

# 2006 Kansas Computerized Assessment (KCA)

## Guide for Mathematics and Reading Assessments

### Overview of the KCA Tutorials, Practice, Formative and the spring 2006 Kansas Assessments, Management and Administration Software

This guide presents and describes the features associated with the Kansas assessments which are available online for mathematics (grades 3 through 8, and 10) and reading (grades 3 through 8, and 11), test forms (general education, KAMM, and Spanish editions, mathematics only), and the assessment infrastructure (enrollment, editing student information, reactivation, re-testing, obtaining results, etc.). Five (5) major components comprise the Kansas Computerized Assessment (KCA) system. Each is detailed below. This guide provides information relating to Tutorials (Student and Educator), Practice and Formative Tests, and the actual 2006 Kansas assessments for the content areas at all grades. If at any time you are in need of assistance, call CETE at 785-864-3537, or contact us via email at: [cete@ku.edu](mailto:cete@ku.edu). We begin with an overview of each of the five major KCA components.

#### 1. The KCA Tutorials: Student Content Area and Teacher Tutorials

A Teacher Tutorial is available, which gives an overview of the KCA system and its components. This tutorial may be downloaded for local use at: [www.kca.cete.us](http://www.kca.cete.us). The Student Tutorials, also downloaded from [www.kca.cete.us](http://www.kca.cete.us), and which are accessed directly for the KCA main testing window, are intended for review by educators and direct hands-on use by students (and parents if desired). Each tutorial (covering the tested grades in a content area) provides essential instruction for taking or administering the KCA assessments. The student tutorial **must** be reviewed at least once by school personnel who will supervise a specific content area KCA administration, and by students for the particular assessment they will take. The tutorials must be seen by test administrators and students in advance of their first test day. Allow students to repeat the KCA Tutorial as often as desired and needed. There are no restrictions on downloading these tools and they may be used outside of school for review by parents and the local community.

#### 2. KCA Practice Tests

Two (2) computerized Practice Tests are available for each subject area and grade level test. The purpose of these computer Practice Tests is for students to experience and become familiar with the KCA computerized test format. Each Practice Test (e.g., grade 8 reading, grade 3 mathematics, etc.) uses the actual KCA test computer application for the subject area and grade but it uses “practice items” for this purpose. Be advised that the Practice Test questions are not as challenging nor do they represent the coverage of an “actual” grade level/content area examination. Practice tests are training questions selected only to introduce and ready students for the KCA computer assessment software experience. Thus, these practice tests are applicable for students needing a KAMM or a general assessment. 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. Hands-on use with a practice test **MUST** occur before and leading up to the first test day of testing in the subject area. Each Practice Test models the exact appearance, feel and use of a “real” assessment in the content area. Please note: while generally comparable, each content area test is different on the computer, and students who

will take both the reading and mathematics tests must review the Tutorial and Practice test for each area. We highly recommend that administrators and teachers tryout and experiment with the content area practice tests so as to be prepared to respond to students questions. (Though not advised, students who have taken CETE Formative tests probably have had sufficient exposure and experience to skip practice test experience.)

### **3. KCA Management Tool**

This component of the KCA system identifies those students who are eligible to take a computerized assessment. Using it local educators: (1) identify specific students for the particular KCA assessment, (2) create test session “tickets” for each student, (3) check the completion status of a student, or re-activate a student for a test section should it be interrupted, and (4) update, review or complete select missing student information. Each of these features is discussed in what follows. The KCA Management Tool may be accessed repeatedly by local educators to enroll, modify, access or update data, etc. about students regarding KCA testing and tasks.

