

## DTC Virtual Training 1-9-18

Recording and handout available – 1-12-18 on [www.ksassessments.org](http://www.ksassessments.org)

### Trainers for our session today:

Susan Martin, Ryan Jensen, Charles Turner, ATS  
Mary Matthew, CETE  
Lee Jones, KSDE

### Session Overview:

Technology Tips and Reminders  
Manuals  
HGSS scoring  
Interim Update  
Reminders

### Next session: January 23, 2018 at 1:30

### Technology Tips and Reminders:

- ❖ Make sure you are using this year's version of KITE Client.
- ❖ Whitelisting  
To prevent testing interruptions, make sure you have visited with your technology staff to whitelist the following domains.
  - \*.cete.us
  - \*.s3.amazonaws.com
- ❖ KELPA2 Device Reminder: Students may not complete the speaking domain-assessment using an iPad or other type of tablet.
- ❖ Enter projected testing and scoring information for KAP and KELPA2

### Manuals

- ❖ Download and provide to staff prior to test administration.
- ❖ Kansas Assessment Examiner's Manual (KAEM) [www.ksassessments.org](http://www.ksassessments.org)
- ❖ KELPA2 Manual [www.ksassessments.org](http://www.ksassessments.org)
- ❖ KELPA 2 Scoring Manuals and materials – will be available on the HELP tab to DTCs and BTCs on January 23\*\*
- ❖ HGSS scoring materials – will be available on the HELP tab inside the Educator Portal to DTCs and BTCs on February 26\*\*

**\*\*Special Note: Scoring materials** – Downloading and printing scoring materials is acceptable, however, these are test secure materials and must be maintained as such. They must be kept in secure locked locations throughout testing and destroyed upon completion of testing. DTCs are responsible for providing directions to district staff about test security and this should be covered during that training.

## KELPA2

January, 2018	Interactive demos
January 12, 2018	TEST record submissions to KIDS
January 19, 2018	PNP settings in Educator Portal
January 23, 2018	KELPA2 scoring training online; training materials released
February 1 - March 9, 2018	KELPA2 assessment window
February 1 - March 30, 2018	KELPA2 scoring window
March 30, 2018	Deadline for entering special circumstances codes
To be announced	KELPA2 scores released
To be announced	KELPA2 score reports available
July 9 - July 27, 2018	AMOSS data review

TEST, PNP – Flexible, suggested dates

Fixed dates – cannot be changed

- Submit TEST records between **January 12 and January 17**; TEST records can be submitted throughout the testing window for new students. If records are submitted during the testing window allow up to 24 hours for all processing to be completed.
- Complete PNPs for students 2 weeks prior to the start of the testing window around **January 17 to January 19**
- **Fixed Dates – that cannot be changed:**
  - Testing Window
  - Scoring Window
  - Deadline for entering SC codes
  - AMOSS data review

## HGSS Scoring Information

2 parts – includes an on-demand writing task

Grade 6 – Ancient Greece

Grade 8 – Building a Nation

Grade 11 – Civil Rights and Social Change

Human Scoring

Scoring – you score your own students

District decision on who scores the HGSS papers; Recommend HGSS teachers score their own student's papers

Papers are scored with a holistic rubric but utilize the MDPT rubrics - rubrics can be accessed at [www.ksassessments.org](http://www.ksassessments.org) site

Specific scoring materials will be provided inside the Educator Portal – HELP tab to DTCs and BTCs

**2018 HGSS Holistic Scoring Rubric**  
**In the response, the student demonstrates:**

4	consistent and effective command of the skills needed to complete an on-demand writing task.
3	mostly consistent and adequate command of the skills needed to complete an on-demand writing task.
2	somewhat consistent and minimal command of the skills needed to complete an on-demand writing task
1	inconsistent and ineffective command of the skills needed to complete an on-demand writing task.

