corrected via an updated TEST record submission.

To submit an accommodation code via the Student Editor, do the following:

- Fill in the information on the Student Editor Filter page. A **subject, building, and grade** must be selected to proceed.

- Additional optional filters include number of students displayed per page, data filters, student name, state student ID, local student ID, sort, and EXIT status may be used to select specific students.

- Click on the *Continue* button.

- In the center on the next screen, click on the link titled **Accommodations**.
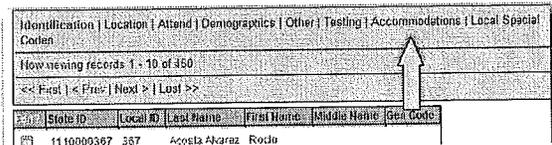
- **Find the name of the student.** Use the navigation links above the student names to view different pages. The links are labeled <<First, <Prev, Next>, Last>>.

- **Check the Edit box** next to the student's name.

- **Check the boxes that correspond to the accommodations** given to the student.
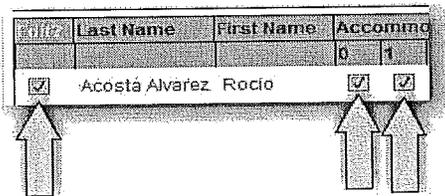
- Click on **Save Changes**.

Submitting SC Codes via the Student Editor

To submit an SC code via the Student Editor, do the following:

- Fill in the information on the Student Editor Filter page. A **subject, building, and grade** must be selected to proceed.

- Additional optional filters include number of students displayed per page, data filters, student name, state student ID, local student ID, sort, and EXIT status may be used to select specific students.

- Click on the *Continue* button.

- In the center on the next screen, click on the link titled **Testing**.
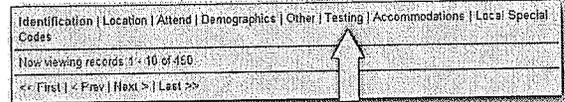
- **Find the name of the student** Use the navigation links above the student names to view different pages. The links are labeled <<First, <Prev, Next>, Last>>.

- **Check the Edit box** next to the student's name.

- Click on the box in the column titled **Special Circumstances.**
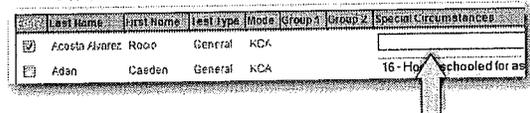
- A drop-down box will open.

- **Select the proper SC code** in the drop-down box.

01 - Long-term suspension non-S
02 - Short-term suspension non-S
03 - Suspension SPED
04 - Truancy - paperwork filed
05 - Truancy - no paperwork filed
06 - Earlier truancy
07 - Chronic absences
08 - Catastrophic illness or accide
16 - Home schooled for assesse
20 - Student took this grade level
24 - Incarcerated in an adult facility
25 - Special treatment center
26 - Special detention center
27 - Parent refusal
28 - Cheating
29 - Psychological factors or emo

- Click on **Save Changes**.

Submitting Accommodation Codes or SC Codes via a File Upload

To submit accommodation codes or SC codes via a file upload do the following:

- Log on to the CETE website at www.cete.us
- In the left-hand column click on the link titled **NCLB**
- Click on the link titled **Data Upload.**
- In the text area shaded green, click on the link titled **Upload Template.** This will open an Excel file that you may use to upload the accommodations.
- To see the definitions and requirements for the fields in the Excel file, click on the link in the text area shaded green titled **Upload Field Description.**
- Enter the appropriate information in the spreadsheet. Accommodation codes and SC codes for the same subject may be submitted in one file. **Save the file.**
- From the drop-down box titled **Content Area,** select the assessment subject.
- Click on the **Browse** button to find your Excel file.
- Click on the **Upload** button.

AUDIT SPREADSHEET

The audit spreadsheet is an Excel spreadsheet that provides detailed information regarding testing results and testing status for the current testing window.

The file may be used to determine the progress of students in the testing process. All students (who have had a TEST record submitted) are listed in the file including students who have not been tested and students who have OTL results from a different test window (the previous OTL results are not shown).

The results include the score, performance category (except for the high school science and history / government tests), test order type, KCA test parts taken, number of omitted items, and selected information submitted to the KIDS database (including exit status). The spreadsheet is updated nightly.

To access the audit spreadsheet, do the following:

- Log on to the CETE website at www.cete.us
- In the left-hand column click on the link titled **NCLB**
- Depending on the time of year, click on the link titled **Fall 2011 OTL** or **Spring 2012 NCLB**
- Click on the link titled **Audit Spreadsheet.**
- From the **File Menu,** select **Save as.**
- In the dialogue box titled **Save as type, Excel worksheet or Excel workbook.**

SECTION 10: APPENDIX

AYP ANNUAL TARGETS

Year	K-8 Schools		9-12 Schools	
	Reading	Mathematics	Reading	Mathematics
2012	91.9%	91.1%	90.7%	88.2%
2013	95.9%	95.6%	95.3%	94.1%
2014	100.0%	100.0%	100.0%	100.0%

- Targets are the percentage of students scoring at Meets Standard and above.

QPA ANNUAL TARGETS

Grade Level	History / Government	Science	Writing
4		73.0%%	
5			67.0%
6	70.0%		
7		71.0%	
8	70.0%		73.0%
HS	68.0%	69.0%	76.0%

- Targets are the percentage of students scoring at Meets Standard and above.
- Note: QPA targets remain constant and do not change over time.

CUT SCORES

General Assessment Cut Scores (percent correct)

Subject	Grade	Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
Reading	3	0-54	55-66	67-79	80-88	89-100
	4	0-56	57-67	68-80	81-88	89-100
	5	0-56	57-67	68-79	80-87	88-100
	6	0-51	52-63	64-78	79-87	88-100
	7	0-49	50-62	63-76	77-86	87-100
	8	0-49	50-63	64-78	79-88	89-100
	HS	0-53	54-67	68-80	81-88	89-100
Math	3	0-57	58-69	70-84	85-92	93-100
	4	0-53	54-62	63-79	80-88	89-100
	5	0-53	54-61	62-77	78-87	88-100
	6	0-52	53-62	63-78	79-89	90-100
	7	0-43	44-55	56-70	71-83	84-100
	8	0-44	45-57	58-72	73-85	86-100
	HS	0-37	38-49	50-67	68-81	82-100
Science	4	0-31	32-50	51-73	74-88	89-100
	7	0-30	31-45	46-66	67-81	82-100
	HS	0-25	26-39	40-65	66-80	81-100
History / Govt.	6	0-27	28-45	46-64	65-79	80-100
	8	0-26	27-41	42-66	67-79	80-100
	HS	0-27	28-43	44-66	67-80	81-100

