Welcome Test Coordinators

Trainers for our session today:

- Susan Martin, Charles Turner, Sean Skaggs, Drew Jarrett, Lisa Braun – ATS
- Tammy Mayer, Emily Bertels Kaufman, Aletra Johnson – ATLAS
- Lee Jones, Cary Rogers, Julie Ewing – KSDE
Agenda Topics

- KAP
- KELPA
- Technology Updates
- ACT
- DLM
## Monthly Virtual Training Sessions

Offered online through Zoom @ 1:30 p.m. Central
Materials posted on the Friday following each training session

[https://ksassessments.org/dtc-virtual-training](https://ksassessments.org/dtc-virtual-training)

<table>
<thead>
<tr>
<th>August 10</th>
<th>February 8</th>
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<td>September 14</td>
<td>March 8</td>
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<td>October 12</td>
<td>April 12</td>
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<td>December 14</td>
<td>June 14</td>
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<td>January 11</td>
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KAP Updates
KAP Examiner’s Manual

- Posted on KAP website: ksassessments.org
- Resources and Training
  - Manuals & Guides
Test Security & Ethics Training

- Training Materials are posted on the KAP website under Resources and Training > Security Resources.
- Sign-off for District Test Coordinators will be found on the HELP tab in Educator Portal (EP).
Completion and Agreement to Abide by for Test Security and Ethics

- All District Test Coordinators must complete the online training by **November 30, 2021**.
- All “in-district” training must be completed by **January 30, 2022** for anyone administering a KELPA assessment.
- All “in-district” training must be completed by **March 18, 2022** for anyone administering a KAP assessment in ELA, Math, and/or Science, plus cPass.
Request Braille booklets through PNP (language and Braille tab) on Educator Portal

PNP needs to be correct by Tuesday, November 30, 2021 so that the booklets can be ordered.

Refer to KAP website for details and contacts for questions on the KAP team
Universal Features

Universal features are accommodations that are either embedded or provided digitally through the KAP (e.g., highlighter), or nonembedded and provided nondigitally at the local level (e.g., separate, quiet or individual setting). Universal features are available to all students as they access the KAP.

Refer to Tools and Accommodations for the Kansas Assessment Program [Tools available to all students as needed by subject].
Designated Features

- **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/guardians and the student if appropriate) who is familiar with the student’s characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through the KAP, while non-embedded designated features (e.g., magnification device) are provided locally. Trained educators or teams using a consistent process must assign designated features to a student on the PNP on Educator Portal.

- Refer to [Tools and Accommodations for the Kansas Assessment Program](https://example.com) [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]
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 (e.g., text-to-speech) are provided digitally through the KAP, while nonembedded designated features (e.g., sign interpretation) are provided locally. Accommodations are generally available for students for whom there is a documented need on an IEP, 504 or ILP accommodation plan.
Types of Accommodations

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

Refer to Tools and Accommodations for the Kansas Assessment Program [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]

Refer to How to Select, Administer and Evaluate Accommodation for Instruction and Assessment of All Students for more in-depth information on accommodations for instruction and assessments.
Personal Needs Profile (PNP)

Tools and Accommodations for the KS Assessment Program

Some tools are provided on all tests in the Kite Student Portal.

- Highlighter
- Guide Line
# KANSAS STATE DEPARTMENT OF EDUCATION

## PNP Planning Tool for the Kansas Assessment Program (KAP)

**Tools available to all students as needed by subject:**
- Calculator: Basic or Ti 30X (Grades 6-8, 20)
- Calculator: Ti 84 (Grade 10)
- Calculator: Ti Scientific (Grades 9-12)
- Eraser
- Highlighter
- Notebook
- Pens
- Pencils
- Rulers
- Tape
- Text selection tool
- Text-to-speech audio - directions
- Text-to-speech audio - questions
- Whole screen magnification

**Accommodations (available only when selected in PNP) for students who have an IEP, 504, ELL plan or statement of student need:**
- Magnifications (2x, 4x, 8x)
- Zooming (move, zoom in, custom zooming)
- Reversal Contrast
- Color Contrast
- Color Overlay
- Audio & Environment Support
  - Auditory Caption
  - Single switches
  - Spoken audio — synthetic text to speech (TTT)
  - Text Graphics — test items
  - Nonvisual (ELA passages) *

**PNP Planning Tool link**

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*Please contact 785-296-9328/3 for approval before January 31. This accommodation is intended for a very limited number of students.

