

Spring 2007 Kansas Computerized Assessments (KCA)

Manual for School Management, Set Up, and Online Administration

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Introduction and Essential Features of the KCA Testing System

This manual provides an overall general description of the process and procedures for administering the Kansas assessments using KCA. For more specific step by step instructions, see the KCA_Principal's Guide and the KCA_Teacher's Guide.

Some or all of your students will be taking one or more of the spring 2007 Kansas Computerized Assessments (KCA). This Manual is focused solely on those students and the administration of their "official" 2007 state assessment via the KCA system. Students who do not take the computerized assessment must take a traditional paper and pencil (P&P) assessment. Materials, manuals and the procedures for assessing students with the P&P assessments are available from your district Test Coordinator or may be downloaded from CETE's website(www.cete.us) under the Library link or the Kansas Department of Education's website (www.ksde.org) under their Assessment link. Handle those students and their materials as you have been instructed for any and all P&P testing that is occurring.

Note: Separate manuals have been prepared to support use of KCA Formative Assessment by local users. These manuals are available from www.kca.cete.us under the Documentation section. Please refer to these manuals for formative computerized testing information.

Any student is eligible to sit for a KCA as their "official" 2007 state assessment. Student information is entered by your district or school into the KIDS database and updated locally as needed throughout the year including and after the testing period. If a student does not appear in the roster of students (see below), you may add the student via KIDS (discuss your needs with local administrators) to the database thus making her/him eligible for the KCA test. However, being in the database does not mean the student must be tested with the KCA. Some students in the database will not be tested using KCA as the assessments available via KCA may not be judged appropriate in a computerized format, or the KCA cannot be accommodated for them. Others in the database will not be tested as you have determined you will only do KCA assessment on a locally chosen sample, and not all students. We extend an invitation to do KCA testing for all in the database, but who among these you will test with the KCA is a local decision. If the decision is made to not test a student using KCA, nothing need be done to remove that student from the database. Testing may begin on February 26 and continue through April 16.

Once it is decided that a student(s) will sit for a 2007 KCA, local school personnel need only to generate a Test Session Ticket for the student to use to sign-in to take a specific test.

To create Test Session Tickets for students to take a KCA test, go to www.cete.us, sign in with a district, building, or teacher grade/content area ID and Password, and then click on the KCA Main Page link. From the KCA Main Page, choose the option, “Kansas NCLB Assessments.” Then select “Option 1 Print Tickets” and follow instructions to create the tickets. Local educator login IDs and Passwords, which allow the user to create tickets for students, are only available from building and district administrators. If you need to add new students, work with local administrators to have students included via the Kansas KIDS system. The test type (GA, KAMM, Alternate, Spanish) must be entered via the KIDS system. If you need to have a test form reset or changed, you must complete the Special Action Request Form” which can be found on the KCA Main Page under NCLB Testing.

The following is an overview of the management system and arrangements that lead to student KCA testing. Students must have viewed the appropriate KCA Tutorial and worked through at least one of the KCA Practice or Formative Tests before the following steps can be completed. The steps to initiate, implement and manage the “official” (as opposed to the Tutorial, Practice, or Formative test experiences) KCA assessment of students include the following. Each step is elaborated and discussed in the pages that follow. **PLEASE NOTE: there are many products that provide computerized testing experiences. Having used other computerize test tools DOES NOT substitute for experience with the KCA application. Familiarity and practice with the CETE KCA test engine is essential for a valid Kansas assessment - no exceptions.**

1. Access the online roster of students you have chosen to take the KCA and review their information for completeness and accuracy. It is crucial that a student with special needs (i.e., is to take a KAMM or Spanish form of the KCA assessment) be correctly identified in the online database.
2. Print the student Test Session Tickets (individual “permits” giving students access to the computerized assessment) for the grade and content.
3. Prior to students taking their “official KCA test,” personnel who will oversee and administer the test sessions must go through the Teacher and Student Tutorials, and tryout and experiment with a Practice test(s) for the grade(s) and content area(s) they will supervise.
4. When students arrive at the KCA test site (computer lab, etc.) the student is then to be given her/his Test Session Ticket for the part of the assessment they will take during that test session. Like P&P assessments, the KCA is organized in three separate test Parts (1, 2, and 3) for Reading and Mathematics.
5. Students’ test forms are identified on the Test Session Ticket. Computer monitors may be large and sitting next to a student taking the same Form could be a problem. Give the following instruction as appropriate: “The person on your right and left must not have the SAME Test Form number on their Session Ticket as yours.” Re-seat students to achieve this goal when possible.