KSDE139160

KAMM Cut Scores (percent correct)

Subject	Grade	Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
Reading	3	0-39	40-57	58-88	89-93	94-100
	4	0-38	39-54	55-84	85-90	91-100
	5	0-37	38-51	52-82	83-90	91-100
	6	0-38	39-47	48-75	76-83	84-100
	7	0-34	35-40	41-71	72-82	83-100
	8	0-35	36-46	47-76	77-85	86-100
	HS	0-37	38-48	49-81	82-87	88-100
Math	3	0-34	35-56	57-81	82-94	95-100
	4	0-34	35-54	55-81	82-94	95-100
	5	0-34	35-56	57-81	82-91	92-100
	6	0-34	35-54	55-79	80-91	92-100
	7	0-34	35-51	52-74	75-86	87-100
	8	0-34	35-49	50-74	75-84	85-100
	HS	0-31	32-44	45-64	65-79	80-100
Science	4	0-40	41-62	63-79	80-90	91-100
	7	0-30	31-43	44-55	56-67	68-100
	HS	0-27	28-40	41-53	54-65	66-100
History /Govt.	6	0-33	34-43	44-57	58-71	72-100
	8	0-29	30-39	40-55	56-67	68-100
	HS	0-34	35-42	43-59	60-72	73-100

Alternate Assessment Cut Scores (average rating)

Subject	Grade	Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
Reading	ALL	0-2.99	3.00 – 3.74	3.75 – 4.24	4.25 – 4.79	4.80 – 5.00
Math	ALL	0-2.99	3.00 – 3.74	3.75 – 4.24	4.25 – 4.79	4.80 – 5.00
Science	ALL	0-2.99	3.00 – 3.74	3.75 – 4.24	4.25 – 4.79	4.80 – 5.00
History / Govt.	ALL	0-2.99	3.00 – 3.74	3.75 – 4.24	4.25 – 4.79	4.80 – 5.00
Writing	ALL	0-2.99	3.00 – 3.74	3.75 – 4.24	4.25 – 4.79	4.80 – 5.00

Kansas Appropriate Testing Practices
Fact Sheet 2011 – 2012

Test Security

- 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 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.
- Report any breach of test security, loss of materials, failure to account for materials, or any other deviation to Dr. Cherie Randall, Assessment Coordinator, KSDE, 785.296.3996.

District Test Coordinator's Responsibilities

- Oversee test security for the entire district and order the materials necessary for test administration for each building in the district.
- Destroy (burn or shred) test materials upon completion of testing.

Building-Level Person's Responsibilities

- The building test coordinator is responsible for test security at the building level and must follow procedures outlined by District Test Coordinator.
- Store test materials (booklets, tickets) in a secure, locked area before and between each session(s) and after testing.
- Count test materials (read aloud scripts, paper pencil accommodation, Braille, etc.) upon arrival, between each session, and after testing;
- Distribute test materials to teachers immediately before the testing session (*see Read Aloud Accommodation) and collect upon completion of the testing session;
- Instruct teachers not to open test booklets prior to administration (*see Read Aloud Accommodation)

Classroom Teacher's Responsibilities

- Follow test procedures outlined in the Examiner's Manual and ethical practices for testing.
- Follow procedures outlined by District/Building Test Coordinator.
- Collect and destroy (shred) student notes, scratch paper, and drawings, etc. upon completion of each test part and the entire test.

*Read-Aloud Accommodation – The reader providing the read-aloud accommodation may have access to the test materials for a very limited time before the test. Refer to test security training materials. The testing materials may not be taken out of the building.

Acceptable Test Preparation Practices

- Provide students with the opportunity to learn the content and vocabulary by integrating state curriculum standards, benchmarks and indicators with instruction.
- 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 (whiteboards, observations, questioning, pre-tests, classroom/local assessments) to inform instruction.

Unacceptable Test Preparation 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.

Test Administration

Before

- Download/distribute and read the Examiner's Manual prior to test administration and follow the instructions during administration.
- Remove or cover (with opaque material) bulletin board displays, charts and diagrams, and other instructional material which may give assistance or advantage during testing.

During

- Actively monitor the testing session. Moving around the room encourages students to focus on their own work.
- Teachers may not require students to show work or use scratch paper. Scratch paper may not be graded.
- Students may use blank paper to show and check their work. This work must be collected and destroyed upon completion of the entire test.
- Teachers may not require students to use manipulatives, graphic organizers, or other tools during the assessment.
- Do not coach or cue students in any way during test administration. This includes gestures and facial expressions.
- 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.
- Readers may not clarify, elaborate, or provide assistance to students in any way. When reading test items aloud, readers must be careful not to give clues that indicate the correct answer or help eliminate some answer choices. The reader must avoid cueing the student by using voice inflection or by providing information that is not in the test.

After

- The teacher may verify the End Review Screen (KCA) to see that all test questions have been answered before a student exits the test.
- Collect and destroy (shred) student notes, scratch paper, and drawings, etc. upon completion of each test part.

Contact for Information

Dr. Cherie Randall, Assessment Coordinator, crandall@ksde.org, 785.296.3996

David Bowman, Assessment Consultant, dbowman@ksde.org, 785.296.4349

KANSAS HISTORY-GOVERNMENT (H.G.) ASSESSMENT
FACT SHEET 2011 - 2012

General Information

The H.G. assessment is available for 2011-2012 school year:

- Assessed grades 6, 8, OTL in 10 and 12
- High school OTL is in two parts: World Focus and U.S. Focus
- see: http://www.ksde.org/Default.aspx?tabid=420
- Results used to calculate QPA, not AYP

Standards and Supporting Materials

- Link to assessed indicators, flip charts with item specifications:
  http://www.ksde.org/Default.aspx?tabid=161
- Link to KSDE History-Government web page:
  http://www.ksde.org/Default.aspx?tabid=1715

Assessment Format

- Grade 6: 24 indicators, 2 questions per indicator, one untimed session
- Grade 8: 30 indicators, 2 questions per indicator, one untimed session
- High school opportunity to learn (OTL) assessment is available in two parts: World Focus (includes world history, global economics, and world geography) & U.S. Focus (includes U.S. and Kansas history, civics-government, and U.S. related economics)
- High school: one untimed session per part, approximately 45 to 60 minute session
- Each part has 15 indicators, 2 questions per indicator for a maximum of 30 items per part
- All multiple choice questions
- Link to accommodations allowed:
  http://www.ksde.org/Default.aspx?tabid=2372

