



Kansas Assessment Examiner's Manual 2022-2023

General Assessments: English Language Arts, Mathematics, Science, History, Government, & Social Studies; Kansas English Language Proficiency Assessment (KELPA); KELPA Screener; Dynamic Learning Maps® Alternative Assessment System; and Career Pathways (cPass®) Assessments

Kansas State Department of Education

(785) 296-3201
Landon State Office Building
900 SW Jackson
Topeka, Kansas 66612-1212
www.ksde.org

CONTENTS

Document Change History	iv
Contact Information	v
Service Desk	v
Kansas State Department of Education	v
SECTION 1: ASSESSMENT OVERVIEW	1
Test Administration Modes	1
Assessed Students	1
Score Reports	1
Alternate Assessments	2
English Proficiency Assessment	2
Career Pathways Assessments	3
2022–2023 Kansas Assessment Program Overview	4
SECTION 2: TEST COORDINATORS	6
Test Security	6
Test Security Guidelines	6
Testing Administration	7
Local Test Windows	7
Adding Projected Test Windows and Scoring Dates in Educator Portal	8
Registering Students for Testing	8
Submission of TEST and TASC Records to KIDS	9
Audits	9
Guidelines for Submitting EXIT Records	9
Educator Portal Functions	10
Kite Teacher Account Access	11
Personal Needs Profiles (or Access Profile)	11
English Learner Students	11
Gifted Students	12
Students with 504 Plans	12
Students with Disabilities	12
Alternate Assessment Participation	13
Special Circumstances Codes	13
Entering Special Circumstances Codes in Educator Portal	13
Codes	14
SECTION 3: ACCOMMODATIONS	20
General	20
Overview	21
Accommodations Prohibited for All Students	22
Accommodations for English Learners	23
Recording Accommodations	23
Text-to-Speech Options Available on the Assessment	24
Documenting Need for Text-to-Speech	25

Allowable Practices	26
Kite Text-to-Speech Feature	27
American Sign Language Accommodation	27
Kite American Sign Language Feature	27
Braille Accommodation	28
Obtaining and Distributing Braille Forms	29
SECTION 4: TEACHERS	31
Scheduling and Time Limits	31
Test Security and Administration Guidelines	31
Educator and Test Proctor Responsibilities	31
Important Information Regarding Test Security and Reporting Item Issues	33
Guidelines for Students	34
Testing Using an iPad	34
Resource Sheets on the Mathematics Assessment	35
Grades 4–8 and grade 10 (Both test sessions)	35
Calculators on the Mathematics Assessment	35
Grades 6–8 and grade 10	35
Calculators on the Science Assessment	36
Approved Manipulatives for Mathematics and Science Assessments	36
Aids Allowable during the Mathematics Assessment	37
Agreement to Abide by Guidelines	38
Trainings Attended and Review of Material	38
SECTION 5: TEST ADMINISTRATION	39
General Directions to Teachers	39
Preparing Students for Testing – Practice Tests	39
Room Preparation	40
Materials Needed for Testing	40
Beginning the Test Session	41
Test Access for Students Who Have Moved	41
Notes about the KIDS System	41
Scripts	42
Students Logging in to Kite Student Portal	42
Proctoring Guidance during Testing	42
Test Completion	43
Monitoring Student Testing Status	44
Reactivating Student Test Sessions	44
<i>Script: Mathematics Directions to Students</i>	45
<i>Script: English Language Arts Directions to Students</i>	47
<i>Script: Science Directions to Students</i>	48
SECTION 6: RESOURCES	49
Contacts	49
Glossary	50

Document Change History

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

Contact Information

For help with administration and technology troubleshooting for Kansas assessments, districts may contact the Kite Service Desk at Agile Technology Solutions, an Achievement and Assessment Institute center.

The Kite Service Desk provides support for Kite Educator Portal and Kite Student Portal. Service Desk representatives are available to assist you from 7 a.m. to 5 p.m. Central time weekdays during non-testing season with extended hours of operation from 6 a.m. to 6 p.m. Central time weekdays during the assessment window (closed on state holidays). The Service Desk is unavailable during the week of Christmas through New Year's Day.

Service Desk

Toll Free: 855-277-9752

kap-support@ku.edu

Find additional information about the Kansas Assessment Program (KAP) at <https://ksassessments.org/>.

Kansas State Department of Education

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

- Julie Ewing, Assessment Coordinator, jewing@ksde.org, 785-296-4349
- Beth Fultz, Assistant Assessment Director, bfultz@ksde.org, 785-296-2325

SECTION 1: ASSESSMENT OVERVIEW



The Kansas Assessment Program (KAP), a program of the Kansas State Department of Education (KSDE), fulfills a mandate from the Kansas legislature. KAP provides general education assessments, alternate assessments, career and technical education assessments, and an English language proficiency assessment.

The English language arts (ELA), mathematics, and science assessments are part of the federal elementary and secondary education legislation. The assessment program does the following:

- Measures specific claims related to the Kansas Standards in grades 3–8 and high school.
- Reports individual student scores along with each student's performance level.
- Provides subscale and total scores that can be used with local assessment scores to assist in improving a building's or district's programs in ELA, mathematics, and science.

Test Administration Modes

The Kansas assessments are administered using Kite® Student Portal, available to download from the KAP website. The website contains separate instructions and files for Windows PCs, Macs, Chromebooks, and iPads.

Assessed Students

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

Score Reports

Assessment scores will be reported after results have been analyzed.

Alternate Assessments



DYNAMIC[®]
LEARNING MAPS

Kansas uses the Instructionally Embedded model of the Dynamic Learning Maps[®] (DLM[®]) alternate assessment to test students with the most significant cognitive disabilities. Alternate assessments are

available for ELA, mathematics, and science. Throughout the school year, teachers choose Essential Elements (EEs), which are linked to the Kansas Standards, and then use Kite Educator Portal to access testlets to measure student progress.

To find information about these assessments, visit [the DLM alternate assessment website](#) and [the DLM and EEs page on the KSDE website](#).

English Proficiency Assessment



KELPA
Kansas English Language Proficiency Assessment

The KAP test suite includes the Kansas English Language Proficiency Assessment (KELPA) summative and screener assessments.

The summative assessment is part of the federal elementary and secondary education legislation for English learners (ELs). The assessment measures English language proficiency in four domains: listening, reading, writing, and speaking. The assessed grade bands include Kindergarten, 1, 2–3, 4–5, 6–8, and 9–12. The assessment is delivered through Kite Student Portal except for Kindergarten and Grade 1 writing assessments, which are paper/pencil forms.

The summative assessment does the following:

- Measures specific claims related to the Kansas Standards for English Learners in grades K-12.
- Reports individual student scores and proficiency levels.
- Provides domain scores and an overall proficiency score that can be used with local assessment scores to assist in improving student learning.

The screener assessment determines student eligibility to receive services for English learners. The screener assessment is based on the summative assessment, measuring English language proficiency in four domains: listening, reading, writing, and speaking. The assessment is delivered through Kite Student Portal except for one session for Kindergarten and Grade 1, which use paper/pencil forms. Grade bands for the screener test include Kindergarten, 1, 2–3, 4–5, 6–8, and 9–12.

More information about KELPA summative and screener assessments and administration can be found in the [KELPA Examiner’s Manual](#), [KELPA Scoring Manual](#), and [KELPA Screener Manual](#).

Career Pathways Assessments



Career Pathways (cPass®) assessments measure high school students’ readiness for postsecondary agricultural education or entry into the workforce. Students in Kansas may take assessments covering comprehensive agriculture.

