KENTUCKY DEPARTMENT OF EDUCATION

CATS Online Assessment

Spring 2004 Assessment Manual

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CATS Online Assessment Manual

Kentucky Department of Education
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www.education.ky.gov
For information on CATS Online search for "# CATS Online"
Questions may be directed to catsol@kde.state.ky.us

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Chapter 1

Chapter 1 - Preparation

The CATS Online Assessment is an interactive website that has been created using the Kentucky Core Content Test, Form 1A (Form 1 for grade 12), in an "accessible" digital format. The questions and student expectations for this online assessment are the same as for all other students taking the test with pencil and paper. It is an "accessible" online assessment. The text is formatted for students to read with their textreader (e.g., Wordsmith, Read & Write, eReader) or screenreader (i.e., JAWS) software. The students will use their mouse or keyboard to select the text they need help in reading, and the computer will provide the audio (via headphones). Through this accommodation, students can navigate and independently read or re-read test questions and answers at their own pace. Use of this accommodation requires adult presence in the event a student has a need for support in use of the technology.

Student Eligibility

Many Kentucky students with disabilities and/or limited English proficiency (LEP) have required support from "human readers" as an accommodation to participate in the Kentucky Core Content Assessment (KCCT). Now, as a result of technology advances, many students are using "text-to-speech" software (i.e., textreader or screenreader) allowing them to independently read materials in the classroom using computers. Students who have primarily replaced the need for human reading supports with technology (i.e., textreader or screenreader) in the classroom setting can consider the option of using this same technology to independently read the KCCT online. Participation of LEP students in CATS Online is new for 2004, since use of this instructional accommodation for this population is just emerging. While this does not preclude consideration of use of this assessment accommodation with LEP students in 2004, eligibility is still contingent upon instructional integration.

Each student's teacher will need to verify that this technology support is used by the student on a routine basis as his/her consistent means of accessing printed material. Use of a reader as an accommodation must also be listed in the student's Individual Education Program (IEP), 504 Plan, or Program Services Plan (PSP for LEP). This also assumes that the student's instructional materials are available in an accessible

digital format to allow the student to be able to access the curriculum on the computer on an ongoing basis.

Note

Use of the CATS Online Assessment accommodation is only to be used by students who meet the eligibility criteria. Students who prefer to use adult support to "read" the KCCT as specified in their IEP, 504 plan, or PSP, will continue with this accommodation and will not be expected to utilize the CATS Online Assessment Tool.

In summary, **all three** of the following CATS Online Assessment Eligibility Criteria must be met to consider students for participation:

1. Student has an Individual Education Program (IEP), 504 Plan, or Program Services Plan (PSP) that specifies the need for a "reader" as a classroom instructional and assessment accommodation, (i.e., student's PSP or IEP includes specific goals and objectives and specially designed instruction related to reading or describes assistive technology necessary for the student to access, be involved in, and progress in the general curriculum) and;

2. Student routinely requires and uses (e.g., daily to weekly) textreader or screenreader technology to access printed materials in classroom instruction and assessment, and;

3. Student has entered and used the CATS Online Practice Area to develop familiarity with online assessment operations and use of his or her hardware and software.

Checklist of Critical Issues for Participation

Participation in the CATS Online Assessment requires that all staff and students have addressed the preparation and procedural issues that maximize chances for success. This is not a one-time event but a progressive set of steps that requires time and commitment from all involved. Any time a district, school, teacher or student is faced with CATS assessment and use of accommodations, much attention has to be given to roles and responsibilities. The same is true for inclusion in CATS Online. Lack of staff or student preparation and/or support will result in this accommodation not working as intended. It is essential that all related district and school staff thoroughly read and consider all the information provided in the support topics.

The following is a list of critical issues that MUST be addressed before students participate in CATS Online. If you cannot reply "YES" to all of these items by assessment time, you will need to seriously consider if students and staff are sufficiently

prepared to use the online assessment accommodation. For help with these questions, send email to catsol@kde.state.ky.us

1. Can you verify and document that all participating students meet the eligibility requirements for the CATS Online Assessment accommodation? (See Eligibility, Page 2).

2. Is staff available at all times to support and supervise students during the online assessment?

3. Have the student computer workstation assignments for the online assessment been finalized and has the accommodation software been loaded and successfully tested on these workstations for compatibility and student preferences prior to first test session? Supported software includes: Read and Write (5, 6, 7, Gold, or Mac), JAWS 3.7, eReader 2.0, and ZoomText. Read and Write Mac is a recent release, requiring a minimum of OS 9.

4. Are headphones available for each student?

5. Can you verify that Internet Explorer 5.0 or later is the only browser being used by students for the CATS Online Assessment? See Technical Information in Chapter Three of this document.

6. Will your District Technology Coordinator (DTC) or Chief Information Officer (CIO) be immediately available to support participating schools during all times students will be utilizing the CATS Online Assessment? The availability of this person is specifically for the purpose of assisting with technology issues that may arise during the CATS Online Assessment.

7. Will the School Technology Coordinator (STC) or other technology specialist(s), familiar with the computers and technology used by students to access the CATS Online Assessment, be immediately available at the school during all times students will be utilizing the CATS Online Assessment?

8. If a catastrophic event (network connection lost, computer dies, power goes off, etc) occurs while students are utilizing the CATS Online Assessment, will there be adequate human readers, or audiotape alternative, available to assist students in completing their CATS assessments in a more traditional manner (i.e., paper and pencil)? Recommended: if connection cannot be restored within 30-60 minutes, then traditional offline test format should be used.

9. Will all staff and students accessing the CATS Online Assessment be using computers and assistive technology they are completely comfortable with and have been using as part of their regular instruction?

10. Have all computers been tested with staff and students by accessing the CATS Online Assessment Practice Area and successfully completing a representative sample of questions?

11. Are staff prepared for manual submission of student responses? Due to budgetary constraints, electronic submission of scores will not be available for the CATS Online 2004 Assessment. This makes it essential that staff have been prepared and time is set aside for printing and transcribing of students multiple choice responses. Student open responses will also need to be printed and inserted in the student test booklet. (There is no longer a separate student response booklet.) See page 29 for more directions.

12. Have qualified staff been identified to ensure any sensitive test data does not remain on the workstation after the assessment? Follow the steps in the Daily Workstation Cleanup Guide in Chapter Three.

Instructional Implications for Use of the CATS Online Assessment Accommodation

The regulation on **Inclusion of Special Populations in the State Required Assessment and Accountability Programs** (703 KAR 5:070) states the following under **General Conditions for Using Accommodations**:

General Conditions for Using Accommodations

Accommodations or modifications shall meet the following conditions:

1. For students with a disability, accommodations or modifications in the instructional process shall be both age-appropriate and related to both the student's verified disability and specially designed instruction described in the student's IEP or intervention strategies and modifications described in the student's 504 Plan. For students with limited English proficiency, accommodations or modifications in the instructional process shall be related to both the student's level of English language proficiency and specially designed instruction described in the student's Program Services Plan (PSP). Accommodations or modifications shall be based on the individual needs of the student and not on a disability category (e.g., emotional-behavior disabilities, specific learning disabilities, multiple disabilities, other health impairment, etc.) or designation as limited English proficient;

2. Accommodations or modifications shall be part of the student's ongoing instructional program and not introduced for the first time during state-required Assessment;
3. Accommodations or modifications shall be for the purpose of students accessing the general education curriculum and demonstrating what they know and are able to do;

4. Changes in the administration of the assessment or recording of student responses shall be consistent with the instructional strategies, assistive technology devices, and services identified on the student's Individual Education Program (IEP), 504 Plan, or Program Services Plan; and

5. Accommodations or modifications or both shall not inappropriately impact the content being measured.

As noted in the criteria listed above, the use of an accommodation is grounded in the student's use of instructional accommodations in the classroom on an ongoing basis consistent with his or her IEP, 504 Plan, or PSP. Accommodations not listed nor fully integrated into instructional routines are not to be utilized during a spring state assessment event. A student whose disability or limited English proficiency prevents him or her from being able to use traditional means to access printed content may result in needing to have the content "read" to them in order to access the general curriculum to the same extent as other students. Many students with disabilities or LEP have utilized a "human reader" over the years as an accommodation to help them understand printed materials. A number of these same students are now using technology (e.g., textreaders or screenreaders) to perform the classroom "reading" function formerly provided by persons. There are some important differences, however, that need to be addressed when this technology is used to replace many of the functions of human readers:

1. Students need to be taught how to independently use the computer hardware and reader software.

2. Curriculum materials are available to the student in a digitized format for use on the computer.

3. Technology (e.g., textreader or screenreader software) is the primary means used by the student for accessing printed material in the classroom setting on a routine basis.

Occasional (e.g., monthly) or cursory use of this technology for accessing printed material in the classroom setting is **NOT** sufficient for eligibility for use of this accommodation for the KCCT. Much time and effort for integration of this technology into classroom instruction needs to precede use of this accommodation on the KCCT, including availability of the general curriculum in digital format and student fluency in use of the technology.

When a teacher or other school staff accesses the CATS Online Assessment and creates a student account for taking the online test, s/he will be asked to verify (i.e., checkbox) that the student meets **ALL** of the eligibility criteria for use of the online assessment accommodation.

Students who do not meet **ALL** three eligibility criteria should not participate in the CATS Online Assessment. Documentation should exist to verify that a student meets the criteria before any student participates in the CATS Online Assessment.

Supervision/Support

The online assessment environment needs to include supervision, monitoring and support of all online participants. Adult presence needs to be sufficient (e.g., at least one adult per four students taking the test online) to answer questions and to verify students are following appropriate test protocol (e.g., not looking on another student's computer monitor, using only authorized computer programs or information during the assessment, etc.). Since there may be instances where the computer software or hardware might not function as expected, there must be qualified staff available at all times who are knowledgeable about this technology and can troubleshoot problems with little or no delay, or to provide support in the event the students cannot understand a question through use of their text-to-speech software.

Physical Arrangements

The following are general considerations to address for planning and administering the online assessment:

1. Each student taking the test online will need to have sole access to a computer workstation during each test session.

2. Students may take the test in a computer lab environment, regular classroom setting at a workstation or laptop, in a resource room, or other supervised setting.

3. Students being tested online are to take the same content area and grade level assessment at the same time their same-age peers are taking the test through traditional means.