Testing Modes

The H.G. assessment is available for the 2011-2012 school year:

- KCA is the required mode for all assessment levels
- Paper and pencil is available for H.S., KAMM, OTL only as an accommodation

Kansas Alternate Assessment (KAA) and Kansas Assessment with Modified Measures (KAMM)

- Administered to students identified as eligible by their IEP Team.
- Available to students in Grades 6, 8, and High School OTL in 2011-2012
- The sum of KAMM and Alternate students classified as "Meets Standards" or above at the district level must not exceed 3%.
- Only 1% of district students may be classified as "Meets Standards" or higher using an alternate assessment.
- KAA http://www.ksde.org/Default.aspx?tabid=2384
- KAMM http://www.ksde.org/Default.aspx?tabid=2371

Formative Assessment

- CETE – KCA TestBuilder
- http://www.cete.us/news/2010-05-12/kca-testbuilder

QPA Target

Grade 6	Grade 8	High School
70%	70%	68%

Performance Levels, Cut Scores, and Standard of Excellence

- Five levels: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, Academic Warning.
- Performance Level Descriptors:
  http://www.ksde.org/Default.aspx?tabid=161
- Cut scores as approved by the State Board of Education:
  http://www.ksde.org/LinkClick.aspx?fileticket=SqUGcvNjowE%3d&tabid=420&mid=5207
- Criteria for Standard of Excellence:
  http://www.ksde.org/Default.aspx?tabid=2379

Scores Reported

- Student performance levels
- Student percent correct
- Results by standard for student, building, district, and state.

Type	Grades	Modes	Opens	Closes
OTL-Fall	10 & 12	KCA	10/5	1/20
OTL –Spring	10	KCA	2/15	5/11
OTL –Spring	12	KCA	2/15	4/20
Spring Cohort	6 & 8	KCA	2/15	4/20
Alternate	6,8, OTL HS	Portfolio	12/31	4/20

Note: Districts have the flexibility to establish local testing windows for History-Government. All spring cohort testing (grade 12) in History-Government must be completed by April 20 (this is a hard close, there will be no additional time allowed for make-ups.) Spring OTL (10th graders in History-Government) must be completed by May 11th.

English Language Learners (ELLs)

- ELLs must take the state assessment and have the same QPA target as the general population.
- ELLs are considered 'recently arrived' if they have attended schools in the US for less than 12 months prior to opening of the test window (after 2/10/2012)
- Recently arrived students are included in QPA for participation only
- Recently arrived students may take KELPA in lieu of KCA Social Studies, one administration only. All ELLs take KELPA annually.
- Electronic translators and bilingual dictionaries allowed if regularly used for instruction.
- "ELLs and State Assessments" Fact Sheet:
  http://www.ksde.org/Default.aspx?tabid=2364

Don Gifford   History/Government Program Consultant, dgifford@ksde.org
(785-296-3892)

Revised 8/3/2011

History-Government Fact Sheet
The KSDE does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:
KSDE General Counsel; 120 SE 10th Ave Topeka, KS; 66612; 785-296-3204.

Kansas State Department of Education   Revised 12/02/11
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KANSAS MATHEMATICS ASSESSMENT
FACT SHEET 2011-12

General Information

- Grades assessed: 3-8 and OTL at high school
  Link to OTL:
  http://www.ksde.org/Default.aspx?tabid=420
- Annually tested
- Results used for AYP and QPA calculations

Standards and Supporting Materials

- Link to KSDE Mathematics web page:
  http://www.ksde.org/Default.aspx?tabid=1719
- Link to flip charts and item specifications:
  http://www.ksde.org/Default.aspx?tabid=158

Assessment Format

- Three test sessions, two allowing a calculator and one not allowing a calculator (all grade levels except 8th gr.)
- Three untimed sessions approximately 45-60 minutes each
- Number of questions and indicators assessed:

Grade	3	4	5	6	7	8	HS
# Indicators	12	14	15	14	15	15	15
# Questions	70	73	73	86	84	86	84

- Four to eight items per indicator
- All multiple choice questions
- Universal design guidelines followed
- Link to list of accommodations allowed:
  http://www.ksde.org/Default.aspx?tabid=2372

Testing Modes

- KCA is the mode for all assessments
- Paper and pencil is available only as an accommodation
- A Spanish version of the general assessment is available on the KCA

Kansas Alternate Assessment (KAA) and Kansas Assessment with Modified Measures (KAMM)

- Administered annually to students identified as eligible by their IEP Team
- The sum of KAMM and KAA students classified as "Meets Standard" or above at the district level must not exceed 3%, with KAA accounting for no more than 1% of district students.
- Link to KAMM web page:
  http://www.ksde.org/Default.aspx?tabid=2371
- Link to Alternate Assessment web page:
  http://www.ksde.org/Default.aspx?tabid=2384
- Link to KAA and KAMM fact sheet:
  http://www.ksde.org/Default.aspx?tabid=3766

Formative & Interim Assessments

- CETE – KCA TestBuilder & Interim
  http://www.kca.cete.us/kca_testbuilder.htm

AYP Targets

- Link to AYP targets:
  http://www.ksde.org/Default.aspx?tabid=403
- Percentage of students needed at Meets Standard or above for 2011:
  Grades 3-8 = 91.1%

High Schools and Districts = 88.2%

Performance Levels, Cut Scores, and Standard of Excellence

- Five levels: Exemplary, Exceeds Standard, Meets Standard, Approaches Standard, Academic Warning
- Performance Level Descriptors:
  http://www.ksde.org/Default.aspx?tabid=2377
- Cut scores as approved by the State Board of Education:
  http://www.ksde.org/Default.aspx?tabid=2377
- Criteria for Standard of Excellence:
  http://www.ksde.org/Default.aspx?tabid=2379

Scores Reported

- Student performance levels
- Student percent correct
- Results by indicator for student, building, district, and state

Testing Window

Type	Grades	Modes	Open	Close
OTL-Fall	9-11	KCA	Oct. 5	Jan. 20
OTL-Spring	9-10	KCA	Feb. 15	May 11
OTL-Cohort	11	KCA	Feb. 15	Apr. 20
Spring Cohort	3-8	KCA	Feb. 15	Apr. 20
Alternate	3-8 and OTL at HS	Portfolio	Dec. 31	Apr. 20

General and KAMM test windows are the same
Alternate scores entered by April 30, 2011.

