LDOE K-3 Numeracy Screener
TEST COORDINATOR Manual

2025-2026

Table of Contents

Kite Service Desk
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kite-support@ku.edu

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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 for understanding of these foundational concepts. This allows educators to adjust instruction, target interventions, and monitor progress throughout the year to ensure all students are developing the math skills they need to succeed.

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 the 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 Coordinator Manual (TCM) provides District Test Coordinators (DTC) and Building Test Coordinators (BTC), in Louisiana referred to as School Test Coordinators (STC), with information to support the coordination of assessments through EP, where assessments are managed. This manual outlines the necessary activities for coordinating 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 Administrator Manual** (TAM) provides information for test administrators (TA) who are responsible for administering the K-3 Numeracy Screener.
- **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 and some that are also available to the Building Test Coordinator (or School Test Coordinator). 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.

A Note About Software

To perform the duties described in this manual, you will need the following applications:

- a modern web browser such as Mozilla Firefox, Google Chrome, Microsoft Edge, or Safari,
- a PDF viewer such as Adobe Acrobat or Preview, and
- a spreadsheet program such as Google Sheets or Microsoft Excel.

Disclaimer

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Change Log

Date	Page(s)	Change
8/18/25	8-12	Revised Accommodations information for consistency.
8/19/25	42-43	BTCs can add students manually.
8/20/25	20-21	Revised DAC access information for clarity.
9/9/25	47	Updated roster upload field template.

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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

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

[2]The 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

Test security policy outlined in Bulletin 118 applies to the Louisiana K-3 Numeracy Screener. The screening instrument is not a secure document, which means that teachers can see questions, but the screening must be conducted in a secure environment, and screeners cannot be used for drill or practice. All building test coordinators (school test coordinators) and test administrators must sign the oath of security available in Appendix H. The oaths must be kept on file with the DTC for three years and be available for audits or investigations.

Beginning in 2025-2026, a new policy is now in effect to require an automatic void of any state assessment results for which a student had access to a cell phone or any other device capable of texting or capturing images (smart watches, smart glasses). If smart glasses are prescription, all texting and image capture functions must be disabled. If a student must have a device for medical alerts, they must have a medical exemption. Test administrators must have their cell phones in the off position unless they have an approved medical exemption only for medical alerts.

All violations of this policy must be reported to 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 Appendix F: Diverse Learners Accommodations Matrix.

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

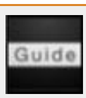
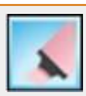
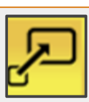
Alternate Assessment for Qualifying Students

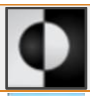
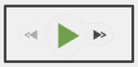
All K-3 students must participate in the statewide numeracy screening. Students who qualify for alternate assessment will complete the Numeracy Alternate Assessment Rubric (NAAR). Eligibility must be based on approved criteria and documented in the IEP in eSER.

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.
	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.

Icon	Tool	Description
	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.*

Makeup Testing

Makeup testing must be completed within the testing window. If a student starts a test session and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that test session, the student may be allowed to complete that test session on a different day. If there are concerns about a student completing a test session, the student should NOT be allowed to begin testing. If a student leaves during a test session, the test administrator should note the exact place in the test session where the student stopped and the time remaining and then contact the test coordinator.

Test administrators must closely monitor makeup testing to ensure students do not alter any previously entered responses.

The same security and administration procedures described for regularly scheduled administrations should be followed for makeup testing.

- The building test coordinator (school test coordinator) and principal must schedule makeup test sessions and inform test administrators of the arrangements made.
- The test administrator must keep a record of students who need makeup testing. The record should include each student name, each test session the student needs to complete, and any approved accommodations the student should receive. This information should be shared with the test coordinator each day prior to the start of the screening.
- If a student is absent because of illness during testing, including makeup testing, the test administrator must notify the test coordinator.

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 Power Point 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.

Roles and Responsibilities

Educator Portal features a hierarchical structure where DTCs are assigned the highest level of permissions within the application, followed by BTCs and then TAs.

District Test Coordinator (DTC) Role and Responsibilities

The DTC serves as the primary liaison between the school system and the Louisiana Department of Education and Kite. LDOE must approve and manage the DTC and back-up DTC role for each district. The DTC is the primary source of assessment information for staff, parents, and the community. It is the DTC's responsibility to keep their district informed about current assessment policy and changes and to provide teachers with available resources for content area assessments. DTCs must:

- Read the test coordinator manual thoroughly
- Schedule testing, makeup dates, and times of testing within the state mandated testing window
- Work with building test coordinators (school test coordinators) and technology coordinators to establish a testing plan
- Submit a schedule to assessment@la.gov for each school using the department template
- Become familiar with any technology that may be needed for special circumstances
- Conduct school system training sessions and any additional training
- FOR REMOTE ADMINISTRATION:
    - Make sure that all test administrators are aware of the pre-conference with parents that is required. TAs will need to request that the parents agree to all requirements before beginning the test.

- Make sure that all test administrators are using the appropriate grade level remote administration deck provided on the K-3 Numeracy Screener webpage.
- Make sure that all test administrators set up two devices as they would if they were testing onsite. Test administrators should use a third device to proctor the assessment and have a process for saving the recording of the entire screening session using a virtual meeting app.
- Be readily available to answer questions about test security, administration, and return of accommodated materials.

- Report immediately to the LDOE any breaches of test security
- Submit testing irregularity reports for all invalidations or incompletions
- Document and track test applicable accommodations for students who receive Section 504, special education, and EL services
- Ensure that all building test coordinators (school test coordinators) know the deadline for completing the screenings by the beginning of the screening window
- Ensure that makeup testing has been completed and that ALL students have taken the Louisiana K-3 Numeracy Screener or the Numeracy Alternate Assessment Rubric (NAAR)
- Ensure that all students have a completed screener submitted in the KITE platform and that scores for the Numeracy Alternate Assessment Rubric (NAAR) have been entered.
- Ensure that students who did not screen have an applied accountability code only if there is appropriate documentation to apply the code

Building Test Coordinator (BTC same as School Test Coordinator) Role and Responsibilities

This role is the same as the School Test Coordinator used for all assessments in Louisiana. This manual and the Kite platform use the term Building Test Coordinator, or BTC. BTCs are selected by schools and systems. The BTC's point of contact for matters relating to assessment is always the DTC. BTCs are responsible for assessment activities at the building level. In some smaller districts, the DTC may also serve as BTC for one or more schools in the district. BTCs must:

