

The University of Kansas

Center for Educational
Testing and Evaluation

Memo to: District Test Coordinators, all Kansas USDs
Date: January 2010
RE: Kansas English Language Proficiency Assessment (KELPA) materials and instructions

Your district's 2010 Kansas English Language Proficiency Assessment (KELPA) materials are enclosed. This letter describes all the materials you should receive in this shipment and discusses arrangements for the distribution, preparation, and return of your district's materials. You should become familiar with the contents of this letter, the unique Examiner's Manual for each of the different grade group assessments, and the assessments. It is vital that persons who will be administering the KELPA read the appropriate Administration Manual(s) in advance of the first day of testing. If we can be of assistance, do not hesitate to contact us at (785) 864-3537.

The KELPA tests were developed to measure the English language proficiency of English Language Learner (ELL) students as part of the No Child Left Behind (NCLB) federal mandate. All Kansas ELL students, grades K - 12, are to be assessed in each of four domain areas: Speaking, Listening, Reading, and Writing. Five levels of the KELPA have been developed, each level appropriate for the assessment of students within specific grade level ranges: grades K-1, 2-3, 4-5, 6-8, and 9-12.

Who is to be tested?

The criterion for determining who is required to participate annually in KELPA testing is **“any student identified as English Language Learner (ELL)/Limited English Proficient (LEP) based on last year's KELPA administration (Spring 2009) as being “not proficient” or according to the Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), or the Language Proficiency Test Series (LPTS).”** Other circumstances that might dictate whether a student is or is not tested using the KELPA include:

1. A student whose home language is other than English and who may not have been assessed for English proficiency after enrolling in the district needs to take the KELPA. No Child Left Behind (NCLB) mandates that students who enroll at the beginning of the school year and have a home language other than English be assessed within 30 days after enrolling in the district. Those students enrolling after the beginning of the school year must be assessed for their English proficiency within two weeks. Currently, the LAS, the IPT, the LPTS, and the KELPA-P are the assessments used by Kansas school districts to determine ELL/LEP identification and placement. One of the latter tests should first be given; then, if the student qualifies for ESL services, the KELPA would need to be administered during the Spring administration period.

2. Even if the parents of an ELL student waived the student's participation in an "English as a Second Language (ESL)" program and signed a consent form requesting that their child NOT receive any ESL services, the student is not exempted from annual assessment and must take the KELPA. **Note: Students who meet this description must be coded as a "5 – ESOL program eligible, based on an English language proficiency test, but not currently receiving ESOL program services" in the state's KIDS database.**
3. A student may exit an English as a Second Language (ESL) program by achieving the fluent performance level on all four domains and the composite score for two consecutive years. Then they must be monitored for two more years and are required to take the KELPA. **Note: Monitored students must be coded as a "4 – Monitored ESOL student (status after scoring proficient on KELPA" in the state's KIDS database.** Direct any questions to KSDE, 785-296-1891 or 785-296-7929.
4. If a student is in **monitor status**, i.e. has exited the program by achieving the fluent performance level on all four domains and the composite score for two consecutive years, districts may elect to administer the KELPA for monitoring purposes. **Note: Monitored students must be coded as a "4 – Monitored ESOL student (status after scoring proficient for two consecutive years on KELPA) in the state's KIDS database.** Direct any questions to KSDE, 785-296-1891 or 784-296-7929.
5. If a student is in **post-monitor status**, i.e. completed 2-year fluent status followed by 2-year monitor status, but is not doing well in academic content areas due to language proficiency, then districts may choose to administer the KELPA to determine need for reclassification. While these students will be tested and have scores reported, their scores will not be included in any summary aggregation or disaggregation of a building's or district's KELPA results. Scores identifying students as less than fluent in any domain could be used to reclassify them as English Language Learners in need of services.

Information regarding the student's name, building, state ID, and test type for preslugged answer sheets is submitted to the KIDS database by local school districts. In order for a student to receive a preslugged answer sheet the information must have been submitted to the KIDS database via a TEST record by **January 8, 2010**. See your KIDS coordinator for details.