English Language Learners (ELLs)

- ELLs must take the state assessment and have the same AYP targets as the general population
- ELLs are considered 'recently arrived' if they have attended schools in the US for less than 12 months prior to opening of the test window (after 2-15-11)
- Recently arrived students are included in AYP for participation only.
- Spanish versions are available. Use if instruction of content has been in Spanish.
- Electronic translators and bilingual dictionaries allowed if regularly used in instruction.
- "ELLs and State Assessments" Fact Sheet:
  http://www.ksde.org/Default.aspx?tabid=2384

Contacts

- David Barnes, Math/Science Program Consultant, dbarnes@ksde.org (785.296.2091)

KANSAS READING ASSESSMENT
FACT SHEET 2011-12

General Information
- Grades assessed: 3-8 and Opportunity to Learn (OTL) at high school
  - Results used for AYP and QPA calculations
- Early Reading Assessment: a locally-selected diagnostic reading test administered at one grade level at K-2.
- Annually tested
- OTL http://www.ksde.org/Default.aspx?tabid=420

Standards and Supporting Materials
- Link to standards:
  http://www.ksde.org/Default.aspx?tabid=142
- Link to assessed indicators and item specifications:
  http://www.ksde.org/Default.aspx?tabid=159
- Link to flip charts:
  http://www.ksde.org/Default.aspx?tabid=159

Assessment Format
- Three test sessions for all grade levels.
- Un-timed sessions, 45 minutes per session is recommended as a guide.
- Eleven to sixteen indicators assessed per grade level.
- Number of questions varies from 58 (Grade 3) to 84 (Grade 7)
- Four to six items per indicator.
- All multiple-choice questions.
- Universal design guidelines followed.
- Accommodation Manual
  http://www.ksde.org/Default.aspx?tabid=2372

Testing Modes
- Kansas Computerized Assessment for General Assessment and KAMM.
- Paper and pencil are available as an accommodation for General and KAMM Assessment.

Kansas Alternate Assessment (KAA) and Kansas Assessment with Modified Measures (KAMM)
- Administered annually to students identified as eligible by their IEP Team.
- The sum of KAMM and Alternate students classified as "Meets Standards" or above at the district level must not exceed 3%.
- Only 1% of district students may be classified as "Meets Standards" or higher using an alternate assessment.
- KAA http://www.ksde.org/Default.aspx?tabid=2384
- KAMM http://www.ksde.org/Default.aspx?tabid=2371

Interim and Formative Assessments
- CETE – KCA Test Builder
  http://www.kca.cete.us/kca_testbuilder.htm

Adequate Yearly Progress (AYP) Targets
- AYP targets http://www.ksde.org/Default.aspx?tabid=1694
- Percentage of students needed at Meets Standards or above for 2012:
  - 3-8 = 91.9%
  - HS and Districts = 90.7%

Performance Levels, Cut Scores and Standard of Excellence
- Five levels: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, Academic Warning.
- Performance Level Descriptors
  http://www.ksde.org/Default.aspx?tabid=159
- Cut scores as approved by the State Board of Education.
  http://www.ksde.org/Default.aspx?tabid=2377
- Criteria for Standard of Excellence
  http://www.ksde.org/Default.aspx?tabid=2379

Scores Reported
- Student performance levels
- Student percent correct
- Results by indicator for student, building, district, and state

Testing Window

Type	Grades	Modes	Open	Close
OTL-Fall	9-11	KCA	Oct. 5	Jan. 20
OTL-Spring	9-10	KCA	Feb. 15	May 11
OTL-Cohort	11	KCA	Feb. 15	Apr. 20
Spring Cohort	3-8	KCA	Feb. 15	Apr. 20
Alternate	3-8 and OTL at HS	Portfolio	Dec. 31	Apr. 20

Districts have the flexibility to establish local testing windows for reading. All spring cohort testing in reading must be completed by April 20th (this is a hard close, there will be no additional time allowed for make-ups). Spring OTL (9th and 10th graders in reading must be completed by May 13th. See the 2011-2012 Examiner's Manual for additional details.

English Language Learners (ELL)
- ELLs take the state assessment and have the same AYP target as the general population
- ELLs are considered 'recently arrived' if they have attended schools in the US for less than 12 months prior to opening of the test window (after 2-15-11)
- Exception: Recently Arrived students may take Kansas English Language Proficiency Assessment (KELPA) in lieu of KCA Reading, one administration only.
- Directions, questions, and answer choices may be read to the student; the reader is not allowed to read test item passages.
- Electronic translators and bilingual dictionaries allowed if regularly used in instruction.
- See the "ELLs and State Assessments" Fact Sheet:
  http://www.ksde.org/Default.aspx?tabid=2384

Contact
Kris Shaw, Language Arts and Literacy Consultant
kshaw@ksde.org
(785.296.4926

KSDE Reading Assessment Fact Sheet   Revised 07-27-11

Kansas State Department of Education   Revised 12/02/11
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KANSAS SCIENCE ASSESSMENT
FACT SHEET 2011 – 2012

General Information
- Grades 4, 7, and two part high school with OTL
- High school students tested in both parts by the end of 11th grade year
- Annually tested
- Results used for QPA

Standards and Supporting Materials
- Link to KSDE Science Standards web page: http://www.ksde.org/Default.aspx?tabid=4697
- Science tested indicators, flip charts and item specifications http://www.ksde.org/Default.aspx?tabid=4697 (scroll down)

Assessment Format
- Grades 4 and 7 - two untimed sessions, approx. 45-60 minutes each
- Grade 4 - 22 tested indicators assessed / 44 items total
- Grade 7 - 30 tested indicators assessed / 60 items total
- High school - untimed, approx. 45-60 minutes per part
- High school is available in two parts: Physical Science and Life Science. Each part has 15 indicators and 30 items
- Two items per tested indicator at all levels
- All multiple choice questions
- Link to list of accommodations allowed: http://www.ksde.org/Default.aspx?tabid=2372

Testing Modes
- Kansas Computerized Assessment (KCA) is the mode for all assessments.
- Paper and pencil is available only as an accommodation.
- Spanish versions are available. Use only if instruction of content has been in Spanish.

