



LDOE K-3 Numeracy Screener **TEST ADMINISTRATOR MANUAL** 2025-2026





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About the Louisiana K-3 Numeracy Screener

Louisiana state law requires that all students in grades K–3 be screened using a single statewide screener for Literacy and Numeracy during the first 30 days of school, in December, and in April per [RS 17:24.10](#). The K–3 Numeracy Screener, along with additional teacher formative assessment, will provide teachers with data intended to identify students who may be at risk for math difficulties early, before those challenges significantly impact long-term learning. For more information regarding the K-3 Literacy Screener, please visit the [Literacy Screener](#) page on our website.

Early numeracy skills are strong predictors of future success in mathematics. The screener will provide teachers with valuable data to help them understand these foundational concepts. This allows educators to adjust instruction, target interventions, and monitor progress throughout the year, ensuring that all students develop the math skills necessary for success.

The K-3 Numeracy Screener is administered in an interview format, with the teacher presenting and engaging with each test item one-on-one with the student. For students in grades 2 and 3, the assessment also includes a test session in which students respond to items independently, without teacher interaction, unless otherwise indicated on an IEP, IAP, or EL checklist.

The K-3 Numeracy Screener is administered three times per year. The windows are referred to as Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY). The BOY assessment must be completed within 30 days of the start of school.

For 2025-2026, the K-3 Numeracy Screener windows are as follows:

Window	Dates
Beginning-of-Year (BOY)	8/11/25 - 10/3/25*
Middle-of-Year (MOY)	12/1/2025 - 12/31/2025
End-of-Year (EOY)	4/1/2026 - 4/30/2026

*In future years, the BOY window will be school-specific and be confined to the first 30 days of school.

For students who qualify for alternate assessment as indicated on their IEP, test administrators must complete the Numeracy Alternate Assessment Rubric (NAAR). Students must meet qualifications outlined in policy.

About the Testing Platform: Kite, AAI, and ATS

The Kite® Suite is developed by the Assessment and Technology Solutions (ATS), which is a center under the Achievement and Assessment Institute (AAI). AAI is a service and research entity within the School of Education and Human Sciences at the University of Kansas.

The Kite Suite consists of these main components (i.e., portals):

- **Kite Educator Portal (EP)** – Used by test coordinators and test administrators to manage data, monitor test completion, and access reports.
- **Kite Student Portal (SP)** – Used by students to take assessments.

About this Manual

The K-3 Numeracy Test Administrator Manual (TAM) supports teachers and proctors (Test Administrators, or TAs) who are responsible for administering the K-3 Numeracy Screener. This manual outlines the necessary activities for administering the assessment and provides detailed instructions for completing each task. A checklist of these activities is provided at the front of this manual.

For additional information about the K-3 Numeracy Screener, please refer to the other manuals listed below, all of which are available on the program website.

- [LDOE K-3 Numeracy Test Coordinator Manual](#) (TCM) provides Test Coordinators (TCs) with information to support the coordination of assessments through EP, where assessments are managed.
- [Kite Student Portal Installation Guides](#) provide instructions on installing SP on supported devices (Chromebook, iPad, Mac, and Windows).

A Note about Roles

There are some functions that are only available to the District Test Coordinator (DTC) and some that are also available to the Building Test Coordinator (BTC), or School Test Coordinator (STC). The guidelines for responsibilities and permissions are outlined in this guide and must be followed as written.

A Note about Graphics

Every effort was made to ensure the graphics in this guide match what the users will see when using the Kite Suite. In some cases, however, graphics vary depending on role or have been edited to allow you to view more information or to obscure personal details.

Disclaimer

Kite® and the Kite logo are trademarks of The University of Kansas. All other trademarks referenced in this guide belong to their respective owners.

Change Log

Date	Page(s)	Change
8/18/25	9-13	Revised Accommodations information for consistency.

Getting Help

All policy questions should be referred to LDOE through assessment@la.gov. For assistance with the Kite system, contact Kite Support.

Program Resources

Resource	Location
LDOE Assessment Email	assessment@la.gov
LDOE Assessment Hotline	844-268-7320
Kite Support Email	kite-support@ku.edu
Kite Support Hotline	855-277-9752
Kite Educator Portal & Live Chat	https://educator-ldoe.kiteaai.org
Hours	7:00 a.m. – 5:00 p.m. CT, M-F ¹
Kite Student Portal Icon	
Program Website	https://kite.doe.louisiana.gov
Kite Status Page ²	https://kite.doe.louisiana.gov/kite

¹The Kite Service Desk is closed the week after Christmas and on major US Holidays. Times may be extended during spring testing windows.

²The Kite Status Page displays the current status of Kite Educator Portal and Kite Student Portal. Should an outage exist, this page shows the most up-to-date information about the status of the applications.

Live Chat

Live Chat in EP may be used to contact the Kite Service Desk during normal business hours. To access, select the Live Chat link at the bottom of any page within EP.

Personally Identifiable Information (PII)

Do not send any personally identifiable information (PII) to LDOE unless it has been masked or de-identified. All data sets must be stripped or masked so that no individual student can reasonably be identified from the data.

Do not send any PII (e.g., first name, last name, date of birth, and social security) to the Kite Service Desk via email or Live Chat. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII information may also include combinations of data, such as a student ID and school name.

Do send the state student ID (LASID) number only **and** the error or concern you are reporting regarding the test taker.

Test Security

All numeracy screening must follow normal test security protocols with the exception that the forms used for beginning (BOY) and middle of year (MOY) are not secure materials. No actual screening material, however, can ever be used to drill students prior to, during, or after screening.

- Students must be tested in a quiet location that is suitable for assessment.
- Students cannot be coached or provided with answers at any time during screening.
- Students cannot be encouraged to change their answers after they have been given.

- The answers provided by the student must be recorded as given to the test administrator.
- Students cannot have access to a cell phone or any other electronic device capable of taking pictures or texting, including smart watches or smart glasses.
- Accommodations must be provided to students as they are provided during regular instruction if they are allowed on the numeracy screening.

All building test coordinators (school test coordinators) and test administrators must sign the oaths of security that are provided in [Appendix A](#). They must remain on file and available in the event of any test security violation.

Administration Guidelines

Test Design

The K-3 Numeracy Screener is administered in an interview format, with the teacher presenting and engaging with each test item one-on-one with the student. For students in grades 2 and 3, the assessment also includes a test session in which students respond to items independently, without teacher interaction, unless otherwise indicated on an IEP, IAP, or EL checklist.

Testing Materials and Procedures

Teacher-Led Interview Sessions

All items that are delivered in the teacher-led sessions require no additional materials for most students. Students who require an AAC device for responses may use the device that is used as part of routine instruction if it is indicated on an IEP.

Two devices with LDOE Kite Student Portal installed are required to complete the Teacher-Led Interview Session. The TA will be signed in on one device and the student will be signed in on the other device.

Student-Led Independent Session

Students in Grades 2 and 3 may use the following materials on the student-led independent sessions.

Scratch Paper and Pencils

Students should be provided with scratch paper and a pencil only for grade 2 and 3 student-led independent test sessions. Students are not permitted to have scratch paper or pencils for any teacher-led sessions, regardless of grade level.

Other Math Tools/Supports

Students are **not permitted** to use a calculator or any form of manipulative, including but not limited to number lines, addition/subtraction/multiplication charts, or counters, for any part of the K-3 Numeracy Screener. These restrictions on accommodations apply to all students, including those with an IEP, IAP, PNP, or EL checklist.