- Attend test coordinator training
- Verify that all teachers have participated in mandatory screener administration training
- Review in their entirety the test coordinator and the test administration manuals
- Distribute the test administration manual to test administrators before the training session
- Ensure that all test administrators and all other persons who have access to materials have participated in a training session on test security, test accommodations if applicable, and test administration
- Provide additional training as needed
- Verify testing dates and scheduling times with the district test coordinator
- Establish a communication plan with test administrators and technology coordinators to be used during testing
- Arrange for makeup testing

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- Compile a list of students approved for applicable accommodations, with the accommodations they are to receive, and provide the list of such students in a testing group to test administrators
- Be readily available to answer TA questions
- Monitor testing
- Report all testing irregularities to the district test coordinator
- Monitor makeup testing
- Ensure all students have been screened, including students who meet alternate assessment criteria and participate in the Numeracy Alternate Assessment Rubric (NAAR)
- Ensure all test administrators and any paraprofessionals who assisted during testing, complete and return the Oath of Security and Confidentiality Statements, to maintain at the school for three years

Test Administrator Role and Responsibilities

The Teacher role is assigned to educators who administer the screener to students by following the procedures provided in the K-3 Numeracy Test Administrator Manual (TAM). 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
- 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) 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 test administrator test administrator (TA) cell phones or smart devices unless the TA has an approved medical exemption
- understand that any violations of cell phone or smart device policy must be reported to the Louisiana Department of Education
- 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) prior to beginning the screening process
- for grades 2 and 3, student-led independent sessions, plan seating arrangements that will ensure independent work during testing
- read the directions as they are written to students
- confirm that all teacher-scored items have been scored accurately and screener is submitted

- return any secure materials including daily access codes to the BTC

Before the Assessment

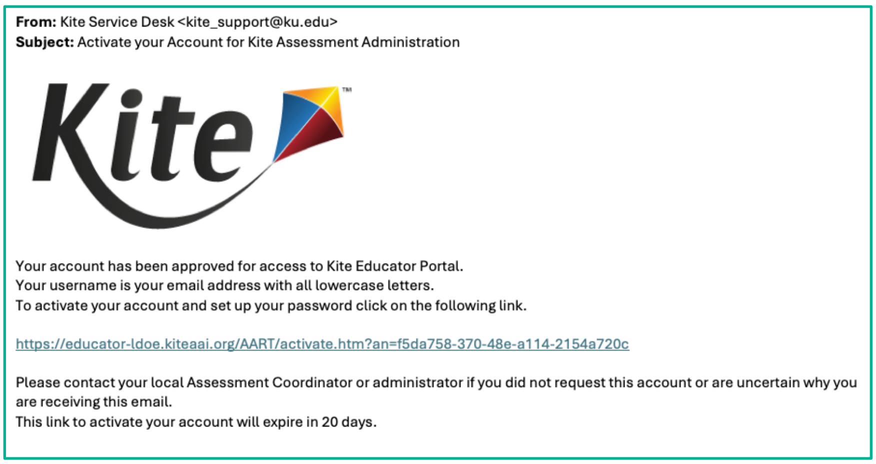
User Accounts

District test coordinator roles are assigned by the Louisiana Department of Education and cannot be changed without LDOE approval. Other user accounts can be created and modified in EP manually on screen or by CSV upload with a template.

Please use [Appendix B: Manage Users](#)

New Users & Account Activation

User accounts are created by a higher-level user role. New users receive an email to register their account and set a password.


From: Kite Service Desk <kite_support@ku.edu>
Subject: Activate your Account for Kite Assessment Administration

Your account has been approved for access to Kite Educator Portal.
Your username is your email address with all lowercase letters.
To activate your account and set up your password click on the following link.

https://educator-ldoe.kiteaai.org/AART/activate.htm?an=f5da758-370-48e-a114-2154a720c

Please contact your local Assessment Coordinator or administrator if you did not request this account or are uncertain why you are receiving this email.
This link to activate your account will expire in 20 days.

Passwords

Passwords expire every 180 days and cannot be reused within 365 days. Passwords must meet the following guidelines:

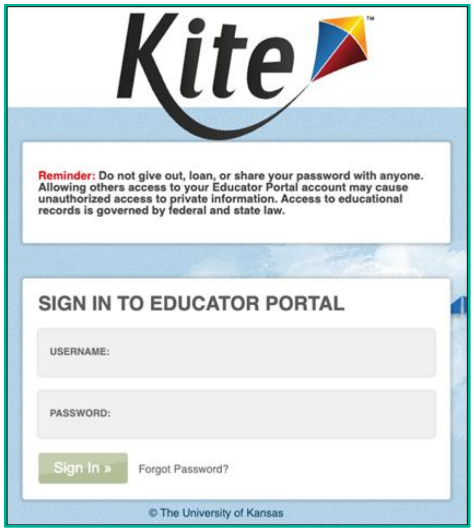
- Eight to thirty-two (8-32) characters in length
- At least one special character
- At least one uppercase letter
- At least one lowercase letter
- At least one number

NOTE: If locked out after 5 unsuccessful login attempts, a test coordinator must unlock your account.

Log In

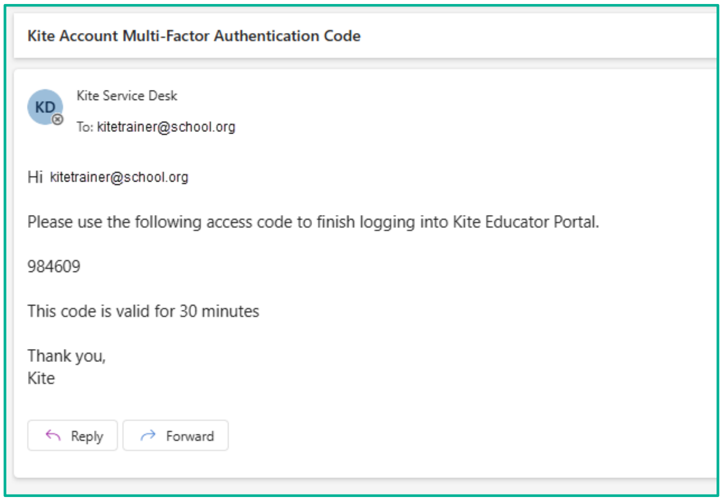
To log in to EP, perform the following steps.

