

Receiving and Distributing Paper / Pencil Accommodation Materials

- During the testing window, a *pdf* copy of the paper / pencil assessment will be available at the CETE website.
- Accessibility of *pdf* copy of the test can be gained in one of two ways:
 - District may choose for only a test coordinator to be able to manage *pdf* copies of tests.
 - District may choose for not more than one person per building to be able to manage *pdf* copies of tests.
- The following management tasks are required:
 - Download the *pdf* file from the CETE website.
 - Make paper copies of the assessment by printing the *pdf* file.
 - Delete from any computer the *pdf* file used to create the paper copies.
 - Maintain security of the *pdf* copies by not delivering the copies to the test administrators until just before the tests are to be administered.
 - Deliver the *pdf* copies to appropriate people (either to building test coordinators if the manager is the district test coordinator or to the test administrator if the manager is the building test coordinator).
 - Oversee the transferring of student answer choices to KCA. Remember this is to be done by two teachers or staff members working together.
 - Shred all *pdf* copies after they have been used. No copies may be retained at either the building or the district level.
 - Maintain documentation of test security.

PAPER / PENCIL ACCOMMODATION

Paper / Pencil Accommodation Policy for the Kansas General and KAMM Assessments

1. All students will take the state assessment by computer except in very unusual circumstances.
2. The paper / pencil accommodation is an individual accommodation. It may NOT be requested for entire classes.
3. **This accommodation must routinely be used** in the classroom when other students are using the computer.
4. Questions to ask about the child when considering a paper / pencil accommodation:
 - a. Has the student used the computer for the formative assessment(s)?
 - b. Does the student have barriers to using the computer in individual or group instructional settings that require alternative assignments when the class is using the computer?
5. A student's need for the read-aloud accommodation must be documented on one of the following plans:
 - a. Pre-intervention plan (student improvement plan)
 - b. ELL plan
 - c. 504 plan
 - d. IEP
6. Student improvement plans must include the following:
 - a. Student name
 - b. Student grade
 - c. Building / district name
 - d. Evidence documenting the need for the paper / pencil accommodation, including, but not necessarily limited to:
 - Progress monitoring data
 - Reading level of instructional materials used in classroom
 - Documentation that the paper / pencil accommodation is used in the classroom setting for both instructional materials and assessments. The date of implementation of the accommodation in the classroom must be listed.
 - Signatures of the team members involved in the decision to recommend the paper / pencil accommodation including the student's teacher and the building administrator.
 - No answer sheets may be generated by the school or district. Students must mark their answers on the paper copy of the assessment.
 - District or building-level personnel will work in pairs to enter student answer choices on to KCA.
7. Building or district personnel must submit a Special Action Request for the paper / pencil accommodation.
8. Documentation of the need for paper/pencil accommodations must be kept on file by the district test coordinator. KSDE staff will monitor 5-10% of all test administration sessions and will ask at each monitoring visit to see documentation of paper/pencil and read-aloud accommodations.