### **4. The KCA application software**

This is the software that delivers the “real/official” spring 2006 Kansas assessments as well as the online Formative Assessments (as opposed to the practice tests noted in #2 above). The software will be activated by CETE on March 1, 2006 to begin administration of the “official” state assessments and will remain active through April 21 – the close of the state testing window. It is presently activated and available to schools for administering the Formative assessments and will remain available to schools for use through the year. The KCA software is structured and operates exactly as the Practice Tests application (thus, students must work first with the Practice Tests). When used, students login on a school computer, and rather than “click” the Practice Test Using the KCA Software button, they will click Take the 2006 NCLB Assessment or the Take a Formative Test button. This action will take the student to the login page where the information provided on the individual student’s Test Session Ticket (user name, password, session ID) that when entered delivers the “access” to participate in the appropriate KCA test (real or formative). Think of it this way: there exists one piece of software (the KCA application which like a word processor presents a “blank screen” when opened), which can access three different tests (Practice Test, Formative test, or the actual 2006 Kansas Assessment) when the proper ID and Password are given. With a specific configuration of name, ID and password, a specific test is “opened” and available to the student.

### **5. KCA Results**

Results from the KCA become available immediately to local educators when the student completes her/his Formative Assessment or all parts of the actual 2006 KCA assessment. NO results are reported when a Practice Test is taken as this is not its purpose. Formative tests and the actual spring 2006 test results become available for local review when ALL test parts are completed by the student. Information to access and use the Result Reporter is available at: [www.cete.ku.edu](http://www.cete.ku.edu) in the KCA Main Page window including utilizing the online CETE Rostering Tool as well as providing for the typical pre-packaged/arranged student and group result reports. Results from administration of the formative assessment items are NOT collected, compiled, disseminated or used to prepared “state reports”. Formative reports are only received by those schools and districts participating in this offering. Group and individual results are continuously re-computed as students complete the assessments and as student information (gender, attendance, race/ethnicity, etc.) are updated. Results become available to local educators ordinarily immediately, but not later than the next morning following completion of a test.

At the request of building administrators, we utilize a “three level” secure access to the assessments. At the highest level (central office administrators) permission to access all district information is available. At this level permissions can be extended to building administrators. At the discretion of the building principal, who receives authority from her/his central office administrators, there exist Content Area/Grade Level passwords. Using a building UserID and a password provided by the building principal, an educator can gain access and control to a specific grade and subject area (e.g., grade 4 mathematics) information. This access allows a teacher to review results limited to a particular content area and grade, select those students for the KCA, roster data for analyses, administer and reactivate a KCA test session (formative or real 2006 administrations), produce test session tickets, etc. This approach affords to an educator authority to preside over all students under their authority. This “third tier access and control” allows the building administrator to preserve the security and confidentiality associated with the overall building access code and password. Simply put, the superintendents’ codes give access to all facets in the district, the principals’ codes authorizes access to all facets in his/her building, and the teachers’ codes provides access and control to all facets of operation for a grade and specific subject. Administrators can contact CETE to change passwords as may be needed (note that historically all passwords change automatically in early June annually).

In the following sections, we present detail information addressing implementation and use of each component.

## **Tutorials and Practice Test Details**

There is now available an electronic Teacher Tutorial. Please download it from: [www.kca.cete.us](http://www.kca.cete.us). It presents much of the information in this Guide, plus an overview of components in the KCA application software and test administration procedures. In addition it reviews many Kansas online assessment features. It would be useful to make this tutorial available to faculty and staff for a speedy, albeit not thorough, orientation to the KCA assessment system. It can serve as a reasonable advanced organizer for local educators; however, it is not suitable to take the place of a thoughtful reading of the KCA Guide or Administration Manual.

The Student Tutorial and Practice test modules are two independent components of the KCA system. Each can be accessed directly from the KCA main testing page. They are not linked by software as they may be used apart from each other. The Tutorials are designed to instruct on the essential features of the content area testing application. The appropriate tutorial should be viewed by a student first, and then one or both the practice tests should be taken. Practice tests are designed to give the individual the KCA software experience by trying out and experimenting with its features. A student may repeat the tutorial or practice tests as often as desired. Instructors, school administrators and test supervisors should also experiment and experience these tools. As mentioned previously, For KAMM students to access a KAMM practice test, they need to enter “kamm” as the password (not “kca”) when signing in to a practice test.