6. Students may use scratch paper while taking the KCA - have some available for students to use. Students taking a mathematics test may use a local calculator if desired and allowed by the school (only provide for Parts 1 and 2 at all grades); however, examinees are **not** permitted use of a calculator on any portion of the Part 3 assessment (with the exception of KAMM where calculator use is allowed on all three parts). At grades 8 and 10, graphing calculators are permitted when taking Parts 1 and 2. The KCA mathematics engine does provide an on-screen calculator for the appropriate assessment Parts.
7. At each grade in each content area multiple test forms are in use (from 3 to 5 test forms). Paper booklets/copies of all forms are not available, and educators are not to take steps to create their own copies for their use or student use before, during, or after testing.

Overview of the KCA Assessment Administration Process

An “official” KCA test session begins when students click on the “Take the NCLB Assessment” button in the main KCA window ([Illustration 1](#), “Welcome to the Kansas Computerized Assessment System”). Clicking this button (“Take the NCLB Assessment”) brings students to a window that asks for the specific and unique information printed on their Test Session Ticket ([Illustration 2](#)). At that screen students type their USERNAME, PASSWORD, and SESSION ID. The unique configuration of the student’s Username, Password, and Test Session ID brings the student to the appropriate grade and content Kansas assessment. If entered correctly, then when the student clicks the “Continue” button on that screen, s/he is taken to the “official” test. At that point all operations, functions, screens and features are identical to the CETE Practice and Formative Assessment experience for the content area. That particular test session ends when the student responds to the test items in that Part and eventually asks to “Review/End” the assessment. This process is repeated using the next Test Session Ticket for the remaining Parts of the assessment. Students cannot return to a test part without being reactivated once they END that part. The Password and Session ID that allow KCA access are “deactivated” once the Exit Assessment command is confirmed. A student whose test session that ends because of a system error or hardware or software failure will have 90 minutes from the initial login to a test session to re-enter the test session without having to have the test session login reactivated. A test administrator can “re-activate” a student whose test session ends due to an inadvertent error or a mistake. For instruction on how to re-activate a student to complete a test section/part is presented in section IV of this manual.

Illustration 1.

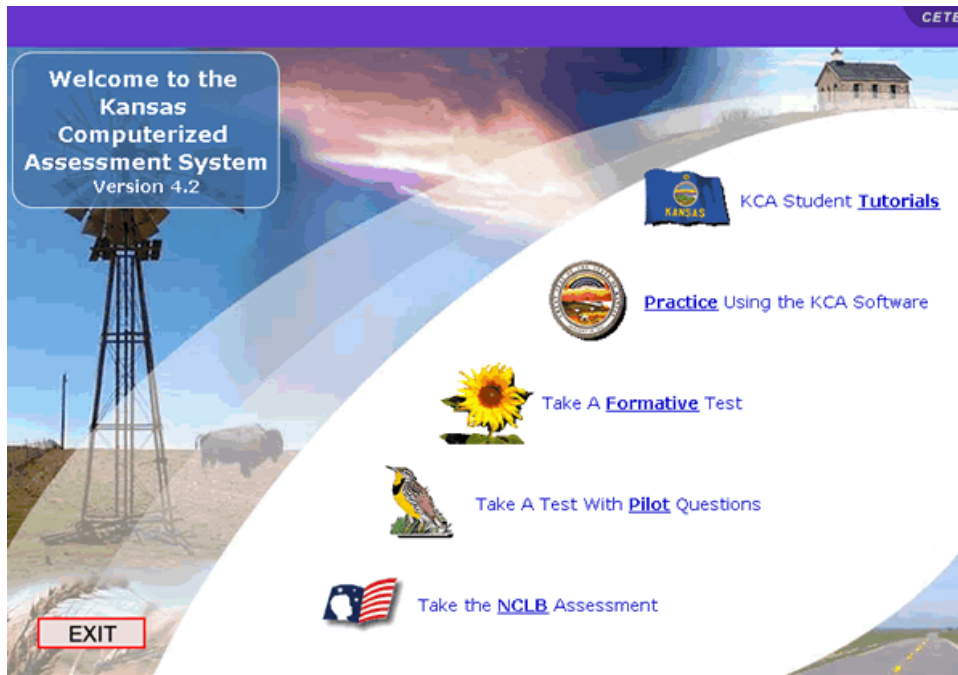


Illustration 2:

The screenshot shows the login screen for the NCLB Assessment. The header is purple with the CETE logo. The main heading is "Take the NCLB Assessment". Below the heading, there is a message: "If you are not taking the NCLB Assessment, use the 'Back to Menu' button to return, and make another choice." followed by the instruction "Please enter the following login information to start." There are three input fields: "Your Username", "Your Password", and "Your Session ID". At the bottom, there are three buttons: "Back to Menu", "Clear All", and "Continue".

KCA Implementation: Essential Tasks and Needs

Sections that follow detail procedures for implementing the KCA assessment. There are three key points to keep in mind throughout the KCA assessment process.