Kansas Alternate Assessment (KAA) and Kansas Assessment with Modified Measures (KAMM)
- Administered annually to eligible students identified by their IEP Team.
- Only 1% of district students may be classified as "Meets Standards" or higher using an Alternate assessment
- The sum of KAMM and Alternate students classified as "Meets Standards" or above at the district level must not exceed 3%
- KAMM information and assessment item specifications: http://www.ksde.org/Default.aspx?tabid=2371
- Alternate Assessment information: http://www.ksde.org/Default.aspx?tabid=2384

QPA Targets
- 4th Grade   73
- 7th Grade   71
- High School   69

Performance Levels, Cut Scores, and Standard of Excellence
- Five performance levels: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, Academic Warning
- Performance Level Descriptors: http://www.ksde.org/Default.aspx?tabid=4697 (scroll down)
- Cut scores as approved by the State Board of Education: http://www.ksde.org/LinkClick.aspx?fileticket=SqUGcvNiqwE%3d&tabid=420&mid=5207
- Criteria for Standard of Excellence: http://www.ksde.org/Default.aspx?tabid=2379

Scores Reported
- Student performance levels
- Student percent correct
- Results by standard for student, building, district, and state.

Testing Window

Type	Grades	Modes	Open	Close
OTL-Fall	9-11	KCA	Oct. 5	Jan. 20
OTL-Spring	9-10	KCA	February 15	May 11
OTL-Cohort	11	KCA	February 15	April 20
Spring Cohort	4 & 7	KCA	February 15	April 20
Alternate	4,7, HS	Portfolio	Dec. 31	April 20

- The General and KAMM test windows are the same.
- Alternate scores entered by April 30.

Note: Districts have the flexibility to establish local testing windows. All spring cohort testing must be completed by April 20th, no exceptions. Spring OTL (9th and 10th graders) must be completed by May 11th. See the 2011 Examiner's Manual for more details.

English Language Learners (ELLs)
- ELLs must take the state assessment and have the same QPA target as the general population.
- ELLs are considered 'recently arrived' if they have attended schools in the US for less than 12 months prior to opening of the test window (after 2-15-11)
- Recently arrived students are included in QPA for participation only.
- Spanish versions are available. Use only if instruction of content has been in Spanish.
- Electronic translators and bilingual dictionaries allowed if regularly used in instruction.
- "ELLs and State Assessments" Fact Sheet: http://www.ksde.org/Default.aspx?tabid=2384

Contact
- Matt Krehbiel, Science Program Consultant mkrehbiel@ksde.org 785.296.8108
- David Barnes, Math/Science Program Consultant dbarnes@ksde.org 785.296.2091

KANSAS WRITING ASSESSMENT
FACT SHEET 2011–2012

General Information
- The writing assessment is NOT available for the 2011-2012 school year
- Will be required for the 2012-2013 school year
  - Grades assessed: 5, 8, and 11
  - Results are used to calculate QPA, but not AYP
- Beyond 2013 writing will be tested as part of the Smarter Balanced assessment for English language arts

Standards and Supporting Materials
- Link to writing standards:
  http://www.ksde.org/Default.aspx?tabid=1726
- Kansas 6-TRAIT rubrics:
  http://www.ksde.org/Default.aspx?tabid=165
- KSDE Training Manual for 6-TRAIT scoring:
  http://www.ksde.org/Default.aspx?tabid=165
- Suggested Scoring Procedures:
  http://www.ksde.org/Default.aspx?tabid=165
- Example prompts for classroom use:
  http://www.ksde.org/Default.aspx?tabid=165

Assessment Format
- Four untimed testing sessions, approximately 45-60 minutes each
- Link to list of accommodations allowed:
  http://www.ksde.org/Default.aspx?tabid=2372

Testing Modes
- Students may use a word processing program
- Kansas Writing Instruction and Evaluation Tool (KWIET) platform may also be available for 2012-2013

Kansas Alternate Assessment (KAA) and Kansas Assessment of Modified Measures (KAMM)
- NOT available for the 2011-2012 school year
- For the 2012-2013 school year
  - Administered to students identified as eligible by their IEP team
  - Only 3% of district students may be classified as Meets Standards or higher using the KAMM and the Alternate assessments
  - Only 1% of district students may be classified as Meets Standards or higher using the alternate assessment
  - Link to KAA webpage:
    http://www.ksde.org/Default.aspx?tabid=2354
  - Link to KAMM webpage:
    http://www.ksde.org/Default.aspx?tabid=2371

Formative and Interim Assessment
- For formative and interim assessment in the area of writing, KSDE suggests making use of the Kansas Writing Instruction and Evaluation Tool (KWIET):
  http://www.cete.us/kap/kwiet/

QPA Writing Targets
- Percentage of students needed at Meets Standards or above:
  - 5th Grade = 67%
  - 8th Grade = 73%
  - High School = 76%

Performance Levels, Cut Scores, and Standard of Excellence
- Five performance levels and cut scores as approved by the State Board of Education:
  - Exemplary – 4.40
  - Exceeds Standard – 3.75
  - Meets Standard – 3.00
  - Approaches Standard – 2.30
  - Academic Warning – < 2.30
- Criteria for Standard of Excellence:
  http://www.ksde.org/Default.aspx?tabid=2379

Scores Reported
- Student 6-TRAIT scores by individual rater
- Student average 6-TRAIT scores, composite score, and performance level

Testing Window

Type	Grades	Mode	Open	Close
General				
KAMM				
Alternate				

Writing assessments are NOT available for the 2011-2012 school year.

English Language Learners (ELLs)
- All ELLs must take the Kansas English Language Proficiency Assessment (KELPA)
- Link to the KELPA web page:
  http://www.ksde.org/Default.aspx?tabid=2450
- Writing assessment is NOT available for 2011-2012 school year
- For the 2012-2013 school year:
  - Recently arrived students (whose education in the United States began less than one calendar year from the date the local writing assessment window opens) may take the KELPA in lieu of the Kansas Writing Assessment
  - ELLs may use translation dictionaries and other tools and resources if accustomed to their use during instruction
  - Students must compose in English
  - Link to the English Language Learners and State Assessments fact sheet:
    http://www.ksde.org/Default.aspx?tabid=2304

Contact
Matt Copeland, Language Arts and Literacy Consultant
mcopeland@ksde.org (785.296.5060)

KSDE139167

KANSAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (KELPA)
FACT SHEET 2011-2012

General Information
- Test every English language learner (ELL) annually using Kansas English Language Proficiency Assessment (KELPA).
- Place an ELL on monitored status after achieving 'fluent' (4) level in all four domains and the total score for two consecutive years.
- KELPA is optional for an ELL on monitored status.