While they share a common purpose (to provide information, instruction and experiences comparable to the released and real KCA based assessments), each tutorial initiated separately for the purpose of independent use, review and rehearsal. The Tutorial and Practice Test modules may be downloaded and distributed widely to constituents (and freely) including community and parents. They may be used for local demonstrations (with instructors, administrators, board

members, parents, community, the press, etc.) and sharing is encouraged. Feedback, ideas and suggestions to improve the KCA are welcomed and invited. Please note that while distribution and sharing is encouraged, they are copyrighted products of the University of Kansas, Center for Educational Testing and Evaluation.

When to schedule students for the Tutorial and Practice Tests and in what groups or configuration is a local building management decision. Experience has shown that many schools schedule a tutorial session for a student (s) and then immediately have the student do at least one practice test. These tools will run on PC (with Windows 95 or higher along with Netscape 4.0 or higher or Explorer 4.0 or higher) or Macintosh (OS 10.1 or higher along with Netscape 6.2 or higher or Explorer 5.1 or higher). Other Internet browsers may work as well, but only Explorer and Netscape have been tested extensively.

Each component is discussed in the sections that follow. To reiterate what has been stated: **the appropriate Tutorial (Mathematics or Reading) and at least one (1) grade appropriate Practice Test must be experienced by a student before sitting for the subject area KCA.** This should be done some days BEFORE the scheduled assessment (Formative Assessments, or the actual spring 2006 KCA), and students should be asked if they would like to repeat the Tutorial or the Practice Test(s) before the scheduled assessments. While we have worked to make the interface intuitive, it does have unique features and in some instances not readily known or recognizable characteristics. Experience and awareness of the KCA online computerized assessment format are essential to a fair and valid student assessment. The local educator must determine if the student should be invited to repeat the Tutorial or a Practice Test, and therefore plan and prepare accordingly. We have embedded at the end of the Formative test a brief survey to determine student comfort level and confidence in computerized testing. This survey repeats three times. Local staff should review these results to decide the most appropriate mode of testing for the student. And as has been noted, local educators are well served reviewing the tutorial(s) and Practice Test(s).

## **1. The Tutorials (download the KCA Tutorials at: <http://kca.cete.us>), or it is automatically installed on the local computer when KCA version 3.1 is installed.**

The separate Student Tutorials provide visual and verbal presentations describing the properties and features of the KCA assessment system to the viewer (student or educators). Using pictures and motion, and sound if desired, and communicating functions via displays and through words on panels appearing on the computer screen, the student is introduced to the features of the computer testing interface. It will take approximately 15 minutes for a student to go through a Tutorial.

If desired and if the local environment permits, each subject area Tutorial provides for an audio “read aloud” feature. If you can provide students who might be going through the Tutorial in close quarters with headphones, the student will be able to “read along” as the computer reads the panel script aloud. From the download area, the local user determines whether to download tutorials with or without sound. In addition, each subject area Tutorial is available in SPANISH (in both text-alone and audio supported formats) if you have students who would benefit by learning about the KCA application in Spanish. Both the Mathematics and Reading student tutorials are available in English and Spanish with and without sound.

Once downloaded and “inside” the Tutorial, the student who has been through a tutorial can move forward as directed or jump around if desired. A Topics timeline is provided at the bottom of the page that allows the student to select specific topics for review, e.g., repeat the information and instruction about the use of the “highlighter”, how to review the questions at the end of the assessment, how to mark questions for review, etc.

The Tutorial is written in **Macromedia Flash Player** media presentation software. To run the tutorial requires that Flash is installed on the computer. **Flash** is freeware and can be downloaded from: <http://www.macromedia.com/downloads/>. Download the appropriate **Flash Player** for the computer to be used (Mac or PC).

The subject area tutorials have been prepared for students who will be taking an assessment in Reading or Mathematics at the grades required for assessment. Once installed on the local computer, it will “update” automatically if changes to the tutorials are made by CETE. Though largely the same across grades, the tutorials are themselves different (they do share some common features and uses). A student taking (or an adult administering) the online assessments must view all appropriate tutorials.