Test Administration Time Approximations

Grade	Administration Period*	# of item sets	Estimated Time	Format
Kindergarten	BOY	7	3 - 5 minutes	One-on-one with TA online
	MOY	9	5 - 7 minutes	
	EOY	12	7 - 10 minutes	
Grade 1	BOY	9	7 - 10 minutes	One-on-one with TA online
	MOY	10		
	EOY	11		
Grade 2	BOY	11	Session 1: 5 - 7 minutes Session 2: 3 - 5 minutes	Session 1: One-on-one with TA online Session 2: Completed by student independently online
	MOY	10		
	EOY	9	Session 1: 5 - 7 minutes Session 2: 5 - 7 minutes	
Grade 3	BOY	9	Session 1: 2 - 4 minutes Session 2: 5 - 7 minutes	Session 1: One-on-one with TA online Session 2: Completed by student independently online
	MOY	7		
	EOY	7	Session 1: 2 - 4 minutes Session 2: 7 - 10 minutes	

Test Administrator Responsibilities

Test administrators must complete the K-3 Numeracy Screener training deck provided by the Louisiana Department of Education before they begin screening students. The test administrator oath of security must indicate the date that the training was completed, and the certificate was returned to the teacher. TAs must:

- read the test administration manual thoroughly
- complete and sign the Test Administrator Oath of Security and Confidentiality Statement
- remove or cover all materials displayed in the classroom related to screener content
- for TAs that do not know students, determine a method for correctly identify the student being screened
- confirm that students do not have access to cellphones and smart devices, unless they have a medical exemption (arrange for device to only be used for medical alerts)
- turn off or remove TA cell phones or smart devices
- enable the microphone and test it prior to beginning the screening to confirm that the volume is set to an audible level
- confirm the identity of the student before beginning the screening
- confirm and administer any accommodations that are on an IEP, IAP or EL Checklist and are allowable for the numeracy screener
- establish adequate communication with student (response time, speaking audibly, familiarity with any unique speech features)
- read the directions as they are written to students
- for grades 2 and 3, student-led independent sessions, plan seating arrangements that will ensure independent work during testing
- confirm that all items have been scored and screener is submitted
- return any secure materials including daily access codes

Reporting Test Irregularities and Security Violations

All testing irregularities or security violations must be reported to assessment@la.gov using the test irregularity report provided by the Louisiana Department of Education.

Accessibility Features and Accommodations

A DTC or BTC must assign accessibility features and accommodations embedded in Kite Educator Portal before the start of testing. TAs cannot perform this task.

The only allowable accommodations are those that do not invalidate the purpose of the assessment. The following accommodations are not allowed:

- Calculators
- Manipulatives, including but not limited to number lines, multiplication charts, and counters

Some accommodations are allowed only for very specific groups of students. Please refer to the Diverse Learners accommodations matrix in [Appendix B](#).

Accommodations should be documented according to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as for ELs and students who have been designated gifted and/or talented (a state-defined special education category). They are provided to minimize the effects of a disability and ensure students can demonstrate their actual achievement, not to provide an unfair advantage or invalidate the purpose of the tests (see [Bulletin 118](#)).

K-3 Numeracy Screener approved accommodations must be documented on the IEP, IAP, or EL checklist prior to administration. Students should be familiar with the accommodation, and it should be used routinely in the classroom. Accommodations may not be provided if the student does not have a current IEP, IAP, or EL plan. If an accommodation or accessibility feature—even an approved one—is not provided during classroom instruction and assessment, it should not be provided during testing.

All accommodations or changes to an accommodation must be documented before the start of screening. Records for IEP accommodations should be maintained in eSER, and accommodations for students with an IAP or EL checklist should be recorded in EdLink. Detailed plans must be kept at the school and may be audited by the Louisiana Department of Education.

Test Accommodations for Special Education and Section 504 Students

The K-3 Numeracy Screener provides for specific accessibility features, including:

- Extended Time
- Text-to-Speech (TTS)
- AAC Devices
- Communication Assistance
- Breaks in between sessions
- Hearing aids, assistive listening devices, glasses, and smartwatches if used for medical reasons (devices must be carefully monitored)
- Enlarged student materials (magnification)
- Covered overlays, filters, or lighting adjustments
- Guideline for tracking
- Whisper phones
- Braille (hardcopy form available for visually impaired students who cannot take the computer-based test)

For more information about embedded tools available, please see the *Kite Student Portal Accessibility Features and Accommodations Chart*.

Extended Time

For the regular K-3 Numeracy Screener, extended time is defined as double the prescribed time (e.g., if the subtest is 1 minute, extended time allows 2 minutes). This may be applied for:

- Students who are English learners as identified in EdLink 360 enrollment
- Students with fluency-based speech disorders documented on IEPs

- Students with limited verbal language skills, as documented on the IEP, that are not participating in an alternate assessment, including students who must use an AAC device
- Students who are hearing impaired and require an interpreter
- Students in grades 2 and 3 completing Section 2 who have a physical impairment directly affecting their ability to respond
- Students who require braille

NOTE: *The Numeracy Alternate Assessment Rubric (NAAR) is not timed.*

The extended time accommodation must be included on the IEP, IAP, or EL checklist prior to screening. For BOY only, the 30-day advance rule is not applicable. For MOY and EOY screenings, all accommodations must be added at least 30 days before the opening of the screening window.

Text-to-Speech (TTS)

TTS is permitted on grade 2 and 3 student-led independent sessions if justified and meeting required criteria. Eligible students (documented on IEP, IAP, or EL checklist, and using TTS routinely in instruction) include:

- Students with a learning disorder
- Students who are nonverbal and limited verbal
- Students with autism
- Students who are English learners

AAC Devices

Students who use Augmentative and Alternative Communication (AAC) devices for daily communication may use them during the K-3 Numeracy Screener if documented on the IEP and used routinely in instruction. The device may be used to respond to test items, including during student-led independent sessions, provided it does not include predictive text or content that could compromise test security or validity.

Communication Assistance

For statewide assessments, communication assistance means signing or cueing the test for hearing-impaired students. A fluent test administrator and/or interpreter should repeat or clarify directions and sign the test if warranted by the student's IEP. Tests should be signed exactly as written. Students must be tested individually or in small groups. Directions may be signed or cued, but signs or cues that convey answers are prohibited and result in an invalid score (see [Bulletin 118](#)).

Special Considerations for Deaf and Hard-of-Hearing Students

Physical Setting:

- Auditory listening devices should be in good working condition.
- Lipreading students should be seated no more than 10 feet from the administrator.
- Tests should be administered in the student's usual mode of communication.
- The room should be well lit, with lighting directed toward the administrator. Avoid standing in front of bright windows.

- Ensure students are watching the administrator during instructions.

Use of Fingerspelling:

- Interpreters must never provide answers.
- Signs must not reveal answers.
- Care must be taken with non-manual markers (facial expressions, body language, objects) that might reveal an answer.
- Test questions/prompts must be signed exactly as written.
- A fluent administrator/interpreter should be available to repeat or clarify directions and sign the tests.

Special Considerations for Testing

Some accessibility features can be provided to all students if used routinely in instruction, such as:

- Time of day (when the student is most alert)
- Small-group or individual testing
- Adaptive furniture

Alternate Assessment for Qualifying Students

All K-3 students must participate in the statewide numeracy screening. Students who qualify for alternate assessment will complete the Numeracy Alternate Assessment Rubric (NAAR). Eligibility must be based on approved criteria and documented in the IEP in eSER.

Details about submitting scores for the NAAR are forthcoming.