Features and Requirements Associated with the 2010 KELPA Assessments

- The 2010 KELPA testing window defined by KSDE begins on February 5, 2010. All assessments are to be completed by April 30, writing sections scored locally, and materials returned to CETE no later than May 15, 2010. (See Contents of Shipment 1.G. on page 5 and pp.15-16 for what is to be returned and what needs to be destroyed). Plan adequate time for scoring the Grades 2-12 writing samples and getting information coded onto the answer sheet.
- Administering the KELPA requires prior training. An explanation of test procedures and scoring rubrics is available on CD from KSDE or in the form of podcasts at <http://title3.greenbush.us/kelpod/index.html>. Self training and practice must be completed before administering the test. It is important that local personnel review and carefully study the KELPA Examiner's Manual in advance of the first day of testing. Manuals provide details as to exact administration and scoring procedures. Examiners are also strongly advised to complete a run-through of the actual assessment in order to be aware of exactly what is expected of students and of the examiner. Teachers may NOT deviate from the assessment format specified in the grade level Examiner's Manuals. Most students will be able to complete the assessment for each domain within a 15 - 45 minute time span. The format for the KELPA Assessments requires approximately 60-90 minutes for completion of all sections (Reading, Writing, Listening, and Speaking). For any one student, the KELPA is to be completed within two weeks from the time the assessment begins. The K-1 assessment is administered entirely one-on-one (individually). At grades 2 - 12, the Speaking component is to be administered individually. At grades 2 - 12, the Writing component of the KELPA assessment solicits a writing sample from the student which is scored locally. Those scores are to be recorded on the student answer sheet for return to CETE.
- The use of language support during this assessment (i.e., dictionaries, translation dictionaries, translators, word lists, etc.) is not allowed. Teachers should also cover "word walls" that students normally have access to when writing something.

***Note that these are secure test materials. Local school personnel are NOT to keep or make copies of the test or the items. Test questions are not to be used for the development of instructional materials or used to build sample tests or assessment tools. Others are NOT permitted to review these materials unless designated by the building principal or district test coordinator. When finished administering the test, local personnel are to return all test booklets and manuals to the district's Test Coordinator.

KELPA Domains and Administration Time**

	Listening	Reading	Writing	Speaking
<u>Grades K – 1:</u>	<i>Individually administered and teacher scored: 18 items; 25 minutes</i>	<i>Individually administered and teacher scored: 24 items; 30 minutes</i>	<i>Individually administered and teacher scored: 13 items; 25 minutes</i>	<i>Individually administered and teacher scored: 9 items; 25 minutes</i>
<u>Grades 2 - 3:</u>	<i>Group administered: 22 items; 25 minutes</i>	<i>Group administered: 23 items; 30 minutes</i>	<i>Group administered and Part 1 locally scored: prompt + 15 items, 45 minutes</i>	<i>Individually administered and teacher scored: 9 items; 20 minutes</i>
<u>Grades 4 - 5:</u>	<i>Group administered: 21 items; 25 minutes</i>	<i>Group administered: 24 items; 30 minutes</i>	<i>Group administered and Part 1 locally scored: prompt + 15 items, 45 minutes</i>	<i>Individually administered and teacher scored: 9 items; 20 minutes</i>
<u>Grades 6 - 8:</u>	<i>Group administered: 22 items; 25 minutes</i>	<i>Group administered: 29 items; 30 minutes</i>	<i>Group administered and Part 1 locally scored: prompt + 17 items, 45 minutes</i>	<i>Individually administered and teacher scored: 9 items; 20 minutes</i>
<u>Grades 9 - 12:</u>	<i>Group administered: 23 items; 25 minutes</i>	<i>Group administered: 28 items; 30 minutes</i>	<i>Group administered and Part 1 locally scored: prompt + 17 items, 45 minutes</i>	<i>Individually administered and teacher scored: 9 items; 20 minutes</i>

**Times are approximate and do not include time for answer sheet completion, materials distribution, etc. Times indicated are intended to assist planning; these are NOT time limits which would be strictly imposed. Continue to test students who may require and benefit from additional time.