To install the KCA Practice Tests or the Teacher Tutorial on a computer, go to: <http://kca.cete.us>. Follow instructions to download KCA version 3.1, or the specific Teacher Tutorial. Choosing KCA version 3.1 installs all KCA software including Student Tutorials, Practice Tests, and access to the Formative and the 2006 NCLB Assessments. Once installed (a process that takes a minute or so), click on following icon which will appear on the computer desktop to access all features of the KCA. This is what the KCA icon looks like; once it appears on your desktop, click it to access all features.



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If the environment where the Tutorial will be used does NOT support sound (e.g., no sound card in the computer, no headphones to limit noise in the room, etc.), then rely on the “no sound” option when the students opens the application. Again, for students to view a **KCA Tutorial** they click on the KCA icon and then select “KCA Tutorials”.

## 2. The KCA Practice Tests (download the KCA software at: <http://kca.cete.us>)

The Practice Tests are designed to provide the introductory experience in preparation for taking KCA tests: Formative or the actual 2006 Kansas mathematics or reading computerized assessments. The purpose of a Practice Test is for the student to observe and tryout features of the KCA application outside the sometimes threatening and anxious context of a “real” test so as to experience and experiment with taking a computer test. The Practice tests do not provide proper or complete coverage of the tested content or the same challenge of the actual Kansas assessment questions. Students will experience questions that are somewhat typical of the assessment, but not a true or complete reflection. The goal of a Practice test is to introduce students to the properties and features of computerized testing using the KCA software; thus,

items have been chosen to demonstrate KCA features and use, and modified to be easier as the goal is instruction on the use of the computer (and not a test of skill acquisition). Local instructors and administrators are strongly advised to experience the KCA application via the Practice tests before their students sit for the actual assessment (the Tutorials and Practice Tests software can be downloaded onto any computer at school or home from <http://kca.cete.us>). Computerized testing is novel and different; it will be a learning experience for every one.

The KCA is available to any student expected to take a “general, modified, or language adapted form” of the assessment. The appropriateness of the KCA for students with special learning needs or requiring accommodations is a local decision. Local educators need to review the test software applications via the Practice Tests and decide on the adequacy and suitability of the current software for the variety of test forms available and diversity of the student populations required to take state assessments under the NCLB mandates. Remember, if the local decision is that a KCA form of an assessment is not appropriate for a student, then the paper and pencil edition of the assessment must be administered.

To download and install the software necessary to run any Practice Test go to: <http://kca.cete.us>. **This software must be installed on every computer that is to deliver a test (practice, formative or NCLB test) to a student (or be reviewed by an adult). This one application (KCA version 3.1 software) installs the needed software to run both the practice, formative, and NCLB tests for all subjects and grades on that computer.** Access to the “formative tests” and the actual 2006 mandated state assessments is controlled via a system of Student IDs, Passwords, and Session IDs that only local education personnel know.

The student needs to experience and practice with a Practice test at her/his grade for the subject matter test to be taken. We have readied two (2) practice tests for each subject area and grade level configuration (identified as Practice Test 1 and Practice Test 2). Each contains different questions and presents somewhat different experiences. The reason for two practice tests is so there can be two independent “trial experiences” should one pass through the test application not be sufficient. Each Practice test can be repeated as often as desired. The goal is for students to become reasonably comfortable and confident with the computer interface for testing. As mentioned, the KCA practice test applications are different for the two content areas though there are in-common features whenever possible/feasible (chooser, highlighter, eraser, marking for review, location of the question navigator bar, review/end test properties, etc.). As a reminder, FOR KAMM STUDENTS TO ACCESS A KAMM PRACTICE TEST, THEY NEED TO ENTER “kamm” AS THE PASSWORD (NOT “kca”) WHEN SIGNING IN TO A PRACTICE TEST.