1. Open a supported web browser.
2. Navigate to LDOE Educator Portal: https://educator-ldoe.kiteaai.org.



3. In the Username field, type your username (your email address).
4. In the Password field, type your password. Passwords are case sensitive.
5. Select **Sign In**.
6. After you choose **Sign In**, the system will prompt a second factor. The MFA code will be sent to your email.

7. You will receive an email with the MFA code. Please note the code is valid for 30 minutes.

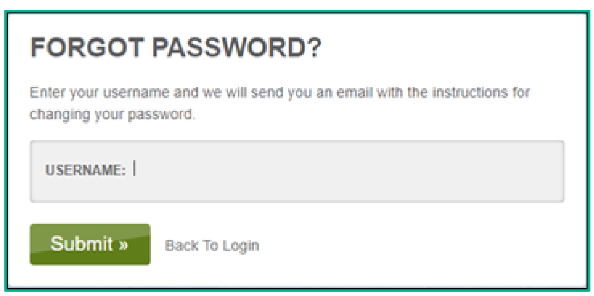


8. Enter the code and select **Submit**.

NOTE: If you sign out and sign back in within 30 minutes, you'll need to use the same MFA code you received earlier. A new code won't be sent unless the original one expires or you select Resend code.

Forgot Password

1. Select the **Forgot Password?** link next to **Sign In**.
2. Enter a username in the space provided and select **Submit** to receive a reset password email.



Unlock a Locked Account

A higher-level user (such as a DTC or BTC) can unlock the account of a lower-level user (such as a TA).

1. Select **Settings** > **Users** > **View Users**.
2. Select the user with the locked account showing "Yes" in the "Account Locked" column.
3. Select **Unlock**.
4. Select **OK**.

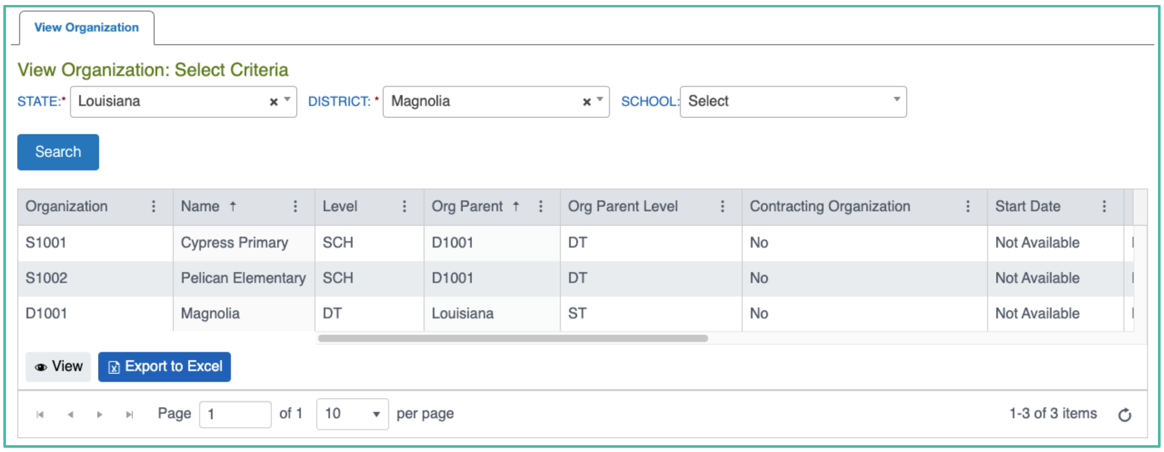
NOTE: Once unlocked, EP does NOT automatically notify the user that the account has been unlocked.

Organizations

District and school IDs are often needed to complete CSV files for uploading data. Organization addresses are needed to deliver special forms. It is the responsibility of the testing coordinator to ensure that all organizations, addresses, and contact information are updated.

View Organization Information

1. Select the **Settings** menu.
2. Select **Organization**.
3. The **View Organization** tab displays.
4. Organization IDs and Names are shown in the grid.



NOTE: If you need to edit your organization, please contact LDOE.

Install SP on teacher and student devices

Kite Student Portal should be updated to the latest version prior to testing. Please check the program website for information on the latest version, supported operating systems, installation guides, and associated downloads.

Enrolling & Rostering Students

LDOE will upload student files based on data submitted by school systems to EdLink360. School and district test coordinators can add students; only district test coordinators can transfer students.

Enrollment

Both DTCs and BTCs are responsible for verifying student enrollment records. It is the responsibility of DTCs to manage student enrollment records by requesting changes as needed.

DTCs and BTCs are responsible for submitting accountability codes for students as necessary. School systems should plan to follow the current procedures for accountability codes.

LDOE will complete an initial upload of all students who should take the numeracy screener. Once this initial upload is complete, DTCs are responsible for transferring students using the processes described in Appendix C: Manage Students. Students cannot be removed from the platform if they are provided by the Louisiana Department of Education. Should a student need to be removed, DTCs or BTCs should apply an accountability code to the student's test session and, if requested, furnish the necessary documentation to LDOE that supports this coding.

Rosters

Once LDOE uploads student enrollment records, it is the responsibility of DTCs to create and verify rosters and make any necessary edits before the testing window opens. BTCs should verify rosters for their school. See Appendix D: Manage Rosters.

> ***NOTE: Rosters must be created before tests can be assigned.***

Setting the Student Accommodation Profile

For students requiring additional support when testing, educators must set up the student's Accommodations (ACCM) profile at least 24 hours before beginning an assessment. Please see the Accommodations section for information about which students qualify for these supports.

Accommodations can be entered manually or through an upload. See Appendix G: ACCM Upload Process.

Student Logins

Students must have a username and password to access SP and a Daily Access Code (DAC) to enter a secure test session.

Logins

Students must have a username and password to access tests in SP. Logins can be obtained as a CSV file or PDF tickets.