1. **CONTENTS OF SHIPMENT.** Check all materials upon arrival to assure that items on the enclosed packing list have been received. If there are insufficient quantities of answer sheets or large quantities of an item missing, e-mail us at cete@ku.edu. Your shipment should include the following:
 - A. A **packing slip** indicating the quantity of materials included in the shipment based on KIDS' information for the number of ELL students in your district.
 - B. **Separate student test booklets.** There is one test form for each grade band. Each student will need a test booklet.
 - C. **Examiner's Manuals.** A separate Examiner's Manual exists specific to each test form within a grade level range. One Examiner's Manual is included for approximately every 10 student booklets requested. Your district should have received an Examiner's Manual for each set of student test booklets received. Each manual presents specific information for administering the four domain area assessments including scripted text identifying exactly what the examiner is to do and say. Also included are scoring rubrics, where appropriate, and procedures for scoring and recording scores. We strongly advise that as the test coordinator you read all the Examiner's Manuals and be knowledgeable regarding their content and directions. **It is imperative that teachers/test administrators read the manual for tests they will administer in advance of your district's scheduled dates for testing. There are directions and instructions presented in the manuals that must be reviewed in advance of the testing date.**
 - D. **Answer Sheets.** Students at grades 2 - 12 are to receive a common answer sheet. Examiners will use a separate answer sheet when administering the K-1 KELPA forms. Each answer sheet captures information from all four KELPA test domain areas. All answer sheets are being shipped directly from Data Recognition Corporation, the company which does the digital printing, so they are not included in this shipment. You will receive "pre-slugged" answer sheets for your ELL students (those entered in the KIDS database by January 8). A 3% overage of blank answer sheets is included for testing students recently enrolled in your district. If more blank answer sheets are needed, please e-mail us at cete@ku.edu. Answer sheets MAY NOT be photocopied.

Note that pre-slugged answer sheets have been sent for students coded as a "4 – Monitored ESOL student (status after scoring proficient on KELPA for two consecutive years)" in the state's KIDS database. Districts have the option to use KELPA to evaluate any student coded "4" to determine further need for services (see explanation page 2, item 4 above). This coding can be found on the front of the answer sheet in the space labeled ESOL Code.

- E. Principal Information Memorandum (blue).** Please distribute one to each building administrator in your district where testing will occur. The Memorandum provides directions to building principals for the administration of the state assessments in their building. Review this document to know what is requested of principals.
- F. Audio CDs** of the LISTENING portion of the KELPA are included in this shipment to standardize administration. A CD presents the audio for a specific grade group (i.e., 2-3, 4-5, 6-8, 9-12) and test form. Make sure that the correct CDs are included. CDs should match the test form number on the Examiner's Manual and the set of student test booklets sent to a building. No CDs are provided for the K-1 forms of the assessment. Approximately one CD per 10 students registered has been included in your shipment. Please e-mail us at cete@ku.edu if you need additional copies.
- G. Return Cover Sheets.** The Return Cover Sheets are to be used by the Test Coordinator when returning all answer sheets to us. Note that answer sheets are to be separated into two groups: a K-1 group and a 2-12 group. There is a separate cover sheet for each group. We will use these to verify that we have received all materials from your district, so please include them when returning your materials to us for processing.
- 2. DISTRIBUTION OF MATERIALS.** It is your responsibility to distribute the materials to the buildings in your district. Each building principal must receive a Principal's Information Memorandum, the necessary quantities of appropriate test booklets for the grades in the building, answer sheets for the grade levels and students being tested, and Listening Test CDs and Examiner's Manuals with form numbers matching those on the student test booklets.
- 3. ADMINISTRATION OF THE ASSESSMENTS.** As required by KSDE, the administration of the Kansas assessments may occur any time between February 5 and April 30, 2010. Materials must be returned not later than May 15, 2010. Local scoring of student performance assessment components (e.g., direct writing samples) must be completed and recorded onto student answer sheets before the answer sheets are returned to us. You must plan your district's testing to allow time for scoring at the local level and still be able to meet the return deadline.

Because all test parts for K-1 students and the Speaking assessments for all students are individually administered, we have written instructions that require the scoring and/or recording of responses be completed directly onto a student's individual answer sheet by the examiner as the test questions are being administered to the student. This is the most efficient means of getting student responses onto an answer sheet. Scoring guidelines or rubrics are provided for each test question or item in the

administration procedures for all K-1 assessments and in the Speaking test administration sections of the grades 2-12 manuals.