**State of Kansas Multidisciplinary Performance Task - Grades 6-8 Argument**

6-8 Argument	Student's Response...			
PL:	4	3	2	1
Focus/Argument	<input type="checkbox"/> States a clear argument related to the resources and prompt, and maintains it throughout the work	<input type="checkbox"/> States a clear argument related to resources and prompt and mostly maintains it throughout the work	<input type="checkbox"/> States a somewhat clear argument, which may lose focus sporadically throughout the work	<input type="checkbox"/> Does not state a clear argument, or stated argument is unrelated to resources or prompt
Evidence	<input type="checkbox"/> Uses relevant and accurate details/evidence from two or more resources to support argument	<input type="checkbox"/> Uses mostly relevant and accurate details/ evidence from two or more resources to support argument	<input type="checkbox"/> Uses some relevant and accurate details/evidence from one or more resources to support argument	<input type="checkbox"/> Does not use relevant and accurate details or evidence from resources to support argument
Argument	<input type="checkbox"/> Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to connect evidence to argument <input type="checkbox"/> Consistently and accurately uses domain-specific words to develop and support argument	<input type="checkbox"/> Adequately uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Adequately uses domain-specific words to develop and support argument	<input type="checkbox"/> Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Inconsistently uses domain-specific words to develop and support argument	<input type="checkbox"/> Shows little or no attempt to clarify relationships between and among ideas or connect evidence to argument <input type="checkbox"/> Uses few or no domain-specific words to develop and support argument
Conventions	<input type="checkbox"/> Is readable with most grade-level conventions used correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is nearly unreadable due to pervasive errors in grade-level conventions

## State of Kansas Multidisciplinary Performance Task - Grades 6-8 Informative/Explanatory

6-8 Inf./Expl.	Student's Response...			
PL:	4	3	2	1
Focus	<input type="checkbox"/> States and maintains a clear controlling idea that directly addresses the resources and prompt	<input type="checkbox"/> States and maintains a clear controlling idea that mostly addresses the resources and prompt	<input type="checkbox"/> States a controlling idea somewhat related to the resources and prompt	<input type="checkbox"/> Does not state a clear controlling idea, or stated controlling idea is largely unrelated to resources or prompt
Support	<input type="checkbox"/> Uses relevant and accurate facts, definitions, and details from two or more resources to help explain the controlling idea	<input type="checkbox"/> Uses mostly relevant and accurate facts, definitions, and details from two or more resources to help explain the controlling idea	<input type="checkbox"/> Uses some relevant and accurate facts, definitions, and details from one or more resources to help explain the controlling idea	<input type="checkbox"/> Does not use relevant or accurate facts, definitions, or details from the resources to help explain the controlling idea
Connections and Audience	<input type="checkbox"/> Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea <input type="checkbox"/> Consistently and accurately uses domain-specific words to develop and explain ideas	<input type="checkbox"/> Adequately uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea <input type="checkbox"/> Adequately uses domain-specific words to develop and explain ideas	<input type="checkbox"/> Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea <input type="checkbox"/> Inconsistently uses domain-specific words to develop and explain ideas	<input type="checkbox"/> Shows little or no attempt to clarify relationships between and among ideas, or to help explain the controlling idea <input type="checkbox"/> Uses few or no domain-specific words to develop and explain ideas
Conventions	<input type="checkbox"/> Is readable with most grade-level conventions used correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is nearly unreadable due to pervasive errors in grade-level conventions

## State of Kansas Multidisciplinary Performance Task - High School Argument

High School Argument	Student's Response...			
PL:	4	3	2	1
Focus/Argument	<input type="checkbox"/> States a clear argument related to the resources and prompt and maintains it throughout the work <input type="checkbox"/> Effectively distinguishes main argument from alternate or opposing arguments	<input type="checkbox"/> States a clear argument related to resources and prompt and mostly maintains it throughout the work <input type="checkbox"/> Attempts to distinguish main argument from alternate or opposing arguments	<input type="checkbox"/> States a somewhat clear argument, which may lose focus from time to time throughout the work <input type="checkbox"/> Recognizes alternate or opposing arguments, but does not adequately distinguish them from the main argument	<input type="checkbox"/> Does not state a clear argument, or stated argument is unrelated to resources or prompt <input type="checkbox"/> Does not recognize or distinguish main argument from alternate or opposing arguments
Evidence	<input type="checkbox"/> Uses relevant and accurate details/evidence from two or more resources to support argument	<input type="checkbox"/> Uses mostly relevant and accurate details/ evidence from two or more resources to support argument	<input type="checkbox"/> Uses some relevant and accurate details/evidence from one or more resources to support argument	<input type="checkbox"/> Does not use relevant and accurate details or evidence from resources to support argument
Argument	<input type="checkbox"/> Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to connect evidence to argument <input type="checkbox"/> Consistently and accurately uses domain-specific words to develop and support argument	<input type="checkbox"/> Adequately uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Adequately uses domain-specific words to develop and support argument	<input type="checkbox"/> Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Inconsistently uses domain-specific words to develop and support argument	<input type="checkbox"/> Shows little or no attempt to clarify relationships between and among ideas or connect evidence to argument <input type="checkbox"/> Uses few or no domain-specific words to develop and support argument
Introduction and Conclusion	<input type="checkbox"/> Includes an effective and grade-appropriate introduction and conclusion	<input type="checkbox"/> Includes an adequate and grade-appropriate introduction and conclusion	<input type="checkbox"/> Might include a grade-appropriate introduction or conclusion, but one or both are weak.	<input type="checkbox"/> Does not include an introduction or a conclusion.
Conventions	<input type="checkbox"/> Is readable and uses almost all grade-level conventions correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable but some errors negatively impact the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is nearly unreadable due to pervasive errors in standard conventions