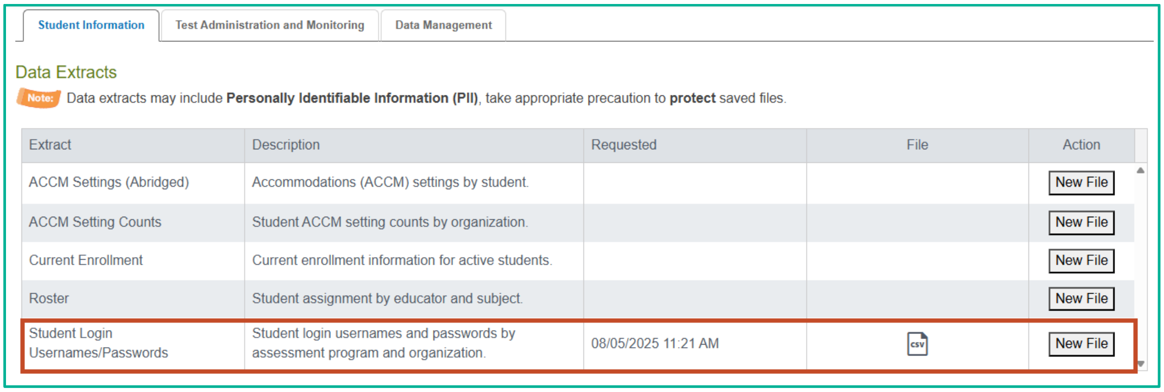
Student Login Usernames/Passwords Data Extract

The Student Login Usernames/Passwords data extract includes login information for each student rostered in a user's organization. The extract includes the student's username and password, which will be the same for each test administered. Users can select either a CSV or PDF download.

To access the data extract, perform the following steps.

1. Select the **Reports** menu.
2. Select **Data Extracts**.
3. Find the **Student Login Usernames/Passwords** row.

4. In the Action column, select **New File**.



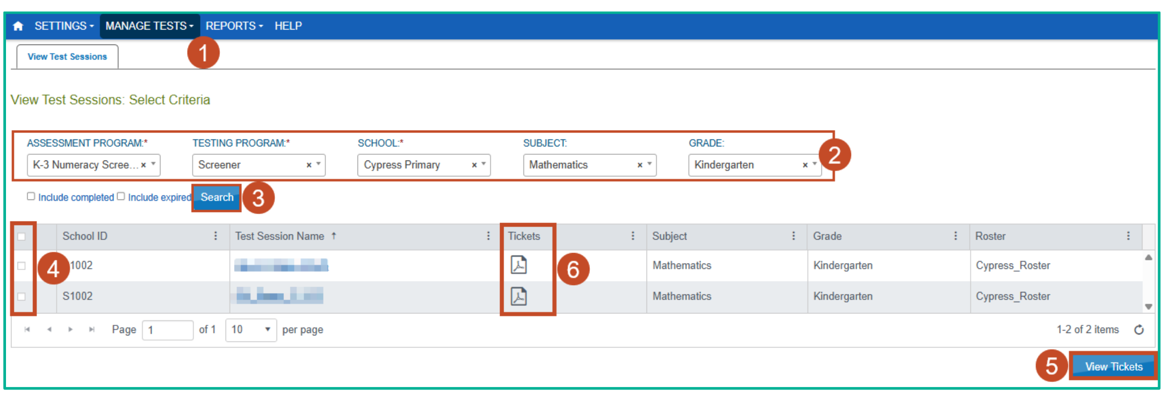
5. Set filters if prompted. Filters with a red asterisk are required, those without are optional.
6. Select **Ok**. If an older version of the file exists, you will be asked to confirm replacing the existing file. Select **Yes**. Each time a data extract is created, the older file will be removed. If you need to refer to the older file, save it before creating a new data extract.
7. The status in the extract grid's **File** column will change to In Queue. Wait approximately 45 seconds (depending on file size) until the note displays a CSV and/or PDF icon.
8. When the file is generated, select the CSV or PDF icon in the File column.
9. Open or save the file locally.

NOTE: Refresh your browser if the status of the extract does not change from In Queue.

Ticket PDFs in Test Coordination

Complete these steps to download a PDF file with student login usernames and passwords.

1. Select **Manage Tests**, then select **Test Coordination**. The **View Test Sessions** tab is displayed.
2. Use the drop-down menus to **Select Criteria**.
3. Select **Search**.



4. Select one or more test sessions from the test session grid.
5. Select **View Tickets**.
6. Alternatively, select the PDF icon in the tickets column in the row of the session needed.

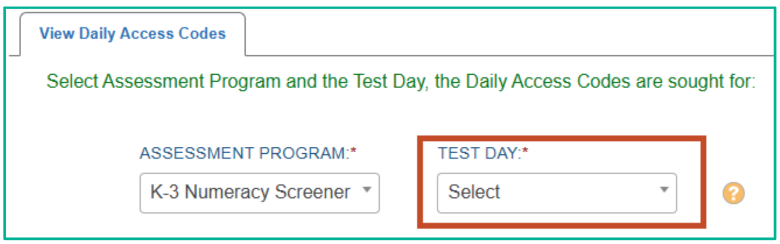
Daily Access Codes (DAC)

DACs are used to provide an extra layer of test security. When a student selects a test, a pop-up box displays where students enter the DAC. DACs are short numeric values. Each DAC is unique to a specific date, subject, session, and grade. Both DTCs and BTCs access DAC PDFs in EP and securely share with TAs, who in turn share with students just before beginning a test. The DAC PDF contains information on the date and times the DACs are usable, the subject and grade, and the access code for each test session. DACs are available for the current testing day and the next testing day after 2:30 p.m. local time. Monday's DACs are available Sunday at 2:30 p.m. local time.

Print Daily Access Codes

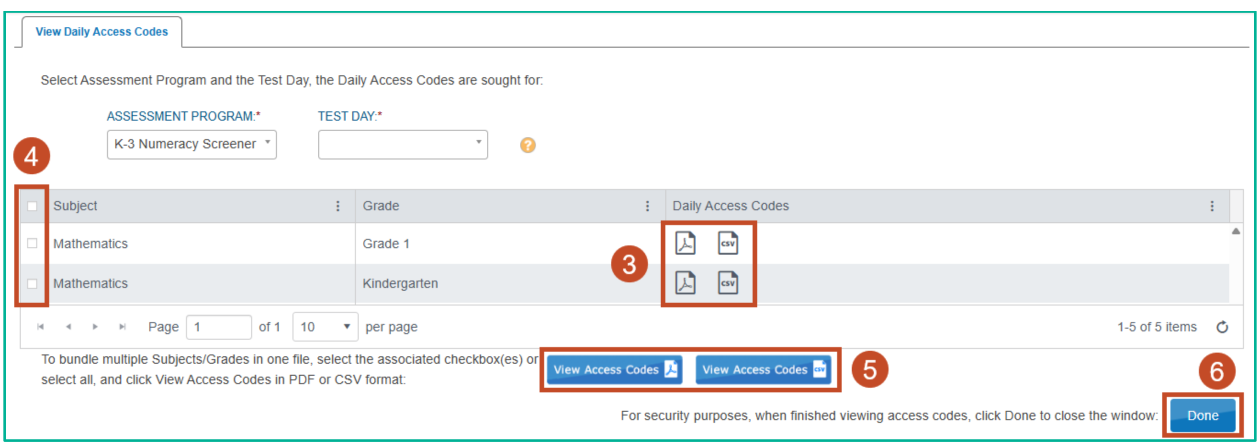
To print Daily Access Codes, perform the following steps.