The grades 2–12 students’ direct writing responses are also to be scored locally (ratings from only one local rater is required) using the scoring rubric given in the Examiner’s Manuals. The writing rubric requires that five score judgments (ratings) be made on each student’s writing sample. Once scoring has been done, the score ratings for a student are to be recorded on the back of the student’s answer sheet in the grid area labeled “Writing Part 1 Local Rating.” The most efficient procedure would be to record ratings on the answer sheet as writing samples are being read and judgments are being made.

Note: When a rater is recording the 5 writing sample scores on a student’s answer sheet, he/she needs to make sure that the **prompt choice selected** by the student is **also coded**.

The exact administration format and scoring rubrics are detailed in the Examiner's Manuals. For each content area, KELPA requires that the student engage in four separate assessment tasks (Reading, Writing, Listening, and Speaking). Once a student begins the assessment, the entire KELPA assessment must be completed within two weeks. Although multiple domains (e.g., a block of time to cover Listening, Reading, and Writing,) can be scheduled to be tested on one day, back-to-back sessions are not advised for younger students. As the Speaking assessment domain is individually administered for all students, this test session for grades 2 – 12 students may occur before or following the objective assessments in reading, writing and listening depending on planning, scheduling and the individual student. The same consideration and planning for the individual student needs to be considered for the one-on-one testing required by the K-1 KELPA. Planning the administration of the individually administered KELPA components is a local decision.

Teachers are not to deviate from the formats and script presentations described in the manuals unless alternatives are directly stated. Remind all educators of their professional responsibility to follow the procedures as detailed in the Examiner’s Manual.

4. **SPECIAL CONSIDERATIONS** – As part of the state’s mandated assessment, certain background information is needed about the students being tested. Most of the information for ELL students is available as part of the state’s KIDS database. We have used the data from KIDS to print information onto the answer sheet for a student (e.g., Name, USD, Building, Grade, ESOL Code, State ID, etc.). Some information requested, however, (e.g., test form, accommodations, etc.) is not available and will need to be supplied locally. In these cases, any requested information not pre-slugged on the answer sheet for a student must be completed.

If a pre-slugged answer sheet does not exist for a student to be tested, then an answer sheet will need to be completed for the student by supplying all requested information. Blank answer sheets should have been sent to your district for this purpose. **Of greatest importance for these latter students is the accurate coding of the student's State ID number, which must correspond to the number assigned to them in the KIDS database.** Each individual student answer sheet is to be used to record the student's score or response to test questions during administration of the test; thus, background information should be completed for a student prior to testing.

In addition to the student's state ID number, the following information must be supplied for each student:

- A. Printed Student's Name (Last, First, Middle Initial)
- B. USD Number
- C. Building Code (Number)
- D. Current grade level of the student
- E. Test Form
- F. Special Circumstances (SC): If a qualified student was not tested, an answer sheet should be completed for the student and this column must be coded. The SC are the last pages of this letter.
- G. Date of Administration: The student or teacher should code the date the student begins the assessment.
- H. ACCD: If the student receives an accommodation during testing, code the accommodation type. A list of codes are found at the end of this letter. Accommodations may be coded on the answer sheet or entered on-line through the CETE Student Editor.

7. **ACCURACY OF DISTRICT AND BUILDING SCORE REPORTS.** Test coordinators need to assure the accuracy and completeness of the identifying/demographic information that is recorded on students' answer sheets. This information is the sole means of grouping data records when preparing building and district score reports and building report cards. Errors in this information will result in inaccurate reports. Please advise building personnel to check each student's answer sheet carefully to insure the accuracy of the coded information.
8. **TEST SECURITY** – As previously noted, the KELPA Assessments are to be handled and treated as secure test documents. Instruments and items are not to be copied or disseminated to unauthorized personnel at any time before or after testing. All staff must be informed that these tests and their items are **not** to be included or used in instruction or for teaching materials following testing.