Kite Student Portal Accessibility Features and Accommodations Chart

The following accessibility features and accommodations are available in Kite Student Portal for the K-3 Numeracy Screener. All tools are available to all students except Text-to-Speech, which requires specific settings in the student's ACCM profile in Kite Educator Portal.

Icon	Tool	Description
	Color Contrast ¹	Sets a specific text color (foreground) and background color with foreground/background options for grey/black, yellow/black, green/white, and red/black.
	Color Overlay ¹	Displays a light color background on the screen behind content specifically with blue, yellow, grey, red, or green.
	Eraser	Remove highlighting and striker marks from the screen.
	Guideline	Follows the pointer and lightly highlights the text line by line.

Icon	Tool	Description
	Help	Help-text bubble explaining how to answer the question based on the question type.
	Highlighter	Select text on the screen and highlight the selected text with a pink background.
	Keyboard Navigation	Displays keyboard location to user when using Tab/Enter to navigate through content.
	Magnification ¹	Magnify the screen with 2.0X, 3.0X, 4.0X or 5.0X zoom.
	Mark for Review	Flags a question for further review.
	Reverse Contrast ¹	Sets the text color to white and the background color to black by default.
	Striker	Place a line through a multiple-choice answer choice that is not desired.
	Text to Speech (TTS) ^{2,3}	A synthetic voice reads explanations of visuals, like pictures and graphs.

¹ Available to all students, but specific settings in the ACCM profile may be set to turn this setting on by default.

² Available only through ACCM settings.

³ Requires speakers or headsets.

Remote Administration

Remote administration is an available option for beginning-of-year (BOY) and middle-of-year (MOY) administration, but it will not be allowed for End-of-Year (EOY). All remote screening must include the use of the grade-appropriate PowerPoint deck provided on the [LDOE Numeracy page](#).

Parents and students must agree to all conditions of remote administration listed in the PPT before beginning the screening. If at any time, the parent or student violates a condition, the administration must be stopped **and** the student will be required to screen onsite.

The test administrator will need to use three devices:

- Computer #1 - Student device
- Computer #2 - Teacher device
- Computer #3 - Proctoring device

The entire screening must be recorded using the video function of the program that is selected for the administration. For the student-led independent session for grades 2 and 3, students will need to provide verbal responses that are recorded by the test administrator.

Kite Student Portal

LDOE assessments are administered through Kite Student Portal (SP). Before testing, all student devices must be updated to the latest version of SP. Please consult your district's IT team to make sure your student devices are running the latest version.

Kite Student Portal Usernames and Passwords

Before the TA and student log in to LDOE Kite Student Portal, they should have access to their corresponding username and password and the Daily Access Code (DAC) for the assessment. DACs, student usernames, and student passwords are provided by the DTC or BTC.

TAs can find their Student Portal credentials in Kite Educator Portal. To find your SP credentials, perform the following steps.

1. Log into Kite Educator Portal.
2. On the Home page, select **My Profile**.
3. Your Student Portal Login displays on the Overview tab.

My Profile	
Overview	Edit Display Name
Change Password	Change Default Role
Security Awareness	Security
FIRST NAME:	Theresa
LAST NAME:	Teacher
DISPLAY NAME:	Ms. Teacher
USER NAME:	teacher@school.org
STUDENT PORTAL LOGIN (LOUISIANA):	Username: ther.teac Password: ABCDE
ORGANIZATION(S):	Cypress Primary Magnolia

Logging into LDOE Kite Student Portal

To begin a Teacher-Led Interview, use the teacher credentials to log in to Kite Student Portal on one device and use the student credentials to log in to Kite Student Portal on the other device. The teacher device must have an operable microphone that is enabled throughout screening. Test administrators must conduct a mic check before they begin the assessment. The volume must be set to an audible level and cannot be disconnected during screening.

Opening Kite Student Portal

Mac or Windows

To open Kite Student Portal on a Mac or Windows device, double-click the Kite icon on the desktop.

iPad

To open the Kite Student Portal app on an iPad, tap the Kite icon on the home screen. The pop-up message shown below will appear. Tap Yes.

NOTE: *If this is the first time that Kite Student Portal has been launched on the iPad, you may have to allow microphone use.*

Chromebook

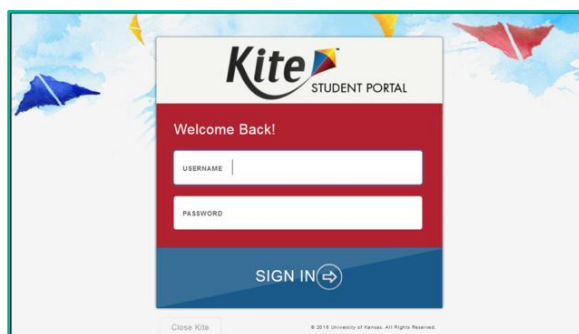
To open the Kite Student Portal app, select the Chrome App Launcher from the sign in screen, then select the Kite Student Portal app.

NOTE: *DO NOT SIGN IN to the Chromebook. Access Kite Student Portal from the sign in screen by selecting the Apps button to select Kite Student Portal.*

Logging Into Kite Student Portal

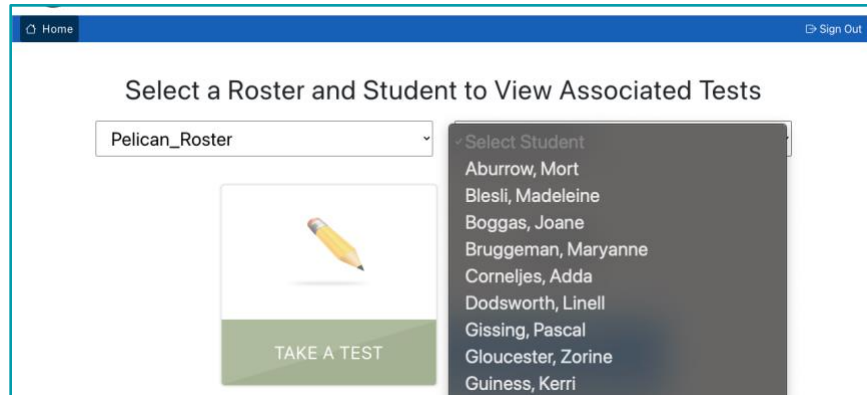
To log in, perform the following steps. This will need to be done for both the Teacher and the Student on their corresponding device.

1. Enter the username in the Username field.
2. Enter the password in the Password field.
3. Select **Sign In**.

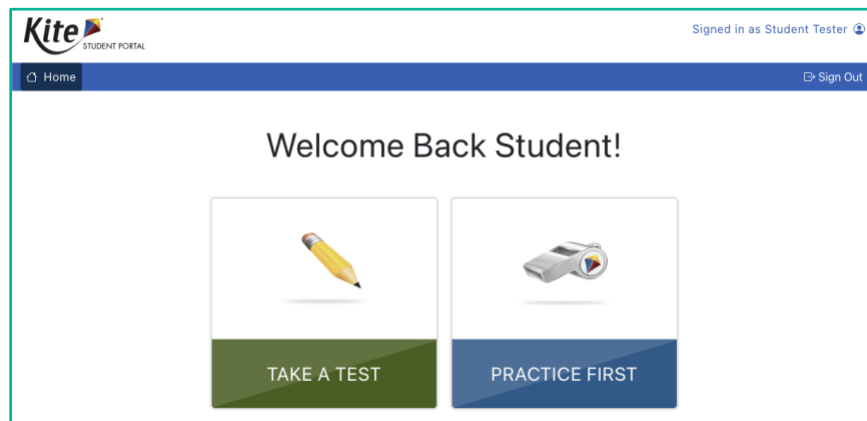


Starting a Teacher-Led Interview Assessment

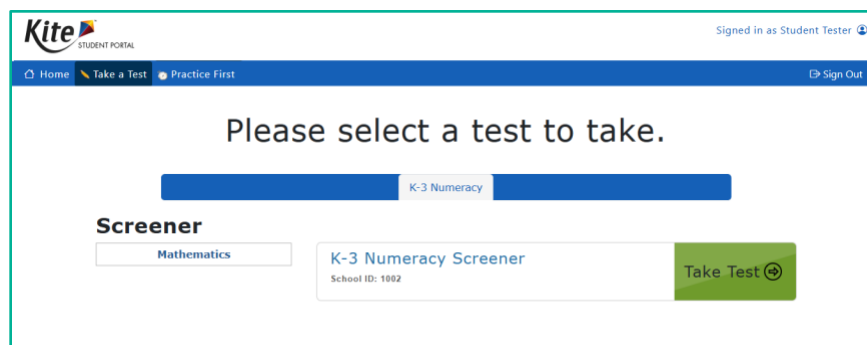
1. On the Teacher device, first select the Roster, then select the appropriate Student.