Finally, unlike a “real assessment,” the Practice Test scores are **not** computed, item response data (correct/incorrect information) are not stored, and no results are available; but, in all other respects the Practice Test works just like the real test for the subject area and grade level. When students take a “real” test (formative or actual), they are allowed and encouraged to use scratch/note paper, in mathematics at all grades (basic calculator at grades 3 through 7, and a graphing calculator at grade 8 and above) an online calculator and formulas are available, etc. During the Practice Tests we advise students have access to scratch paper. Instructors need to review the online calculator (identical on the Practice Test to the real test) before students take the real test and decide if optional use of a “local” calculator will be allowed. Decide locally if students will be permitted to use a local/school calculator, and if so, then local calculators need to be available to students during the Practice test tryouts.

*Installing and Updating the KCA Software and Practice Tests:*

Installing the KCA software is straightforward: go to <http://kca.cete.us> and follow the instructions for downloading the version 3.1 KCA software on each computer that will be used for KCA testing. Once installed, clicking the desktop icon that signifies “Kansas Assessment,” (see prior illustration) the software delivers the Practice, Formative and “real” tests for both content areas at all grades. At the download site, be sure to review/print the computer hardware requirements to assure your equipment is adequate for the KCA (bottom line: install software on some equipment and determine if a Practice Test works!); also at the site, review/print the FAQ document and discuss this information with technology personnel to facilitate your local installation (a copy of this important FAQ has been included with this correspondence for ready reference).

If KCA software installation has not been done, now is the time to begin to install the software on all computers that will be used for the KCA assessment, and even on computers that will be used only to illustrate, demo, or merely practice with a Practice Test. As mentioned, the present version of the KCA software is version 3.1. Once installed, any software changes will be updated automatically. If prior KCA version software is now installed, then before testing activate the KCA Tool on each computer, and all updates will be installed automatically. Insure that all computers that will be running the KCA software have been run at least once before students sit for the “real” 2006 KCA assessments.

### **3. The KCA Assessment Management Tool: Identifying Students to take the KCA Formative Tests OR the spring 2006 NCLB Kansas Assessments**

A Kansas school may test some or all of its students with a computerized assessment and is encouraged to do so. At this time which students to KCA test and the grade and content area to try is entirely a local matter. We only require that a student must have had a chance to sit through the tutorial and practice tests for the test(s) (formative or Real) s/he will take. “Practice” on Practice Tests is required and must be done days before the online evaluation occurs. A school is **NOT** required to test with the “real” spring 2006 state assessment those students who participated in formative test program.

Any student in the KIDS/CETE online student information database is eligible to take a KCA. (All KS students were to have been uploaded (beginning October 15, 2005) into the Kansas KIDS database system, updated as needed and new students added to the KIDS database regularly. Only district administrators are able to introduce and change students in the KIDS system; we at CETE have no ability to add, adjust or remove KIDS data. Recently arriving students can be “added to” this database making them eligible for a KCA experience; again visit with local administrators to achieve this purpose. It may take as long as two to three days for a student to appear (and thus become eligible for KCA testing) or information updates to be introduced. To take the tutorial or a Practice Test does not require the student to have been uploaded and assign to the CETE-KCA roster. However, for a student to take a KCA “real/actual” spring 2006 NCLB Kansas Assessment, the student must be “appear” in the KCA 2006 Student Editor roster. Provisions have been installed to allow a school to access “dummy records” for not enrolled students to take formative tests. Proceed as follows to enroll students to take a specific KCA (regardless of content area, grade, or form). To be clear: if a grade 8 student is to take both the mathematics and reading KCA tests, that student must be enrolled for each test. Repeat this process as often as needed to enroll for particular tests, change status, or add students for KCA testing.