Following testing ALL student test booklets and unused answer sheets remaining in the district MUST be destroyed. The audio CDs for the Listening tests are to be returned to CETE with the return of your answer sheets. In our information to principals, we direct that their staff must return all test documents to them (test booklets, answer sheets, CDs, manuals, etc.). Principals must account for the documents received from you and distributed to their staff. Principals are directed to return all materials to you. We need you to account for all documents distributed and returned. Once accounted for, please supervise the destroying of all test booklets. If you decide there would be benefit by having access to the manuals only, then a file copy may be kept. If not, then the manuals should also be destroyed. Security of test documents is a growing concern by Kansas policy makers and education officials alike. We must have your cooperation and support regarding these procedures.

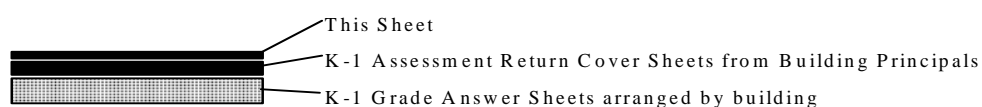
9. These assessments are often of interest to parents. We welcome and encourage inspection of them by parents. Parents may review the assessments under your supervision or the supervision of the building principal. Persons inspecting an assessment are not permitted to record actual test items, take notes that would allow reconstruction of the test questions, or in any way copy part or all of a test. In short, test security is to be maintained. Should a parent wish to review a test after documents have been destroyed, contact us for materials.
10. **RETURNING MATERIALS:** Return all completed KELPA Assessment answer sheets and audio CDs to us at one time. Attached are the Return Cover Sheets for returning all documents. If you have questions, please contact our office (785-864-3537). You must put in place procedures so that personnel in your district's buildings are aware of the process for returning materials to you. Individual buildings are NOT to return material directly to us. When completed, we must have all your district's materials returned. **Follow the directions carefully on the Return Cover Sheets when preparing your materials for return.**

We value your willingness to work with us, and we welcome any ideas that will help us strengthen the quality and utility of the Kansas Assessment programs.

K-1 KELPA Return Cover Sheet for Test Coordinator

USD Name _____ USD Number _____

Instructions: Place this sheet on top of your KELPA K-1 student answer sheets when returning them to the CETE. Provide complete and accurate information below so that we may verify that your district's report of results contains information on all materials sent to us for scoring. **DO NOT USE ANY OTHER PAPERS, CLIPS, RUBBER BANDS, ETC. TO SEPARATE GRADES OR CLASSES.**



You should group all cover sheets together and then stack the K-1 answer sheets arranged by building.

Please do not leave cover sheets within the answer sheets as dividers.

List below the number of student answer sheets being returned.

_____ K-1 Student Answer Sheets

Please return all audio CDs.

DOUBLE CHECK THAT YOU...

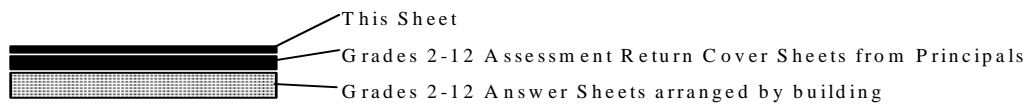
- Received materials from all buildings
- Had the buildings code the answer sheets with all required information
- Had the buildings verify the accuracy of the markings for State Student ID, Test Form, Grade, etc. on all answer sheets
- Packaged all materials **securely** and returned no later than **May 15, 2010** to:

**Center for Educational Testing and Evaluation
KELPA MATERIALS ENCLOSED
1122 West Campus Road - Room 735
University of Kansas
Lawrence, KS 66045-3101**

KELPA 2-12 Return Cover Sheet for Test Coordinator

USD Name _____ USD Number _____

Instructions: Place this sheet on top of your Grades 2-12 KELPA student answer sheets when returning them to the CETE. Provide complete and accurate information below so that we may verify that your district's report of results contains information on all materials sent to us for scoring. **DO NOT USE ANY OTHER PAPERS, CLIPS, RUBBER BANDS, ETC. TO SEPARATE GRADES OR CLASSES**



You should group all checklists together and then stack the 2-12 answer sheets arranged by building.

Please do not leave cover sheets within the answer sheets as dividers.

List below the number of student answer sheets being returned.