2. Select **Take A Test**.
3. On the Student Device, select **Take A Test**.

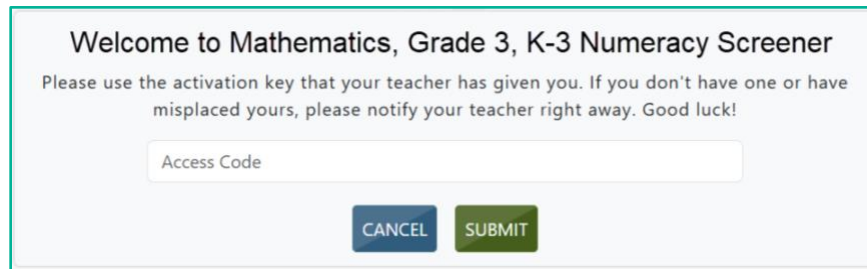


4. On each device, next to the appropriate session, select **Take Test**.



Enter DAC

Using the DAC provided, enter the Access Code and select **Submit**.



Welcome to Mathematics, Grade 3, K-3 Numeracy Screener

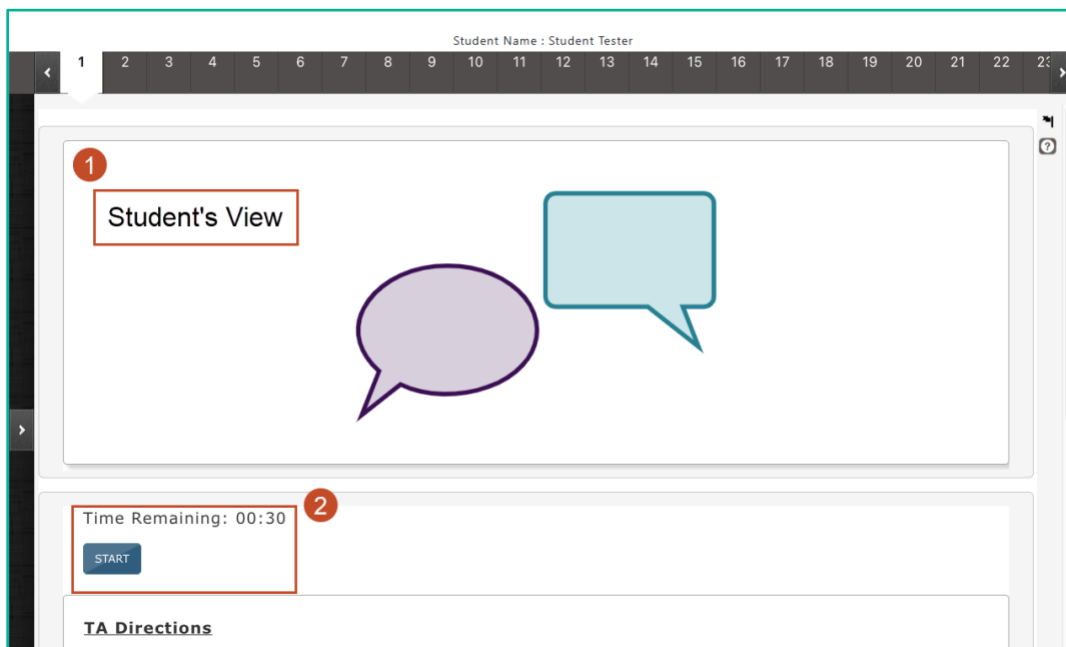
Please use the activation key that your teacher has given you. If you don't have one or have misplaced yours, please notify your teacher right away. Good luck!

Access Code

CANCEL SUBMIT

Teacher-Led Interview Assessment -TA View

The TA window displays the Student's view (1) at the top of the screen. If the item has a timer (2), that displays below the student's view.



Student Name : Student Tester

1 Student's View

2 Time Remaining: 00:30

START

TA Directions

Next are the TA Directions which have a TA script for each item. Below the TA Directions is the Record Student Response section where TAs will enter information about how the student responded to the item. Each item requires a response before the TA can navigate to the next question. TAs will **not** be able to go back to a question once the question has been answered.

Teacher-Led Interview Assessment - Student View

The Student window displays only the Student view of the item. There are no navigation buttons and no tools available for the student.

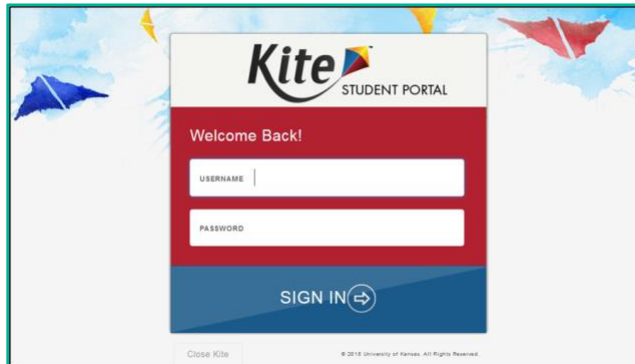
Student-Led Independent Sessions

Starting an Assessment

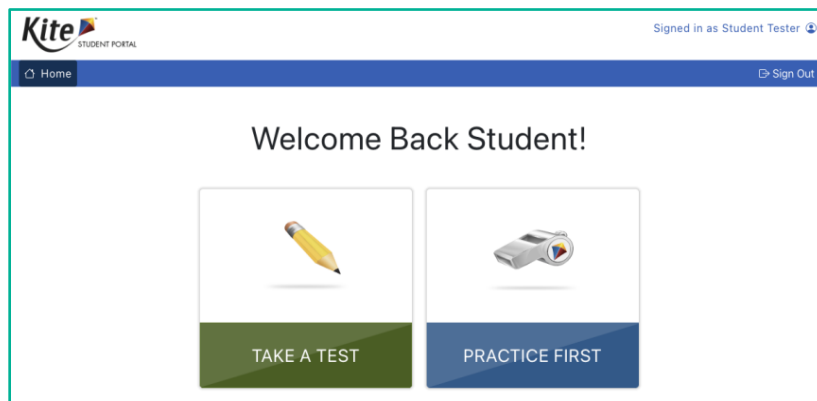
To start an assessment, the student should take the following steps.

First, the student must open and log in to Kite Student Portal.