1. Select **Manage Tests**. Then select **Daily Access Codes**.
2. Select the appropriate Test Day. All available DACs for that test day display in a grid based on the testing windows.



NOTE: DACs are unique to each subject, grade, and session. All sessions are included in the PDF or CSV.

3. To download the DACs for one grade, select either the PDF or CSV icon to download the file.
4. To download the DACs for more than one grade, use the checkboxes to select all grades you would like to print.
5. Select **View Access Codes**. You can download a PDF or CSV file. The file will automatically download.
6. Select **Done** once you have finished.



During the Assessment

Monitoring Test Completion

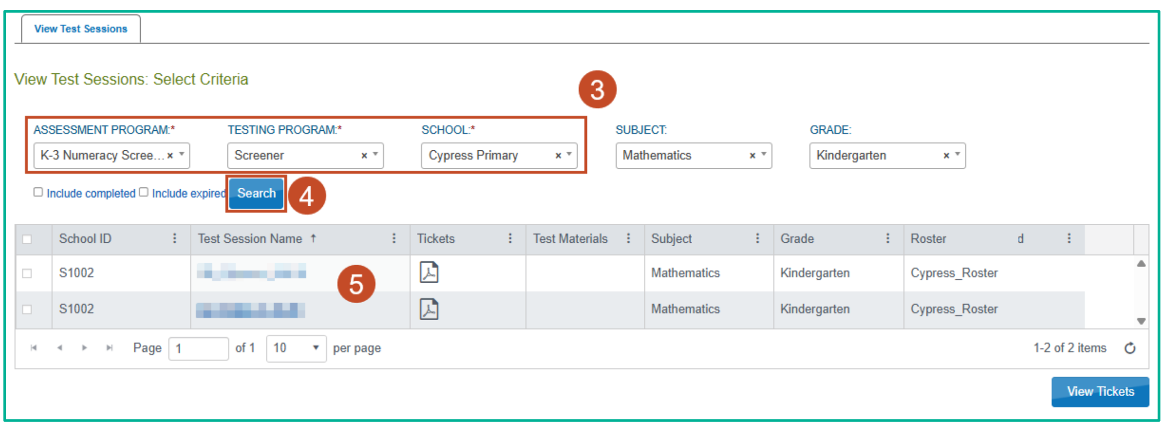
The Louisiana Department of Education requires that test administrators actively monitor students who are completing a test independently. This requirement includes frequent walks around the testing area and checking at student testing stations.

EP allows educators to monitor and track student test status (e.g., assigned, in progress, completed) as well as real-time monitoring of item-level completion. Test administrators (TAs) will be able to see which students have started the test and whether they have completed various sessions of the test. TAs will not be able to view any student answers. The EP feature should not be used as the sole tool for monitoring and does not replace the need for TAs to check students at testing stations.

On the Monitor Test Session screen, the Overall Status column indicates whether the student has started a test. Each numbered column corresponds to a question on the test. Solid blue circles indicate that the student has completed the question. An empty circle indicates that the student has not completed the question. A half empty circle indicates the student only answered one part of a two-part question.

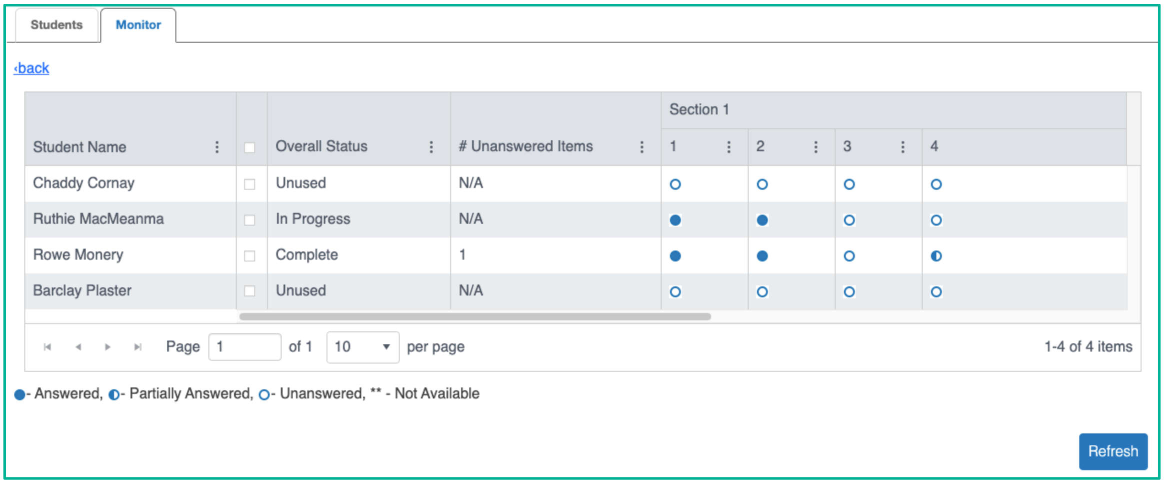
When monitoring tests, users can see which students have started the test, and which items have been answered. To monitor a test session, perform the following steps.

1. Select the **Manage Tests** menu.
2. Select **Test Coordination**.
3. Use the drop-down menus to **Select Criteria**.
4. Select **Search**.
5. In the **Test Session Name** column, select the hyperlinked session name.



6. Select the **Monitor** tab.

7. Review the information on the screen.



- **Overall Status**: Indicates whether the test session is unused, in progress, or complete
- **# Unanswered Items**: Number of items that were not answered upon completion
- **Session**: Each numbered column corresponds to a question on the test.

NOTE: The Monitor table does not update automatically. Use the Refresh button in the bottom right to reload the data in this table.

