DTC Virtual Training 2-13-18

Recording and handout available on 2-16-18
www.ksassessments.org

Trainers for our session today:
Susan Martin, Ryan Jensen, Charles Turner, ATS
Mary Matthew, CETE
Lee Jones, KSDE

KAP summative tests for ELA, Math, Science and HGSS

- Submit TEST records **February 26**

- Note: **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 **PNP**s 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.

- **Calculator use** (applies for both science and math) – since students can use handheld calculators in grades 6-8 and 10 – pages 27-28 of the manual. Each test part allows students to use a calculator. For the math test the calculator potion is the beginning of the test. When the calculator portion of the test is finished the students will see a soft break and they should turn in the calculator before moving on and finishing the test.

- **Interactive demos –** documents on website has been updated. ELA tests are available at the middle and high school level. HGSS does not have a specific demo just for that content area. **KAP Logins – No PNP Settings**

Level (Grades)	Subjects	Username	Password
Elementary (3-5)	ELA, Math/Science	elem.demo	job85
Middle School (6-8)	ELA, Math/Science	middle.demo	send8
High School (9-11)	ELA, Math/Science	high.demo	sake2

Interim
Spring Interim Predictive Assessment Update
- Fall – 81, 551 assessments were administered.
- Winter – 108,154 assessments were administered.
- **Spring Window**: Open now until February 16, 2018 (51,000 have been taken so far)
- Additional mini-tests have been added and are continuing to be added – the next set will be added on Feb. 26.
- The interim system will remain open throughout the summative window.

KELPA2

- Over 80,257 test parts (domains) have been administered so far and over 4,000 have been scored.
- Complete KELPA2 **SC coding March 30, 2018** by 5 p.m.
- Complete KELPA2 **scoring** by 5 p.m. on **March 30, 2018**

KELPA2 Gr. 4-5 writing opinion rubric – Questions 5, 12 and 16

- It has been brought to our attention that the rubric attached to items 5, 12 and 16 inside the scoring system is not correct. The PDF copy of the scoring rubric in the Educator Portal is correct. Please use the paper copy provided on the HELP tab to score Gr. 4-5 writing questions 5, 12, and 16. If you have already scored the items using the scoring system and not the paper copy we are asking that you rescore those items using the correct rubric. We are sorry for any inconvenience this has caused.

Technology:
❖ **Chromebook**

The ATS Service Desk would like to remind you of the proper way to test using a Chromebook. The only supported and secure method for testing with a Chromebook is by launching the app in Kiosk Mode.

This is done by doing the following steps:

Have the student logout of the Chromebook
Check to make sure the Chromebook is connected to the internet
Click "Apps" on the lower left corner of the login page
Select KITE Client out of the list

Not testing using Kiosk Mode can compromise test security.

❖ Monitoring Screen – Since we don't roster students to **teachers** the functionality for teachers to monitor their own students on the test is not available this year. CETE, ATS and KSDE will work together to resolve this issue for the 2019 assessment so that teachers will be able to monitor tests..

❖ Data Dashboards

❖ KELPA2 Scoring – who can edit scores; DTC and BTC

❖ Save button – this button should be used for times when a student has not completed the test and must exit the test. By using the save button the test would not need to be reactivated and the student can reenter the test using the current DAC for that day.

❖ System Status – www.ksassessments.org – updated daily

❖ Username and passwords for KAP are available once you have submitted your TEST send. Be sure to use the Test Readiness extract to obtain these.

DLM reminders

- ❖ Embedded window closes Feb. 28
- ❖ Make sure students have met their blueprint requirements prior to the window closing.
- ❖ Make sure Grade 11 students have been enrolled so that they can take the HGSS and Science assessment.

Next session: March 6, 2018 at 1:30

HGSS Scoring Information

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.