Standards and Supporting Materials
- ESOL Standards:
  http://www.ksde.org/Default.aspx?tabid=4694
- Title III/Bilingual ESOL Services
  http://www.ksde.org/Default.aspx?tabid=350

Assessment Training and Supporting Materials
- ESOL Assessment
  http://www.ksde.org/Default.aspx?tabid=2450
- Administration and scoring of performance tasks require self-training by examiner, using podcasts
  http://title3.greenbush.us
- Accommodations Manual
  http://www.ksde.org/Default.aspx?tabid=2372

Assessment Format
- KELPA grade bands: K-1, 2-3, 4-5, 6-8, 9-12
- Four test parts, one each for listening, reading, writing, and speaking
- Untimed, approximately 15-45 minutes per part
- Multiple choice questions for listening, reading, and some writing
- Short essay for part of writing, and constructed response for speaking
- Universal design guidelines followed

Testing Modes
- Paper and pencil
- All test parts for K-1 are individually administered
- Speaking items for all students are individually administered
- Part of the writing (short essay) and the speaking (constructed response) are scored locally, rubrics provided

Procedures
- Submit 'TEST' request to KIDS beginning Aug. 22 and continuing through year. Accuracy and updates of KIDS data is essential; see fields D42 and D64 for ELLs. Must be in system in order to report assessment results.
- To receive 'pre-slugged' answer sheets, submission deadline is January 6. After that date, call Center for Educational Testing and Education (CETE) at number below to request tests, then add the TEST request to the KIDS system.
- All test security guidelines must be followed. Destroy booklets after use.
- Return answer sheets to CETE. See address below. Allow approximately two weeks for processing.
- Authorized district personnel access KELPA Reports on the secure CETE website.

Alternate Assessment to KELPA
- An ELL who qualifies for KAMM applies the same accommodations listed in the IEP to take the KELPA.
- An ELL who qualifies for alternate state content assessments may be exempted from the KELPA due to certain circumstances with prior approval from Cheryl Randall crandall@ksde.org or Dave Bowman dbowman@ksde.org

Performance Levels and Cut Scores
- Four proficiency levels: beginning (1), intermediate (2), advanced (3), and fluent (4).
- Cut scores for each proficiency level in each grade band are listed in the Score Report Guide
  http://www.ksde.org/Default.aspx?tabid=2450

Annual Measureable Achievement Objectives
Title III AMAOs # 1 and 2 apply to districts with 10 ELLs or more.
1. Making progress –28% of K-12 ELLs increase their Total Score on KELPA.
2. Attaining proficiency – 21% of K-12 ELLs score "4-Fluent" on the Total Score on KELPA.
3. 2012 AYP targets – 90.7% meet standard in Reading and 88.2% in Math
- Thirty (30) ELLs constitute a disaggregated group.
- Monitored ELLs are included in the ELL subgroup for AYP/QPA calculations for two years.

Score Reports
- Student score in 4 domains: listening, speaking, reading, and writing
- Student proficiency level in 4 domains
- Weighted composite score
- Authorized district personnel access KELPA Reports on the secure CETE website

Testing Window

Type	Grades	Modes	Open	Close
KELPA	K-12	Paper/pencil	Feb. 6	April 30
For pre-slugged answer sheets, submit KIDS "TEST" request (field D64) by				Jan. 6
Return answer sheets to CETE				May 11
Update "TEST" request for any ELL entering the system after Jan. 7				May 11

Approved Placement Assessments
- KELPA-P, LAS, LAS-Links, IPT, and LPTS have been approved for ELL identification and placement
- KELPA-P is available for free download by authorized district personnel from the secure CETE website.

Contacts
Phyllis Farrar, World Languages and KELPA, pfarrar@ksde.org (785.296.1891)
Melanie Manares, ESOL/Bilingual and Title III Consultant mmanares@ksde.org (785.296.7929)
Center for Educational Testing and Evaluation (CETE)
1122 West Campus Road, 735 Joseph R. Pearson Hall
Lawrence, KS 66045, (785.864.3537) cete@ku.edu
https://www.cete.us

Adequate Yearly Progress (AYP)
2011-2012 Fact Sheet

What is AYP?

- Requirement of federal law No Child Left Behind, Title I, Part A
- Process for judging whether public schools and districts are on track for achieving 100% proficiency by 2013-2014

What is Included in AYP?

- State reading assessment results
- State mathematics assessment results
- State assessment participation rates
- Attendance rate (elementary & middle schools)
- Graduation rate (secondary schools)

How Does a School or District Make AYP?

- Every student group must meet or exceed the annual targets in reading and mathematics.
- Participation rate in state assessments must be 95% or more.
- Attendance rate must be 90% or increase from previous year.
- Graduation rate goal is 80%. If the school or district's graduation rate is less than 80%, it must meet one of the targets:

If Rate is	Target is
At or above 50% but less than 80%	3% improvement from last year
Less than 50%	5% improvement from last year

What Are the Other Graduation Rate Changes?

- 2011 AYP was the first year for using the 4-Year and 5-Year Adjusted Cohort Graduation Rate formulas.
- The 2012 AYP 4-Year Adjusted Cohort Graduation Rate is based on 1st time 9th graders in 2007-2008 who graduated four years later in 2011. The 2012 AYP 5-Year Adjusted Cohort Graduation Rate is based on 1st time 9th graders in 2006-2007 who graduated five years later in 2011. The formulas are adjusted for transfers in and out and students who emigrate or die. (See Graduation Fact Sheet).

What are the Disaggregated Student Groups?

- All students
- Free & reduced meal students
- Students with disabilities
- English Language Learners (ELLs)
- Each racial/ethnic group: Hispanic, African American, American Indian, White, Asian, Pacific Islander/Native Hawaiian and Multi-Racial
- Students who identify with the Hispanic/Latino ethnicity will only be included in the "Hispanic" group; they will not be included in any racial group including Multi-Racial.

How Many Students are Necessary for Specific Groups to Count for AYP? (N-Size)

- 30 students
- All assessed grades within the school are combined to determine if there are 30 students.
- No data is publicly reported if less than 10 students or data identifies individual students.

How is AYP Decided for Small Schools?

- If the All Students group is less than 30, data from the previous year or previous two years is merged with the current year.
- If group is still less than 30, then a hypothesis test (confidence interval) is applied.
- If the merged data does not make the AYP target, then the higher of the two is used (current year's data or merged data).

Which Students are Included in AYP?

- Students who are enrolled by September 20 are included in assessment results.
- Students who are enrolled at the time of testing window are included in participation rates.

What are the 2011-2012 Targets for Schools?

- AYP targets are the percent of students meeting or exceeding standard (proficient and above).

	K-8	9-12
Reading	91.9%	90.7%
Mathematics	91.1%	88.2%

What are the 2011-2012 Targets for Districts?

Reading	90.7%
Mathematics	88.2%

NOTE: Kansas will probably seek a waiver from certain accountability requirements later this year from the US Department of Education. The Fact Sheet will be updated if the waiver is approved.

What Happens if the AYP Target is Missed?