1. This accommodation is ONLY for a student with an IEP or 504 plan who:
   a. cannot access printed text due to blindness or low vision or
   b. has a specific documented 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 non-reader, not simply reading below grade level)

2. The student uses TTS or a screen reader as the primary mode of accessing printed material in ALL subjects.

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August 2023
Text-to-Speech Accommodations

PRINT DISABILITIES
## Text-to-Speech Options

<table>
<thead>
<tr>
<th></th>
<th>Available to All Students?</th>
<th>Is PNP Required?</th>
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<tbody>
<tr>
<td>Text-to-Speech Audio (TTS) Directions</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Text-to-Speech Audio (TTS) Science</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Text-to-Speech Audio (TTS) Test Items</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Text-to-Speech Audio (TTS) (nonvisual) Passages and Test Items</td>
<td>No</td>
<td>Yes, and KSDE approval required</td>
</tr>
</tbody>
</table>
Frequently Asked Questions for TTS

- Posted on the Assessments (ksde.org) page under Tools and Accommodations

- Emailed to Test Coordinator’s Listserv on November 3
TTS for ELA passages (nonvisual)

- TTS for ELA passages must be approved by KSDE
- This accommodation is ONLY for students with an IEP or 504 plan who
  - cannot access printed text due to blindness or low vision, or
  - that have a specific documented 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 student uses TTS or a screen reader as the primary mode of accessing printed material in ALL subjects.
TTS Checklist Due to KSDE by Jan. 31
TTSnonvisual@ksde.org
Questions?
2022 KELPA

Testing Window- January 31- March 11
Scoring Window- January 31- March 31

Training Webinar – January 11 at 1:30
Each test session takes about 45-60 minutes*

*Estimated time based on number of test items indicates less time is needed, but to be safe allocate 45-60 minutes

- Listening and Reading items are all machine scored
- Speaking items are all human scored
- Writing items are human and machine scored
Grade-band specific rubrics, not task specific rubrics

Each grade-band will have one speaking rubric that will be used on all tasks

Each grade-band will have one writing rubric that will be used on all tasks

Training materials will include example responses with calibration materials
NEW KELPA Screener

- Voluntary Training – February (time/date TBD)
Questions?
# New Interim Report with Cluster Mapping

## English Language Arts Fall Predictive Interim Assessment Results

<table>
<thead>
<tr>
<th>Question Description</th>
<th>Cluster</th>
<th>School PCT</th>
<th>State PCT</th>
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<tbody>
<tr>
<td>1 Understand parallel structure; rectify to correct error in structure</td>
<td>ELA 10.WLW</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>2 Establish point of view and effect of point of view on story</td>
<td>ELA 10.WTPP</td>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>3 Know transitions in argumentative text; revise to connect paragraphs</td>
<td>ELA 10.WTPP</td>
<td>76</td>
<td>77</td>
</tr>
<tr>
<td>4 Use precise language for clarity; clear writing context for word choice</td>
<td>ELA 10.WTPP</td>
<td>57</td>
<td>66</td>
</tr>
<tr>
<td>5 Know logical idea sequence in informational text; science-related stimulus</td>
<td>ELA 10.WTPP</td>
<td>69</td>
<td>72</td>
</tr>
<tr>
<td>6 Know parallel structure in informational text with technical instructions</td>
<td>ELA 10.WLW</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>7 Use language to convey vivid details; revise generic language</td>
<td>ELA 10.WTPP</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>8 Use precise language for clarity; distractors do not fit audience/purpose</td>
<td>ELA 10.WTPP</td>
<td>45</td>
<td>54</td>
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<tr>
<td>9 Identify correct spelling in a social studies context</td>
<td>ELA 10.WLW</td>
<td>51</td>
<td>53</td>
</tr>
<tr>
<td>10 Determine two central ideas; some distractors include minor details</td>
<td>ELA 10.RXKID</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>11 Analyze text structure; understand how a paragraph relates to whole text</td>
<td>ELA 10.RPLCS</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>12 Summarize key points; explicitly stated in text but requires synthesis</td>
<td>ELA 10.RXKID</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>13 Determine meaning from use; domain-specific word defined in text</td>
<td>ELA 10.RPLCS</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>14 Analyze author's argument; identify weak support for claim</td>
<td>ELA 10.RDih</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>15 Draw a conclusion about intended audience; direct support in text</td>
<td>ELA 10.RKID</td>
<td>74</td>
<td>80</td>
</tr>
<tr>
<td>16 Determine meaning from use; general academic vocabulary; familiar context</td>
<td>ELA 10.RLRR</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>17 Analyze connection between text and real-world example</td>
<td>ELA 10.RXKID</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>18 Identify multiple themes that are the explicit focus in text</td>
<td>ELA 10.RXKID</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>19 Analyze text structure; know author's purpose in including detail</td>
<td>ELA 10.RLROS</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>20 Interpret idiomatic language in context; quoted material provided</td>
<td>ELA 10.RLLRR</td>
<td>63</td>
<td>71</td>
</tr>
<tr>
<td>21 Analyze nuances in meaning; distractors have similar connotations</td>
<td>ELA 10.RLLRR</td>
<td>57</td>
<td>54</td>
</tr>
<tr>
<td>22 Make an inference about speaker’s thoughts based on theme</td>
<td>ELA 10.RXKID</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>23 Cite evidence to support an inference; interpret connotative effect</td>
<td>ELA 10.RXKID</td>
<td>59</td>
<td>63</td>
</tr>
<tr>
<td>24 Determine the meaning of metaphorical language from use</td>
<td>ELA 10.RLLRR</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>25 Examine meaning of onomatopoeia as used; know connotative difference</td>
<td>ELA 10.RLROS</td>
<td>36</td>
<td>43</td>
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</tbody>
</table>