2022–2023 Kansas Assessment Program Overview

All tests are delivered in Kite Student Portal, (except History, Government, and Social Studies [HGSS]), and include multiple-choice and technology-enhanced items. KELPA speaking and writing assessments are human scored. All other assessments are machine-scored. Interim assessments are optional. General summative, KELPA, HGSS, and DLM assessments are mandatory.

Assessment Type	Subject	Grades	Estimated Time to Complete ¹	Testing Window	Need Not Test Date ²	Recently Arrived in U.S. Exemption Date ³
Classroom-based Assessment	HGSS	4, 7, and either 10,11, or 12*	Varies	Submit scores in KIDS EOYA Collection	04/15/2023	N/A
General Summative Assessments	Mathematics	3–8, 10	Two sessions, 45–60 minutes each	March 20–April 28 ⁷	03/20/23	Recently Arrived student must take math.
General Summative Assessments	ELA	3–8, 10	Two sessions, 45–60 minutes each	March 20–April 28 ⁷	03/20/23	Arrived after 03/20/22 exempted from ELA. Must take KELPA.
General Summative Assessments	Science	5, 8, 11	Two sessions, 45 minutes each	March 20–April 28 ⁷	03/20/23	Recently Arrived student must take science.
Predictive Interim Assessments⁴	Mathematics	3–7, 8 (only fall and winter) 10 (no tests available)	One session, 45–60 minutes	09/19/22–09/30/22 12/05/22–12/16/22 01/30/23–02/10/23	N/A	N/A
Predictive Interim Assessments⁴	ELA	3–8, 10	One session, 45–60 minutes	09/19/22–09/30/22 12/05/22–12/16/22 01/30/23–02/10/23	N/A	N/A

SECTION 1: ASSESSMENT OVERVIEW

Assessment Type	Subject	Grades	Estimated Time to Complete ¹	Testing Window	Need Not Test Date ²	Recently Arrived in U.S. Exemption Date ³
Dynamic Learning Maps Alternate Assessments⁵	Mathematics and ELA	Refer to grades for summative assessments	Varies	Fall 09/12/22–12/16/22 Spring 02/06/23–04/28/23	03/20/23	Follow exemption rules and dates from general summative assessments. KELPA participation not applicable to DLM students.
Dynamic Learning Maps Alternate Assessments⁵	Science	5, 8, 11	Varies	02/06/23–04/28/23	03/20/23	KELPA participation not applicable to DLM students.
KELPA Assessments⁶	Four domains: reading, speaking, listening, writing	K–12	Varies. Refer to <i>Kansas Assessment Examiner's Manual</i> .	01/30/23–03/10/23 Human scoring completed by 03/31/23 ⁷	N/A	No exemption. Required for all identified EL students.
cPass	Comprehensive Agriculture, Plant Systems, Animal Systems	9–12	Varies	Fall 11/28/22–12/16/22 Spring 03/20/23–04/28/23	N/A	N/A
AMOSS Data Check	All assessment data	K–12	N/A	07/05/23–07/21/23 ⁸	N/A	N/A

Notes

¹ Time estimates are for scheduling purposes only. Kansas Assessments are *untimed*. Please provide adequate time for students to finish.

² Date on or after which student entered the district.

³ First entry by the student in a U.S. school.

⁴ Teacher-assembled interim mini-tests, which may be tailored to specific curriculum as needed, are available 09/06/22 and vary in length. For more info, see ksassessments.org.

⁵ Headphones required.

⁶ Headphones with microphone required.

⁷ Testing and/or Scoring completed by end of day.

⁸ AMOSS data check – *tentative*

*HGSS – the district determines one grade, either 10, 11, or 12, to administer and report CBA scores in EOYA Collection.

SECTION 2: TEST COORDINATORS

Test Security

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

For more information about test security and ethics, see the following fact sheets and guidelines located on [KSDE's Assessment website](#) or [the KAP website](#):

- *Appropriate Testing Practices Fact Sheet*
- *Test Security and Ethics Fact Sheet*
- *Test Security Guidelines*

Test Security Guidelines

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

- Test materials must never be copied, reproduced, or paraphrased.
- All chalkboards and whiteboards in rooms used for testing should be clean and have no information on them.
- It is recommended that the Building Test Coordinator do a walk-through of every room used for testing to make certain that all bulletin-board displays that could assist students in testing have been covered.
- The best practice is to have two people present when reactivating a student's test. Teachers may not reactivate student tests, but test coordinators can.
- The District and Building Test Coordinator must keep a log of all reactivations.

Testing Administration

- Distribute the *Kansas Assessment Examiner's Manual* and have test administrators read the following prior to test administration:
 - Section 3: Accommodations
 - Section 4: Teachers
 - Section 5: Test Administration
- Test proctors should sign either the *Agreement to Abide by Guidelines* or a similar district-designed document. This must be completed prior to test administration and upon completion of Test Security and Ethics training in your school district. The signed agreement should be kept on file by the building principal.
- Students cannot be required to use scratch paper, to show their work, or to use the online tools (for example, the highlighter).
- Students cannot be required to use specific test-taking strategies.
- Teachers may not grade scratch paper; scratch paper must be destroyed at the end of the test session.
- For mathematics, students in grades 6–8, 10, may use handheld calculators during specific sections of the test.

Local Test Windows

- Local districts and buildings should define and schedule test windows for each content assessment. Each building's content cohort windows should be no more than three weeks for a subject at a grade level at the building level.
- Testing schedules will be part of the monitor visits.
- The Kansas assessments are untimed. Students should be given as much time as necessary to complete each test session.
- Building test schedules should account for students who need extra time to finish a test session. Students should finish each test session before the end of the school day and before the end of the window.

Adding Projected Test Windows and Scoring Dates in Educator Portal

- KSDE and the Achievement and Assessment Institute request that districts add projected testing schedules and scoring dates in Kite Educator Portal (EP) using the Projected Testing feature.
- Projected test windows and scoring dates allow KSDE, Kite staff, and users to understand projected testing loads for each day of the test window.
- The Projected Testing feature can be accessed via the MANAGE TESTS menu in EP.
- Please see the [Kite Educator Portal Manual for Test Coordinators](#) for more information about creating or uploading projected testing schedules.

Registering Students for Testing

- Districts must first register all eligible students via a TEST record submission in KIDS for the appropriate assessment (general, cPass, or KELPA). To help schools sort and distribute usernames and individual passwords, a Kite grouping feature has been added that allows districts to organize by desired variables. For example, a school can use the two grouping fields on the TEST record to enter a teacher name and class name (for example, Grouping field 1 = Sarah Smith; Grouping field 2 = 1st pd Alg I). TASC records must be submitted to KIDS for rosters to be available for interim assessments.
- Please refer to the *DLM Data Management Manual* for information regarding registering students for alternate assessments in ELA, mathematics, and science. Rather than the KIDS system, DLM assessment uses direct uploads to Kite Student Portal to roster students. **It is important that DLM students are enrolled and rostered before TEST and TASC records are submitted through KIDS.**

Submission of TEST and TASC Records to KIDS

For a student to access summative assessments using Kite Student Portal, information must be submitted to the KIDS system via a TEST record (see the KIDS coordinator for details). Also, TASC records must be submitted to allow teachers access to student rosters for interim assessments. For additional information, visit [the KIDS website](#).

Audits

- Within EP, District Test Administrators can generate data extracts from the Reports tab to determine the number of braille forms requested. Braille forms are available for ELA, mathematics, and science general assessments and predictive interim assessments.
- Documentation of accommodations will be part of the checklist while visiting districts during test administration.