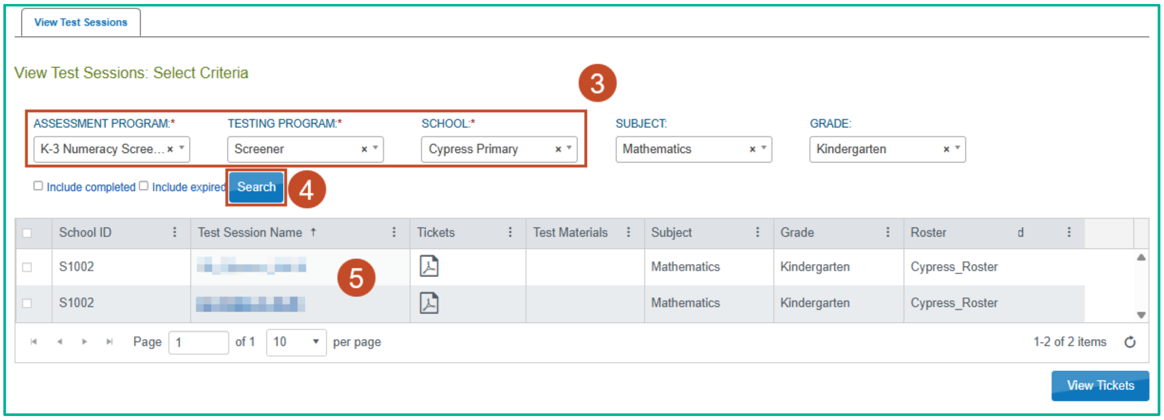
Pause and Resume Tests

Educators can pause and resume test sessions that are started or in progress from within EP. When an educator selects pause, the student cannot advance to the next question or navigate out of the test until the educator resumes the test session. If a test session is in paused status until midnight (the end of the day), the pause is lifted and the student can log in and resume the test the next day, using the DAC for that day, grade, and session.

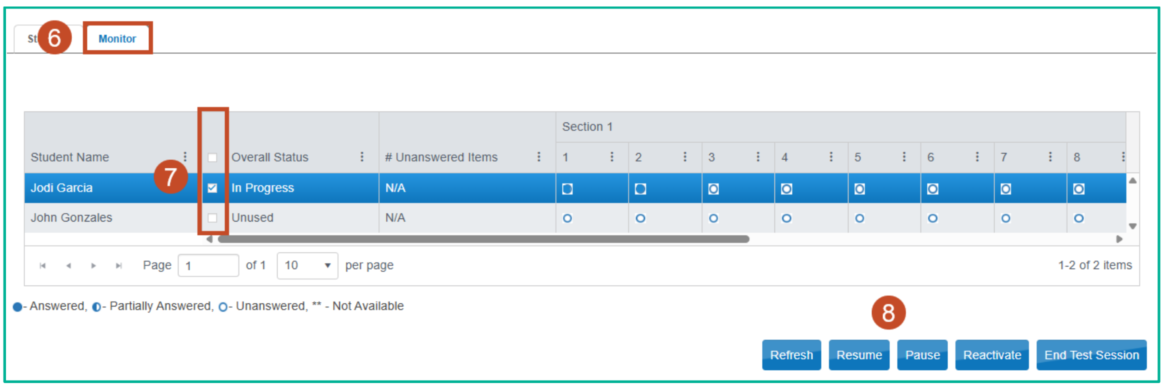
To pause or resume student tests, perform the following steps.

1. Select the **Manage Tests** menu.
2. Select **Test Coordination**.
3. Use the drop-down menus to **Select Criteria**.
4. Select **Search**.

5. In the **Test Session Name** column, select the name of the test session you want to end.



6. Select the **Monitor** tab.
7. Select the checkbox next to the student's name with an In Progress Overall Status.
8. Select **Pause** or **Resume**, according to what needs to happen.



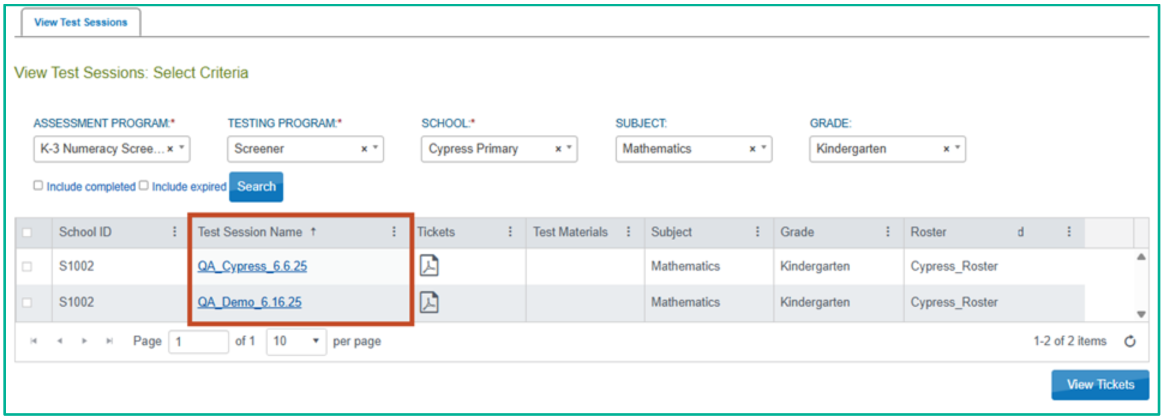
End and Reactivate Tests

If a student's test 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 by the DTCs.

If it is necessary to reactivate the test session, the DTC must submit the LDOE testing irregularity report to assessment@la.gov.