1. The KCA in many respects replicates the traditional paper and pencil assessments. The newness is in the presentation media. When in doubt, refer to the (Reading and Mathematics for the General, KAMM, or Spanish assessments) 2007 Kansas Assessment Examiner's Manual. It is advised that KCA test administrators review the Examiner's Manual a few days before testing. The Manual is available from your Test Coordinator, or may be accessed/downloaded from the CETE website (<http://www.cete.us>) under the Library link. Contact KSDE (785-296-3996, crandall@ksde.org) if you have questions regarding assessment administration issues, rules, procedures, etc.
2. Plan for snow days in March and April in Kansas! We advise you plan an extra day (or two) in the event of a major computer or system failure on a given test day or period from which you cannot recover or regain access to the KCA application (in short, it is decided that participation at that time is no longer feasible or possible as you are unable to obtain internet connections for students scheduled for testing). While system failures are rare, they do occur; it can be that your local ISP (internet service provider) lost connectivity to the internet and your service is suspended; or we have encountered a major problem. Typically the internet signal may be lost for 20 to 30 minutes, sometimes longer, up to an hour. We recommend you have a plan for a service interruption that allows changes to your test schedule if necessary.

If it seems you have lost your internet connection (several machines suddenly go off line), first determine if you can still get to the internet (use a "failed" machine and go to: <http://kca3.altec.org/test.jsp> ; if you get a response, e.g., "Your connection was successful", the signal has returned). If you do not get a return message, wait a few minutes and try again. When the signal does return, begin the process of re-activating students, who were interrupted (if outside of the 90 minute window) and continue with testing,

3. When in doubt, if something comes up that you are not sure how to handle, then please contact us for assistance (CETE: 785-864-3537; or, Mary O'Brien: 785-864-0730). Also, local technical personnel are skilled and knowledgeable about the KCA systems, and willing to support test administrators during testing. Be sure to let them know when you plan to test so they can be available to assist with situations that may arise. We (your local tech colleagues and CETE) want to support your good efforts...any time. Thank you.

Following are procedural and management tasks requiring your attention and action.

I. Identify students who will take the KCA; generate/print the student Test Session Tickets

Students are eligible to take the KCA once Test Session Tickets have been created and are available to them. A week or so before testing go to CETE's web page (www.cete.us), sign-in, and click on the "KCA Main Page". Note that CETE is not authorized to provide passwords to anyone other than the Superintendent. That will take you to a page where you need to select Kansas NCLB Assessment (the "real" test). Now you will want to choose the first option to "Print Tickets." Follow the directions on those pages to initiate and complete the KCA session ticket process. Note that CETE is not authorized to provide passwords to anyone other than the Superintendent.

Instructions about this process and the use of the tickets are provided with the downloaded/printed documents. The information on the student's Test Session Ticket is critical. This information insures that the proper test and test part are administered to the student. It is this information, drawn exclusively from the student database, that results in the proper test (content area), test level (grade), and test type (General, KAMM, or Spanish) being delivered/administered to the student when s/he signs-in. If Test Session Tickets are generated for students who will not longer be taking a KCA test, then be sure to destroy the tickets (before proceeding with P&P testing of the individuals in the traditional manner.)

We cannot emphasize enough the importance of checking the database information to insure that each student's information is accurate, particularly information relating to the need for special assessments such as KAMM or Spanish versions of the Kansas assessments; the General Assessment is the default condition unless otherwise designated in the database (except at high school where special OTL rules apply). When the student signs-in for the KCA with the specific and unique information on her/his Test Session Ticket, it is that information that "selects" the test to be administered. As the information on the ticket is taken from the database at the time the ticket was generated, if not accurate, then the wrong test may be administered. For example, if the student is to take the KAMM form of the assessment, but the information is NOT present in the database, then a general education form of the assessment will be administered via the KCA. For verification purposes, (1) on the Student Editor roster page, the test-type is identified for the student (KAMM or Spanish), and (2) the type and form of the test to be taken by the student is identified on her/his Test Session Ticket. The roster and tickets must be checked in advance of testing to be sure the student is scheduled to receive the appropriate test.

If a test form needs to be changed or reset, you must complete the "Special Action Request Form", which can be found on the KCA Main Page under the NCLB testing link. This form is to be completed if, for example, a student has the accommodation of needing a paper form during KCA testing and the KCA test form does not match one of the paper forms. The request form would be completed and then CETE would reset the form to match the paper copy. A test form might also need to be changed if you find the student **began** the assessment with the General Assessment, but actually needed the KAMM or

Spanish. A separate form must be submitted for each test affected (i.e. only one special action per form is allowed).

Students must be given their individual Test Session Tickets to go online and take the KCA. To take the official 2007 test, on a school computer, the student opens the main KCA test page (Illustration 1), and clicks on the “**Take the NCLB Assessment**” button. This will take that student to the page (Illustration 2) that requires her/him to enter properly their USERNAME, PASSWORD and SESSION ID from the Ticket. Typos and incorrect information will result in the examinee being told to re-enter the information. Provide assistance to students who are encountering problems entering the information accurately. Once this information has been entered, clicking the Continue button (Illustration 2) takes the student to the Part (1, 2, or 3) of the KCA assessment that matches the information on the student’s Test Session Ticket.