Guidelines for Submitting EXIT Records

- Schools must submit an EXIT record for any student who stops attending the school.
- It is recommended that EXIT records be sent to the KIDS collection as soon as possible when membership ends. It is the discretion of the schools and districts to determine at what point an EXIT record is submitted when a student is gone for an extended period.
- Keep in mind that during a testing window, if an EXIT record is not submitted for a student no longer attending, that student will be recorded as “not tested,” which will negatively affect the school’s participation rate.
- If a student transfers to a different school within the same district, sending an EXIT record is required to guard against unresolved exits on the Dropout/Graduation Summary Report and to ensure that there is only one accountability school designated for the student. This information is important for determining performance or participation for a school and district as well.

SECTION 2: TEST COORDINATORS

- If an EXIT record was accidentally submitted for a student who did not actually leave, submit an EXIT record with the same State Student Identifier, Accountability School, and Exit Date with a code of 99 in the Exit/Withdrawal Type field to undo the previous EXIT record in KIDS.

Educator Portal Functions

Teachers and test administrators using EP will typically be able to

- view individual student demographic information.
- view rosters for DLM, cPass, and interim assessments.
- enter student Personal Needs Profile (PNP) information to control and record accommodations available to students.
- create interim test sessions and assign students to them.
- print student usernames and passwords for interim tests.



For teacher accounts to function correctly, TASC records must be submitted to KIDS to create rosters for interim assessments. All other EP 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 student accounts on the summative assessment or mark a student account complete on the Monitor screen. [Documentation for using Educator Portal](#), a component of Kite Suite, is available online. To download Kite Student Portal, visit [the Technology Coordinators Page on the Kansas Assessment Program website](#). View separate instructions or downloads for Windows PCs, Macs, Chromebooks, and iPads.

SECTION 2: TEST COORDINATORS

Note: Verify data and report any errors to your district or the Service Desk.

Kite Teacher Account Access

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

Personal Needs Profiles (or Access Profile)

Teachers edit individual student records in the PNP to control the types of accommodations that are presented in the student's test. Accommodations are found in the PNP's four categories.

- Display Enhancements
- Language & Braille
- Audio & Environment Support
- Other Supports

English Learner Students

Assessment	Recently Arrived in U.S.	Nonrecent Arrivals
Mathematics and Science	Must take assessment; results count for participant accountability	Must take assessment; results count for participant accountability
ELA	Not required to take assessment but must take KELPA	Must take assessment; results count for participant accountability
KELPA	Must take KELPA; results used for participation calculations in ELA	Must take KELPA until Proficient score is reached one time

SECTION 2: TEST COORDINATORS

- Recent arrivals to the United States are defined as English learner (EL) students who have attended any US school for less than one calendar year before the first day the assessment window opens.
- For the 2022-2023 testing year, ELs who first attended school in the United States on or after March 20, 2022, are considered recent arrivals.
- EL students' first date of education in the United States is a data element submitted to the KIDS database by the local school or district.
- ELs who first attended school in the United States after March 20, 2022, must take the mathematics and science assessments.
- ELs who first attended school in the United States after March 20, 2022, are not required to take the ELA assessment but must take KELPA.
- ELs must take all assessments on grade level. Any student who is tested off grade level will be considered as not tested.

Gifted Students

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

Students with 504 Plans

Students with 504 plans should be assessed with the general assessment. Accommodations identified in their plan are applied when taking the test. Allowable accommodations on state assessments can be found on [the assessment page of KSDE's website](#).

Students with Disabilities

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

- general assessment with accommodations, as appropriate
- DLM alternate assessment (ELA, mathematics, and science)

SECTION 2: TEST COORDINATORS

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 is found on [the assessment page of KSDE's website](#).

Alternate Assessment Participation

To determine which students should be assessed with alternate assessments, refer to [the *Dynamic Learning Maps Participation Guidelines for Kansas*](#) on DLM's website.

Special Circumstances Codes

A special circumstances (SC) code indicates the reason a student was not assessed. In some cases, the code excludes the student from the Every Student Succeeds Act (ESSA) or accountability calculations. Test coordinators enter the SC codes as seen in the following chart via EP. Codes marked "contact KSDE" must be approved by Julie Ewing or Juanita Anderson at KSDE. Students must be enrolled in an assessment to be able to have an SC code.

Entering Special Circumstances Codes in Educator Portal

If a student cannot take or complete a high-stakes, summative assessment, the Test Coordinator at the building or district level will need to enter the SC code in EP by performing the following steps:

SECTION 2: TEST COORDINATORS

1. Log in to Educator Portal.
2. Click MANAGE TESTS.
3. Select the Test Coordination tab.
4. Select the appropriate choices from the drop-down menus.
5. Click Search.
6. Locate the session that needs to be updated.
7. In the Test Session Name column, select the name of the test.
8. Select the appropriate student.
9. In the Special Circumstance column, select the applicable circumstance.
10. Click Save.

Codes

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
Suspension	Long-term suspension	Student is suspended more than four weeks, overlapping the testing window.	Student need not be tested and does not count against school for participation.	SC-01
Truancy	Papers have been filed for Child in Need of Care.	Student is truant at beginning of local testing window and has unexcused absences for greater than two consecutive weeks at the time of testing.	Student need not be tested and does not count against school for participation.	SC-04
Truancy	No truancy paperwork filed with county attorney	Student is truant at beginning of local testing window but no paperwork has been filed.	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

SECTION 2: TEST COORDINATORS

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
Absences	Chronic absences	Excessive and intermittent absences throughout the state testing window.	Student is required to be tested. If the student is not assessed, the student will be counted as not tested and will count against the school for participation.	SC-07
Absences	Catastrophic illness or accident	Student has been seriously disabled by accident or illness.	Student need not be tested and does not count against school for participation. Must be approved by KSDE.	SC-08
KELPA	Student is unable to complete one domain in KELPA due to a disability	Student has a documented disability that prevents completing one domain in KELPA.	Student need not test in specific domain and will complete other three domains. Counted in participation. Must be approved by KSDE.	SC-11
Private, non-accredited, or home school	Homeschooled for Assessed Subjects (ELA, mathematics, and science)	Student is enrolled in a private, non-accredited school or is home schooled AND attends a public school.	Student need not be tested and does not count against school for participation if student is not enrolled in assessed subjects (ELA, mathematics, and/or science). Refer to KIDS documentation for appropriate enrollment and TEST codes.	SC-16

SECTION 2: TEST COORDINATORS

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
COVID-19	Student is unable to test due to COVID-19.	Student is unable to attend brick and mortar school to test due to COVID-19.	Student is required to be tested. If the student is not assessed, the student will be <i>counted as not tested</i> and will count against the school for participation rate.	SC-19
In jail in adult facility	Incarceration in an adult facility	If student is incarcerated in an adult facility, USDOE says the student need not be tested.	Student need not be tested. This does not count against school for participation.	SC-24
Special center (long-term placement)	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 is required to be tested. If the student is not assessed, the student will be <i>counted as not tested</i> and will count against the school for participation.	SC-25
Special center (short-term placement)	Student is in a special detention center (short-term placement facility).	Student is in a juvenile detention center, a substance abuse, mental, or behavioral treatment center.	Student need not be tested. This does not count against school for participation.	SC-26