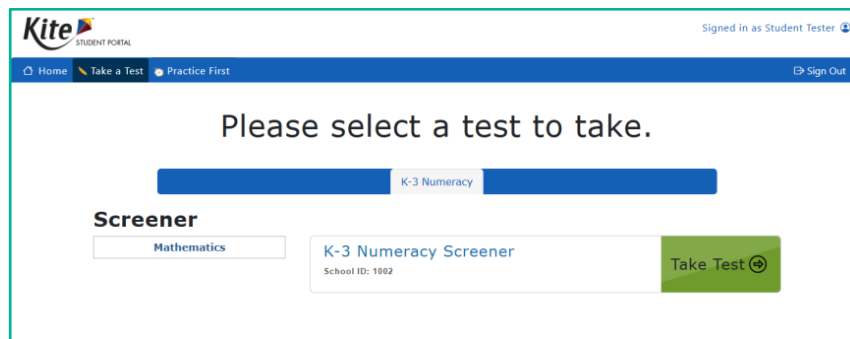
1. Open the Kite Student Portal application.
2. Enter the student's username in the Username field.
3. Enter the student's password in the Password field.
4. Select **Sign In**.



5. Select **TAKE A TEST**.

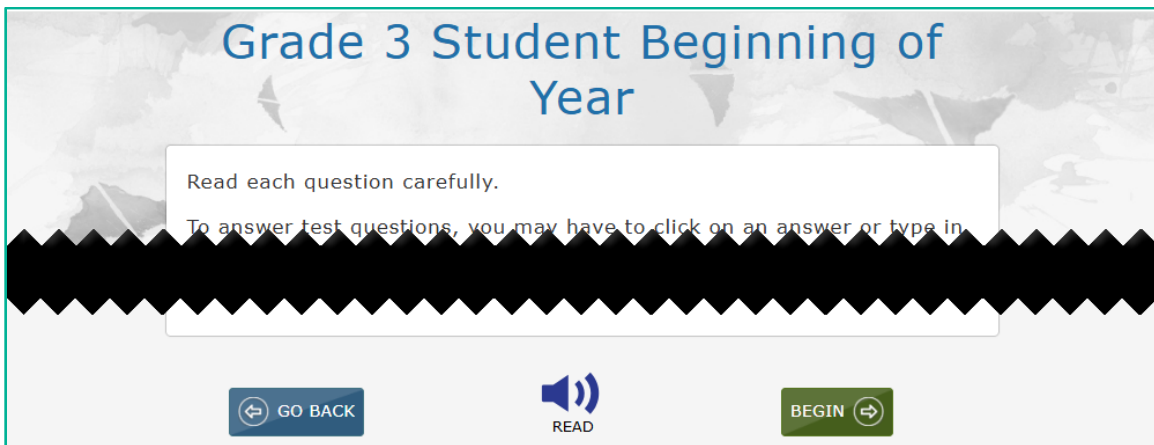


6. Next to the appropriate session, select **Take Test**.



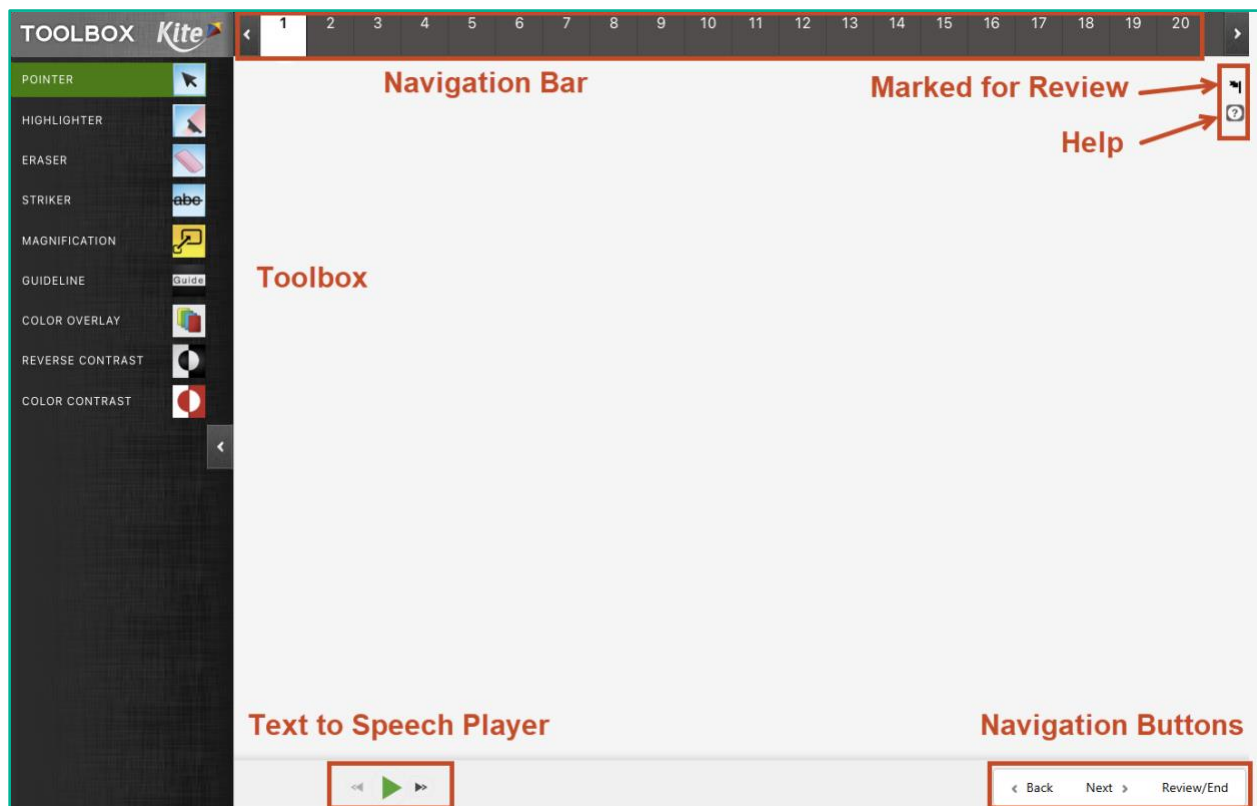
Directions Screen

Students will see the directions for the assessment. They may choose to use the text-to-speech player to read the directions.



Main Assessment Window

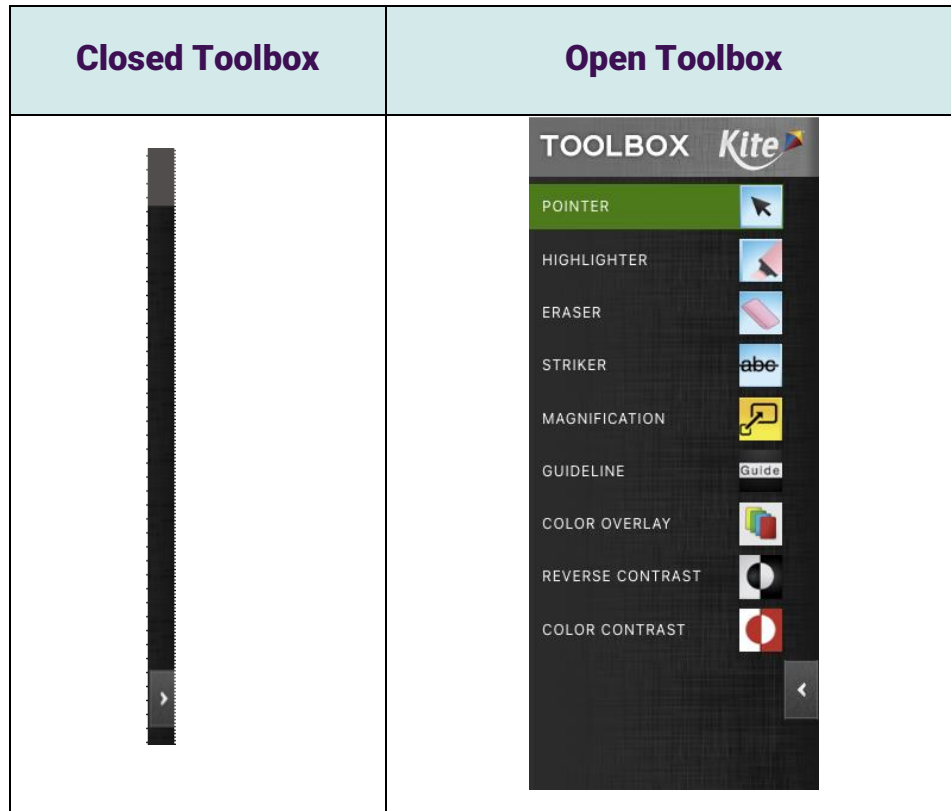
An example of the main assessment window is shown below. The Navigation Bar is at the top of the screen. The Toolbox is on the left side of the screen. The text-to-speech (TTS) player and the navigation buttons are on the bottom of the screen. A help icon and a flag that the student can use to mark a question for review before finishing the assessment are located at the upper right side of the screen.