The very next screen to appear will be the General Directions page. This page will notify the student as to the Grade, Content Area, and Part of the test s/he is about to take, and after briefly reviewing the page, students should click Continue and the KCA test will begin. At that point, the procedures for taking the assessment pattern exactly the KCA Practice and the Formative Assessments, and method of room supervision and test monitoring should be those professional practices followed during any standardized test administration. A section that follows identifies administration procedures to follow for the particular content area.

Once test items begin to be displayed the student’s name will appear at the top left of the screen, and will continue to appear in this location on all subsequent screens. As you move about the room during the test session, verify that every student is entered into the test and her/his screen panels show that student’s name. Match the Name to the Individual -- if there is a conflict in identity (name and student) stop/exit the test session immediately, follow the reactivation procedure (described below), and personally supervise the sign-in process with the student. If a mismatch occurs again, contact CETE immediately (785-864-3537).

II. Administering the KCA MATHEMATICS Assessment

(Review the testing provisions detailed in the 2007 Examiner’s Manual (<http://www.cete.us> in the Library). That Manual contains directions and information about conducting the assessment. What follows details features unique to the KCA Mathematics computerized assessment.)

Students who will take a KCA mathematics assessment should come to the test session with scratch paper, and pencils. The 2007 KCA mathematics assessment application provides formulas, and an on-screen calculator. If a student wishes to use her/his own calculator that is a local decision. However, a calculator cannot be used during Part 3 of the assessment; that is an imposed condition for these assessments (the on-screen calculator is turned “off” during Part 3 of the KCA). If a student with an IEP has a specific provision for the use of a calculator even on a non-calculator portion of an assessment, review the conditions for calculator use under such circumstances detailed in the 2007 Examiner’s Manual available at (<http://www.cete.us>) .

From experience we have observed that many students will use the “on screen” tools and manipulatives (highlighter, eraser, question option striker, formulas, calculator, marking items for review, etc.); many others do not. These tools do assist students to demonstrate their achievement and perform their best. Field observations have revealed that at the start of each test sessions, students need to be encouraged to use the available tools. It is important that persons who will supervise administration of the KCA assessment and classroom instructors be familiar with the KCA tools and features, thus it is strongly recommended that educators spend some time with the Mathematics Tutorial and experimenting with the Practice Tests. At no time should students’ or educators’ first experience with the KCA test engine before they sit for the NCLB online assessment. Until such time as computerized testing is as second-nature as is P&P testing, practice and discussion with students about these features will be beneficial. We advise instructors and test session administrators to remind and encourage students to use the available online KCA tools to assist their test taking and performance.

An especially useful KCA tool for all students is the audio text to speech feature (discussed in tutorials). Check with KSDE to determine if the Speech tool is considered an accommodation. To enable this tool (it downloads “off”) go to the desktop START button, left click to open and select ALL PROGRAMS; then choose the “Kansas Assessment” listing and click on the “Preferences” option. On the Preferences screen, select the SPEECH FEATURE tab and click on “Enable Speech Feature” box to activate the KCA speech/audio tool. Once enabled, students have the option to have instructions, questions and response choices read aloud when taking the assessment. Explore this feature before your students test.

Once the test session begins, periodically inform students of the time remaining. Answer questions as needed, and provide assistance as may be required. The time needed to complete a KCA test session Part is approximately 45 minutes. However -- and this is important -- allow as much time as the student may need. Depending upon local conditions, students should bring additional work/reading material to the KCA session should they finish a test part quickly and time remains.

The KCA application presents one test Part at a time; test Parts or sections are not directly linked by moving automatically from one section to the next. To the contrary, when a test section ends (e.g., Part 1), then to take Part 2 requires that the student “sign-in” again using information from her/his Part 2 Test Session Ticket, etc. You need to plan accordingly; KSDE has directed that taking more than two parts on any one day is not allowed. The 2007 mathematics assessments present 23 to 31 items (at higher grades there are more items) per part. The overall length of the tests and the number of parts were decided by KSDE along with the expected time to complete a part (KSDE indicates 45 minutes per part which includes the time for distribution, directions, test taking and collection). For many students, CETE does not advise scheduling two assessment sessions during which two test parts are administered back-to-back. As KSDE advises that each part may take as long as 40 to 45 minutes even when providing a short break, (e.g., 5 to 10-minutes) between Parts, we are concerned about length of any part and the consequence of inadequate recovery time and the impact on performance on any part (remember these are expected to be “power” tests), but especially on the second test administered. We know that