SECTION 2: TEST COORDINATORS

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
Parent refusal	Parent refusal	Parent refuses to allow student to be assessed.	Student need not be tested. The student will be counted as not tested and will count against the school for participation.	SC-27
Cheating	Student is cheating.	Student is observed to be engaged in some inappropriate testing practice.	Notify your district test coordinator, who will call KSDE about possibly giving another form of the test. Test is invalid and the student is counted as not tested . Student counts against the school for participation.	SC-28
Homebound	Student is receiving homebound instruction.	General education or IEP student is receiving homebound services.	Student 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-31
Foreign exchange student	Foreign exchange student	Student is required to be tested.	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-32

SECTION 2: TEST COORDINATORS

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
Prohibited practices	English language arts	English language arts assessment PASSAGE was read to student.	Student counts as <i>not tested</i> . If this is discovered before the test window closes, notify your district test coordinator, who will notify KSDE.	SC-34
Prohibited practices	English language arts	Student was <i>not approved</i> for text-to-speech but used it for the ELA passages.	Student counts as <i>not tested</i> and will count against the school for participation.	SC-35
Prohibited practices	Math	Student used a calculator on the non-calculator portions of the assessment.	Student counts as <i>not tested</i> . If discovered before the test window closes, notify your district test coordinator, who will notify KSDE.	SC-36
Prohibited practices	Math	Student used either a teacher-generated or a student-generated math journal.	Student counts as <i>not tested</i> . If this is discovered before the test window closes, notify your district test coordinator, who will notify KSDE.	SC-37
Other	Other reason for ineligibility	Contact your district test coordinator, who will notify KSDE.	Student need not be tested and does not count against the school for participation. Must be approved by KSDE.	SC-39

SECTION 2: TEST COORDINATORS

Category	Situation	Description	Testing Requirements, ESSA Implications, Notes	SC Code
Moved during testing	Student moved during testing window.	The student took one assessment at school and then moved before taking all of the required assessments.	Student is not tested on this assessment at this school. This does not count against this school for participation.	SC-41
Mis-administration of assessment	Teacher incorrectly or unethically administered assessment.		Students count as <i>not tested</i> . Notify your district test coordinator, who will notify KSDE.	SC-98

SECTION 3: ACCOMMODATIONS

General

Universal features are supports that are either embedded or provided digitally through Kite Student Portal for KAP (for example, highlighter), or nonembedded and provided nondigitally at the local level (for example, separate, quiet, or individual setting). Universal features are available to all students accessing Kite Student Portal for KAP.

Designated features are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents or guardians and the student if appropriate) who is familiar with the student's characteristics and needs. Embedded designated features (for example, color contrast) are provided digitally through Kite Student Portal for KAP, while non-embedded designated features (for example, magnification device) are provided locally. Trained educators or teams using a consistent process must assign designated features to a student on the Personal Needs Profile (PNP) in Educator Portal (EP).

Accommodations are changes in procedures or materials that ensure equitable access to assessment content and generate valid assessment results for students who need them. Embedded accommodations (for example, text-to-speech) are provided digitally through Kite Student Portal for KAP, while nonembedded designated features (for example, sign interpretation) are provided locally. Accommodations are generally available on an Individualized Education Program (IEP), 504, or Individualized Learning Plan (ILP).

Accommodations fall under four basic areas:

1. Timing/scheduling
2. Setting
3. Presentation
4. Response

SECTION 3: ACCOMMODATIONS

Timing/scheduling accommodations might include having a flexible schedule, extended time on assessments, test administration in several sessions or testing at a specific time of day. Setting accommodations might include separate location, testing in a small group, providing special lighting or acoustics, or providing adaptive or flexible seating.

Accommodations for presentation fall under three main areas: display enhancements, language and braille, and audio and environment supports.

Display enhancements available for KAP in Kite Student Portal include magnification, masking, overlay color, contrast color and invert color choice. Language and braille available for KAP in Kite Student Portal include Spanish keyword translation display, American Sign Language, and braille (English Braille American Edition (EBAE) or Unified English Braille (UEB) with Nemeth). Audio and environment support for KAP in Kite Student Portal includes auditory background, single switch, and the use of text-to-speech. Response accommodations may be in test format or the use of assistive devices or supports.

Refer to [*The Kansas Accessibility Manual: How to Select, Administer and Evaluate Use of Accessibility Supports for All Students*](#) for more in-depth information on accommodations for instruction and assessments.

Overview

- Accommodations should be used on the state assessments only if they have been a regular part of instruction. Refer to the [Tools and Accommodations for KAP](#) on the KAP website.
- Students with an IEP, 504, or ILP may use only accommodations documented on those plans.
- It is important to make sure students are familiar with the accommodations that are selected on the PNP; interim and practice tests can and should be taken with those same accommodations.

SECTION 3: ACCOMMODATIONS

- Accommodations must be recorded in a PNP or Access Profile in EP. Staff may use [the PNP Planning Tool for the Kansas Assessment Program \(KAP\)](#) on the KSDE website.
- When indicating need for a text-to-speech accommodation (TTS) (i.e., read-aloud) in a student’s PNP, under Audio & Environment Support-Spoken Audio, the default is the only option allowed, which is a synthetic (computer-generated voice).
- To use an accommodation other than one listed, contact the District Test Coordinator, who will send the request to KSDE. If the accommodation changes the construct being tested, the student will count as not tested.
- Keyword translation allows students to view Spanish translations of critical vocabulary in mathematics and science.
- Whole screen magnification is an option for any student. However, due to the variance of displays across devices, it is recommended to use the practice test to determine the best level of magnification for your student. For example, students who use large screen magnification should not use the iPad.
- For additional information about accommodations, guidelines about the TTS accommodation, or Kite tools, review [Kite documentation on the KAP website](#).

Accommodations Prohibited for All Students

- **In general, reading to students any text (including isolated words) in the passages on the English language arts (ELA) test is prohibited.** Violations will result in the student being counted as not tested. For a very limited number of students, such as those who cannot access printed text because of blindness, low vision, or print disability, the use of TTS software may be permitted. Contact TTSnonvisual@ksde.org, to provide this accommodation for a student.
- Use of teacher-generated or student-generated journals and logs is prohibited. Notes cannot be created outside of the test session.

Accommodations for English Learners

- Students can choose to have the TTS synthetic voice read directions aloud on all assessments.
- ELA passages, test items, response choices, labels, graph titles, and other items may not be translated into the student's native language.
- **Students may use electronic translators and word-to-word translators for directions (including ELA), test items, and response choices. Students may not use them for ELA passages.**
- Web-based translators such as Google Translate™ translation service may **not** be used.
- Certain Spanish words and terms in the mathematics assessment and science assessment are available. Students who are literate in Spanish may use the Spanish Keyword Translation feature.
- To use Spanish Keyword Translation, students must have the PNP setting for this feature enabled in EP.