Toolbox

The Toolbox slides out from the left side of the screen when the user selects the white arrow icon in the left margin. Depending on the assessment settings, different selectable tool options display.

Move the cursor over the arrow icon in the left margin and select to open. Select the arrow icon again to close.

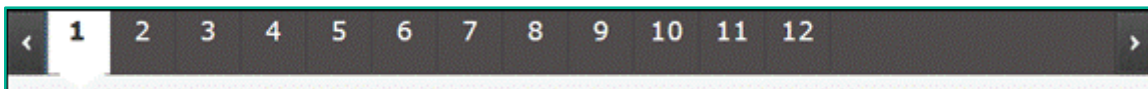


Navigation

The navigation bar at the top of the window shows the number for each question on the test session. Students can select a number to go to a specific question.

Buttons at the bottom of the screen can be used to return to the previous question or screen, go forward to the next question, or review/end the test session. Students must answer the question before they can navigate to the next question.

The number of the open question appears on a white background with a triangle pointing downward.





Answered questions appear on a white background with a blue border and a blue dot below the number.



Flagged questions that are **answered** appear on a white background with a blue border and a blue flag with a small dot below the number.

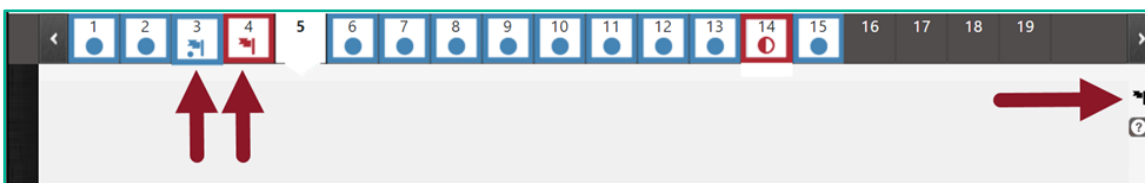


Flagged questions that are **unanswered** appear on a white background with a red border and a red flag below the number.

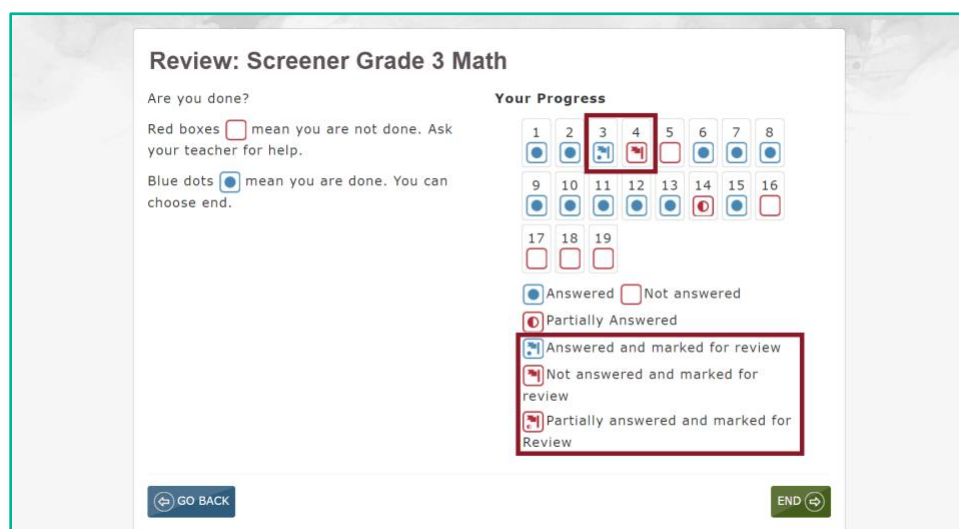


Flag for Review

Students can select the flag icon at the upper right side of the main window to mark a question for later review within the test session.



Flagged questions are also marked on the review page at the end of the test session.



Help

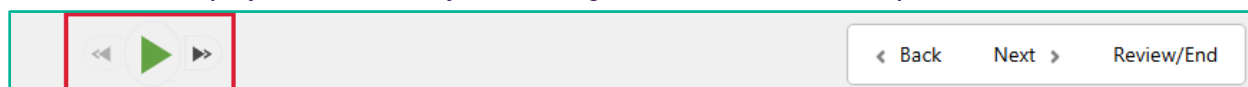
The help button displays additional information about how to manipulate and respond to the question type, not the content.

When a student selects the help button, a window displays additional information. Select the blue X to close the help window.

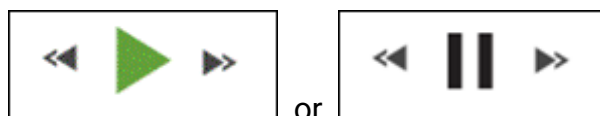
Text-to-Speech Player

The text-to-speech (TTS) player plays audio files that correspond to the content on the screen. Content sections highlight on the screen as it is read by a synthesized voice.

NOTE: The TTS player is enabled by the settings on a student's ACCM profile in Educator Portal.

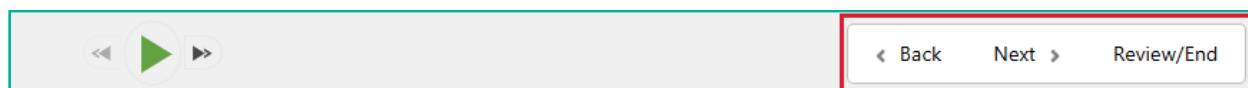


Select the green play button to listen and select the black parallel lines to pause the TTS. Skip forward or back to the beginning of an audio segment using the double arrows.



Navigation Buttons

Buttons at the bottom of the screen can be used to return to the previous question or screen, go forward to the next question, or review/end the assessment.



Text-to-Speech is only available for those students who have TTS set in their ACCM profile.

Ending an Assessment

Review/End Screen

When a test session is finished, select **Review/End** to display the review screen. On the Review screen, students review which questions they have answered or marked for review. The Review screen does not show the answers the student entered.

Students can select the red or blue box beneath a number to return to that question. Students can also select "Go Back" to return to the test session.

Submitting an Assessment

After reviewing answers, the student ends the test session by selecting End on the Review/End screen. A confirmation message will display. Select **Yes**.

Closing Kite Student Portal

To close out of Student Portal from the Home Screen, select **Close Kite** or **Sign Out** at the top of the screen.