the stress on students to do well along with efforts to perform at top form will create fatigue, loss of motivation, and concerns about incomplete tests and anxiety. We recommend that local administrators monitor students closely to determine a testing schedule that will support a fair assessment of their students' outcomes; for example, use the CETE formative "comprehensive tests" in mathematics to observe students and decide if taking two such measures back-to-back is reasonable/defensible. If with higher grades, taking two parts back-to-back, or doing combination testing (e.g., a math part followed by a reading part) you observe no difficulty with attention span, fatigue, tension, etc., you will have a basis for your local decision. To make back-to-back testing workable, the test session administrator will need to have available the appropriate Test Session Tickets to give the students during each session. Of course there is no requirement that all students must be progressing across the test Parts on the same days and weeks. The governing rule is that once a student completes the first Mathematics Part, the state expects the entire mathematics to be completed by the student within two weeks.

Be advised that there may be a very brief KCA evaluation questionnaire may be added to the last test section (Part 3) of the assessment. When students "End" the Part 3 test section, they may be brought to a screen that will ask them to respond to a series of questions that survey their perceptions of a "computer test." These questions are not invasive and parallel questions we have used in past CETE surveys of student perceptions of the Kansas assessments. This work is being carried out with the consent and expectation of KSDE. Responses do not impact a student's scores or standing and at no time will student responses be shared. Only large group statistical summaries will be reported and schools or districts are not identified. The section is voluntary and students can choose to not respond to these questions. Multiple forms are used to keep survey length to a minimum. Please encourage your students to assist with this evaluation of their sense of the adequacy of the KCA application. Their responses will assist us in working on improvements.

III. Administering the KCA READING Assessment

(Review the testing provisions detailed in the 2007 Examiner's Manual (<http://www.cete.us> in the Library link). That Manual contains directions and information about conducting the assessment. What follows details administration features unique to the KCA Reading computerized assessment.)

Students should come to the KCA test session with scratch paper and pencils. The KCA Reading software application provides on-screen tools including a chooser to select /mark answers to questions, mark questions for later review, a text highlighter, an eraser, a guideline, and tags that can be used to "mark" important text properties. The Reading Tutorial, and the Practice and Formative Tests are essential for students to learn about and be at ease using these tools. An on screen help menu reviews these features, but we stress the importance of students having sufficient prior experience with the CETE KCA reading tutorial and practice tests (accessed on the KCA application main window) before taking the 2007 NCLB assessment. At no time should students' first experience with the KCA Reading test engine be when they sit for the NCLB online assessment.

In addition to test taking tools, a reading selection and its associated questions can be displayed in a variety of arrangements as selected by the student as follows:

- a) reading text only, questions only, text and questions together;
- b) questions can be viewed one at a time, any two questions together, or all questions in series;
- c) the reading text can be scrolled using the guideline, a scroll bar, or by clicking screen pages; and,
- d) navigation between questions can be done using a question navigation bar displayed at the top of the screen, or by the use of “Next” and “Back” buttons.

From experience we have observed that many students will use the “on screen” tools and question/text features (highlighter, eraser, tags, marking items for review, displaying questions and text, etc.); many others do not. These tools do assist students demonstrate their achievement and perform their best. Field observations have revealed that at the start of the reading test sessions, encourage students to use the tools. It is important that persons who will supervise administration of the KCA assessment and classroom instructors be familiar with the KCA tools and features, thus some time spent with the Reading Tutorial and experimenting with the Practice Tests is strongly recommended. Until such time as computerized testing is as second-nature as is P&P testing, practice and discussion with students about these features will be beneficial.

An especially useful KCA tool for all students is the audio text to speech feature (discussed in tutorials). Check with KSDE to determine if the Speech tool is considered an accommodation. To enable this tool (it downloads “off”) go to the desktop START button, left click to open, select ALL PROGRAMS; and then choose the “Kansas Assessment” listing and click on the “Preferences” option. On the Preferences screen, select the SPEECH FEATURE tab and click on “Enable Speech Feature” box to activate the KCA speech/audio tool. Once enabled, students have the option to have instructions, questions and response choices (but not the reading selection text) read aloud when taking the assessment. Explore this feature before your students test.