_____ 2-12 Student Answer Sheets

Please return all audio CDs.

DOUBLE CHECK THAT YOU...

- Received materials from all buildings
- Had the buildings code the answer sheets with all required information, test form, Writing Scores and Prompt Choice
- Had the buildings verify the accuracy of the markings for State Student ID, Test Form, Grade, etc. on all answer sheets
- Packaged all materials **securely** and returned no later than **May 15, 2010** to:

**Center for Educational Testing and Evaluation
KELPA MATERIALS ENCLOSED
1122 West Campus Road - Room 735
University of Kansas
Lawrence, KS 66045-3101**

Kansas English Language Proficiency Assessment (KELPA)

Accommodation Codes for 2010

- 0 if a separate, quiet, or individual setting is provided (Setting)
- 1 if frequent breaks during the assessment are provided (Setting)
- 2 if a Braille edition of the assessment is provided (Presentation)
- 3 if a large print edition of the assessment is provided (Presentation)
- 4 if a student used visual magnification (Presentation)
- 9 if some other accommodation is used
- 10 if directions were signed to student (Presentation)
- 11 if student signed responses (Response)
- 12 if student used a Braille writer or slate and stylus (Response)
- 13 if additional time was allowed* (Setting)
- 14 if the student read the assessment to a tape recorder and played it back to himself

SC Codings on Answer Sheets and Student Editor – 2010

The purpose of the Kansas English Language Proficiency Assessment is to determine a student’s level of English language proficiency and secondarily to determine whether the student continues to be an English language learner (ELL). The assessment provides a student’s level of proficiency with the English language in Reading, Writing, Speaking, and Listening.

The No Child Left Behind law requires all ELLs, K-12, be assessed including ELLs who are not receiving language services. There are no exceptions in the law or guidance regarding the testing of ELLs. There are, however, instances in which a student cannot be assessed. Please see the following for the only “Special Circumstances” (SC) codes that should be used for any ELLs who can not be assessed during the KELPA testing window.

KELPA Special Coding Circumstances – 2010

Situation	Description	Result	SC Coding
Long-term suspension of student not in Special Education	Student is suspended for greater than four weeks	Student need not be tested. Does not count against building for participation.	SC-01
Short-term suspension of a student without a disability	Student is suspended for less than four weeks.	Student is required to be tested. If student is not tested, it counts against the school for participation.	SC-02
Suspension of a student with a disability	Student is suspended for more than 10 days.	Since the school is responsible for providing services that allow progress in the general education curriculum, the student is required to be tested. If not tested, it counts against the school for participation.	SC-03
Current truancy	Student is currently truant at the beginning of the local testing window. Truancy (for purposes of the assessment only): student has been on unexcused absence for greater than two weeks consecutively at time of testing. Papers have been filed for Child in Need of Care.	All students who are enrolled at the time of testing must be assessed. If student cannot be assessed, this student counts against the school's participation rate.	SC-04
Truancy same situation as 04, except there has been no truancy paperwork filed with county attorney		Student is required to be tested. If not tested, it counts against the school for participation.	SC-05
Earlier truancy	Student returns to school from a truancy situation by February 12 for R/M or March 12 for S/H-G.	Student must be tested, and score is counted for AYP. If not tested, it counts against the school for participation.	SC-06 Exit record should be sent after 2 weeks.