Recording Accommodations

- Testing accommodations should be entered into the student's PNP, which should be updated to ensure proper accommodations.
- TTS requires a local building or district administrator to enter the support in the Audio & Environment Support section of the student's PNP. Students receiving TTS via headphones may take the test in the typical group setting.
- Buildings and districts may continue to use the following accommodations but need not report them to KSDE:
 - separate, quiet, or individual setting
 - frequent breaks
 - student dictation of answers to scribe
 - student use of communication device
 - American Sign Language (ASL) delivery of directions to student
 - student response in ASL
 - student use of braille writer or slate and stylus
 - student self-reading aloud of assessment

- student use of translation dictionary

Text-to-Speech Options Available on the Assessment

- **TTS audio – directions:** All students can choose to have a synthetic voice read directions aloud on all assessments. This is a universal feature.
- **TTS audio – science:** All students can choose to have a synthetic voice read directions, stimuli, and test items aloud on the science assessment. This is a universal feature.
- **TTS audio – items:** A synthetic voice will read text and test items. A student who needs a TTS accommodation is one whose ability to convey knowledge of the content area is severely limited by whether he or she can read the assessment materials; this student would not be successful in the classroom without the TTS accommodation. To use the TTS accommodation on the state assessment, the student must have the TTS accommodation provided in the classroom on a regular basis (that is, as an on-going practice for both classroom instruction and classroom assessment). Neither English learners (EL) nor students who receive Title I or special education services automatically qualify for the TTS accommodation. It is the local district’s responsibility to define “severely limited” and to quantify a “regular basis” for classroom instruction and assessments. Districts may provide their own tools and resources for determining need of the TTS accommodations. **The Kansas State Department of Education’s expectation is that qualified students are at least one year below grade level in English Language Arts (ELA) and that they use the accommodation at least 50% of the time on classroom assignments and 100% of the time on classroom assessments that contribute to classroom grades.** This accommodation must be selected on a student’s PNP located in EP. **Text and graphics are the default and will read tables and graphs on the mathematics assessment. Text only is not used for KAP.**

SECTION 3: ACCOMMODATIONS

- **TTS audio – ELA passages (nonvisual):** A synthetic voice will read the ELA passages. For a very limited number of students, TTS of reading passages in ELA (nonvisual) may be permitted. **Students with an IEP or 504 plan who cannot access printed text because of blindness, low vision, or nonreader* may have the [Application TTS Checklist \(Nonvisual\)](#) submitted for approval to TTSnonvisual@ksde.org by January 31st. This accommodation is appropriate for students whose IEP/504 Plan explicitly indicates the student’s primary mode of accessing printed materials is through text-to-speech or a screen reader.**

**A nonreader is a student that has a specific disability that severely limits or prevents his or her ability to decode text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level).*

- The TTS accommodation does **not** refer to an adult reading an occasional word, an occasional distractor, an occasional stem, or an occasional item to the student. However, an adult reading any words in the ELA passage is prohibited.
- TTS Nonvisual is available on the predictive interim and mini-tests and does **not** require KSDE approval. The test coordinator will need to mark it on the student’s PNP and it will be available to the student. It will need to be approved for the summative assessment.

Documenting Need for Text-to-Speech

- TTS accommodation must be documented on one of the following plans: ILP, 504, or IEP.
- The following information must be included in the plan that documents the student's need for the TTS accommodation:
 - student name
 - student grade
 - building/district name

SECTION 3: ACCOMMODATIONS

- evidence documenting need for the TTS accommodation, including but not limited to the following:
 - ELA test scores
 - progress monitoring data
 - ELA level of instructional materials used in the classroom
 - documentation that the TTS accommodation is used in the classroom for both instructional materials and assessments and the date that this accommodation was implemented
 - signatures of team members involved in recommending the TTS accommodation, including, at minimum, the student's teacher and a building administrator (for plans other than IEPs)
 - any other documentation required for providing accommodations to students with an IEP
- A copy of the student's plan or a summary sheet must be kept on file with the District Test Coordinator. **For students with approved TTS for ELA passages (nonvisual), a copy of the completed [Application TTS Checklist \(Nonvisual\)](#) showing approval from KSDE should be kept on file with the District Test Coordinator.** KSDE will be monitoring 5% of assessment administrations this year and may ask to see documentation for accommodations.

Allowable Practices

- Practices such as reading aloud an occasional word, an occasional distractor, an occasional stem, or an occasional question are considered acceptable assessment practice that does not require special documentation, with the exception of any text within an ELA passage.
- Teachers, test administrators, and proctors may not read anything aloud for a student from an ELA passage. A very limited number of students with print disabilities or visual impairments may have the passages read aloud using the TTS feature nonvisual when approved by KSDE.

- Teachers should use professional discretion regarding the number of times a student may request assistance.

Kite Text-to-Speech Feature

A computer-generated voice is provided in Kite Student Portal, the online environment where students take tests. The audio voice will read entire items and response choices to the student. Students should adjust and set the audio volume before launching Kite Student Portal.

- For ELA and mathematics items, to receive TTS, the student's PNP in EP must have Spoken Audio with Synthetic selected under Voice Source.
- The option called Read at Start does not have a functional use in the system at this time. It can be set to False or True.
- Spoken Preference indicates which elements of a question should be read to the student. Text & Graphics should be selected.
- For students who receive daily instruction orally and through computerized TTS systems and who have received permission from KSDE for the reading passages to be read aloud, select NonVisual under Spoken Preference.
- PNP must be set to NonVisual for these students by February 28 to complete the approval process.

American Sign Language Accommodation

American Sign Language (ASL) is available for math and science items. The PNP must be marked to receive this accommodation. Directions in ASL are not offered in Kite Student Portal. The teacher may sign directions to the student.

Kite American Sign Language Feature

- When ASL videos are available, an ASL icon is displayed on the screen's right side. After clicking the ASL button, the video is shown in a window that can be resized by expanding the lower right side of the window.



- To display contents and to pause the video, choose the Play/Pause Control. To move between multiple passages, click the Next and Back buttons; however, fast-forwarding or rewinding cannot be done. The progress bar displays the time progression of the video.

Braille Accommodation

- All students take the state assessment by computer except in extremely unusual circumstances. Those who use braille accommodations in the classroom may request braille test forms. Test coordinators need to select “Braille” on the “Language & Braille” tab on the student’s PNP in EP by November 30, 2022. If any changes are made after this date, or if you have questions, please contact KAPaccommodation@ku.edu.
- A student’s need for the accommodation must be documented on one of the following plans: ILP, 504, or IEP.
- Questions to ask about the student when considering a braille form accommodation include the following:
 - Has the student used the computer for the interim assessment(s)?
 - Does the student have barriers to using the computer in individual or group instructional settings that require alternative assignments when the class is using the computer?
- The following information must be included on an ILP, 504, or IEP that documents a braille accommodation:
 - student name
 - student grade
 - building/district name

SECTION 3: ACCOMMODATIONS

- evidence documenting the need for the accommodation, including but not limited to the following:
 - progress monitoring data
 - ELA level of instructional materials used in the classroom
 - documentation that the accommodation is used in the classroom for both instructional materials and assessments and the date that this accommodation was implemented
 - signatures of team members involved in recommending the accommodation, including the student's teacher and a building administration
- No answer sheets may be generated by the school or district.
- District- or building-level personnel will work in pairs to enter student response choices in Kite Student Portal.
- Documentation of the need for 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 accommodations.

Obtaining and Distributing Braille Forms

- Title I monitoring and US Department of Education Peer Review findings require implementation of additional security measures involving access to braille forms.
- The District Test Coordinator will
 - deliver the braille forms to appropriate Building Test Coordinators.
 - make sure the Building Test Coordinator is aware that student responses on accommodated test forms must be entered into Kite Student Portal by pairs of district- or building-level personnel.
 - mail all unused tests to the Achievement and Assessment Institute and maintain documentation of test security.
- The Building Test Coordinator (when designated) will
 - allow only the practice tests (in the test booklets) to be administered once the booklets are delivered to the building. Tests should not be copied or taken out of the building.

SECTION 3: ACCOMMODATIONS

- return all tests to the District Test Coordinator immediately after the assessment has been completed.
- maintain documentation of test security.