As with P&P tests, the KCA application presents one test Part at a time; test Parts or sections are not directly linked by moving automatically from one section to the next. When a KCA test section ends (e.g., Part 1), then to take Part 2 the student “signs-in” again using information from her/his Part 2 Test Session Ticket, etc. You need to plan accordingly; KSDE has directed no more than two test parts may be taken a day. The new 2007 reading assessments present 25 to 31 items representing two or three different text mode reading selections and a few stand-alone items called Skill Items (at higher grades there are more items and selections) per part. The overall length of the tests and the number of parts were decided by KSDE along with the expected time to complete a part (KSDE advises 45 minutes per part which includes the time for distribution, directions, test taking and collection). For many students, CETE does not advise scheduling two assessment sessions during which two test parts are administered back-to-back. Even if providing a short break,

(e.g., 5 to 10-minutes) between Parts, we are concerned about length of any part and the consequence of inadequate recovery time and the impact on performance (these are expected to be “power” tests -- provide as much reasonable time for a student to complete a part), but especially on the second test administered. We know that the stress on students to do well along with efforts to perform at top form will create fatigue, loss of motivation, and concerns about incomplete tests and anxiety. We recommend that local administrators monitor students closely to determine a testing schedule that will support a fair assessment of their students’ outcomes; for example, schedule two or three different text types from the CETE formative tests to observe students and decide if taking two blocks of such a configuration back-to-back is reasonable/defensible. If with higher grades, taking two parts back-to-back, or doing combination testing (e.g., a math part followed by a reading part) you observe no impact on attention span, fatigue, tension, etc., you will have a basis for your decision. To make back-to-back testing workable, the test session administrator will need to have available the appropriate Test Session Tickets to give the students during each session. Of course there is no requirement that all students must be progressing across the test Parts on the same days and weeks. The governing rule is that once a student completes the first test Part for reading, the state expects the entire Reading test to be completed by the student within two weeks. Also remember, this year the test window spans seven weeks (2/26 - 4/16/06). We would value hearing about your experience in this area.

Be advised that there may be a brief KCA evaluation questionnaire may be added to the last test section (Part 3) of the assessment. When students “End” the Part 3 test section, they may be brought to a screen that will ask them to respond to a series of questions that survey their perceptions of a “computer test.” These questions are not invasive and parallel questions we have used in past CETE surveys of student perceptions of the Kansas assessments. This work is being carried out with the consent and expectation of KSDE. Responses do not impact a student’s scores or standing and at no time will student responses be shared. Only large group statistical summaries will be reported and schools or districts are not identified. The section is voluntary and students can choose to not respond to these questions. Multiple forms are used to keep survey length to a minimum. Please encourage you students to assist with this evaluation of their sense of the adequacy of the KCA application. Their responses will assist us in working on improvements.

IV. Administering the KAMM and Spanish editions of the KCA

As is noted previously, it is essential that persons who will administer the KCA review and be familiar with testing provisions detailed in the 2007 Examiner Manual (<http://www.cete.us> in the Library link). The 2007 Manual contains important details regarding testing of special needs populations and they must be reviewed. Manuals contain directions and information for conducting a proper assessment. What follows details administration features for KCA special populations.

All students who will take a KCA assessment should come to the test session with scratch paper and pencils. A KCA Spanish version is available for students best served with a Spanish version of the assessment. Some schools wish to provide these students a copy of the actual English printed test booklet to have while they are taking the Spanish KCA to support the test-taking task. Such an approach is an option if needed. One of the two printed Kansas Assessment booklets at a grade level is the same test in English that appears online when the student is designated to take a Spanish KCA test. Email CETE at cete@ku.edu for a printed English High School test booklet to support Spanish edition KCA tests. For KAMM students, KSDE's policy is for students to participate in assessment relying on the KCA edition test to the extent possible. When the KAMM student's IEP calls for student access to a paper copy of the test, contact CETE (cete@ku.edu) for needed materials, if you did not receive these.

From experience we have observed that many students will use the "on screen" tools and manipulatives (highlighter, eraser, question option striker, marking items for review, etc.); many others do not. These tools do assist students demonstrate their achievement and perform their best. Field observations have revealed that at the start of the test sessions, students need to be encouraged to use the available tools. It is important that persons who will supervise administration of the KCA assessment and classroom instructors be familiar with the KCA tools and features, thus it is strongly recommended that educators spend some time with the subject area KAMM Tutorials and explore with their Practice Tests. FOR KAMM STUDENTS TO ACCESS A KAMM PRACTICE TEST, THEY NEED TO ENTER "kamm" AS THE PASSWORD (NOT "kca") WHEN SIGNING IN TO THE PRACTICE TEST. Until such time as computerized testing is as second-nature as is P&P testing, practice and discussion with students about these features will be beneficial. We advise instructors and test session administrators to remind and encourage students to use the available online KCA tools to assist their test taking and performance. Close monitoring and support when special needs students are going through Tutorials and working on Practice tests is strongly advised.

The KCA KAMM assessments are delivered in three (3) separate parts or sections for each content area. How to schedule the administration of the test parts is a local decision based on instructors' professional judgment of what is in the best interest of the student. The governing rule is that once a student completes the first test Part, the state expects all test Parts to be completed by the student within two weeks. Once a given test session begins, answer questions as needed, and provide assistance as may be required. The time needed to complete a KCA test session Part is not likely to exceed 45 minutes as recommended by

KSDE. However -- and this is important -- allow as much time as the student may need. Depending upon local conditions, the student is permitted to stop or delay a test session as needed. Stopping a session for a break is permitted as often as needed, but may require re-activation.