- Confidence intervals of 99% are applied.
- If still not making AYP, Safe Harbor is applied if eligible.

AYP Fact Sheet.doc
9-13-2011

Opportunity to Learn (OTL) and Second Opportunity
FACT SHEET 2010-11

OTL

- OTL provides Kansas High Schools with flexibility in determining when to assess students in math, reading, science, writing and history-government.
- The goal of OTL is to allow students to take assessments at the end of their opportunity to learn the content standards.
- Students taking math, reading, science and writing assessments as a 9th or 10th grader will have their scores banked until they become 11th graders (11th grade is the cohort year).
- Students taking history-government assessments as a 9th or 10th grader will have their scores banked until they become 12 graders (12th grade is the cohort year for history-government.

OTL and Second Opportunity Rules

- OTL Rules: http://www.ksde.org/Default.aspx?tabid=420

Second Opportunity for Reading and Math

- Second Opportunity applies only to the NCLB math and reading assessments.
- Schools have a second opportunity to assess students initially scoring nonproficient on NCLB math and reading assessments.
- Students may be assessed no more than once in a given semester.
- Once a student scores proficient, the student is "complete" and would not be eligible for a second test.
- The building in which a student scores proficient retains the score even if the student moves.
- Once a student scores nonproficient twice in a given school, the student is "complete" and is not eligible for additional opportunities regardless of whether the student remains in that school, or moves to another school.
- The building in which a student scores nonproficient twice retains the nonproficient score even if the student moves. A student can never test more than twice in a given school even if the student moves and returns.
- When a student has a single banked nonproficient score and moves to another building, the score will not be used in the first building's AYP calculation.
- When a student has a single banked nonproficient score and moves to another building, the score is dropped for the receiving school, which inherits two new opportunities to test. If the student is an 11th grader and is not tested in the receiving school, it will count against the receiving school's participation rate.
- When a student with a single banked nonproficient score remains in the original building and is not tested a second time, the banked score is counted for both AYP and participation.

- When a former (exited) student returns to the original building as an 11th grader after 9/20 and has a nonproficient banked score, the nonproficient score counts for participation only.
- When a student is included in an AYP cohort as an 11th grader, then is reclassified (retained) the following year, the student is regarded as complete even though the student tested only once and did not score proficient.
- Junior students arriving in a building/district after the very late enrollment date need not test but may, for instructional purposes.

Second Opportunity for Science, Writing, and History-Government

- Second opportunity is not applicable to science, writing, and history-government.

OTL Science & History-government - two part Mobility

- Student mobility within districts (i.e., intra-district transfers): Students having taken one part of the science or the history-government assessment and transferring to another building within the district must take the second part of the assessment in the receiving building. The receiving building will inherit the part one score and when combined with the part two score will be counted for both proficiency and participation at the receiving building.
- Student mobility between districts (i.e., inter-district transfers): Students having taken one part of the science or the history-government assessment and transferring to a building in another district must take the second part of the assessment in the receiving building. The receiving building will inherit the part one score and when combined with the part two score will be counted for participation only at the receiving building.
- Science - junior students arriving in a building/district after the very late enrollment date need not test but may, for instructional purposes.
- History-government – senior students arriving in a building/district after the very late enrollment date need not test but may, for instructional purposes.

Cohort Year

- Cohort year: the year the student scores are used in the AYP and /or the QPA calculation.
- Students must have completed assessments by the end of the cohort year (gr.12 for h-g; gr.11 for all others).

Contacts

- Cheryl Randall, Assessment Coordinator, crandall@ksde.org (785-296-3996)
- David Bowman, Assessment Consultant, dbowman@ksde.org (785-296-4349

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
(NAEP) IN KANSAS
FACT SHEET 2010-11

General Information
- Reading and Mathematics – Grade 4.
- Reading, Mathematics and Science – Grade 8.
- Kansas is not participating in Grade 8 Writing.
- Kansas is not participating in Grade 12 NAEP.
- NAEP does not attempt to assess every 4th and 8th grade student. NAEP uses a representative sample. The students selected represent the geographic, racial, ethnic, and socio-economic diversity of both Kansas and the United States student body today.
- Districts Superintendents with schools selected to participate in the NAEP 2011 sample were notified in May 2010. Building principals were notified in June.
- Participation is important because each student's performance represents hundreds of other similar students.
- NAEP results are published in *The Nation's Report Card*.
- Kansas NAEP results are published on the State Report Card.
- The President, Congress, and policymakers use NAEP data when they consider ways to improve education.

Standards and Supporting Materials
- NAEP content standards are called "frameworks" and can be found at: http://nagb.org, and select "Publications."
- Link to NAEP on the KSDE website: http://www.ksde.org/Default.aspx?tabid=1821

Assessment Format
- One 90-minute session.
- Selected students take the NAEP assessment in one subject.
- Teachers do not need to prepare their students to take NAEP.
- The NAEP assessment is administered uniformly using the same sets of test booklets across the nation.
- Each student takes a small part of one NAEP content assessment.
- NAEP assessments include both multiple-choice and open-ended questions. Open-ended questions require students to write an answer that, depending on the question, can range from a few words to more than a page.
- Link to list of accommodations allowed: http://www.ksde.org/Default.aspx?tabid=1821

Testing Modes
- Paper and pencil
- A Spanish version is available and must be requested at the pre-assessment visit.

Alternate or Modified Assessments
- NAEP does not provide alternate or modified versions of their assessments.

Accommodations
- Accommodations are available to students whose IEP plans specifically require them.
- Not all students who have been identified as SD and/or ELL require NAEP accommodations.
- The person most knowledgeable about how the student is tested on the state assessment should make accommodation decisions for each student individually.

Formative Assessments
- NAEP Questions Tool:
- http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx
- Sample Questions Booklet: http://nces.ed.gov/nationsreportcard/about/booklets.asp

Performance Levels and Scale Scores
- Achievement levels reflect what students should know and be able to do.
- NAEP results are reported as percentage of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels and at the *Advanced* level.
  - **Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient at a given grade.
  - **Proficient** represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
  - **Advanced** represents superior performance.
- Scale scores report what students know and can do on NAEP assessments.
- NAEP results are generally reported on 0-300 or 0-500 point scales.
- NAEP results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Scores Reported
- Score reports disclose state, regional and national level results.
- District level, school level and individual student-level results are not available.

Testing Window

Type	Grades	Modes	Open	Close
NAEP	4 & 8	Paper & Pencil	Jan. 24	March 4

- NAEP participating schools were notified of the assessment date in June 2010.
- NAEP contracts field staff to administer the 90-minute test.