4. Individual headphones must be used by each student taking the online assessment to assure privacy and security.

5. Workstations must be arranged (e.g., partitions, empty space or vacant computer workstations between students) to assure privacy and prevent students from seeing each other's online test responses.

6. Students who lack the keyboarding skills for completion of Open Response questions may choose to enter their responses directly into their test booklets, unless their IEP, 504 Plan or PSP calls for use of a "scribe". This could be a person who records student answers in the test booklet or serves as a

"keyboard scribe" and records the student answers in the online assessment, whichever is consistent with the student's accommodations and classroom routines.

7. During the test, each student taking the test online is to have an individual hard copy of the test booklet provided as a reference (Form 1A or Form 1 for grade 12), and other support materials (e.g., math formula sheet). Contact your school or district test coordinator to request additional copies of student test booklets.

Chapter 2

Chapter 2 - Getting Started

Registering for the Online Assessment/ Roles & Responsibilities

Districts with students who meet the eligibility criteria for participation in the CATS Online Assessment start the registration process by notifying the KDE of intent to participate. Before notification to KDE, the district must first identify an individual with expertise in technology to serve as the CATS Online Assessment District Administrator (DA).

The person selected to be the DA should have some understanding of the CATS assessment and instructional issues related to use of accommodations. It will also be very helpful to have some familiarity with the staff and students who are likely to be involved at the school level. The DA will be identifying a School Administrator (SA) to lead the school level CATS Online setup, and the SA will then identify the participating Teachers to set up student accounts.

The sequence of events required to complete local setup of the online assessment follows. Please note that it is important for each person to complete his/her own responsibilities before subsequent steps can begin.

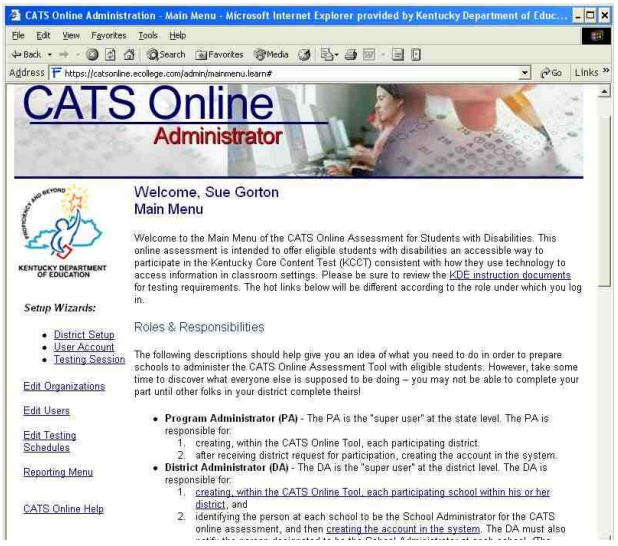
Notification of District Intention to Participate

Notify the KDE via email of district intent to participate (This email needs to originate from the local central office or be validated by someone at this level). The email needs to identify the DA (only one per district) and provide his/her email address. This email notification must be sent to catsol@kde.state.ky.us at least two weeks prior to the district's first test session. This two-week prior notice to KDE allows sufficient time to complete all steps required for a local CATS Online setup. Within 48 business hours of receipt of initial email request, the DA will receive a username and generic password along with a URL for the CATS Online Assessment website.

District Administrator

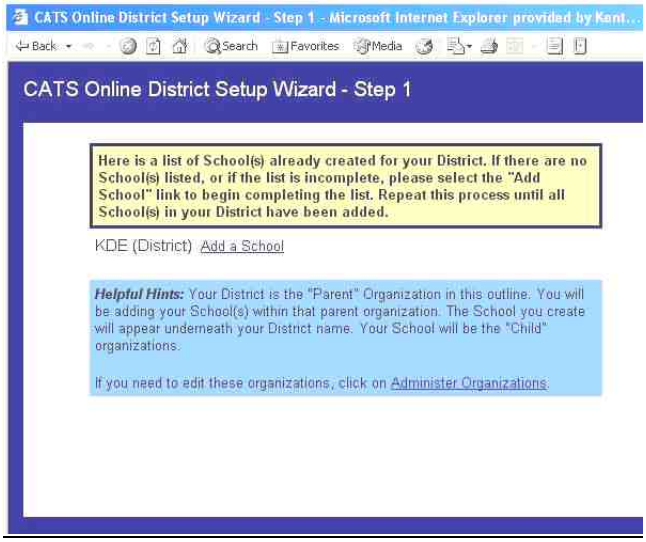
Upon logging in for the first time, the DA will be prompted to change his/her password to one of his/her own preference. This password expires every 30 days and must be renewed by the DA when logging in.

Logging in will take the DA to the Main Menu of CATS Online Administrator. The Main Menu shows the roles and responsibilities of each user (DA, SA or Teacher). There are links within each user's list of responsibilities, based on login ID. A District Administrator will have live links within the DA roles, a School Administrator will have live links within the SA roles, and a Teacher will have live links within the Teacher roles. The links take each user to the CATS Online setup Wizard and tools.

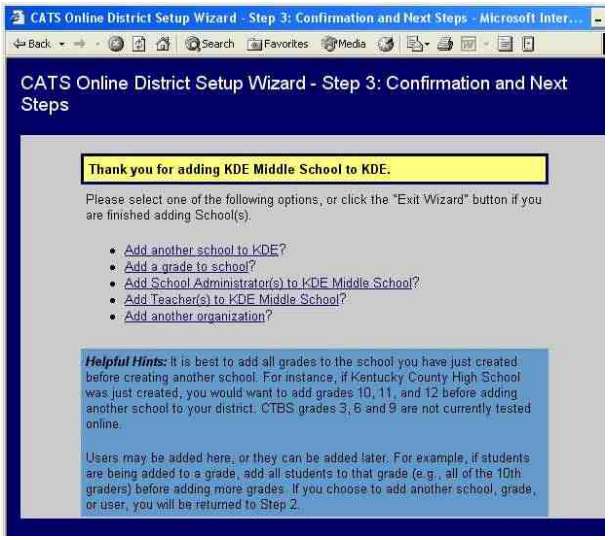


The setup Wizard will provide step-by-step instructions to guide the DA through the following:

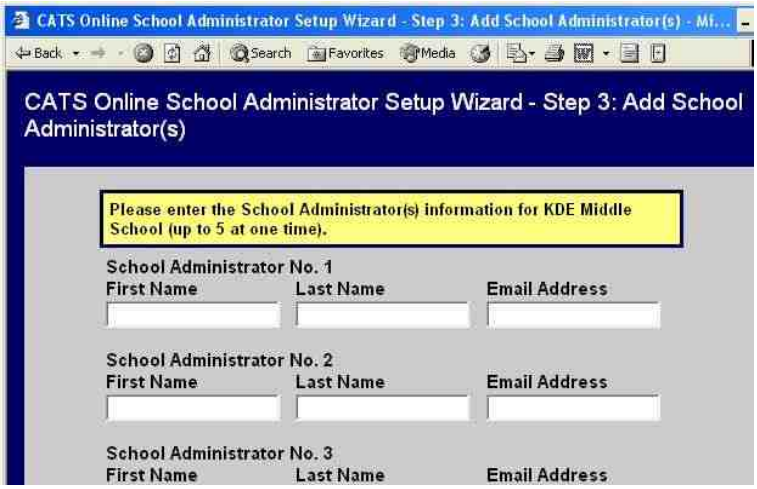
1. Create, within the CATS Online Tool, each participating school within the district (text is live link online). Clicking on this link takes the DA to the Welcome screen. Click Next to go to Step 1. Click "Add a School", and continue by following the Wizard's directions.



In Step 3 of the Wizard, the DA will be able to add more schools or create the School Administrator for the school just entered. Click on the third bullet in Step 3 of the Wizard to create the SA account.

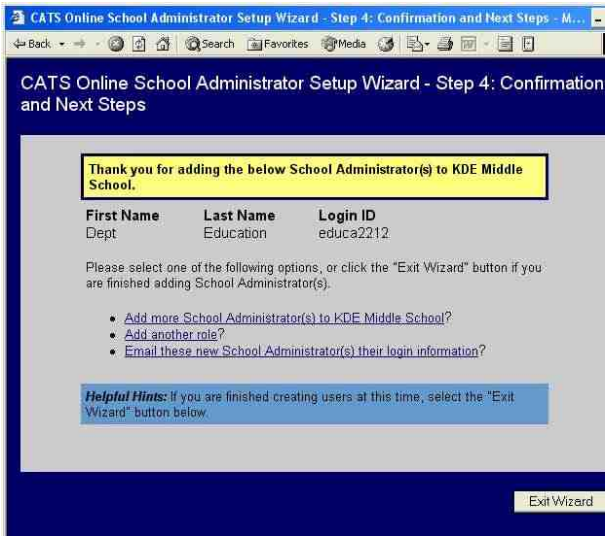


2. Identify the person at each school to be the School Administrator (SA) for the CATS online assessment, and then create his/her user account.



When adding SA user accounts, it is only necessary to create one SA account per school. It is possible to add up to 5 School Administrators at one time per school; however, most schools will need only one SA. We do not recommend having more than two.

3. The DA must also notify the person designated to be the School Administrator (SA) at each school. By clicking on the third link shown below, the Wizard program can send an automatic email to each SA when his/her account is created by the DA.



This email notification will prompt the SA to access the CATS Online Assessment website, login, and change his or her password. The SA can then proceed to the setup Wizard to complete the next step in the process.

Note

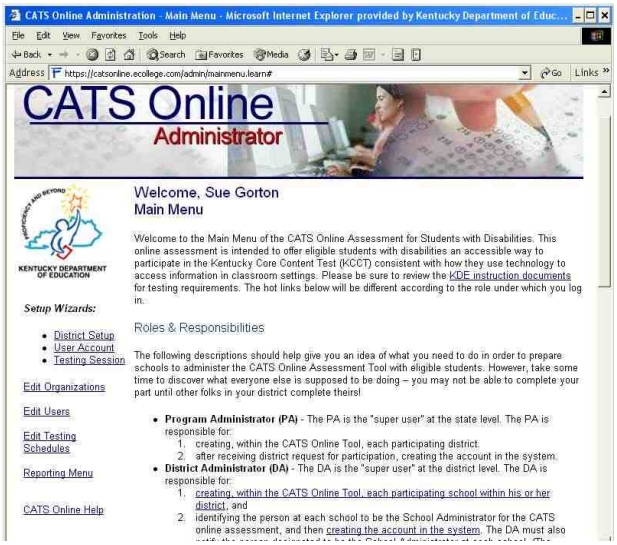
The DA has the ability to create the grade levels, testing sessions, teacher information and student accounts, but is expected to delegate these responsibilities to the SA and Teacher. It is the responsibility of the DA to review and modify these items, as needed, after they are created by the SA and Teacher. The DA should verify that all online testing sessions, once created, are scheduled to correspond directly to the district's offline testing dates and times.