* Percentage of students who received full credit. A “*” indicates a field test item which does not count towards students' scores. Number of students who did not answer all of the questions = 24.

Additional Resources
For information about the Kansas College and Career Readiness Standards, visit kelic.org.
To learn about the Kansas Assessment Program, visit kansasassessments.org

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Purpose: to evaluate usability of and get stakeholder feedback on interpretive guides designed to support use of spring 2022 enhanced interim predictive score reports.

In December, we will start recruiting participants for focus groups:
- Wichita educators who use interim predictive assessments
- current interim predictive users representing districts of different sizes
- educators who are new interim predictive users

The focus groups will take place in January or February and will last approximately 60 to 90 minutes.

If interested, contact KAP@ku.edu or jewing@ksde.org
Questions?
ACT State Testing Spring 2022

- Check that DTC and BTC are correct personnel.
- Submit TEST records to enroll juniors by December 3.
- Complete accommodations requests by January 7.
- Select test dates for paper or choose online testing.
- Get familiar with the Kansas ACT website!
- Review Schedule of Events for trainings, etc.
For information on ACT and WorkKeys testing in Kansas, visit: Kansas ACT site (act.org)

Contact Lee Jones at ljones@ksde.org or 785-296-7922
The DLM assessment is intended to give students opportunities to show what they have learned and can do.

It is recommended that teachers select the linkage level recommended by the system. Linkage level should not be changed to check baseline or to avoid challenging the student.

The most important aspect to understand about instructionally embedded assessments is that they are designed to be given on a rolling basis throughout the school year following instruction, rather than collectively, one-after-the-other.
Homebound learners

- DLM instructionally embedded testlets can not be administered remotely without the teacher present due to test security, validity, accessibility supports, and materials and familiar objects needed to complete the testlets.
- Students still need to be enrolled and rostered to the teacher.
- Teachers need to complete the First Contact Survey and assign 1 ELA and 1 math testlet.
- Test coordinator can then enter SC-19 to reflect the student could not test due to COVID-19 if the family will not allow any in-person contact due to risks related to COVID 19.
- Practice and release testlets can be administered remotely through Zoom or MS Teams if the teacher feels it would be appropriate for the student.
DLM extracts

- Student Roster and First Contact Survey Status Extract – designed to show testing readiness (subjects students are rostered to and whether the First Contact Survey has been completed). Essential Elements cannot be selected for instruction on Kite unless students are rostered and the First Contact Survey is complete.

- DLM Instructionally Embedded Monitoring Extract – designed to help monitor the completion of the blueprint requirements in ELA and mathematics. Provides the percentage of blueprint met, number of testlets administered, and which requirements are met.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Last Name</th>
<th>Blueprint Requirement</th>
<th>ELA % Met</th>
<th>Total Number of ELA Testlets Taken</th>
<th>ELA Blueprint Requirement 1</th>
<th>ELA Blueprint Requirement 2</th>
<th>ELA Blueprint Requirement 3</th>
<th>ELA Blueprint Requirement 4</th>
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<td>Math Blueprint Requirement 3</td>
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</tbody>
</table>
Questions?
Session Wrap Up

Recording and Handouts will be posted by the Friday following the training on the KAP website!

Next Session: December 14
Contact Information

- Kite Service Desk: kap_support@ku.edu, 855-277-9752
- DLM Service Desk: DLM-support@ku.edu, 855-277-9751
- ACT: Lee Jones, ljones@ksde.org, 785-296-7922
- DLM: Cary Rogers, crogers@ksde.org, 785-296-0916
- Assessments: Julie Ewing, jewing@ksde.org, 785-296-4349