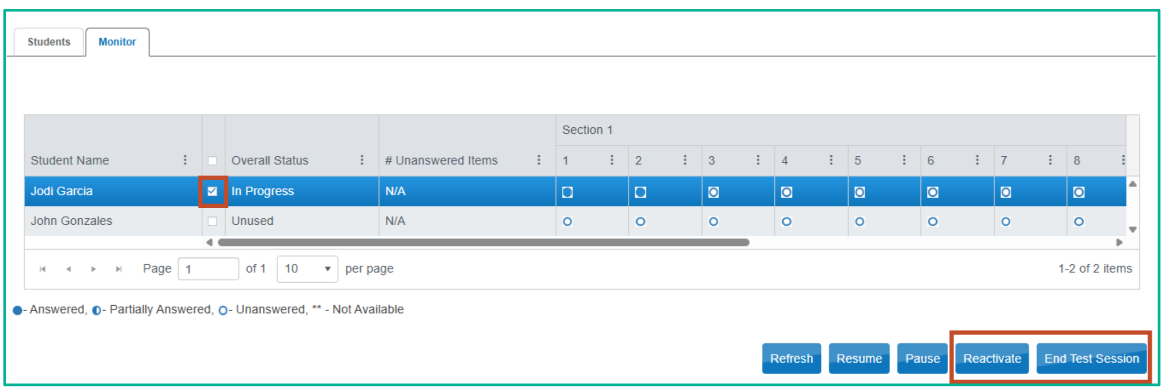
Before reactivating a test, the student's test session must be ended. Only tests that show as "Complete" can be reactivated. Tests in the "In Progress Timed Out" status do not need to be reactivated. The test will automatically be available when the student logs in to SP.

1. Select **Manage Tests**.
2. Select **Test Coordination**.
3. Use the drop-down menus to **Select Criteria**.
4. Select **Search**.
5. Select a **Test Session Name** to open the Test Session window.



6. Select the **Monitor** tab.
7. If a student's test needs to be ended, select the student, and select **End Test Session**.
8. If a student's test needs to be reactivated, select the student(s), and select **Reactivate**. Follow the prompts on the window to reactivate only the current session and/or subsequent sessions.

NOTE: The Reactivate button only displays when a student is selected. It can only be used when the Overall Status is Complete.



9. Select **Ok** to confirm.

Data Extracts

Data extracts are files that contain data currently in EP. Some extracts can also be reused to upload information into EP. Common data extracts should be used to help monitor testing data and make sure that all your information is correct in the system. See Appendix I: Data Extracts and Dashboards.

For LDOE, we recommend that you:

- Use the **Current Enrollment** extract to validate that all student enrollments are correct.
- Use the **Roster** extract to verify that all students are rostered correctly.
- Use the **Test Administration Monitoring** extract to see student progress – how many students are In Progress, Completed, or haven't started testing yet.
- Use the **Testing Readiness** extract to verify that students are assigned the correct tests, that ACCM settings are correct, and get student usernames and passwords.
- Use the **Users** extract to verify that all users in your organization have accounts.

Dashboards

Dashboards provide key metrics to state and district stakeholders during testing. Daily monitoring of the dashboard by DTCs is essential. Each tab on the Dashboard allows you to download an extract for your school and/or district. See Appendix I: Data Extracts and Dashboards.

For LDOE, we recommend that DTCs:

- Use the **Testing Summary** tab to monitor test sessions completed.
- Use the **Reactivations** tab to monitor which student test sessions have been reactivated and by whom.
- Use the **Testing Outside Hours** and **Short Duration Testing** tabs to identify testing anomalies.

After the Assessment

Accountability Codes

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. See Appendix E for a list of all accountability codes that can be used for K-3 screenings.

Enter an Accountability Code

Accountability Codes are used if a student cannot complete an assessment and if there is documentation to support the use of the code.

1. Select the **Manage Tests** menu.
2. Select **Test Coordination**.
3. Use the drop-down menus to **Select Criteria**.
4. Select **Search**.

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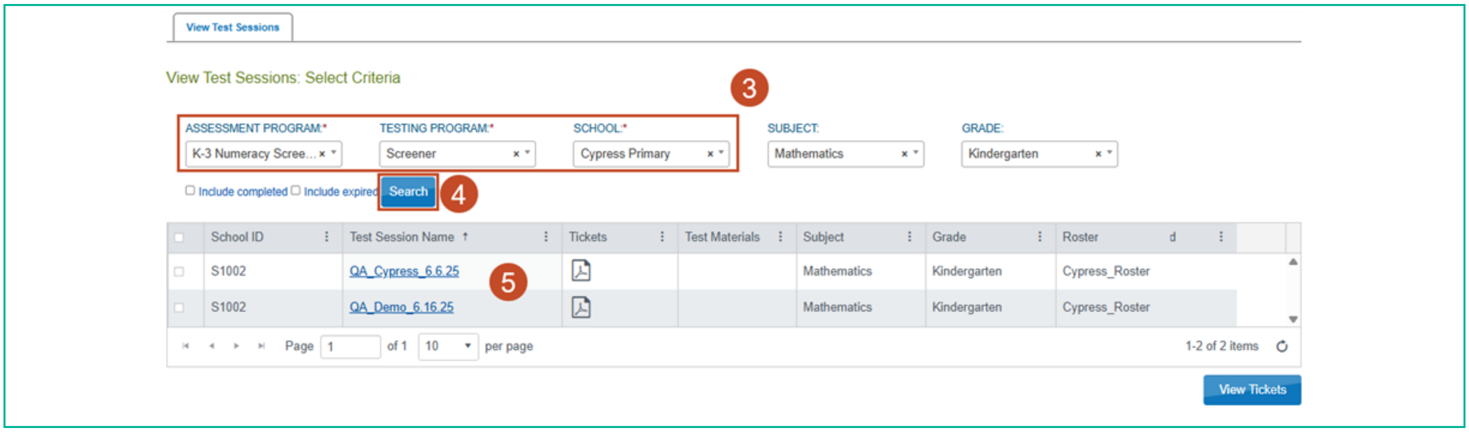
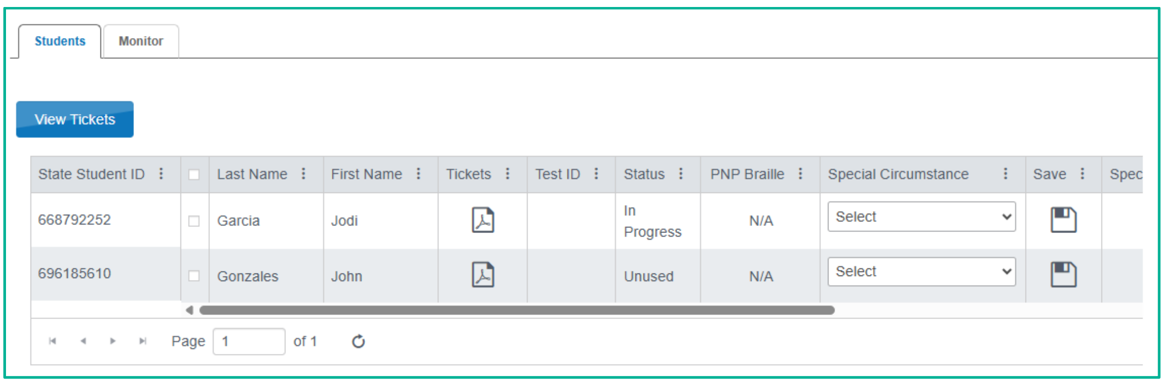
5. In the **Test Session Name** column, select the name of the test session you need to update.