The following lists responsibilities of participants required to complete the school-level setup process:

School Administrator

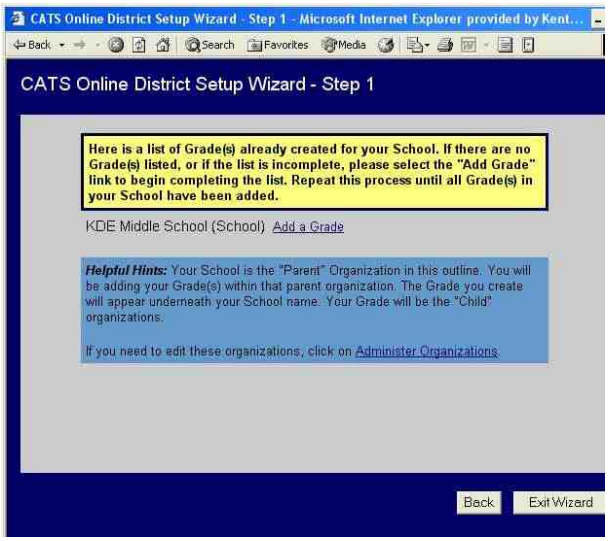
The SA is the lead administrator for the online assessment at the school level. The person identified as the SA for each school will receive notice from the DA or an email telling them an account has been created for him/her in the CATS Online Assessment website. Upon logging in for the first time, the SA will be prompted to change his/her password to one of his/her own preference. This password expires every 30 days and must be renewed by the SA when logging in.

Logging in will take the SA to the Main Menu of CATS Online Administrator. The Main Menu shows the roles and responsibilities of each user (DA, SA and Teacher). There are links within each user's list of responsibilities based on login ID. A District Administrator will have links within the DA roles, a School Administrator will have links within the SA roles, and a Teacher will have links within the Teacher roles. The links take each user to the CATS Online setup Wizard and tools.

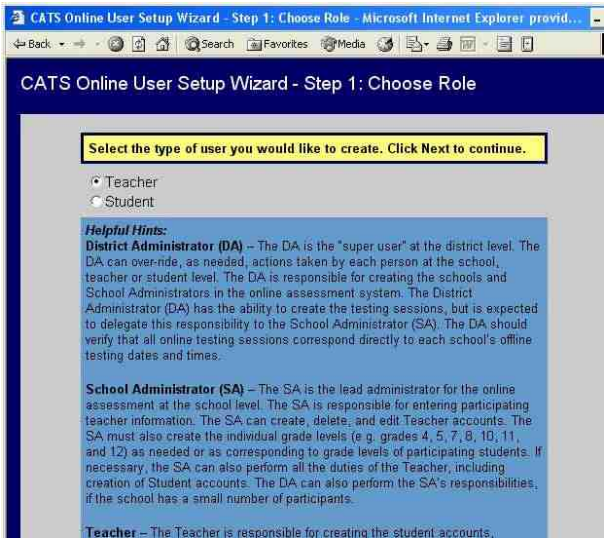


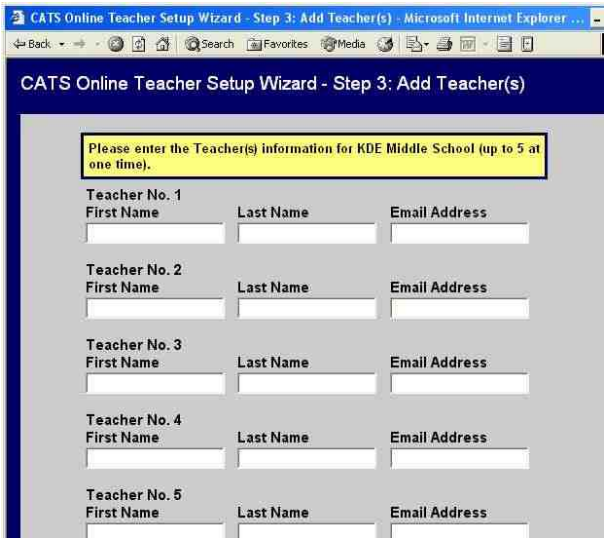
The setup Wizard will provide step-by-step instructions to guide the SA through the following steps:

1. Create the individual grade levels (text is live link online)(e.g., grades 4, 5, 7, 8, 10, 11, and 12) as needed or as corresponding to grade levels of participating students. These can only be created after the schools have been created by the DA. Click Add a Grade, and continue by following the Wizard's directions.



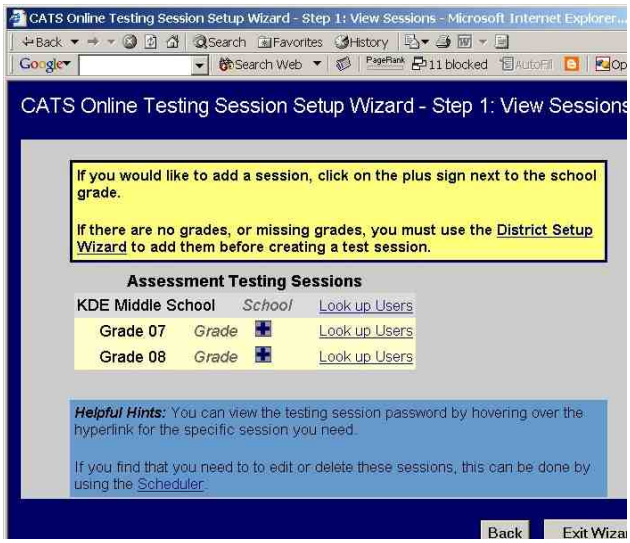
2. The SA now creates user accounts for each teacher with participating students at his or her own school. The SA may delete or edit these accounts as needed. Begin this process with the live link (entering participating teacher information) at the main menu.



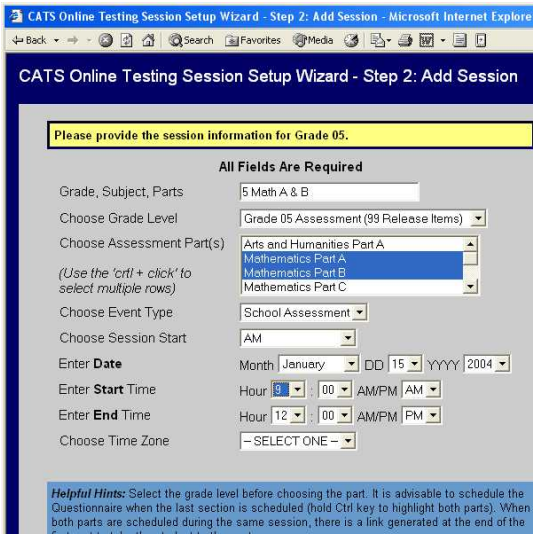


The SA must also notify each Teacher when his/her account has been created. By clicking on the third link shown below, the Wizard program can send an automatic email to each Teacher when the account is created by the SA. This email notification will prompt the Teacher to access the CATS Online Assessment website, login, and change his/her password. The Teacher can then proceed to the setup Wizard to enter the student users.

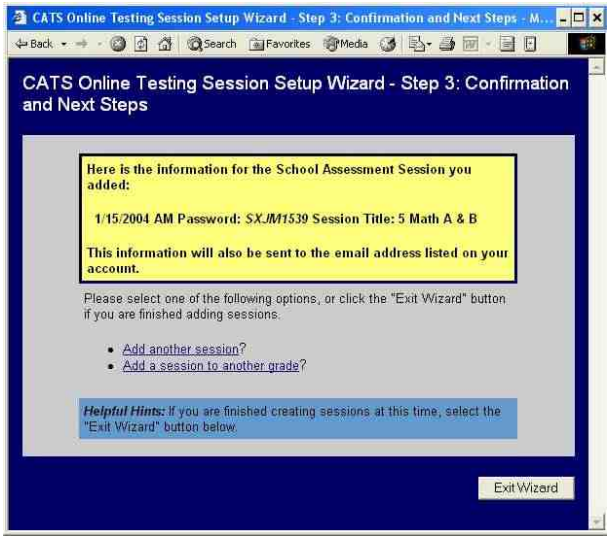
3. Create the online testing schedule to correspond with the schedule being followed by students in the district/school (i.e., same dates and times) testing offline. Begin this process with the live link at the main menu. Click on the '+' next to the Grade level for which you are creating sessions.



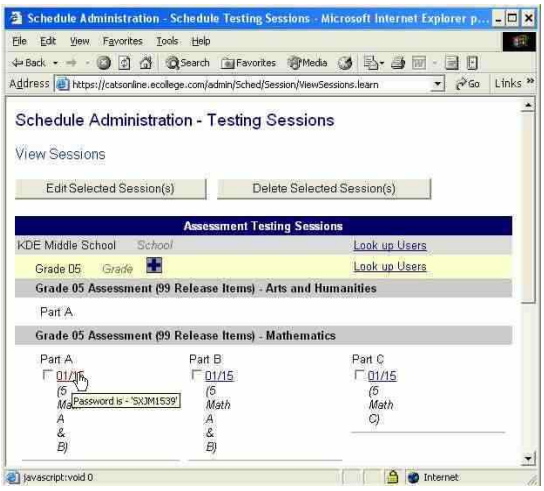
In the first text box (Grade, Subject, Parts), label the test with information to identify the specific session (e.g., 5 Math A, B). In the second box, use the drop down menu to select the grade level. After selecting the grade level, the third box will populate with all subjects and parts to be tested at that grade level. If testing more than one part in a given time period, hold the Control key down and click on all parts needed. (All parts highlighted will have the same password.) It is recommended that the Questionnaire be highlighted at the same time as the last part (C).



Step 3 gives confirmation and the password, which will be needed by students at that grade level to access the test session. The session password must be entered in UPPER case. This password is sent to the SA's email.