- i. Go to [www.cete.ku.edu](http://www.cete.ku.edu) and sign-in with your district (gives you access to all district students) or building (allows access to building students alone) or a Grade/Content Area (allows access to a specific grade and content area) userID and password.
- ii. At the CETE main page, select “KCA Main Page” (in the left column).
- iii. From the KCA Main Page, click on option to “Enroll/Update students for the 2006 KCA assessment” or select the option to enroll students for a Released Item Set. Based on your sign-in information and selection (released or real), you will arrive at a page where you select a building to enroll or update students for the KCA. Click on the building to enroll students for the KCA.
- iv. Now, click the subject and the grade you wish to enroll students for a KCA assessment.
- v. A window will open that shows the KCA testing status of all students to be tested with a general assessment for the grade and subject. For the spring 2006 assessment, students who are to be taking a KAMM and Spanish form of that assessment will need to be “identified” during that process.

That’s it! Following these steps, students are identified for the KCA Formative or the spring 2006 Kansas NCLB assessment. You may enroll a student for a KCA set at any time through the “official” testing window. Students do NOT need to be enrolled to sit for a tutorial or take a practice test(s); enrollment is only required for a student to take a KCA Formative or the actual 2006 assessment. (So that you are aware, uploading student data throughout the fall and early winter (and adding “new” students as they arrive) served as the basis for “preslugging” student answer sheets with the state required information. It is these very same data that become the source of information whereby you identify students for the KCA.)

Once students have been identified for KCA testing following the above steps, then you will need to generate “Test Session Tickets” for the KCA students. It is the information provided on the Test Session Ticket that allows a student to sit at a computer, sign-in and be able to access the assessment. Test session tickets are generated online and printed locally. Tickets can be generated/printed at any time prior to KCA use. We advise printing the test session tickets as the time for student testing approaches as there may be local changes. If you printed tickets and later find upon review that the test-type needs to be changed for a student, make the change, and then be sure to re-print the student’s test session tickets; it is the ticket information that defines the test to be administered. To generate the Test Session Tickets, go to the KCA Main Page select the option and follow the steps (generate tickets for all students or select students). Though somewhat self-explanatory from information presented online, elaboration will be provided in the KCA Administration Manual to be distributed in February.

#### **4. Particulars regarding Formative Testing:**

- a. Reporting of results: Each formative test can be completed in one test sitting. Student performance on a formative KCA Kansas Assessment becomes available when the formative test is completed. Using the options available under the 2006 Online Formative Testing window, local educators can choose to have students receive scores immediately upon completion, have a choice to review missed questions, or be forced to review missed items (the system automatically defaults to no score report with the student unless called for by the local educator). Explore the 2006 Formative site for the options available

- b. Statistical properties of the KCA administered Formative tests: There are as many as 16 formative tests for each content area. As is noted throughout this and other correspondence from CETE and KSDE, the configuration of questions in the tests represent each tested indicator in mathematics at each grade (typically 8 to 12 items) plus one comprehensive formative examination (sample of items from many, but not all, of tested indicators). In reading each formative test presents one text-type selection (narrative, expository, technical or persuasive as appropriate to the grade) along with many indicator items. No “comprehensive reading formative test” is available. CETE has not computed calibration statistics to establish consistent test properties between the forms at a grade for a content area should you wish to test a student and compare performance between the two tests. Further, scores reported from the reading and the mathematics formative tests have not been derived to approximate past or future total score distributions. Thus while technically adequate unto themselves, performance on the formative tests serve best to inform regarding current student skills but are not able to provide strong estimation of actual performance on the 2006 NCLB assessments though adequate positive correlations should be expected in the absence of local instructional intervention. These tools serve best to inform instruction and student learning at the time of testing of the specific outcomes.
  
- c. Retesting with an online formative test: Reactivation of a student’s test session is certainly possible when a session is interrupted. However, a student may sit for a computerized formative test as often as desired (local decision). This may be desirable to monitor student progress over the term leading up to the “real” assessment if the pre- to post test interval is sufficient. We report to the local user the score information regarding the last administration of the same formative test. The formative tests will be available for local use throughout the year including summer. The amount of and particular use of the formative tests is local decisions.