SECTION 4: TEACHERS

Scheduling and Time Limits

- In general, the entire session of an assessment should be completed in one testing period. However, for students in grades 3 and 4, students with disabilities, and English learners (ELs), each test session may be administered over two separate testing periods. The two separate periods must be conducted on the same day.
- It is recommended that all test sessions be administered on consecutive calendar days.
- All assessments are untimed. Each student must be allowed as much time as necessary and reasonable to complete each test session in one sitting.
- If a student does **not** complete a test session within the time given to the class, the student may be allowed more time provided that the student makes a serious attempt to complete the test **and** that the student is provided additional time immediately following the unfinished session.
 - If the test session is during the last period of the day, the student may select the Save button to finish after school or the next school day. If administrators are concerned about students not finishing within a testing period, it is advisable for students to not take the test in the last period of the day.

Test Security and Administration Guidelines

Educator and Test Proctor Responsibilities

- Complete training and sign an agreement to abide by KSDE test security, ethics of testing, and regulations before local testing begins.
- Follow procedures outlined by the District or Building Test Coordinator.

- Follow test procedures outlined in the *Kansas Assessment Examiner's Manual* (this manual) and in the training received regarding security and ethical practices for testing.
- Follow established district and building procedures for collecting and destroying testing materials, student notes, scratch paper, and drawings upon completion of each test session and the entire assessment.
- Remove or cover (with opaque material) bulletin board displays, charts and diagrams, and other instructional material that could give assistance or advantage during testing.
- Monitor the testing environment actively by moving around the room; moving around the room encourages students to focus on their own work.
- Establish and describe processes that confirm that usernames and passwords in EP are exclusive to the user and rights permitted for that user. Usernames and passwords should not be shared or exchanged.
- Verify the Review/End Screen upon completion of the assessment to ensure all items have been answered before a student exits the test.
- Do **not** store or save any items on computers or personal storage devices; test items must never be shared via email or other file-sharing systems or be reproduced by any means.
- Do **not** say or do anything that would let a student know whether a response is correct or incorrect.
- Do **not** ask students how they arrived at a response.
- Do **not** tell students to redo a specific answer or to review any specific part of the assessment once testing has begun.
- Do **not** go back and review each item individually with a student; simply direct students to answer items that did **not** have a blue dot to indicate that the item was answered.
- Report any breach of test security, loss of materials, failure to account for materials, or any other deviation to the Building Test Coordinator, who will report to the District Test Coordinator or KSDE for guidance.

For acceptable and unacceptable testing practices, see [KSDE's test security and ethics fact sheets and guidelines](#).

Important Information Regarding Test Security and Reporting Item Issues

Because of test security issues, we expect administrators and teachers to abide by the “Test Security and Administration Guidelines” in this manual. If a student questions the correctness of an item, follow this outlined procedure.

1. To the student, repeat the information from the directions, teacher print directions, or Kite directions: “Choose the answer that you think is best,” “There is one correct or best answer to each question,” “Carefully read the question,”. “Work the problem.” *It may be appropriate in certain circumstances to tell the student or reader that their concern will be forwarded to KSDE for review and analysis.*
2. Collect the following information and forward the information to the District Test Coordinator, who will then forward the information to the Kite Service Desk and Julie Ewing at KSDE.

Reporting item issues

- Give only the student ID only; do **not** include the name, building, or district.
- Provide the content area of the test (for example, ELA, mathematics, or science).
- Provide the session number and the item number.
- Report the issue, **not** the content of the item (for example, “no correct answer,” “multiple correct answers,” “both A and C are correct,” “a word is misspelled,” “sentence is grammatically incorrect,” etc.).
- Do **not** forward the item, item stem, any response choices, or narrative descriptions of the item via email (these are live, secure test items).
- Do **not** take or send pictures of the item.

Guidelines for Students

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

Testing Using an iPad

Students who are testing using an iPad may not access other applications or websites during testing. Kite Student Portal for iPad has an auto-lock feature that prevents users from using other apps until Kite Student Portal has ended. After opening Kite Student Portal, a pop-up window displays to allow the user to confirm use of the auto-lock feature. See [the Kite Student Portal Manual for Test Administrators](#) on the KAP website for additional information on how to secure iPads for testing.

Resource Sheets on the Mathematics Assessment

Grades 4–8 and grade 10 (Both test sessions)

An online resource sheet is available in the Kite Student Portal toolbox for items on both test sessions. Students are also permitted to use a clean printed copy of the KAP grade-specific resource sheet, which can be found on the KAP website.

Calculators on the Mathematics Assessment

Grades 6–8 and grade 10

Both test sessions begin with the calculator-inactive section. During Section 1, students should **not** have a handheld calculator and the online calculator tool will **not** be available in the Kite Student Portal. During Section 2, students may use a handheld calculator and the online calculator tool will be available in the Kite Student Portal.

- Students in grades 6, 7, and 8 have access to a basic four-function calculator and a scientific calculator (TI-30XS Multiview).
- Students in grade 10 have access to a basic four-function calculator and a graphing calculator (TI-84).
- Calculators are not permitted for students in grades 3, 4, and 5.



Beyond using online calculators available in the Kite Student Portal, students are also permitted to use their own calculators on parts of the test where the calculator tool is available. Students may use **only** approved handheld calculators. Use of a calculator app or website on a phone or other device is **not** permitted on the assessment.

- Students in grades 6, 7, and 8 are limited to using a scientific calculator.
- Students in grade 10 are limited to using a scientific calculator or a graphing calculator.
- Students do not have access to the calculator on test items that require students to demonstrate direct knowledge of computational skills.

These items are contained in Section 1 of the test, and the calculator tool is unavailable.

If students choose to use a handheld calculator, the memory must be cleared both before **AND** after each testing session. Search online for specific instructions regarding how to clear the memory for the different types of calculators students will use in your classroom.

At the break between the calculator-inactive and calculator-active sections, students may get out a handheld calculator. You may want to have students raise their hand when they complete the calculator-inactive section so that you know who is permitted to use a calculator. The calculator-inactive section has 10 or fewer items, so you will be able to tell which section the student is working on by looking at the progress bar across the top of the screen.

Calculators on the Science Assessment

The calculator needed for the science assessment is available in the Kite Student Portal toolbox. When students choose to use a handheld calculator, the memory must be cleared both before **AND** after each testing session. Search online for specific instructions regarding how to clear the memory for the different types of calculators students will use in your classroom.

Approved Manipulatives for Mathematics and Science Assessments

- Manipulatives routinely used in the classroom may be used by students on Kansas assessments.
- The manipulative must be chosen by the student. The teacher may neither suggest a particular manipulative nor insist that a manipulative be used. If you have a question about whether a particular manipulative is allowed, please email Stephen King, STEM (sking@ksde.org).
- Students are allowed to use graph paper and blank paper.
- Textbooks, dictionaries, and other instructional/curricular materials (other than allowed manipulatives) are not to be used during testing.

This includes classroom posters, teacher- or student-generated journals, and other instructional materials that may have been used during the course of instruction and/or permitted during previous years' testing.

- Graphic organizers generated solely by the student on blank paper during the assessment are allowed on any test section.
- Computation tables or fact tables prepared **in advance** may not be used on any portion of the test.

Measurement tools such as rulers, meter sticks, protractors, or compasses cannot be labeled to indicate what they measure. For instance, a meter stick may have “cm” labeled on it, but the stick may not be labeled that it measures length; a protractor may have “degrees” labeled on it, but it may not be labeled that it measures angles.

Use of manipulatives is optional. Manipulatives will not be useful on the assessment if they have not been used regularly during the year. A sample list of allowable manipulatives can be found on the *Resources Available to Students Taking the Math Assessment* document at the Kansas Assessment Program website under Mathematics in the [Assessment Development section](#) under the Educators and Test Administrators role.