NOTE: *The students should always use the Sign Out button when finished. If the student uses a Mac, iPad, or Windows device, select "Close Kite" at the end.*

Before the Assessment

Test Scheduling

The numeracy screening must be completed within the window determined by state law and the Louisiana Department of Education. All makeup screenings must be completed within this window. District test coordinators must submit completed test schedules for each school on the test schedule template provided by the Louisiana Department of Education.

Student Credentials & Daily Access Codes (DACs)

DTCs or BTCs will distribute student credentials (usernames and passwords) and DACs to TAs in a secure manner. DACs differ by subject, grade, and test session and change daily; but are the same for all students in a particular grade, even if they are in separate buildings or districts.

DACs are retrievable by both DTCs and BTCs at 2:30 p.m. the day before testing; the codes expire at midnight on the testing day. If students need to finish the test the following day, students use the DAC for the present (not past) day. DACs for Mondays are not available until Sundays at 2:30 p.m.

Set Up Testing Environment

Before testing begins, ensure all student devices are prepared and ready for use, with batteries fully charged to avoid disruptions. For the grade 2 and 3 student-led independent sessions, arrange the seating in a manner that prevents students from viewing each other's work, maintaining the integrity of the testing environment. Place a "Testing – Do Not Disturb" sign outside the classroom door to minimize interruptions from outside the room.

Additionally, any instructional materials that could provide assistance or an unfair advantage during the test—such as bulletin-board displays, fact tables, charts, or diagrams—should be removed or covered with opaque material.

During the Assessment

Important Reminders (use script provided, do not deviate)

You may not help students in any way, except during the general instructions or as specified in this manual. You may assist a student if a technology issue occurs. Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

Test administrators may not study student responses.



Once a student has reached the Review/End screen that shows which items have been answered, unanswered, partially answered, and/or marked for review, instruct the student to ensure all items have been answered and to review any flagged items. The student can select the item number to navigate to that item in the test. When the student is ready to submit, select “End” from the Review/End screen and confirm by selecting “Yes”.

If a student’s session ends before the student is finished, the student may reuse the username, password, and DAC to log in again within 90 minutes of the original login. After 90 minutes have passed, the student’s test session must be reactivated. To reactivate a test session for a student, contact your DTC.

Once a test is submitted, have the students select “Close Kite” in the upper-right corner before allowing the student to sit quietly and/or read a book at their desk.

Technology Issues

If you encounter a technology problem during testing, please contact your technology team or the Kite Service Desk. Please be prepared to provide a description of the issue, test session information, device type, and operating system in use.

Proctoring Student-Led Independent Sessions (Grade 2-3 only)

One session of the grade 2 and 3 screener is to be completed independently by the student. The screening environment should be secure and free from distractions or disruptions. Test administrators should actively monitor students during the session of the screener that is completed independently by the student. At no time should the TA provide cues, clues, hints, or tips. No cell phones or other text or image capable devices can be in the area unless the TA or the student has an approved medical excuse on file. At no time can a cell phone or other device be used to text, take pictures, or search. Per state policy, any violation of the cell phone policy will result in a void without retest and must always be reported to the Louisiana Department of Education.

Scripts (Teacher-Led Interview Session)

The Teacher-Led Interview Sessions of the test have the script embedded within the test. TAs should read and interact with the student exactly as written on the screen.

Scripts (Grade 2-3 Student-Led Independent Sessions)

The directions that are to be read aloud to students are in bold font. Directions to the TA are interspersed within the script. These directions are in brackets in a regular font. Read the directions for students exactly as written, using a natural tone and manner.

- Encourage the students to do their best.
- Check periodically to make sure that the students are recording their answers properly.
- Ensure that the students work until they reach the end of each testing session.

SAY Students, you are going to take a math test today. It is important that you try your hardest to do your very best work.

You are not allowed to have a cell phone or other electronic device during testing. [Please refer to the Electronic Device Policy] **If you have a cell phone or an electronic device in your possession, turn it off now and raise your hand.** [Collect and store students' devices according to the procedure at your school.]

SAY Do not touch the computers until I tell you to do so. Today, you will answer some questions by selecting your responses on the computer screen. For questions requiring you to write your answers, type your answers within the boxes provided on the screen. You may work out problems on scratch paper. Be sure to answer all questions. Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Make sure your computer is turned on and your headphones are connected. Do not open any other programs. [If students are on Chromebooks, they should not log on with their own account. If necessary, wait for devices to boot up.]

SAY [For Mac or Windows] Click the Kite icon on the desktop.

[For iPads] Tap the Kite icon. Tap Yes when you see the "Confirm App Self-Lock" popup.

[For Chromebooks] Open the Chrome App Launcher from the sign in screen. Open the Kite Student Portal app.

[Wait for everyone to have the student log-in page displaying on their screens. Work with students who need extra help accessing the portal. Remember, no other programs should be running while the testing kiosk is being launched.]

SAY Each of you should see the log-in page on your screen. Raise your hand if you do not see the log-in page. [Work with students who need extra help accessing the log-in page. Remember, no other programs should be running while the students are launching Student Portal.]

[Distribute student usernames and passwords. Post the DAC for the session you are testing at the front of the room.]

SAY You have been given a test ticket with your name and test login information. Check the ticket to be sure you have your own. If someone else's name is on the ticket, raise your hand. [If any students have the wrong ticket, make the correction.]

SAY Carefully type the username and password in the log-in screen exactly as it appears on the ticket. Then click Sign In. Keep your login ticket on your desk. It will be collected at the end of this test.

If you have successfully logged in, you will see the words "Welcome Back" followed by your name. If your name does not appear, raise your hand.

[Work with any students who may need extra help logging in to the program.]

SAY Click the green button that says TAKE A TEST. [The student-led independent session should display on the student screen.] **Then click Take Test.**

You will now enter a Daily Access Code in the box. The code is [read the DAC to the students and direct them to the posted version]. **Enter the code now, and then click Submit. Do not go on until I tell you to do so.**

The page you are on should show the directions. [Pause to make sure students are on the directions page.]

SAY Follow along as I read the directions. Read each question carefully. To answer test questions, you may have to click on an answer or type in a response box. There are online tools available as you move through the test session. For example, you can use the Flag button to mark any question you want to return to, the Next and Back buttons to move from question to question, and the Review/End Test button to review your answers. If you have questions about any of the online tools, ask your test administrator for assistance. When you have completed the test session, follow the directions on the screen to submit the test session. Keep in mind that once you submit the test session, you cannot go back into the test session. Do not begin the test session until you are instructed to do so by the Test Administrator. Please raise your hand if you have any questions about these directions.

SAY Are there any questions? [If there are any procedural questions, reread the directions.]

SAY Now click the Begin button. The first question should be showing on your screen.

[The following instructions may be skipped if your students are familiar with Kite Student Portal. Skip to the next "SAY" section of the script if this applies.]

Look at the buttons on the bottom right of the screen.

These are your navigation buttons.

Clicking the Next button will take you to the next question. Click the Next button now. Clicking the Back button will take you to the previous item. Click the Back button now.

You can mark any item to go back to later by clicking on the flag icon in the upper right of the screen. Click this flag now. The flag now appears in the number box at the top of the screen.

Another way to navigate through the test is by using the question navigation at the top of the screen. Answered questions will show a blue dot; flagged questions have a red flag below the number; and questions that have not been answered are dark gray. (Notice that you have a flagged question.) Clicking a question number will take you directly to that question on the test.

On the left side of the screen is your Toolbox. Click the arrow to show the tools in the Toolbox. There are several tools available to use on this test. [Wait for the students to look at and explore the tools available in the Toolbox before moving on.] Click on the arrow again to hide the tools.