## Grade-Level Conventions:

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### *Grade-Level Conventions: Grade 6*

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The provided list of grade-level conventions should serve as a guide when evaluating a student's on-demand writing response. However, sixth-grade students will likely not exhibit mastery of all skills in a typical writing sample; sixth-grade students are not required to use all of them in their writing. In addition, students should be able to correctly use the conventions outlined in the standards at previous grades.

#### **The adopted standards in Kansas say that students in grade 6 should be able to:**

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.\*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
- Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.\*
- Spell correctly.

\* Skills marked with an asterisk (\*) are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing.

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### *Grade-Level Conventions: Grade 7*

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The provided list of grade-level conventions should serve as a guide when evaluating a student's on-demand writing response. However, seventh-grade students will likely not exhibit mastery of all skills in a typical writing sample; seventh-grade students are not required to use all of them in their writing. In addition, students should be able to correctly use the conventions outlined in the standards at previous grades.

#### **The adopted standards in Kansas say that students in grade 7 should be able to:**

- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- Spell correctly.

\* Skills marked with an asterisk (\*) are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing.

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## Grade-Level Conventions: Grade 8

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The provided list of grade-level conventions should serve as a guide when evaluating a student's on-demand writing response. However, eighth-grade students will likely not exhibit mastery of all skills in a typical writing sample; eighth-grade students are not required to use all of them in their writing. In addition, students should be able to correctly use the conventions outlined in the standards at previous grades.

**The adopted standards in Kansas say that students in grade 8 should be able to:**

- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.\*
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

\* Skills marked with an asterisk (\*) are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing.

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## Grade-Level Conventions: High School

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The provided list of grade-level conventions should serve as a guide when evaluating a student's on-demand writing response. However, high school students will likely not exhibit mastery of all skills in a typical writing sample; high school students are not required to use all of them in their writing. In addition, students should be able to correctly use the conventions outlined in the standards at previous grades.

The adopted standards in Kansas say that students in **grades 11-12** should be able to:

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- Observe hyphenation conventions.
- Spell correctly.

\* Skills marked with an asterisk (\*) are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing.

## Interim

### Winter Interim Predictive Assessment Update

- Fall – 81, 551 assessments were administered.
- Winter – 108,154 assessments were administered.
- Spring Window: February 5, 2018 to February 16, 2018
- Additional mini-tests are being added

### Next session: January 23, 2018 at 1:30 (Zoom)

#### Reminders:

#### KAP summative tests for ELA, Math, Science and HGSS

- Submit TEST records no later than **February 26**; TEST records can be submitted throughout the testing window for new students. If records are submitted during the testing window allow up to 24 hours for all processing to be completed.
- Complete PNPs for students 2 weeks prior to the start of the testing window. These should be submitted no later than **February 26**.
- HGSS Secure scoring materials will be posted on **February 26**. These materials provide specific guidelines and procedures for HGSS scoring. Materials will be posted on the HELP tab in the Educator Portal.
- Interactive Demos (technology practice tests) <http://www.ksassessments.org/interactive-demos> (ELA, Math and Science) – available now

#### DLM reminders