After the test session has been created, the password can also be viewed by going to CATS Online Administrator Main Menu. Click on Edit Testing Schedules in the left column. At the next screen, select the second button: *View/Edit/Delete Test Sessions*. Hover with the mouse over the date of the session and the password will appear.



Note

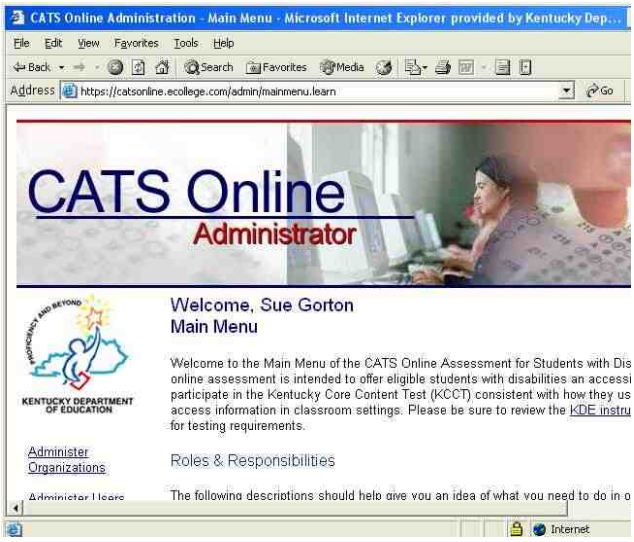
If necessary, the SA can also perform all the duties of the Teacher user, including creation of Student user accounts. The SA responsibilities can also be performed by the DA, if the school and/or district has a small number of participants, which would not warrant additional staff involvement.

The SA will need to be responsible for assuring that qualified staff check the hard-drive of each computer used during the assessment to verify that any remaining information for the test is removed. (See Daily Workstation Cleanup Guide in Chapter Three.)

Teacher

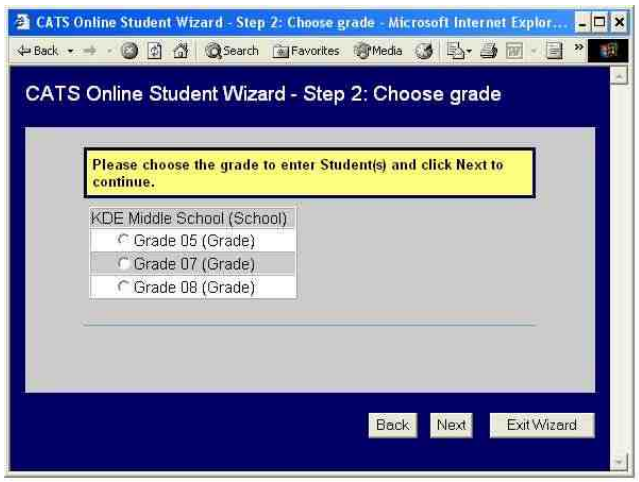
Upon logging in for the first time, the Teacher will be prompted to change his/her password to one of his/her own preference. This password expires every 30 days and must be renewed by the teacher when logging in.

Logging in will take the Teacher to the Main Menu of CATS Online Administrator. The Main Menu shows the roles and responsibilities of each user (DA, SA and Teacher). There are links within each user's list of responsibilities based on login ID. A District Administrator will have links within the DA roles, a School Administrator will have links within the SA roles, and a Teacher will have links within the Teacher roles. The links take each user to the CATS Online setup Wizard and tools.



The setup Wizard provides step-by-step instructions to guide the Teacher through the first step.

1. Create the student user accounts. (text is live link online) Clicking on this link takes the Teacher to the Welcome screen of the Wizard. Follow the Wizard to arrive at Step 2. Select the grade level of the students being entered. (Student accounts can only be created within Grades, so the SA must have already entered the Grades.)

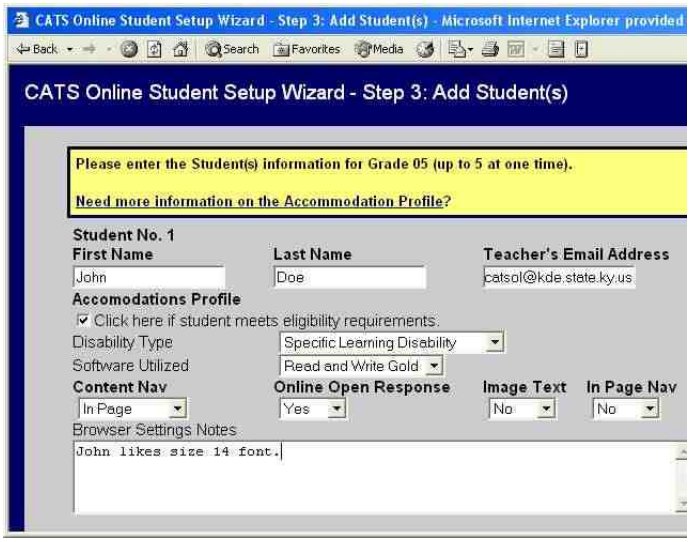


2. The Teacher then enters names of participating students, including their special population designation, and the software being used. The individual student accommodation profile determines the format or layout the student will see when logging in. For a description of various settings in the Accommodations Profile, see the table below for the options available:

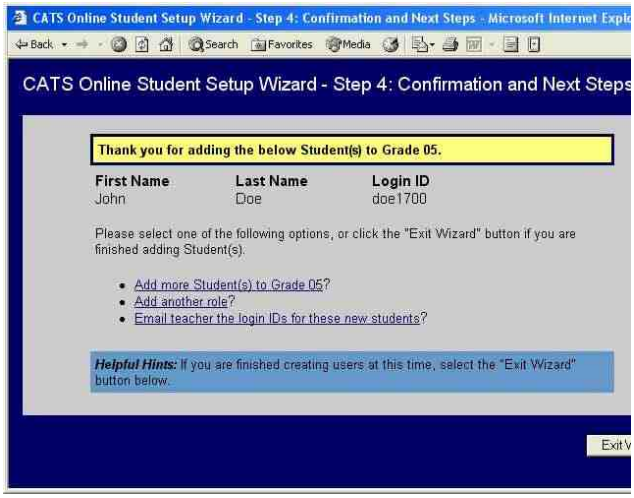
Student Accommodation Profile
Content Nav:
Window: Displays supplementary reading and image alternative text in a pop-up window.
In Page: Displays supplementary reading and image alternative text in the same page. Readings are displayed at the top of the window, followed by question and answer text with single scroll bar. Appropriate for students who struggle with navigation between a reading passage and questions related to passage.
Dual Frames: Displays supplementary reading and image alternative text in the same page. Readings are displayed in a top frame of the window. Appropriate for students who struggle with navigation between a reading passage and questions related to passage. **Text reader must support frames**.
Online Open Response:
Yes: Displays an edit box so the student can answer Open-Response questions online.
No: Instructs the student to write Open-Response answers in the student response booklet.
Image Text
Yes: Displays a link on the page that opens the text for that image. If

Content Nav option is "Window", text appears in a popup window. This option is appropriate for students with visual impairments or who require prompting, as noted in their IEP. Text for images in answers will appear below answer text area if Content Nav is In Page or Dual Frames.
No: Will not display a link on the page opening the text for the image. Appropriate for sighted students.
In Page Nav:
Yes: Displays navigation for the exam's current page corresponding with exam question. This is suitable for students (VI) who use the tab key to navigate a screen, and wish to move to sections of the page quickly. Links go to question, answers and question navigation areas. Each area is highlighted when user selects link.
No: No page navigation is provided - (sighted) student uses web browser's scroll bars.

3. The most common profile is shown in Step 3 below. To view examples of different profiles, click on Need more information on the Accommodation Profile. Teachers are asked to click a checkbox on this screen to verify that each student meets eligibility requirements for online testing.



4. The Teacher will receive confirmation and login ID for each student entered. Teachers can then choose to have this information sent to their email account. Students will need this login to access both the Practice Area and the assessment. Teachers can also view student login IDs by clicking on Edit Users at the Main Menu and searching for Students.



5. Provide time and opportunity for every student to enter the Practice Area for his or her grade level (several days/weeks before first test session scheduled) to set individual student preferences (e.g., font, color, etc.) and practice all types of test questions using his or her assistive technology.

6. Administer and supervise the Online Assessments.

7. Since electronic submission of student responses is not be available for 2004, school staff must be able to access and print the student multiple-choice responses at the end of the day of each session, and transcribe student multiple-choice responses into the test booklet for manual submission. Student open responses will also need to be printed and inserted into the test booklet. Blank OR pages in the test booklet must be marked as "NSR" (Non-Standard Response). See page 29 for further directions.

Student

The student must enter the Practice Area prior to first day of assessment to set preferences and answer a sampling of questions per subject area, including open responses. Use of the Practice Area is critical to successful participation in online assessment. If the student has not entered the Practice Area under his/her own login, s/he will be denied access to the actual test.

CATS Online Demo Area

A CATS Online DEMO Area has been set up for the purpose of allowing staff and students to be able to experience online assessment using selected questions from the CATS 1999 Released test items. The DEMO Area provides familiarity with online assessment in conjunction with use of textreader technology. Staff and students may spend time in this DEMO area until **both** are comfortable with how to navigate pages and understand how to use their textreader or screenreader software to read and

answer multiple-choice and open response questions. Experience has shown that this supports successful participation during the real assessment in the spring. The DEMO Area also offers a means for parents and others to view Kentucky's online assessment.

Accessing the Demo Area

The CATS Online Demo Area can be accessed by going to the website listed below and selecting one or more of the grade level Login IDs.

> NOTE: Students entering the DEMO Area using the student logins below will not meet the requirement of student use of the official Practice Area, which is needed before the student will be given access to the KCCT.

To visit the DEMO area and see what the online assessment will look like for students, go to the CATS Online Assessment website at https://catsonline.ecollege.com/. (NOTE: The DEMO Area may contain answers submitted by previous DEMO users. You can change the current DEMO answers by clicking on different choices or by entering new text.) At the login screen, type in one of the following Login IDs:

Grade	Login ID
4	g04st2161
5	g05st9398
7	g07st9567
8	g08st4057
10	g10st7314
11	g11st6974
12	g12st1215

The sample grade levels are set up to reflect a variety of student accommodation profiles. This will help teachers see different views prior to setting individual profiles when entering student users for the real test. Accommodation profiles are set by the teacher based on individual student need consistent with IEPs, 504 Plans or PSPs.