Aids Allowable during the Mathematics Assessment

To determine whether a manipulative is acceptable to use on the mathematics assessment, read and answer the questions in the *Guidelines for Using Manipulatives on the Math Assessment* found at the Kansas Assessment Program website under Mathematics in the [Assessment Development section](#) under the Educators and Test Administrators role.

Agreement to Abide by Guidelines

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

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

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

Signature

Date

Trainings Attended and Review of Material

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

Topic	Date Attended Training	Date Reviewed Materials
-------	------------------------	-------------------------

Test Security	_____	_____
---------------	-------	-------

Ethical Test Practices	_____	_____
------------------------	-------	-------

TTS Guidelines	_____	_____
----------------	-------	-------

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

Staff member signature _____

SECTION 5: TEST ADMINISTRATION

General Directions to Teachers

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

Preparing Students for Testing – Practice Tests

Practice tests are available to allow students, parents, teachers, and other interested parties to see and experience Kite Student Portal prior to assessments. Three types of practice tests provide an opportunity for students to navigate an assessment, learn about tools, respond to various item types, and get helpful information. Technology Practice Tests (TPTs) focus on simple items, successful manipulation of each item type, and a cursory look at tools. Subject-Oriented Practice Tests (SPTs) focus on subject oriented items, manipulation of item types, and a deeper look at tools. Braille Practice Tests (BPTs) focus on simple items across subjects. They are used to help students gain experience using Kite Student Portal with braille booklets. Educators should start students with TPTs or BPTs and then move to SPTs when students are ready. Also available are versions of the SPTs and BPTs that provide students access to other accommodations.

Educators are strongly encouraged to ensure that Kite Student Portal is installed on all machines intended for assessment and to provide students opportunities to use practice materials to familiarize themselves with Kite Student Portal before testing. The [Practice Test Guide for Educators](#) provides

instructions for accessing the practice tests.

Room Preparation

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

Materials Needed for Testing

- **Students' individual usernames and passwords** are obtained by downloading the *Student Login Usernames/Passwords* extract in Kite Educator Portal (EP). Extracts are found in Kite Educator Portal under REPORTS --> DATA EXTRACTS. Do not select a grade or subject.
Reminder: Individual usernames and passwords remain the same for an entire school year. If the student participated in interim testing this year, the student's username and password are also found on the student's interim test ticket in the interim system.
- **Daily Access Codes (DACs)** differ by subject, grade, and session, but are the same for all students in a particular grade, even if they are in separate buildings or districts. DACs are found under MANAGE TESTS --> Test Coordination --> View Daily Access Codes.
 - DACs are retrievable at 2:30 p.m. the day **before** testing by District Test Coordinators and Building Test Coordinators; the codes expire at 5 p.m. on the testing day. If students need to finish the test the following day, students use the DAC for the present (not past) day. DAC's for Mondays are not available until Sundays at 2:30 p.m.
 - Mathematic test sessions at grades 6–8 and 10 contain a section break between calculator-inactive and calculator-active items. Students will **not** need to enter a code between these sections. Additionally, students cannot return to the previous section, which is stated on the Review/End Screen.

Provide the following materials as needed:

- pencils for each student to work problems on scratch paper
- blank scratch paper
- manipulatives for mathematics and science assessments
- clock visible to students
- bilingual dictionaries for English learner (EL) students
- headphones

Beginning the Test Session

- Ensure the student is taking the correct test (for example, the ELA assessment instead of the mathematics assessment).
- For students who have difficulty logging in to Kite Student Portal, teachers may prepare the student's computer in advance by launching the application and logging in using the student's username and password.
- Instruct students to enter the DAC.
- Tell students what they should do if they finish the assessment early. Students who finish before others must not disrupt the testing environment.

Test Access for Students Who Have Moved

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

Notes about the KIDS System

- Information regarding the student's name, attendance school, accountability school, student ID, and TEST records are submitted to the KIDS system by local school districts.
- Contact the District Test Coordinator to determine the procedures used for correcting errors in KIDS.

Scripts

- Scripts for teachers have been provided in this manual. Scripts must be used with all students testing via Kite Student Portal. For students with disabilities, the directions may be clarified or paraphrased.
- You may not give instructions in addition to those in the manual.

Students Logging in to Kite Student Portal

- The script includes directions to use when students log in to Kite. The following steps are used:
 1. Click the Kite icon (it may take a few seconds to open).
 2. Enter username and password.
 3. Click SIGN IN.
 4. Click TAKE A TEST.
 5. Select the appropriate test. Click Take Test.
 6. Walk around the room to verify that students have logged in properly.
- Students should be on the directions page. They will then read general directions that state the following information:
 - Use the scroll bar to see all the item and response choices.
 - Use the help icon for directions about responding to different item types.
 - To move between items, use the Next and Back buttons at the bottom of the screen or select the item number at the top of the screen.
 - At the top of the screen, unanswered item numbers are gray, and answered item numbers are white with a blue dot.
 - Use the flag icon as a reminder to return to an item. When you use the flag icon, item numbers at the top of the screen are marked with a flag. Unanswered item numbers are marked with a red flag. Answered item numbers are marked with a blue flag and a blue dot.

Proctoring Guidance during Testing

- Move quietly around the room.

SECTION 5: TEST ADMINISTRATION

- Ensure that each student is taking the assigned assessment. Student names should appear the top of the screen, above the item numbers.
- Ensure that students are following instructions and are on task.
- Ensure that students use calculators only on the correct section of the test.
- Regularly check that students are indicating their responses properly.
- Give assistance to any student having problems following instructions.
- Periodically remind students of the time during the test session.
- Ensure that students who finish early do not interact with or disturb other students.
- If a student appears to be responding randomly or is not showing effort, immediately stop the test session for that student. Contact the Building Coordinator about the student's test session. The session may be reactivated and the student allowed to complete the assessment.

Test Completion

- Before a student exits the test, teachers must verify that all test items have been answered via the Review/End Screen in Kite Student Portal.
- When students have completed the first assessment session, collect all materials.
- Scratch paper and graph paper must be collected and destroyed.

Monitoring Student Testing Status

- Building and District Test Coordinators have the ability to monitor test status in EP, such as which students have finished testing, which students have sessions to finish, and which students have incomplete tests.
- Depending on the user's role and type of test, some individuals can monitor test sessions in real time using EP. This monitoring function shows which items a student has completed but does not display student responses.
- Real-time monitoring increases the load on Kite Student Portal and local bandwidth. To keep real-time monitoring to a minimum during the spring summative high-stakes test sessions, only users with the following roles can monitor student progress using EP.
 - Building Principal
 - Building Test Coordinator
 - District Test Coordinator

Reactivating Student Test Sessions

- If a student's session ends before the student is finished, the student may reuse the username, password, and DAC to log in again within 90 minutes of the original login. After 90 minutes have passed, the student's test session must be reactivated.
- To reactivate a test session for a student, contact the District or Building Test Coordinator and give the student's name, grade level, subject, and the reason for reactivation.

Script: Mathematics Directions to Students

Tell students to complete the following steps:

- Click the Kite icon.
- Enter username and password.
- Click SIGN IN.

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

Say: “You are about to take the Kansas mathematics test. In this test, you will show your knowledge of skills and concepts in mathematics. Take your time and do your best work. You may take as much time as you need.”

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

For grade 4 and higher:

Students may use the online resource sheet in the Kite Student Portal or a clean printed copy of the grade-specific resource sheet.

Say: “You may use the online resource sheet or a printed copy of the resource sheet.”