Chronic absences	Excessive and intermittent absences throughout the state testing window.	If student cannot be tested, it counts against the school for participation.	SC-07
Catastrophic illness or accident	Student has been seriously disabled by accident or illness. Confirm with Cherie Randall or Dave Bowman. 785.296.3996	Student need not be tested. Does not count against the school for participation.	SC-08—Can only be coded by Cherie or Dave. 785.296.3996
Death of student	Student has died	Student cannot be tested and does not count against the school for participation.	Use exit code on KIDS database. SC code will not work for this situation.
Student dropped out of school	Student dropped out of school before testing was complete.	Student cannot be tested and does not count against the school for participation.	Use exit code on KIDS database. SC code does not work for this situation.
Student moved	Student moved before testing.	Student cannot be tested and does not count against the school for participation.	Use exit code on KIDS database. SC code does not work for this situation.
Student was dropped from the school enrollment but reenrolled by February 12 for R/M or March 12 for S/H-G.	Student must be tested. Student must be tested.	If student's enrollment lapsed for <u>less than two weeks</u> , student must be tested and will be counted for both participation and as part of AYP calculations. If the student's enrollment lapsed for <u>more than two weeks</u> , student must be tested and will be counted for participation but not as a part of AYP calculations.	Enrollment lapsed for two weeks or less: Promptly submit exit and re-entry codes. SC codes will not work in this situation. Enrollment lapsed for more than two weeks. Promptly submit exit and re-entry code to KIDS database. SC codes will not work in this situation.
Student was not enrolled in time to be tested. (February 12 for R/M and March 12 for S/H-G)	When a student is not enrolled in a building by February 12 for R/M or March 12 for S/H-G, student need not be tested.	Student need not be tested. This does not count against the school for participation.	Submit entry code. SC code does not work in this situation.

Student took the assessment this year at a previous school.	Student can be documented as having taken the test elsewhere in Kansas this year. Student may be cross-enrolled (private parochial and public) and taking assessment at base school. Student may have taken assessment at a previous school.	Student need not be tested. This does not count against this school for participation.	Student took this assessment in another school. Submit entry code. SC does not work in this situation.
Student is homeschooler who attends public school for subjects not assessed.	Homeschooler is not instructed in public school on subjects that are tested.	Student need not be tested. This does not count against the school for participation.	If this student is in your database, code SC-16 Put 0002 in KIDS field D2.
Student is out-of-town, out-of-state, or out-of-country.	This should be considered the same as chronic absences.	Student is enrolled and needs to be tested. If he/she is not tested, it counts against the school's participation rate.	Code as SC-07. Exit if student is gone more than two weeks.
Student is listed in wrong grade.	Student is listed in wrong grade.	Student is not tested at the listed grade level. Student must be assessed at the correct grade level.	Change KIDS database. Test student at correct grade. No SC code is necessary.
Incarceration in an adult facility.	If a student is incarcerated in an adult facility, the USDOE says the student need not be tested.	Student need not be tested. This does not count against the school for participation.	SC-24
Student is in a special treatment center.	Student is required to be tested.	If student is not tested, it counts against the school for participation.	SC-25
Student is in a special detention center.	Student is required to be tested.	If student is not tested, he counts against the school for participation.	SC-26
Parent refusal	Parent refuses to allow student to be assessed.	If student is not tested, it counts against the school for participation.	SC-27

Student is cheating.	Student is observed to be engaged in some inappropriate testing practice.	Paper is invalid. Student counts against the school for participation. Check with Cherie Randall about possibly giving another form of the test.	SC-28
Psychological factors or emotional trauma	Psychological factors or emotional trauma may exist and invalidate a test score. This includes any serious disruption during the test administration.	Student is required to be tested. If student is not tested, this counts against the school for participation. If there are circumstances that do not allow the collection of valid assessment data, call Cherie Randall.	SC-29 This can only be coded by Cherie or Dave. Please call 785.296.3996.
Student is not showing adequate effort on the assessment.	Student may be inattentive, quick to finish, making random marks on answer sheet, drawing pictures on the answer sheet.	Paper is invalid. Student counts against the school for participation.	SC-30
Student is receiving homebound instruction.	Student is required to be tested. If student is not receiving homebound instruction, seek a more appropriate SC code. Call Cherie or Dave at 785.296.3996.	If student is not tested, it counts against the school for participation.	SC-31
Student refuses to be tested.	Student is required to be tested.	If student is not tested, it counts against the school for participation.	SC-33
The reading assessment PASSAGE was read to any student.	This is a MODIFICATION.	Student counts as not tested.	SC-34
Other reason for ineligibility.	Other reason for ineligibility. Confirm reason with Cherie Randall or Dave Bowman. 785.296.3996.	Student need not be tested. This does not count against the school for participation.	SC-39—Can only be coded by Cherie or Dave.
Other reason that will cause a student to be nonparticipating.	Confirm reason with Cherie Randall or Dave Bowman. 785.296.3996.	The student is required to be tested. If the student is not tested, this counts against the school for participation.	SC-40