When you enter the DEMO CATS Online Assessment website with one of the DEMO Student IDs, you will see the following choices:

Enter DEMO Area
Set Your Preferences
View Help Information
Leave CATS Online

Clicking on Enter DEMO Area will give access to the demonstration questions. The Set Your Preferences area allows test settings to be changed to the font size or color

preferred by the student. The View Help Information section also should be visited to learn more about how to use the online assessment. Viewing the Help Information will show how textreaders or screenreaders can be utilized most efficiently when reading the questions or providing responses. This section will also explain the purpose of the navigation icons available for students with a visual impairment.

CATS Online Practice Area

Taking a test online is not the same as taking a test with pencil and paper. It requires practice to allow students to know how to navigate between questions, how to use their text or screenreader to select and read the test, etc. Therefore, it is required that each student has experience with the format and operation of the CATS Online Assessment before he/she tries to take the real test in this format. A CATS Online Practice Area is set up just for this purpose, where the student can practice using selected questions from the 1999 Released CATS test items. No student will be allowed to enter the spring 2004 CATS Online Assessment unless the system can verify that he/she has spent time in the CATS Online Practice Area. It is strongly recommended that staff and students spend time in this Practice Area until all are comfortable with how to navigate pages and understand how to use their textreader or screenreader software to read and answer multiple-choice and open response questions. Experience suggests that students should spend sufficient time in the Practice Area to become thoroughly familiar with these issues.

Enter the practice area and use the textreader or screenreader to follow these suggested steps:

1. Try listening to Question and Answer text using text and/or screenreaders
2. Students who have navigation links turned on should practice moving around the Question and Answer page (Page Nav is recommended for screenreader use by students with visual disabilities.)
3. Students who have image text turned on should practice listening to the image text. (Recommended for students with visual disabilities)
4. Use the back and forward arrows to move between questions
5. Try responding to questions
6. Try moving to different questions using the dropdown boxes.
7. Repeat steps 1-6 until comfortable with each step.

For more information on use of the Practice Area, see Steps Teachers Must Follow in Preparation for CATS Online. (Page 24)

Students can access the Practice Area at https://catsonline.ecollege.com . To access the required Practice Area, students will need to use the individual student login IDs that were sent to the Teacher when the individual student accounts were created (Page 18). When the student enters the CATS Online Assessment website, the following choices will be available:

Enter Practice Area
Enter Assessment
Set Your Preferences
View Help Information
Leave CATS Online

Clicking on Enter Practice Area will provide access to the required practice questions. By entering the site using the individual student Login ID, access will be given to the Practice Area that corresponds to the grade level assigned to the student's account

Teachers will also need to visit the Practice Area to become familiar with its use so they can support students practice activities. Teachers need to access the Practice Area under the CATS Online Administrator Main Menu.

Entering the CATS Online Assessment

When the student is scheduled to begin taking the live assessment, he/she or the teacher will access the CATS Online website at https://catsonline.ecollege.com and enter the individual student Login ID. Then the student will click on Enter Assessment, where they will be required to enter a Session Password to access the scheduled assessment. The Session Password for each scheduled assessment can be obtained from the SA. These passwords are sent to the SA when he/she schedules each grade level assessment. The Teacher can also view the Session Password by entering the Main Page and clicking on Edit Testing Schedules. Select the second button, *View/Edit/Delete Test Sessions*, hover the mouse over the date of the session, and the Session Password will appear.

Steps Teachers Must Follow In Preparation for CATS Online

Note

These procedures must be followed no later than 2 weeks prior to beginning of the testing window!

1. Check for supported software. Assistive technology supported includes: Read and Write (5, 6, 7, Mac or Gold), JAWS 3.7, eReader 2.0, and ZoomText. Make sure you have all updates and service packs for your software.

Note

To obtain software updates:

Read and Write Gold: Open program, click on textHELP button, select About, click on link for updates.

Other supported software: Check with the vendor for updates.

Note

Special Directions for WordSmith users:

The toolbar, BrowseAloud, which appears in Internet Explorer in WordSmith for web browsing, is not available for the assessment. This toolbar is turned off for security purposes. Students with WordSmith need to access the test by opening Read and Write 5 (installs with WordSmith) and using its tools. Students will need to be sure they have spent time in the Practice Area using Read and Write 5 to be familiar with its operation prior to the actual test.

All users should be aware that Internet Explorer will look different for assessment than it does during normal use. Due to security requirements, the toolbars that normally appear at the top of Internet Explorer are turned off in CATS Online student view. Students will not be able to use the Edit tool button. They will still have access to right-click and keyboard commands of Copy and Paste (Ctrl+C, Ctrl+V) in the Open Response and On Demand questions only.

2. Check software settings for individual students. Read and Write Gold includes settings which teachers may need to consider adjusting for student use/non-use during testing or to support software operation. For example, the Toolbar can be adjusted for each tool. Make sure only appropriate tools are available for the student (e.g., the dictionary tool will only be appropriate during the On Demand Writing). **It is very important to have Alternative Highlighting turned on in order for Read and Write to function properly. Please see page 27 for more information on Alternative Highlighting.**

Other settings may need to be checked. Some of the words in the assessment are presented in all capital letters for emphasis. Some voice engines read a word in all caps the same as if it weren't capitalized and some engines read as if the word was an acronym, reading letter by letter. Make sure the voice engine selected is one that will read words in all caps as a whole word. Voices which will read all caps accurately include: L & H RealSpeak Jennifer or Jane, Adult Male #1 British English (L&H), Adult Female #1 British English (L&H), Mike, Mary, Sam, or RoboSoft 1-6.

Note

NOTE: Be aware that textreaders and screenreaders have some limitations in the way text is read. Math problems, numbers, and abbreviations are problematic. Words with two or more pronunciations will only read one way (e.g., read, record, content). Abbreviations or words ending with a period may be mispronounced (e.g., Dr.- drive or doctor?, Pa at end of sentence becomes Pennsylvania). Students with experience in using the software should be familiar with these issues, and be reminded to request staff assistance if they need help with understanding text as a result of this limitation.

3. Check to see that other software installed by the district, but not supported by KDE, does not interfere with implementation (e.g., I-GEAR, Fortress, FoolProof, etc.). It is recommended that once the student stations have been readied for the online assessment, no new software be installed until assessment is complete.

4. Prepare templates for completion of open response items. If students will be completing open response items in a word processor, the printed answers must follow the format specified in Section 6 of the "Inclusion of Special Populations in the State-Required Assessment and Accountability Programs (703 KAR 5:070)" document. See KDE website (www.education.ky.gov) for a template, which meets the format requirements. Do a Search for "#CATS Online". The online textbox is already formatted to meet these requirements.

5. Test the textreader software on all computers that will be used for actual assessment in the Practice Area first. The assessment must be accessed through Internet Explorer version 5.0 or later (not Netscape or another browser). If possible, have one or two back-up computers ready in the event the ones prepared do not function well on test day.

6. Preview practice areas!!! Teachers and all proctors of online assessment must be familiar with question and answer formats for all content areas that they are proctoring. This is necessary to assist students as questions arise. If students

are using different accommodation profiles be sure to become familiar with the look of each profile.

7. Supervise all students entering Practice Areas. Make sure students practice all content areas assessed and a variety of question types. There are sample questions for each content area. They should complete at least the first HALF of the questions given. (Then if more practice is needed, students can enter the practice area again and complete the second half.)

Note

Students can change their preferences (font style, size, color) any time they are at the main menu.

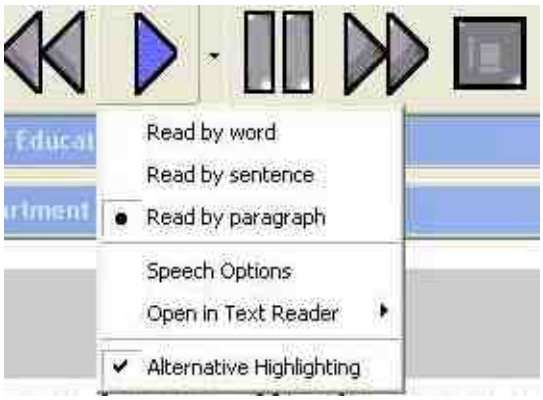
8. Students should practice answering open response (OR) questions. Determine which format will be used for each student. The Accommodations Profile allows the teacher to choose whether the student will answer OR online or not. This is determined when the teacher enters each student user.

Note

The Open Response answer box only allows text to be entered and does not provide other tools available in a word processor (e.g., spell check, word prediction). If students will be answering open response in a word processor (e.g., MSWord) due to needed accommodations, he/she should practice using a split screen (see below) or toggling/clicking between both windows, so that he/she can see both the question and his/her response. Students may also choose to answer entirely by hand in the Student Test Booklet.

IMPORTANT!! Directions for Enabling Alternative Highlighting

In order for Read and Write to function properly with the CATS Online Assessment, Alternative Highlighting must be turned on during practice and assessment. Go to the dropdown next to the 'play' button on the Read and Write toolbar. At the bottom is a check box for alternative highlighting. If this box is not checked when a student attempts to read an Open Response question, the software will go into a looping mode and eventually shutdown or lock up the computer.



Directions for Split-Screen (viewing two windows simultaneously)

1. Open MS Word and Internet Explorer. (Open Read and Write Gold if applicable.)

2. If each program opens to full screen, click on the middle button in the upper right-hand corner. The button selected should switch from showing two small windows to only one.

3. Grab (click and hold) the lower right corner and move mouse to resize the window to cover only half of the screen.

4. The window which has the darker top bar (blue in most cases) is the active window. To do something in the inactive window, simply click anywhere in the window. You should see the top bar darken.

Open Response Online Formatting

Students can type (independently or via a keyboard scribe) their responses to Open Response questions directly into the text box provided online. Written responses constructed in Microsoft Word or similar word processor must follow the guidelines for submission of responses (e.g., same limits of one page of typed text). In the event the open response question requires complex characters (e.g., diagram, illustration, etc.), the student should be instructed to use his or her test booklet instead of the electronic version. When answering online, students will be able to click the *Answer Preview* button to verify their written response is within the one page limit.