Be advised that a very brief KCA evaluation questionnaire may be added and would follow the last test section of the particular assessment. When students “End” the last test section, they will then be brought to a screen that will ask them to respond to a series of questions that survey their perceptions of a “computer test.” These questions are not invasive and parallel questions we have used in past CETE surveys of student perceptions of the Kansas assessments. This work is being carried out with the consent and expectation of KSDE. Responses do not impact a student's scores or standing and at no time will student responses be shared. Only large group statistical summaries will be reported and schools or districts are not identified. The section is voluntary and students can choose to not respond to these questions. Multiple forms are used to keep survey length to a minimum. Please encourage your students to assist with this evaluation of their sense of the adequacy of the KCA application. Their responses will assist us work on improvements.

We cannot overstate the value of repeated practice with the Tutorials and the Practice tests when educators can constructively and deliberately interact with and assist students. Study the features and tools and support your students during the practice sessions. For example, demonstrating how the computer approach allows one to scroll text and select questions to match to text parts is a powerful strategy that benefits students; or, highlighting text that is important helps a student to find information asked in questions, etc. We would value, invite and welcome suggestions from you as you discover effective strategies to serve the needs of students.

In most respects, the KAMM computerized form of the subject matter assessments parallel and are largely equivalent to the general education forms from which the KCAs derive. The KAMM mathematics assessment permits the use of a calculator on all three test parts. The KAMM Reading assessment, however, deserves special attention and consideration. Monitor students closely as they engage in this assessment. Note the following regarding reading. First, two or three brief “selections” or “stories” are presented in each of the three test parts (as mentioned, take breaks as needed). Help students to move between the stories and to answer the questions associated with each as needed. By all means support the student's understanding of the process, but under all conditions, students are to answer the questions independently -- the task is one of summative assessment not instruction.

V. Reviewing and Revising the Accuracy of Database Information

We have readied a KCA database editor that will allow you to review and as needed “correct” important student testing information (accommodations, NT codes, and local special codes) for students. All other data about the student (test type, gender, race, mobility, grouping indicators, etc. can only be updated, changed or added through the Kansas KIDS system. Such changes can only be made by district administrators.

To review the student background information we have on file for KCA students (taken from the preslugging information provided sent us by your district), go to the CETE website (www.cete.us) and enter using your District, Building, or Content Area/Grade Level UserID and Password, then choose the “Data Tools” button. Select the 2007 Student Data Editor. Clicking that option takes you to a window where student information presently on file is displayed. Review the KCA student data shown for its completeness and accuracy, especially ESOL status and test versions to be administered to these students. Advise local administrators if you find errors, etc. in variables. This information is the basis on which the test to be administered is selected and further the basis for creating disaggregated KCA result reports. As we have stated elsewhere, assuring the completeness and accuracy of this information serves your local education student accountability and your school and district results.

VI. Re-Activating Students who inadvertently “End/Exit” the KCA assessment

Test security procedures we have created and installed rely on students entering their Test Session Ticket information to initiate a specific test section. When the student “signs-in” to the KCA, at that moment the Password and Session ID for that test part is immediately deactivated, that is, the Ticket information is no longer “valid” for accessing the system. In this way, the student or someone else is prevented from “re-logging” into the system and re-taking the test without adult/supervision interaction. For example, it is conceivable a student could go home (or go back to school lab at a later time), access the KCA application and “sign back in” using the information from the Test Session Ticket. To prevent such occurrences, the KCA system immediately “de-activates” the Ticket information at the time of its first use. However, if a student is exited from the test session because of a system error or other even that causes that test session to end other than through the End Test protocol, the student will have 90 minutes from initial login to the test part to re-enter the test session without having their test session login reactivated. The “ideal” expectation is that once the student enters the KCA testing application, s/he will proceed through the test items answering questions, and eventually successfully end/exit the assessment section. Item responses made by the student are saved immediately and are sent back to our servers. So in the ideal world the system should work, and it will for most students. But in the real world we can envision a student signing in, but unexpectedly the power to the computer is lost during the test session, or the student needs to be excused during the test and exits the system, or the system crashes, or the computer freezes up, or the server goes down, or the internet signal is lost, etc. You get the picture. In each of these instances, the system or the KCA application needs to be restarted for the particular student, but because

of our test security procedure, the student is not be able to “re-enter/type” the Test Session Ticket information and continue with the part of the assessment that was terminated or interrupted as the

Ticket information allowing a valid “one time login” has been de-activated.