For grade 6 and higher only:

*Both test sessions will begin with the calculator-inactive section. During Section 1, students should **not** have a handheld calculator and the online calculator tool will **not** be available in the Kite Student Portal. Once students complete Section 1, students may use a handheld calculator and the online calculator tool will be available in the Kite Student Portal.*

Say: “You may use the online calculator tool or a handheld calculator on some sections of the test. You cannot move between calculator-inactive

SECTION 5: TEST ADMINISTRATION

sections and calculator-active sections of the test. Check your work in the calculator-inactive section before moving to the calculator-active section.”

Tell students to complete the following steps:

- Click TAKE A TEST.
- Select the appropriate test. Click Take Test.

Walk around the room to verify that students have selected the appropriate test.

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

“In a moment you will silently read or listen to the directions. Raise your hand if you have any questions or do not understand the directions. You may return to the main directions screen once you have started the test. When you have answered the last question, choose the Review/End button. Raise your hand, and I will check your screen to make sure that you have completed all the test questions.”

“You may begin reading the directions, and when you are ready, choose BEGIN.”

Script: English Language Arts Directions to Students

Tell students to complete the following steps:

- Click the Kite icon.
- Enter username and password.
- Click SIGN IN.

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

Say: “You are about to take the Kansas English language arts test. In this test, you will show your knowledge of skills and concepts in English language arts. Take your time and do your best work. You may take as much time as you need.”

Tell students to complete the following steps:

- Click TAKE A TEST.
- Select the appropriate test. Click Take Test.

Walk around the room to verify that students have selected the appropriate test.

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

“In a moment you will silently read or listen to the directions. Raise your hand if you have any questions or do not understand the directions. You may return to the main directions screen once you have started the test. When you have answered the last question, choose the Review/End button. Raise your hand, and I will check your screen to make sure that you have completed all the test questions.”

“You may begin reading the directions, and when you are ready, choose BEGIN.”

Script: Science Directions to Students

Tell students to complete the following steps:

- Click the Kite icon.
- Enter username and password.
- Click SIGN IN.

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

Say: “You are about to take the Kansas science test. In this test, you will show your knowledge of skills and concepts in science. Take your time and do your best work. You may take as much time as you need.”

“Does anyone need scratch paper?” (Provide scratch paper as needed.)

“If you decide later that you need scratch paper, raise your hand, and I will bring it to you.”

Tell students to complete the following steps:

- Click TAKE A TEST.
- Select the appropriate test. Click Take Test.

Walk around the room to verify that students have selected the appropriate test.

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

“In a moment you will silently read or listen to the directions. Raise your hand if you have any questions or do not understand the directions. You may return to the main directions screen once you have started the test. When you have answered the last question, choose the Review/End button. Raise your hand, and I will check your screen to make sure that you have completed all the test questions.”

“You may begin reading the directions, and when you are ready, choose BEGIN.”

SECTION 6: RESOURCES

Contacts

In addition to information sent out periodically on distribution lists, the resources and contacts listed below can provide information regarding state assessments.

KSDE: <http://www.ksde.org/>. Search alphabetically for assessments or individual content areas.

- Assessments: Julie Ewing, jewing@ksde.org, 785-296-4349
- Assessments: Juanita Anderson, janderson@ksde.org, 785-296-1978
- Assessments: Beth Fultz, bfultz@ksde.org, 785-296-2325
- ELA: Joann McRell, jmcrell@ksde.org, 785-296-2144
- Mathematics: Stephen King, sking@ksde.org, 785-296-7285
- History and Government: Nathan (Nate) McAlister, nmc alister@ksde.org, 785-296-3892
- Science: Meg Richard, mrichard@ksde.org, 785 296-8108

KSDE authenticated applications: <https://apps.ksde.org>. AMOSS and KIDS

Kansas Assessment Program website: <https://ksassessments.org/>. Contains news, updates, and Kite documentation

KIDS Help Desk: KIDS@ksde.org, 785-296-7935

Service Desk: kap-support@ku.edu, 855-277-9752

Dynamic Learning Maps Alternate Assessment:

<https://dynamiclearningmaps.org/kansas>

- Service Desk for DLM assessments: DLM-support@ku.edu, 855-277-9751
- DLM assessments: Cary Rogers, crogers@ksde.org, 785-296-0916

cPass assessments: <https://www.careerpathways.atlas4learning.org/>

- Guy Shoulders, GShoulders@ksde.org, 785-296-3556

Glossary

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

alternate assessment: a state assessment for students with disabilities who require substantial adjustment to the general curriculum

ASL: American Sign Language

Braille Practice Tests (BPT): focus on simple items across subjects. They are used to help students gain experience using Kite Student Portal with braille booklets.

BTC: Building Test Coordinator

DAC: Daily Access Code

DLM: Dynamic Learning Maps (*see alternate assessment*)

DTC: District Test Coordinator

ELA: English language arts

Educator Portal: part of the Kite Suite used to set accessibility options, assign tests, monitor test sessions, and view student results

EL: English learner, also referred to as English language learner (ELL) or English as a second language (ESL) student

ESSA: Every Student Succeeds Act

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

HGSS: History, government, and social studies

IEP: Individualized Education Program

ILP: Individualized Learning Plan; formerly known as English for Speakers of Other Languages (ESOL) plan

interim test: assessments taken before summative testing for use in teaching and assessing subject knowledge

KELPA: Kansas English Language Proficiency Assessment. KELPA is required for all English learners until they reach proficiency.

KESA: Kansas Education Systems Accreditation. Kansas uses this system for accrediting schools.

KIDS SID #: a student's state student ID number

KIDS: Kansas Individual Data on Students. KIDS is a student-level record system maintained by KSDE that contains demographic information as well as data regarding the student's grade level, district, school, EL status, and so forth.

Kite Suite: provides an online testing interface for students that includes practice items. Components include Kite Student Portal and Kite Educator Portal

Kite Student Portal: web-based software that students use to complete assessments

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

manipulatives: physical objects used as an aid in understanding abstract concepts

practice tests: provide an opportunity for students to navigate an assessment, learn about tools, respond to various item types, and get helpful information about item types. There are three types: Technology Practice Tests, Subject-Oriented Practice Tests, and Braille Practice Tests.

PNP: Personal Needs Profile, also known as an Access Profile, defines a learner's needs and preferences for digitally delivered testing resources or services and can be accessed in the Student Record in Educator Portal. The PNP includes display enhancements, braille, key word translation, audio, and other supports.

reactivation: a way to reset a student’s testing status. When a student has exited a test session, the student is not allowed to go back to that session unless it has been reactivated.

read-aloud: the TTS accommodation during testing (see *Text-to-Speech Accommodation Policy*)

recent arrivals: EL students whose first education in the United States occurred one year or less before the opening of the testing window and previously were known as “newcomers”

SC codes: Special Circumstances codes. These codes document unusual testing circumstances, for example, truancy.

Subject-Oriented Practice Tests (SPTs): practice tests for students to become familiar with more complex subject-oriented items, manipulation of item types, and a deeper look at tools.

summative assessment: annual computer-delivered state assessment in Kansas with all items linked to the Kansas Standards

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

Technology Practice Tests (TPTs): practice tests for students to become familiar with technology-enhanced items on the assessments. TPTs focus on simple questions, successful manipulating of each item type, and a cursory look at tool.

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

test session: the time or period set aside for testing. Each session takes approximately 45 minutes and may have more than one session.

test type: the assessment type the student will take, either the general assessment or the alternate assessment

test window: the date range when assessments may be administered

TTS: text-to-speech, the TTS system presents students with a computer-synthesized audio voice representation of the text associated with the content on the screen.



Kansas Assessment Program