Responses to Open Response questions are to be printed out and inserted in the student's test booklet in the prescribed format specified in the Administration Manual for Test Administrators and Proctors, and in Section 6 of the **Inclusion of Special Populations in the State-Required Assessment and Accountability Programs** regulation (703 KAR 5:070). The online open response text box will have this format included. If the student chooses to complete his/her open response in a separate Word

document, then the same format must be applied (See pre-formatted Word template at www.education.ky.gov . Search #CATS Online).

Students should be instructed to click the *Exit this session* button to complete their session. Note that answers are saved in the system as the student navigates between questions.

Special Instructions for On Demand Writing

Students in grades 4, 7, and 12 should determine, with teacher guidance, where the prewriting will occur. Students may choose to write on paper provided by the teacher or use a word processor. It is possible for students to copy and paste their final draft from the word processor into the text box online, or to simply print from the word processor in the required format.

Note

If the formatting is important to the writing prompt, it is recommended that the written response be printed directly from the word processor for insertion into the test booklet. Pasting into the online text box will result in loss of required formatting.

Instructions for Submission of Student Responses

Due to budgetary constraints, student responses will not be submitted electronically in 2004, but must be submitted manually. This means teachers will have to print out all student responses for submission using their paper test booklet. Therefore it is important that teachers know how to print student responses for transfer to the test booklet. For Spring 2004, student responses are recorded directly into the test booklet. There is no longer a separate student response booklet.

Printing Student Responses

1. Using your Web Browser, log in to https://catsonline.ecollege.com/admin as a Teacher, School Administrator or District Administrator.

2. Select the Reporting Menu from the list of options.

3. Select the Print Student Responses item.

4. Select the student(s) or content session(s) that you would like to view or print. Click the *Submit* button. To obtain and view/print all the student responses

from a content session or multiple content sessions, mark the ☑ *Select All Students* to the right of the desired content session(s). To obtain and view/print individual and/or multiple student results, select the ☑ next to the student name(s).

5. Print the responses for multiple-choice and open response questions for all students selected in the Print Students' Responses page.

NOTE

Printouts of open responses will be in accordance with electronic reporting standards as described in 703 KAR 5:070 (Inclusion of Special Populations in State Required Assessment and Accountability Programs). Individual student lithocode numbers will need to be added.

6. Transfer student responses to Student Test Booklet for submission (see below).

Multiple-Choice Response Transcription/Submission

Students taking the test online may choose to mark their responses directly into the test booklet, or to just answer the multiple choice questions online and let the teacher transcribe their online responses into the test booklet later. If the student entered his or her own multiple-choice responses into the test booklet, but the student's online responses are different from what the student entered into the test booklet, the student's test booklet markings are final and may not be changed by school staff.

Open Response Submission

Open Response answers must be printed out and inserted into the test booklet. The student may complete the open response questions online, and then the teacher can print out these online responses later for manual insertion in the test booklet. A student may choose to answer any of the open response questions directly in the test booklet (e.g., a math or science response which cannot be answered electronically, student has minimal keyboarding skills, etc.). If any portion of open response questions are printed and inserted, NSR (Non-standard Response) must be written in all blank open response areas in the student's test booklet. Open response printouts will need to have student lithocode numbers added. Staff will need to record student lithocode numbers on the student's final open response copy before submission.

Note

Most Math Open Response questions require the student to show his/her work, which will need to be done by the traditional means of pencil and paper. Should the student word process the explanation to

accompany the work, the combined total of electronic and hand written work must not exceed the one page limit.

Chapter 3

Chapter 3 - Technical Information

Supported System Specifications

The CATS Online Assessment Website supports the following software:

Software	Support Page
Microsoft Windows 98 – XP	http://www.microsoft.com/windows
Internet Explorer 5.0 – 6.0	http://www.microsoft.com/windows/ie
eReader 2.0 for Windows	http://www.cast.org/udl/index.cfm?i=211&option=TechSupport
JAWS for Windows 3.7 – 4.5	http://www.freedomscientific.com/fs_support/doc_screenreaders.asp
ZoomText Extra 7.06	http://www.aisquared.com/support/index.htm
Read & Write Mac Read & Write 5, 6, 7 Read & Write Gold	http://www.texthelp.com/support.asp?q1=support

Testing has been completed using the configurations described in the tables above. Other configurations may also function, but will not be supported.

Lost Internet Connection

If the Internet connection cannot be restored within 30-60 minutes, then offline test format should be used. The following steps should be taken to minimize a disruption in the test participation and completion:

1. Student notifies the teacher or other staff that he or she has an interruption in his or her test access.

2. School staff immediately attempts to restore the connection and if achieved, helps the student get back to where he or she was in the assessment (NOTE: in the event of lost connection, previous student responses will automatically be saved and allow the student to resume at the place where he/she left off before the disruption).

3. If school staff determine that the connection cannot be restored within 30-60 minutes, the student should continue the test session using paper and pencil through the use of a traditional reading accommodation. Every school needs to have a backup plan for the provision of readers for students in the event of an extended loss of the online connection.

4. If the Internet connection to the assessment is restored to allow the student to return to the online assessment for the next test session, then the student may resume online testing. In the event the time has expired for the testing session due to the delay, then the DA or SA will need to either create a new testing session or extend the time of the existing testing session (See Appendix A-Editing Test Sessions).

Daily Workstation Cleanup Guide

These instructions describe how to remove any cached information remaining on workstations that have been used by students to take the CATS Online Assessment. The cached information could be in the form of temporary Internet files, temporary word processing files, or temporary files from a text or screenreader. Because these files may contain elements of questions or student responses, they must be purged from the workstation **no later than by the end of each day of testing**. Assistance with any of these instructions may be found by contacting the KETS Helpdesk at 502-564-2002 or toll-free within Kentucky at 866-538-7435.

Note

Because of the importance of confidentiality for both the student and the test items, it is imperative that these steps be carried out without

exception. The instructions contained within this guide are for school and district staff use only. Students should not be asked or allowed to perform these duties, as they could potentially allow access to unreleased test items or student responses.

The CATS Online Assessment is accessed through SSL (Secure Sockets Layers). Under normal conditions, this would leave no cached information from the online assessment on either the workstation accessing the exam, or on any state or district proxy servers or network caching devices.

Delete the Temporary Internet Files (Internet cache)

Most Internet browsers are configured to store certain files locally on the hard drive of the computer. Storing parts of frequently accessed web pages helps speed the opening of those pages at a later time. The browser can even be told to make an entire website available offline, for when the computer does not have an Internet connection. For the purposes of the CATS Online Assessment, these files are not helpful and should be deleted each day of the assessment.

The following instructions for removing cached files assume the browser is a recent version of MS Internet Explorer (5.0 or above) running on either the MS Windows Platform or Macintosh. MS Internet Explorer is the only supported browser for the CATS Online Assessment.

1. Open Internet Explorer and click on the "Tools" menu item.
2. Select the "Internet Options" link.
3. Select "Delete Files" from the middle of the window that pops up. It will be in a grouping called "Temporary Internet Files."
4. A small window will pop up immediately. Make sure that the checkbox is checked for "Delete all offline content" and then click the "OK" button.
5. Click the "OK" button on the Internet Options window and then close Internet Explorer.

Delete the Cached Files on the District Proxy Server

The Proxy Server is a computer at each school that helps speed access to Internet content by saving the school's most frequently visited websites on its hard drive. There will also be one primary Proxy Server for the entire district that feeds all of the school Proxy Servers. Because these devices save Internet content, they will need to have their cache cleared at the end of each testing day. The process of clearing the proxy servers' cache should only be performed by the district or school technology specialist. If the person assigned to clear the proxy server's cache needs assistance, the KETS Helpdesk will be able to help.

Delete Temporary Files from the Student Workstation

For **Windows 98/Me/2000/XP** - Use the Disk Cleanup utility.

1. Click on the Windows "Start" button.
2. Click the "Programs" link.
3. Click the "Accessories" link.
4. Click the "System Tools" link.
5. Click the "Disk Cleanup" application.
6. Ensure that "C:" appears in the "Select Drive" pop-up window, and press the "OK" button.
7. Ensure that every option available in the resulting window is check-marked EXCEPT for "Downloaded Program Files" which should not be deleted. A description for each type of item appears in the lower half of the window.
8. Click the "OK" button, and then press the "Yes" button in the confirmation window that pops up.

Note

This utility can also be run from the command line, if it cannot be found in the "Start" menu.

Complete these steps to run Disk Cleanup from command line:

1. Click on the Windows "Start" button.
2. Click the "Run…" link
3. Type "cleanmgr /d c:" without the quotes and press the "OK" button.
4. Move to step 7. above and complete the process.

For Macintosh OS – Clear the Cache on Internet Explorer 5x.

1. With Internet Explorer open, click "Edit," and then select "Preferences" from the menu bar.
2. Click the pointer arrow beside "Web Browser" until the pointer points downward.
3. Click "Advanced."
4. Click "Empty Now."

Appendix A

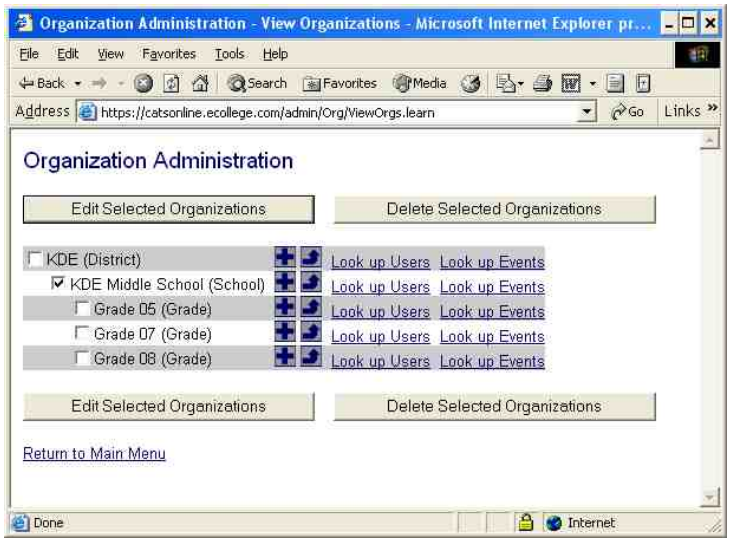
MAKING CHANGES TO INFORMATION ALREADY ENTERED IN CATS ONLINE: EDITING/DELETING SCHOOLS, USERS, OR TEST SESSIONS

If changes need to be made to the CATS Online Assessment after the Wizard setup has been completed, the following information provides directions to advanced users for making these changes manually. These manual changes cannot be made within the Wizard.