2 parts – includes an on-demand writing task
Grade 6 – Ancient Greece
Grade 8 – Building a Nation
Grade 11 – Civil Rights and Social Change

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 site

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	☐ States a clear argument related to the resources and prompt, and maintains it throughout the work	☐ States a clear argument related to resources and prompt and mostly maintains it throughout the work	☐ States a somewhat clear argument, which may lose focus sporadically throughout the work	☐ Does not state a clear argument, or stated argument is unrelated to resources or prompt
Evidence	☐ Uses relevant and accurate details/evidence from two or more resources to support argument	☐ Uses mostly relevant and accurate details/ evidence from two or more resources to support argument	☐ Uses some relevant and accurate details/evidence from one or more resources to support argument	☐ Does not use relevant and accurate details or evidence from resources to support argument
Argument	☐ Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to connect evidence to argument ☐ Consistently and accurately uses domain-specific words to develop and support argument	☐ Adequately uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument ☐ Adequately uses domain-specific words to develop and support argument	☐ Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument ☐ Inconsistently uses domain-specific words to develop and support argument	☐ Shows little or no attempt to clarify relationships between and among ideas or connect evidence to argument ☐ Uses few or no domain-specific words to develop and support argument
Conventions	☐ 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	☐ Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	☐ Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	☐ 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	☐ States and maintains a clear controlling idea that directly addresses the resources and prompt	☐ States and maintains a clear controlling idea that mostly addresses the resources and prompt	☐ States a controlling idea somewhat related to the resources and prompt	☐ Does not state a clear controlling idea, or stated controlling idea is largely unrelated to resources or prompt
Support	☐ Uses relevant and accurate facts, definitions, and details from two or more resources to help explain the controlling idea	☐ Uses mostly relevant and accurate facts, definitions, and details from two or more resources to help explain the controlling idea	☐ Uses some relevant and accurate facts, definitions, and details from one or more resources to help explain the controlling idea	☐ Does not use relevant or accurate facts, definitions, or details from the resources to help explain the controlling idea
Connections and Audience	☐ Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea ☐ Consistently and accurately uses domain-specific words to develop and explain ideas	☐ Adequately uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea ☐ Adequately uses domain-specific words to develop and explain ideas	☐ Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea ☐ Inconsistently uses domain-specific words to develop and explain ideas	☐ Shows little or no attempt to clarify relationships between and among ideas, or to help explain the controlling idea ☐ Uses few or no domain-specific words to develop and explain ideas
Conventions	☐ 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	☐ Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	☐ Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	☐ 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	☐ States a clear argument related to the resources and prompt and maintains it throughout the work ☐ Effectively distinguishes main argument from alternate or opposing arguments	☐ States a clear argument related to resources and prompt and mostly maintains it throughout the work ☐ Attempts to distinguish main argument from alternate or opposing arguments	☐ States a somewhat clear argument, which may lose focus from time to time throughout the work ☐ Recognizes alternate or opposing arguments, but does not adequately distinguish them from the main argument	☐ Does not state a clear argument, or stated argument is unrelated to resources or prompt ☐ Does not recognize or distinguish main argument from alternate or opposing arguments
Evidence	☐ Uses relevant and accurate details/evidence from two or more resources to support argument	☐ Uses mostly relevant and accurate details/ evidence from two or more resources to support argument	☐ Uses some relevant and accurate details/evidence from one or more resources to support argument	☐ Does not use relevant and accurate details or evidence from resources to support argument
Argument	☐ Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to connect evidence to argument ☐ Consistently and accurately uses domain-specific words to develop and support argument	☐ Adequately uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument ☐ Adequately uses domain-specific words to develop and support argument	☐ Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument ☐ Inconsistently uses domain-specific words to develop and support argument	☐ Shows little or no attempt to clarify relationships between and among ideas or connect evidence to argument ☐ Uses few or no domain-specific words to develop and support argument
Introduction and Conclusion	☐ Includes an effective and grade-appropriate introduction and conclusion	☐ Includes an adequate and grade-appropriate introduction and conclusion	☐ Might include a grade-appropriate introduction or conclusion, but one or both are weak.	☐ Does not include an introduction or a conclusion.
Conventions	☐ 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	☐ Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	☐ Is readable but some errors negatively impact the reader's ability to understand the writer's meaning	☐ Is nearly unreadable due to pervasive errors in standard conventions

Grade-Level Conventions:

Grade-Level Conventions: Grade 6

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.

Grade-Level Conventions: Grade 7

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.

Grade-Level Conventions: Grade 8

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.

Grade-Level Conventions: High School

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.