Contact
- Beth Fultz, NAEP Consultant, bfultz@ksde.org (785.296.2325)
- NAEP HELP DESK (800.283.6237)

Revised 7/7/10

Kansas Assessment Fact Sheet: Interim Assessment
2011-2012

Purpose of the Kansas Interim Assessment

The Kansas Interim Assessment is a program the Kansas State Department of Education provided as a resource for educators and students in Kansas schools. The interim assessment program is designed to:

* Measure the same specific indicators within the Kansas Curricular Standards that are measured by the summative Kansas Assessments.
* Provide students and teachers with estimates of student achievement on tested indicators at three time points before the summative assessment.
* Report individual student scores along with class score distribution information and district average scores.
* Provide subscale and total scale scores that can assist in making class- or program-level decisions.

General Information

* The interim assessment for mathematics is available for Grades 3-8 and high school.
* As of September 2011, an interim assessment for reading is available for Grades 3-5 only.
* All students with valid TEST records may take the interim assessments.
* Designed as a multi-stage adaptive test.
* Multiple Choice format.

Standards and Supporting Materials

* Math
    * Link to assessed indicators and item specifications: http://www.ksde.org/Default.aspx?tabid=156
    * Link to KSDE Mathematics web page: http://www.ksde.org/Default.aspx?tabid=1710
    * Link to flip charts: http://www.ksde.org/Default.aspx?tabid=156
* Reading
    * Link to assessed indicators and item specifications: http://www.ksde.org/Default.aspx?tabid=159
    * Link to KSDE Reading web page: http://www.ksde.org/Default.aspx?tabid=160
    * Link to flip charts: http://www.ksde.org/Default.aspx?tabid=159

Test Administration

* The Kansas Interim Assessment is administered by using the online assessment software (KCA) available at the CETE website.
* Each test consists of two parts that are administered in one or two testing sessions.
* The interim assessment is not a timed test. However, it is designed to be taken in one to two class periods. Students who do not finish in this amount of time should be permitted to keep working until they have finished answering all questions.
* Link to Examiner's Manual http://www.ksde.org/Default.aspx?tabid=420

Testing Window

* There will be three administration windows.
    * Interim 1 (September 26 – November 11)
    * Interim 2 (November 14 – January 13)
    * Interim 3 (January 16 – March 9).
* Students may take one reading and one math interim assessment during each administration window.

Scores and Reports

* Interim Assessment scale scores, Instructed Indicator scores, Prediction scores for summative assessments
* Class roster reports
* Class score distribution information
* District median scores information
* Individual student score reports

Acceptable Test Preparation Practices

* Provide students with the opportunity to learn the content and vocabulary by integrating state curriculum standards, benchmarks and indicators with instruction.
* Integrate teaching of test taking skills with regular classroom instruction and assessment.
* Assure students have had prior experience with the computer testing format being used.
* Use formative assessments (whiteboards, observations, questioning, pre-tests, and classroom/local assessments) to inform instruction prior to the assessment.

CETE Formative Assessments

* Formative assessment tools provide detailed information about student learning. This information should be used to inform instruction and to provide feedback to students concerning their progress toward achieving learning goals. The formative-assessment process is defined by gathering and using information to adjust teaching and learning while they are happening (inform along the way).
* Use CETE formative assessment tools to further define student learning needs after administration of the Interim Assessment.
* Use the CETE formative assessment tools to monitor student learning of specific indicators.

Contact for Information

CETE
Phone: 785.864.3537
Email: cete@ku.edu
KSDE Assessment Coordinator
Dr. Cherie Randall
Phone: 785.296.3996
Email: crandall@ksde.org
KSDE Assessment Consultant
David Bowman
Phone: 785.296.4349
Email: dbowman@ksde.org

GLOSSARY

Accommodations: Accommodations are tools and procedures in the areas of presentation, response, setting, and timing/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.

AYP: Adequate Yearly Progress. AYP is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically in regard to state standards and indicators.

CETE: The Center for Educational Testing and Evaluation.

ENRL records: Records submitted to the KIDS database that detail enrollment information about a student.

EL: Formerly known as ELL (English Language Learners), ESL, or ESOL.

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

KAA: Kansas Alternate Assessment. See alternate assessment.

KAMM: Kansas Assessment of Modified Measures. The KAMM is a state assessment based on modified academic achievement standards for each grade level content standard. It is given to students with disabilities. A maximum of 2% of district students may be counted proficient using the KAMM.

KCA: Kansas Computerized Assessment

KELPA: Kansas English Language Proficiency Assessment. This English, language, proficiency test is required for all ELL (English Language Learners) students until they score proficient two consecutive times on the composite score as well as on all subtests.

KIDS ID #: The student's state student ID number.

KIDS: Kansas Individual Data on Students. KIDS is a student-level record system maintained by the Kansas State Department of Education. The database contains demographic information as well as data regarding the student's grade level, district, school, ELL (English Language Learners) status, etc.

Local testing window: The test window at the building level. For instance, a school may decide that it will administer the reading assessment from March 1 until March 11. This is its local testing window. Local testing windows may vary among schools in the same district.

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

NCLB: No Child Left Behind. Federal legislation that mandates state testing and accountability.

OTL: Opportunity to Learn. Students at the high school level are not required to be tested at any certain grade level. They must be tested by the end of a specific grade level for a cohort year (this varies by subject). Students are tested after they have completed the coursework needed to prepare them for the assessment.

P&P: Paper and pencil

QPA: Quality Performance Accreditation. The system used by the state of Kansas for accrediting schools.

Reactivation: When a student has exited a test part, the student is not allowed to go back to that part unless the test part has been reactivated.

Recent Arrivals: ELL (English Language Learners) students whose first education in the United States occurred one year or less before the opening of the testing window. Previously, these students were known as Newcomers.

SAR: Special Action Request. Requests regarding testing situations, special accommodations, etc. submitted at the CETE website.

SC Codes: Special Coding Circumstances. SC codes are used to document unusual testing circumstances like truancy or cheating.

Test part: One section of the test. Each test part requires one session of approximately 45 minutes.

TEST records: File records submitted to the KIDS database that detail assessment information for students including the test order type, testing mode, grade level, etc. This record must be submitted before a student can be tested online, be included in OTL spreadsheets, or have a preslugged answer sheet.

Test session: The time or period set aside for testing.

Test order type: The type of assessment that a student takes. There are three test order types: general assessment, KAMM, and the alternate assessment.

Test Window: The beginning and ending dates when assessments may be administered.

Testing Mode: The method used to test students. There are two modes available: online (KCA) or paper and pencil.

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