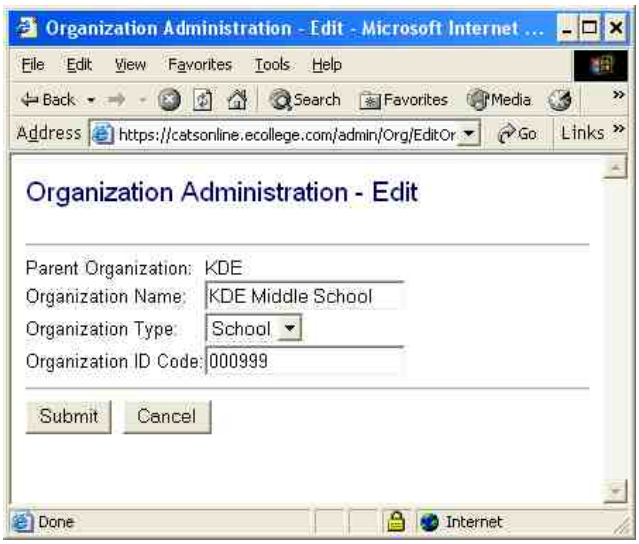
Editing Schools (DA only)

NOTE: This function is only for use when a school has been incorrectly entered (e.g. misspelled name, incorrect school number, etc.).

1. At the CATS Online Administrator Main Menu, click on Edit Organizations. Select the school(s) to be edited by clicking the check box next to the school name. Click on *Edit Selected Organizations*.



2. The choice is given to edit the Organization Name, Type, or ID Code. After making the edits, click on the *Submit* button to save edits or the *Cancel* button to return to the Main Menu with no changes made.



3. DA sees a confirmation message and a click *here* link to Return to *Organization Administration Main Menu.*

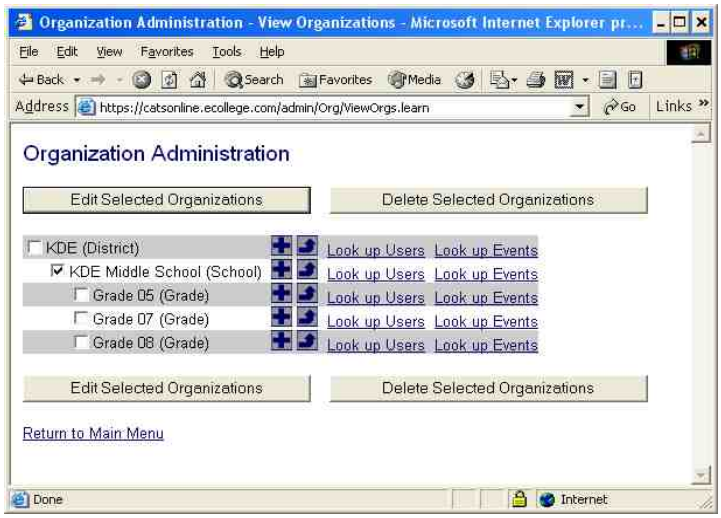
Deleting Schools (DA only)

NOTE

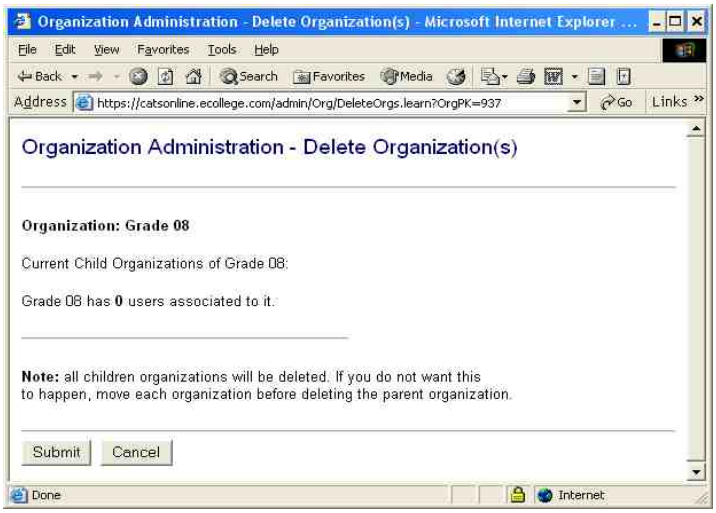
The Delete Organizations function is only for use when a school has been incorrectly entered or is not needed.

1. Select the Organization to be deleted by clicking the check box next to the corresponding Organization.

2. Click on the *Delete Selected Organizations* button.



3. A message is presented to the DA with further details and the choice is given to *Submit* or *Cancel*.



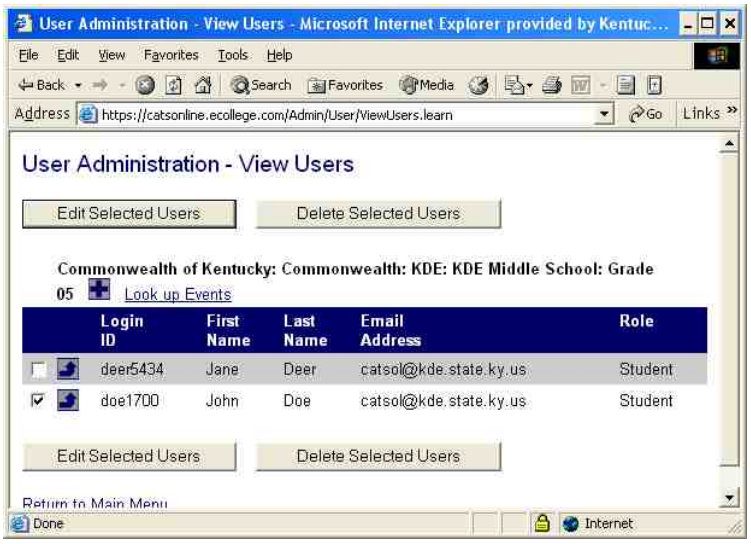
4. DA sees a confirmation message and a click *here* link to Return to *Organization Administration Main Menu.*

Edit/Delete Users or Reset Passwords

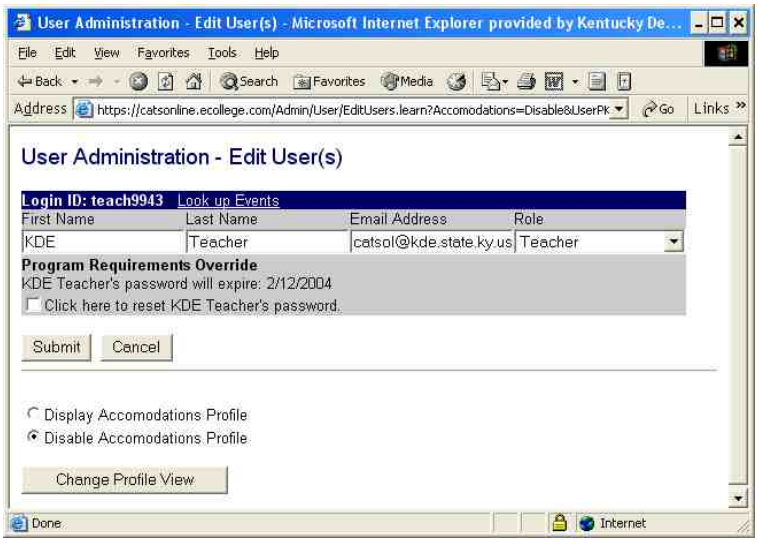
The Edit function may be used to correct misspellings, incorrect email addresses, view login ID, or to reset passwords to the default of "catsonline". The Delete function removes an account from the system, and any information associated with it.

1. From the Main Menu, click on the *Edit Users* link. Search for the user account to be edited or deleted (e.g. SA, Teacher or Student). To edit/delete a user, enter the first and/or last name and/or login ID. To view all users with the same role, select the role from the drop down menu (e.g., all students) and leave the other fields blank. To view all students in a school (SA login) or district (DA login), do not choose an organization. To view all students at a grade level, select that grade under the school, in the Organization drop down menu.

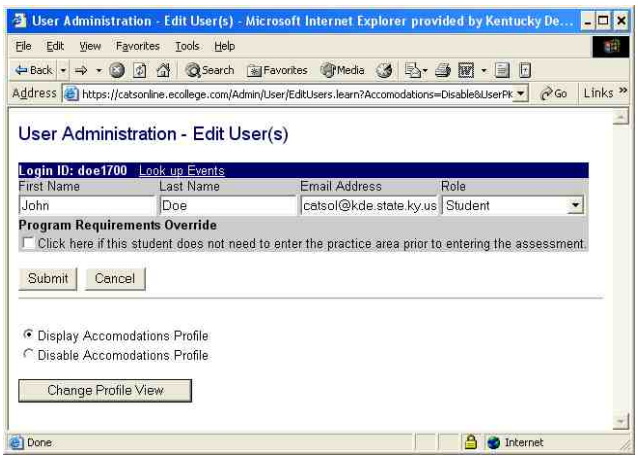
2. Click the Check box next to the name of the user that needs to be edited or deleted. Click on the *Edit Selected Users* button to edit user information. Click on the *Delete Selected Users* to delete.



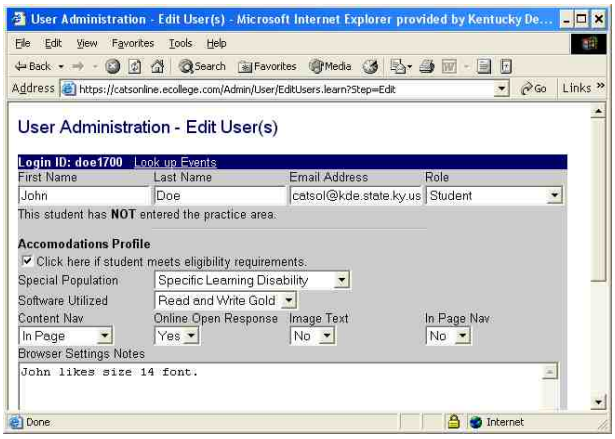
3. Click within any text box to edit the information. If a user has forgotten his/her password, or if it has expired, click on the checkbox to reset the password to the default of "catsonline". Click on the *Submit* button to save changes or *Cancel* to return to Step 2 and select a different user.