To work around and “allow” a student to continue with a KCA test part that has been ended (mistakenly, or due to forces beyond any ones control, e.g., power/signal loss, etc.), we have created a “Re-Activation” module that allows a school administrator or test session supervisor to “re-activate” the test session that was mistakenly, unknowingly, or inadvertently ended. This gives local staff the chance to put the student back into a test Part that has ended in error and allows the student to pick up exactly where s/he was when the session ended. It is possible the last item the student was working on will not have been saved, but all other item response information will “come back” as it existed when last transmitted to our server. “Re-activation” can occur at any time, e.g., even days after the session had ended. Allowing a student to return to an uncompleted test part/section is a local decision (just as it is in the P&P world). Upon reactivation the information on the original session ticket is again valid for a one time use/sign-in. A test session ticket can be reactivated as often as local personnel permit it (e.g., should bad fortune strike twice!).

To re-activate a student which will allow her/him to then continue with a particular test session part, proceed as follows. Go to the CETE website (www.cete.us) and enter using your District, Building, or Content Area/Grade Level UserID and associated Password, then choose the “KCA Main Page” button. From that page select the option “Kansas NCLB Assessment”. Clicking on that option will lead you where you can select Option 2 to “Monitor Status”. There you choose the School, and then Subject Area and Grade to review what test Parts all students have (or have not completed). Within that information window you can then select to “re-activate” a student for a particular test part. “Check” the box alongside the Part to be reactivated, click the “re-activate” button, and the student can at that moment login using the session ticket information for that part (Username, Password and Session ID).

From the description above, while the focus was on re-activating a student to complete a test section, this feature also gives local administrators and instructors the opportunity to review the “status” of all students regarding portions of the KCA that have and have yet to be taken or completed. This feature should assist local monitoring of planning, progress, and ongoing scheduling.

An Audit Spreadsheet is also available at www.cete.us web site that will allow you to download the students in your building or district to determine the status of their KCA testing.

VII. Reviewing KCA Test Results

Accessing KCA results. Once some or all students complete all parts of the KCA delivered assessment, local educators can begin to review individual and group test results. On most occasions, results will be available shortly after (30 minutes) a student completes all Parts of the KCA. However, depending upon system load and demands, the worse case scenario is that test results for completed test takers will be available by 6:30AM the morning following the completion of a KCA assessment. (Note that changes to background and demographic data made for a KCA student must go through the KIDS system; the impact of such changes will be in place a few days after local administrators complete such updates. CETE receives data from KSDE, thus we can only await its arrival from KSDE) So that you have a sense of our system code and architecture, of highest priority is delivering the online tests in as rapid a fashion as possible (minimal delays or slow response times); second is the speedy return of the scored results for completed test takers. Depending upon load during daily live testing and to assure the first priority, data handling, management and scoring may be deferred to overnight tasks -- if you do not see results within an hour or so of test completion, know that results will be available the next morning. Obviously score result summaries (individual and group) will only be available for students taking the KCA. If some of your students are doing P&P assessments, student indicator reports will be available by May 22, 2007.

To access your KCA students results go to the CETE web page (www.cete.us) and enter using your District, Building or Content Area/Grade Level UserID and associated Password, then choose the "KCA Main Page" button. From the KCA Main Page select the first option for "Kansas NCLB Assessment" and on that page select Option 3, View Results. Clicking on "Results" will take you to a window where results (student total scores, extent of completion and indicator reports as well as group and disaggregated data summaries and reports) are displayed. You may print or download these reports, and begin to use these locally as you deem useful and appropriate. Over the testing days, as other students complete the KCA assessment, local results will be continuously updated. Check back regularly for score updates and new displays. Also, use the reporting feature to monitor students who have completed or have yet to complete the KCA assessment.

NOTE: Scores reported immediately from KCA should be treated as PRELIMINARY. These student scores will not become official until later in the summer of 2007.

VIII. 2007 Pilot Testing

All students that take the NCLB Spring Assessment will be required to pilot test.

- Students will only take ONE pilot test part (even if taking the “real” test in two subjects).
- Test Session Tickets will be printed for the “real” NCLB Assessment. Pilot test section Test Session Tickets will be printed separately, under the Pilot Test link in the NCLB Testing link on the KCA Main Page.
- Pilot Test sections can be taken at any time after the testing Window begins on 2/26.
- Pilot Test sections can be taken at any point until the end of the school year.
- KAMM pilot testing will not be tested via KCA, and will be paper/pencil test forms only.
- Reading and Mathematics will only have Pilot Test sections via KCA.
- Science and Social Studies will have Pilot Test sections via KCA and paper/pencil (grades 4, 7, High School for Science, and grades 6, 8, High School for Social Studies).
- Whether students get pilot items in reading, mathematics, science or social studies will be random by content area.
- Pilot Test sections will have approximately 20-25 items, and should be scheduled for the same amount of testing time as a test part for the NCLB Assessment.

For any questions related to Pilot Test, please contact CETE at cete@ku.edu.

Thank you for your support and assistance. Whenever we can be of help, do not hesitate to call (785-864-3537) or write (cete@ku.edu). Best wishes.