Welcome Test Coordinators

Trainers for our session today:

- Susan Martin, Charles Turner, Sean Skaggs, Drew Jarrett, Lisa Braun, Erin Minor – ATS
- Jennifer Kobrin, 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>
</tr>
</thead>
<tbody>
<tr>
<td>September 14</td>
<td>March 8</td>
</tr>
<tr>
<td>October 12</td>
<td>April 12</td>
</tr>
<tr>
<td>November 9</td>
<td>May 10</td>
</tr>
<tr>
<td>December 14</td>
<td>June 14</td>
</tr>
<tr>
<td>January 11</td>
<td></td>
</tr>
</tbody>
</table>
KAP Updates
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.
Available Resources

- Kansas Examiner's Manual available on the Resources and Training page on the KAP website under Manuals & Guides.

- Math Grade 10 assessment development guide now available from the Resources and Training page.
Text-to-Speech Accommodations

PRINT DISABILITIES
DTCs must send the TTS Checklist to TTSNonvisual@ksde.org for approval by January 31, 2022.

Send all checklists in ONE pdf

NEW – Signature may be typed into the checklist. A written signature is not needed.
TTS Checklist Due to KSDE by Jan. 31

TTSnonvisual@ksde.org
## SC Code for Prohibited Practices in ELA

<table>
<thead>
<tr>
<th>Category</th>
<th>Situation</th>
<th>Description</th>
<th>Testing Requirement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prohibited Practices</td>
<td>English language arts</td>
<td>The student <em>not approved for text-to-speech</em> but used it for the English language arts assessment PASSAGE.</td>
<td>Student counts as <em>not tested</em> and will count against participation for the school.</td>
<td>SC-35</td>
</tr>
</tbody>
</table>
Questions?
2022 KELPA Dates & Resources

- Testing Window – January 31 - March 11
- Scoring Window – January 31 - March 31
- TEST records may be sent first week of January
- Training Webinar – January 11 at 1:30 PM
- KELPA Examiner's Manual now posted on the Resources and Training page on the KAP website
Questions?
Technology Updates
Updated Interim Report with Cluster Mapping

The cluster mapping will be available on January 4th.

SCHOOL REPORT: East High / #1836
SUBJECT: English Language Arts
GRADE: 10
DISTRICT: Wichita / #00259

This chart shows how your student performed on each question that appeared on the most recent interim assessment. The PCT column reports the percentage of students who earned full or partial credit on a question. For comparison, the State PCT column reflects the number of students out of 100 who earned full or partial credit on each question during the 2020-2021 interim assessment. Higher numbers indicate an easier question; lower numbers indicate a more difficult question.

<table>
<thead>
<tr>
<th>English Language Arts Fail Predictive Interim Assessment Results</th>
<th>Question Description</th>
<th>Cluster</th>
<th>School PCT</th>
<th>State PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understand parallel structure; revise to correct error in structure</td>
<td>ELA.10.W.1.WV</td>
<td>90</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>2 Establish point of view and effect of point of view on story</td>
<td>ELA.10.W.9.WTTP</td>
<td>61</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>3 Know transitions in argumentative text; revise to connect paragraphs</td>
<td>ELA.10.W.10.WTTP</td>
<td>76</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>4 Use precise language for clarity; clear writing context for word choice</td>
<td>ELA.10.W.10.WTTP</td>
<td>57</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>5 Know logical idea sequence in informational text; science-related stimulus</td>
<td>ELA.10.W.10.WTTP</td>
<td>65</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>6 Know parallel structure in informational text with technical instructions</td>
<td>ELA.10.W.10.WLW</td>
<td>55</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>7 Use language to convey vivid details; revise general language</td>
<td>ELA.10.W.10.WTTP</td>
<td>58</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>8 Use precise language for clarity; distractions do not fit audience's purpose</td>
<td>ELA.10.W.10.WTTP</td>
<td>45</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>9 Identify correct spelling in a social studies context</td>
<td>ELA.10.W.10.WLW</td>
<td>51</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>10 Determine two central ideas; some distractions include minor details</td>
<td>ELA.10.R.7.KID</td>
<td>46</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>11 Analyze text structure; understand how a paragraph relates to whole text</td>
<td>ELA.10.R.10.ELCS</td>
<td>50</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>12 Summarize key points; explicitly stated in text but requires synthesis</td>
<td>ELA.10.R.9.KID</td>
<td>31</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>13 Determine meaning from use; domain-specific word defined in text</td>
<td>ELA.10.R.10.ELCS</td>
<td>68</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>14 Analyze author's argument; identify weak support for claim</td>
<td>ELA.10.R.10.KID</td>
<td>42</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>15 Draw a conclusion about intended audience; direct support in text</td>
<td>ELA.10.R.10.KID</td>
<td>74</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>16 Determine meaning from use; general academic vocabulary; familiar context</td>
<td>ELA.10.R.10.LR</td>
<td>71</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>17 Analyze connection between text and real-world example</td>
<td>ELA.10.R.10.KID</td>
<td>58</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>18 Identify multiple themes that are the explicit focus in text</td>
<td>ELA.10.R.10.LKID</td>
<td>62</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>19 Analyze text structure; know author's purpose in including detail</td>
<td>ELA.10.R.10.CLS</td>
<td>52</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>20 Interpret idiomatic language in context; quoted material provided</td>
<td>ELA.10.R.10.LR</td>
<td>63</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>21 Analyze nuances in meaning; distractors have similar connotations</td>
<td>ELA.10.R.10.LR</td>
<td>57</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>22 Make an inference about speaker's thought based on theme</td>
<td>ELA.10.R.10.KID</td>
<td>64</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>23 Cite evidence to support an inference; interpret connotative effect</td>
<td>ELA.10.R.10.KID</td>
<td>59</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>24 Determine the meaning of metaphorical language from use</td>
<td>ELA.10.R.10.LR</td>
<td>62</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>25 Determine meaning of anaphoraphic from use; know connotative difference</td>
<td>ELA.10.R.10.KID</td>
<td>36</td>
<td>43</td>
<td></td>
</tr>
</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 Ready Standards, visit kacrs.org.
To learn about the Kansas Assessment Program, visit kansasassessments.org.
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This new interim School Cluster Report and District Cluster Report will also be available on January 4th.
District Interims