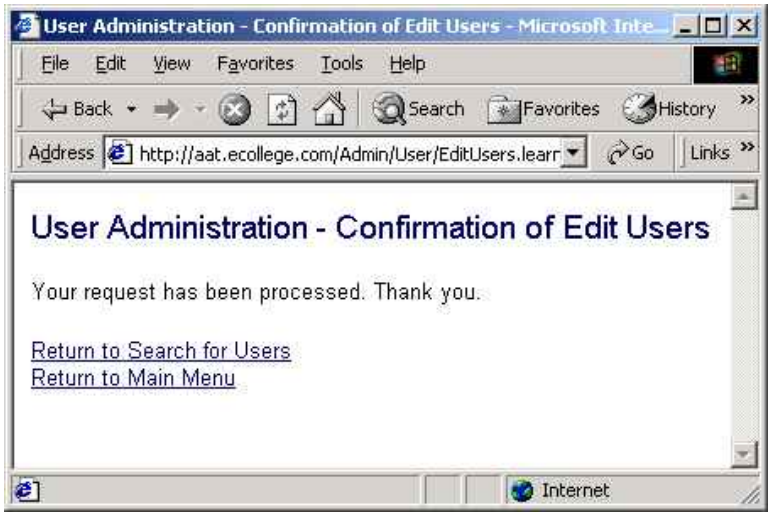
To view/edit the Accommodations Profile for a Student user, select the radio button to display the profile. Click on *Change Profile View*.



Edit Accommodation Profile as needed.



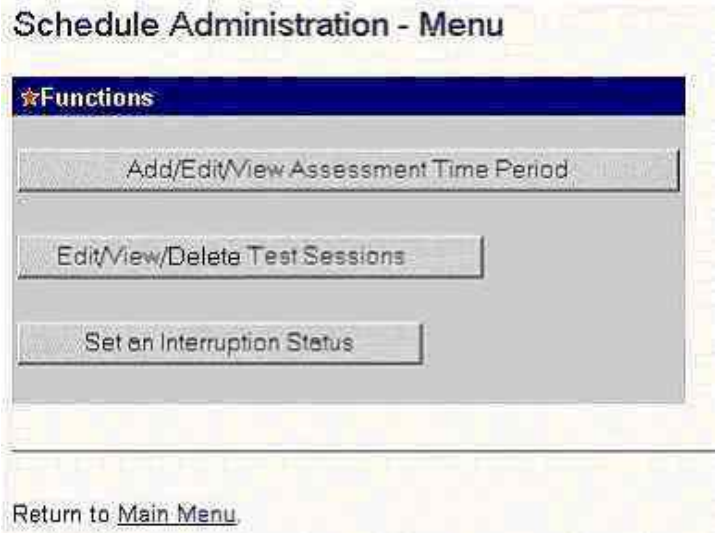
4. A confirmation message will appear. Click on the Return to Search for Users if further edits or deletions are required; otherwise, click on the Return to Main Menu link.



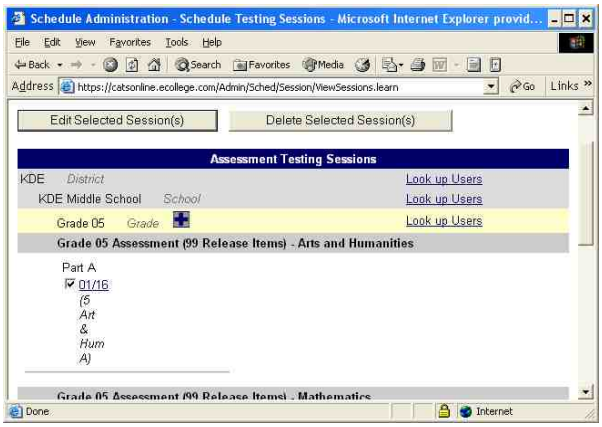
Editing Test Sessions (SA)

During assessment, if it appears that a student will need to work beyond the scheduled session time, the SA can extend the time by editing the session. To view session scheduled, click on *View/Edit/Delete Test Sessions.*

1. At the CATS Online Administrator Main Menu select Edit Testing Schedules in the left column. Select the second button: *View/Edit/Delete Test Sessions.*



2. From within the *Schedule Administration - Testing Sessions* page select the radio button next to the scheduled session to be edited or deleted. Click the *Edit Selected Session*(s) button to make changes to the session. Continue on to Step 3 below. Click the *Delete Selected Session*(s) button to remove the session. A pop up box will appear to confirm. Click OK or Cancel. This only deletes the scheduled session, not the assessment.

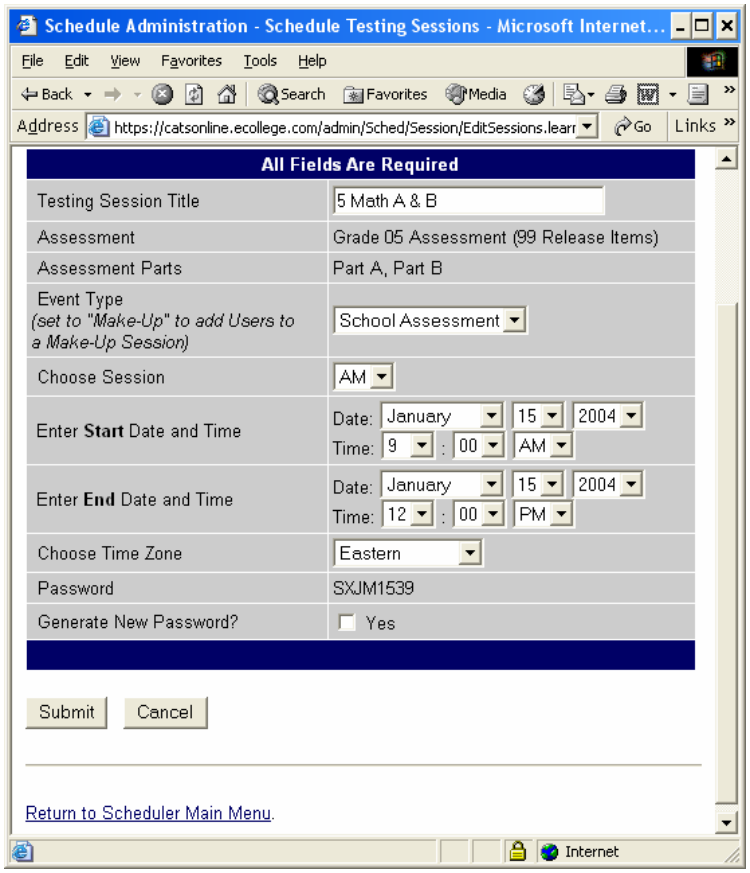


3. The session's schedule can now be viewed/edited. All fields must be completed in order to proceed.

NOTE

The Assessment and Assessment Part fields cannot be edited. If these fields need to be changed, this session must be deleted by returning to the previous screen and clicking on *Delete Selected Session(s)*. Recreate the session using the Wizard (Setup Wizard: Testing Session).

The SA will have the option to *Submit* changes, *Cancel*, or Return to the Scheduler Main Menu.



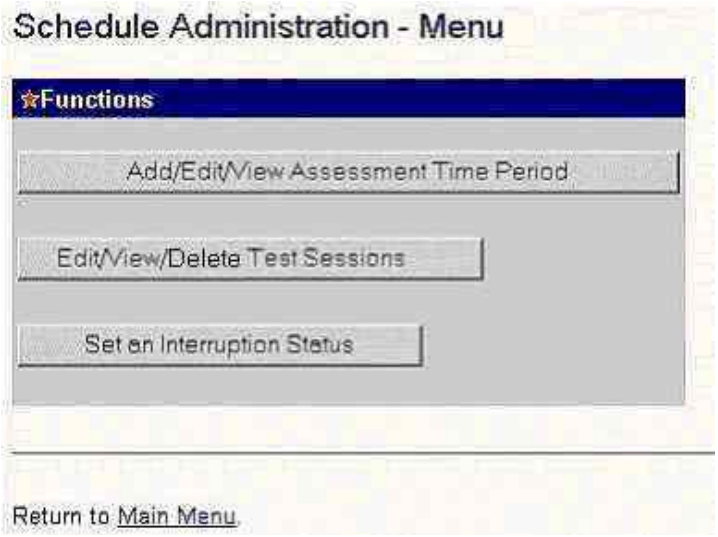
Appendix B

INTERRUPTION OF TESTING SESSION.

Interrupting a CATS Online Test Session

In the event of an unscheduled interruption during the assessment affecting individuals or a group (e.g., sudden illness, fire, tornado, power failure, etc.) and a session needs to be suspended, student responses are automatically saved, except for the question currently on the screen. If time allows during an interruption, follow the steps below.

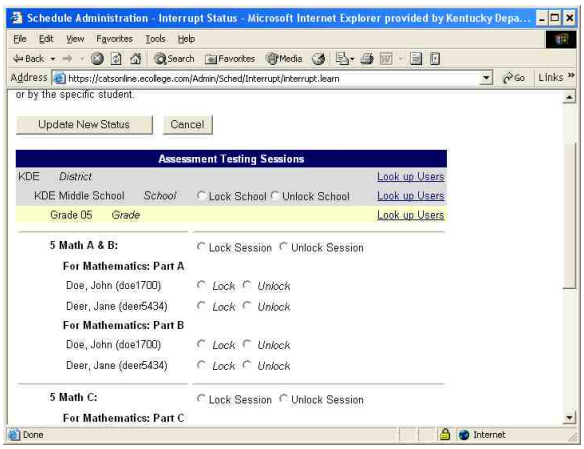
1. At the CATS Online Administration Main Menu click on Edit Testing Schedules. Select the *Set an Interruption Status* button at the *Schedule Administration* page. The Interruption Status page allows District and School Administrators and Teachers to limit students' access to the test in the event of an unplanned interruption.



2. Sessions can be locked at three levels: school level, grade level, student user level.

    a. Choose *Lock School* to lock all students at a school from viewing any questions they have seen or answered.

    b. Choose *Lock Session* next to the title of the session to lock all students from viewing that session.

    c. Choose *Lock next* to a user's name to lock that particular student from that session.

3. In order to resume testing, *Unlock* a session for a specific student or group. Student(s) will be allowed to modify existing answers or previously viewed questions for that session. This option would only be used if the option to lock had previously been chosen and submitted. If the session time has ended, the SA will need to extend the time by editing the test session (see Appendix A, Editing Test Sessions).