## 5. Vital Details regarding the spring 2006 NCLB Testing:

- a. Enrolling for the KCA: Remember, local educators must “identify” students for their “official” Kansas Assessments for each test to be taken online. This is accomplished by creating test session tickets for the student. Follow the procedures detailed online at the KCA Main Page ([www.cete.ku.edu](http://www.cete.ku.edu)) to identify, that is, Print Tickets, for those students who will take their state assessment(s) online via the KCA. If a student takes a formative test(s) online, that enrollment DOES NOT enroll or require her/him to take the actual 2006 KCA. The student must be selected for the specific content area KCA; students who take a formative test are not required to do the real KCA for their state assessment. By the same token, a student taking one content area assessment online (e.g., reading), is not expected or required to do another content area assessment (i.e., mathematics) at her/his grade (e.g., a student taking KCA in mathematics at grade 7 is not required to do KCA reading at grade 7 also, etc.). Students may be enrolled by the district office, by building leadership, or classroom educators using their UserIDs and associated password at the KCA Main Page
  
- b. Updating Student Information: Students who will KCA test in a content area may continue to have their demographic information edited and updated throughout the test window (3/1 through 4/21/06) and beyond. Recently arriving students can be “added to” the database via the KIDS process (see local administrators to accomplish KIDS registration) making them eligible for a KCA as soon as data appears. IN the absence of

such student information (most important is the KIDS ID), the student will need to be tested with a paper and pencil (P&P) form of the assessment.

**c. Available KCA assessments:** Below is a table depicting the status of the assorted assessments and features associated with different tests as available via KCA administration for the spring 2006 assessments. The availability schedule is determined by KSDE's ability to produce and sign-off on test forms.

<i>Assessment/Features</i>	<b>Mathematics</b>	<b>Reading</b>
<b>General Education</b>	<i>Yes</i>	<i>Yes</i>
<b>KAMM Assessment</b>	<i>Yes, but after March 10</i>	<i>Yes, but after April 1</i>
<b>KCA Synthesize Voice</b>	<i>Yes</i>	<i>Yes, questions only</i>
<b>CD audio</b>	<i>No</i>	<i>No</i>
<b>Grades</b>	<i>3 through 8, plus 10</i>	<i>3 through 8, plus 11</i>
<b>Spanish</b>	<i>Yes, after April 1</i>	<i>No</i>

**d. KCA and P&P Testing (“Double Testing”):** Unlike recent past years, no provisions are as yet decided for this option at this time.

What happens next?

We are very soon to “lock down” all Tutorials (all versions) and the KCA online testing tools. No further changes are expected this spring unless a major problem is discovered. But know that at this writing any changes/updates will occur automatically. Install the Tutorial(s) and “start-up” the KCA testing tool on all equipment to be used for the assessment and try it out to assure features are working as expected. From this time forward, you will receive weekly supporting information; a KCA Administration manual is available and it is important for local educators with KCA responsibilities to review this manual. Manual instructions will guide you through this rather straightforward and (hopefully!) efficient administration process and methods for accessing your results immediately as students complete their online assessments. In addition to continuing the presentation of the above information, the Administration Manual will address methods for re-activating students who fail to complete the assessment or whose assessment is unexpectedly interrupted (power outages, computer crashes, etc.), and using KCA student and group summary results.

As you experience the KCA application, your ideas and suggestions for improvement would be valued and welcomed. As this year's process begins, we will be sending surveys and questionnaires, and students will also have a chance to tell us about their experiences and what they think as well. Thank you for your assistance, cooperation and support ... and understanding!

As you become involved in the KCA process, if you need assistance with implementation, the software, etc., contact us at KU ([cete@ku.edu](mailto:cete@ku.edu), 785-864-3537). Let us know if we help you with questions, clarification, guidance or information regarding any aspect of the technical operation of the KCA program. For questions and needs associated with educational policy or instructional practice, contact Cherie Randall at KSDE (785-296-3996). Key KCA personnel and contact information follows.

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