- Updating Kite to allow districts to enter their own interim assessment items and publish interim mini-tests
- Developing ability to share items across districts
- District created items will be in their own subject and will not be integrated with current mini-tests
District Interim Kite Screens

- Erin Minor, ATS
- Demo of Kite Content Portal
  - Item Creation – Multiple Choice
  - Metadata – KS Standards, Webb/Bloom
  - Scoring – Partial Credit, Correct Only
  - Preview – Student Portal screens
Sample District-Created Assessments Using Kite Content Portal

Welcome to the Kite Content Portal

This area is used for news and updates about the application.

Lorem ipsum dolor sit amet consectetur, adipiscing elit. Ipsum magnam sit saepe qui maiores mollitia sunt dolor. Dolore, maiores alias, et quo minus adipsici officia dicta sapiente veritatis nulla ipsum!
This is a KAP Math Subject Practice Test Item.

Which shapes have exactly two pairs of parallel sides? Select all the correct answers.
Kite Content Portal – Score Allocation

Assessment Program: KAP
Item ID: 3001852
Status: Final
Revision Text:

Item Name: QA_MCMG_10_0121
Item Type: Multiple Choice
Item Type Category: Question
Last Saved: 10/7/2021, 3:22 PM

Scoring Method: Multiple True False
Max Score: 1
Score zero if all options are selected

Point Allocation

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Score</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trapezoid</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Rhombus</td>
<td>0.3333</td>
<td>✔️</td>
</tr>
<tr>
<td>Rectangle</td>
<td>0.3333</td>
<td>✔️</td>
</tr>
<tr>
<td>Square</td>
<td>0.3333</td>
<td>✔️</td>
</tr>
<tr>
<td>Triangle</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Quadrilateral</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Circle</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
This is a KAP Subject Practice Test Item (ID: 20802).

The speed of a car was measured during a road rally. The result is shown on the graph.

Between which hours is the car's speed increasing?

- from noon to 3:00 p.m.
- from 3:00 p.m. to 8:00 p.m.
- from noon to 1:00 p.m. and 2:00 p.m. to 3:00 p.m.
- from 1:00 p.m. to 2:00 p.m., 4:00 p.m. to 5:00 p.m., and 6:00 p.m. to 7:00 p.m.
Early feedback requested, see Surveys tab in Educator Portal for a short survey
Purpose: To evaluate usability and receive 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?
PreACT 8/9 reports are being processed and should be received by school by mid-January.

WorkKeys reports should be in Validus online reporting by December 20 and reports sent to districts by January 14.

Excellent presentation on ACT Success Online Reporting by Kim Rasmussen and Dr. Bryan Williams at Great Ideas in Education Conference.

Complete accommodations requests by January 7.

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
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.

All SC codes must be entered by Dec. 17 – email jewing@ksde.org with SSID, SC code, and reason.
Monitor the completion of the blueprint requirements in ELA and mathematics by building or district

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>School ID</th>
<th>School Name</th>
<th>Grade</th>
<th>Window</th>
<th>ELA Last Name</th>
<th>ELA Blueprint Requirement</th>
<th>ELA % Met</th>
<th>Total Number of ELA Testlets Taken</th>
<th>Math Last Name</th>
<th>Math Blueprint Requirement</th>
<th>Math % Met</th>
<th>Total Number of Math Testlets Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>6</td>
<td>Fall Window</td>
<td>50</td>
<td>4</td>
<td>Met</td>
<td>Not Met</td>
<td>Not Met</td>
<td>Met</td>
<td>25</td>
<td>3</td>
<td>Not Met</td>
<td>Not Met</td>
<td>Met</td>
</tr>
<tr>
<td>Kansas</td>
<td>8</td>
<td>Fall Window</td>
<td>100</td>
<td>7</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>100</td>
<td>7</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Kansas</td>
<td>8</td>
<td>Fall Window</td>
<td>100</td>
<td>7</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>100</td>
<td>7</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>
Questions?
Session Wrap Up

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

Next Session: January 11
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