Once you have answered the last question, click **Review/End** to be taken to the review page. Here you will be able to make sure you have answered every question and review any question that you have flagged. When you have answered all questions, you will click **End**. You may click any question to return directly to that specific question or click **Go Back** to go back to the last question in the test.

Click on Question 1. Now click the flag to remove it.

Are there any questions about the available tools and navigation? [If there are any procedural questions, reread the directions.]

SAY **Begin with the first question. Work until you reach the end.**

You may go back to any of the questions in this session to review your answers. Does everyone understand what to do? [If there are any procedural questions, reread the directions.]

SAY **You will have as much time as you need to answer the questions in this session. If you are not sure about the answer to a question, do the best you can.**

When you have answered the last question, click the Review/End button. Raise your hand and I will check your screen to make sure that you have completed all the test questions.

Are there any questions? [If there are any procedural questions, reread the directions.]

SAY **You may begin.**

Remain attentive in the room during the entire testing session. (Reading, grading papers, or doing other work is prohibited.) Circulate throughout the room during the testing session. When students finish and raise their hand, check to make sure all questions are marked as answered before the student submits the test.

After students have finished, continue reading the following script.

SAY **You are finished! To exit, click the Close Kite button in the upper-right corner.**

Please wait quietly at your seat while I collect the scratch paper, pencils, and your login information. [Collect the scratch paper, pencils, and tickets from the students. Securely destroy all the tickets and used scratch paper.]

After the Assessment

At the end of the test session, ensure that students select **End** and then confirm by selecting **Yes** to submit their answers. This step is crucial to ensure that all responses are recorded, and the test status is marked as complete.

Collect all used test materials, including scratch paper and login tickets, from students. These materials must be securely destroyed to maintain test security.



For students using Mac, Windows, or iPad devices, they should select **Close Kite** before leaving the testing area. For students on Chromebooks, they should press the power button to return to the Chromebook login screen. These steps ensure the test environment is properly closed and maintains security.

Accountability Codes (notify DTC)

Accountability codes should be applied to students who had an excuse from all days of screening for which the school has official documentation at the time the code was applied. If a student cannot complete the K-3 Numeracy Screener, notify your DTC immediately so an Accountability code can be submitted for the student.

Appendix A: Oaths of Security

BOY K-3 NUMERACY SCREENER OATH OF SECURITY AND CONFIDENTIALITY STATEMENT SCHOOL TEST COORDINATOR

I, _____, do hereby affirm the following:

Name of School Test Coordinator (print)

- ☐ I completed required training on ____/____/____ for K-3 administration.
- ☐ I received and reviewed the test coordinator manual on ____/____/____.
- ☐ I participated in professional development on test security and administration provided for the beginning of year (BOY) K-3 screenings on ____/____/____.
- ☐ I read and followed all testing procedures in accordance with those outlined in the test coordinator manual as well as any other guidelines and instructions provided by my district test coordinator.
- ☐ I will provide professional development on test security and administration prior to BOY test administration.
- ☐ I will follow all directions regarding the distribution and return of accommodated test materials outlined by my school system.
- ☐ I understand that actual screening instruments should not be used for drills or practice at any time.
- ☐ I will verify that all testing environments are prepared for uninterrupted screening, including sufficient space between students, removal/covering of math content materials, and placement of Testing—Do Not Disturb signs on doors.
- ☐ I understand that students cannot have access to a cell phone or other text or image-capable devices (smart watches, smart glasses) without a medical exemption on file with the Louisiana Department of Education. I understand that I must report ALL violations of this policy to the DTC, who must report them to the Louisiana Department of Education for all state assessments.
- ☐ I understand that teachers cannot have cell phones or other text or image-capable devices (smart watches, smart glasses) in the on position during test administration. I understand that I must report ALL violations of this policy to the DTC, who must report them to the Louisiana Department of Education for all state assessments.
- ☐ I will be sure that all test administrators (TA) know which accommodations can be provided on the numeracy screening and that the TAs know which accommodations should be given to a student before they begin the screening.
- ☐ I will verify that testing is not conducted in environments that differ from the usual classroom environment without prior written permission from the Louisiana Department of Education. It is not necessary to request permission to test in an alternate environment just for individual testing.
- ☐ For remote testing, I will secure student and parent assurances before beginning screening, and I will follow all directions and content described in the grade-specific PowerPoint provided by the Louisiana Department of Education.
- ☐ I will report any testing irregularities to the district test coordinator or the Assessment Hotline at 844-268-7320.
- ☐ I will report all violations of Bulletin 118 cell phone and other electronic devices policy to LDOE.
- ☐ I was informed of the Department policy in [Bulletin 746](#) regarding denial, suspension, and/or the revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on this day: ____/____/____

Name of School

Name of School System

Signature of School Test Coordinator _____

Signature of Principal _____

**BOY K-3 NUMERACY SCREENER OATH OF SECURITY AND CONFIDENTIALITY STATEMENT
TEST ADMINISTRATOR AND PROCTOR**

I, _____, do hereby affirm the following:

Name of Test Administrator or Proctor (print)

- ☐ I was provided and read the Test Administration Manual for the K-3 Numeracy Screener to review on ____/____/____.
- ☐ I completed required training on the assessment on ____/____/____.
- ☐ I participated in professional development on test security and administration for the K-3 screening on ____/____/____.
- ☐ I will read and follow all testing procedures in accordance with those outlined in test administration manuals, as well as all instructions provided by my school or district test coordinator. This includes accurate and valid scoring of teacher scored screening items.
- ☐ I will *not* coach students in any manner prior to or during the administration of the test.
- ☐ I will *not* provide answers to students in any manner prior to or during the administration of the test, including provision of cues, clues, hints, and/or actual answers in any form.
- ☐ I understand that students cannot have access to a cell phone or other text or image-capable devices (smart watches, smart glasses) without a medical exemption on file with the Louisiana Department of Education. I understand that I must report ALL violations of this policy to the DTC, who must report them to the Louisiana Department of Education for all state assessments.
- ☐ I understand that teachers cannot have cell phones or other text or image-capable devices (smart watches, smart glasses) in the on position during test administration without a medical exemption on file with the Louisiana Department of Education. I understand that I must report ALL violations of this policy to the DTC, who must report them to the Louisiana Department of Education for all state assessments.
- ☐ I will *not* provide a copy of the screener to share with parents prior to screening.
- ☐ I understand that actual screening instruments shall not be used for drills or practice at any time.
- ☐ I will ensure that the volume on my microphone is set at a level that is audible.
- ☐ If applicable, for remote testing I will secure student and parent assurances before beginning screening. I will follow all directions and content described in the grade-specific PowerPoint provided by the Louisiana Department of Education.
- ☐ I will report any testing irregularities to the school test coordinator or the Assessment Hotline at 844-268-7320.
- ☐ I was informed of the Department policy in [Bulletin 746](#) regarding denial, suspension, and/or the revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on this day: ____/____/____

Name of School

Name of School System

Signature of Test Administrator or Proctor

Signature of School Test Coordinator

Appendix B: Diverse Learners Accommodations Matrix

	Extended Time	TTS for All Parts	Braille	AAC Device	Sign/Interpreter
Learning Disorder		Yes			
Fluency-based Speech Disorder	Yes				
Nonverbal	Yes	Yes		Yes	
Autism		Yes			
Visually Impaired	Yes *for students using Braille only		Yes		Yes
Hearing Impaired	Yes *for students with interpreters only				Yes
Physical Impairment	Grade 2 and 3 student-led independent session only			Yes	
English Language Learner	Yes	Yes			