6. Select the appropriate student.
7. In the **Special Circumstance** column, select the Accountability Code from the drop-down menu. See Appendix E for the codes used for LDOE.



NOTE: You may need to scroll to the right to locate the column.

8. In the save column, select the **Save icon**.

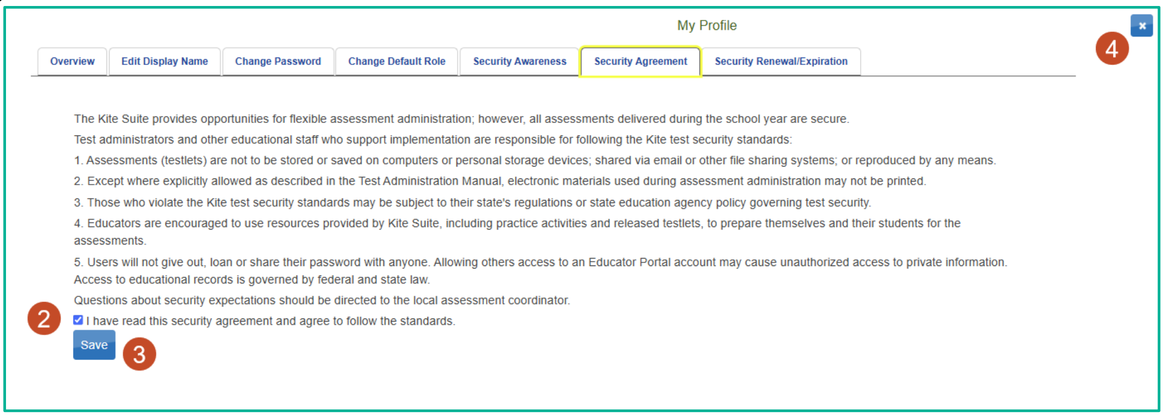
Appendix A: Basics of Kite Educator Portal

Required Software

To use Kite Educator Portal (EP), your machine should have a supported browser (i.e., Mozilla Firefox, Google Chrome, Microsoft Edge, or Safari), a PDF viewer such as Adobe Acrobat, and a spreadsheet program such as Microsoft Excel to create comma-separated values (CSV) files.

Security Agreement

Before accessing EP, users must read and agree to the security agreement. It expires each year at the end of July and must be renewed in EP. Users must read and agree to the security agreement before accessing EP.

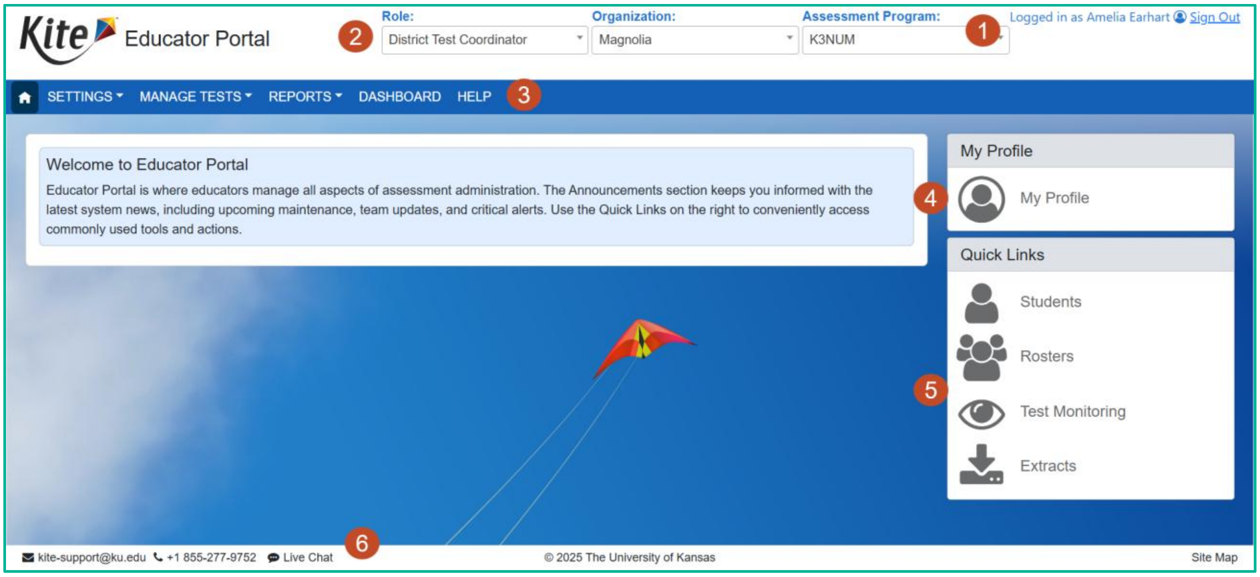


1. Log in to EP.
2. The Security Agreement window will show up automatically. Read the security agreement and select the checkbox next to “I have read this security agreement and agree to follow the standards.”
3. Select **Save**.
4. Exit the window by selecting the X in the upper right corner.

NOTE: You cannot access EP until you agree to the Security Agreement and Save your response.

Homepage

Homepage options depend on a user's role. A DTC has menu options that are different from other roles in EP. The EP homepage shown below depicts a DTC's view.



Display Name: User's display name is shown in the upper right after the phrase "Logged in as."

Login Role, Organization, and Assessment Program: A user's role, organization, and assessment program appear in three drop-down menus under username. If a user has more than one role, organization, or assessment program, use the drop-down menu to switch.

Menus: The menus that display on the homepage vary by role and include:

- **Home** – Return to the homepage.
- **Settings** – Manage students, rosters, users, and organization settings.
- **Manage Tests** – Get daily access codes and monitor student progress.
- **Reports** – Access data extracts and assessment reports.
- **Dashboard** – View data related to test administration.
- **Help** – Frequently asked questions (FAQs) and testing resources.

My Profile: Opens the My Profile window where you can update your display name, change your password, and view information about security.

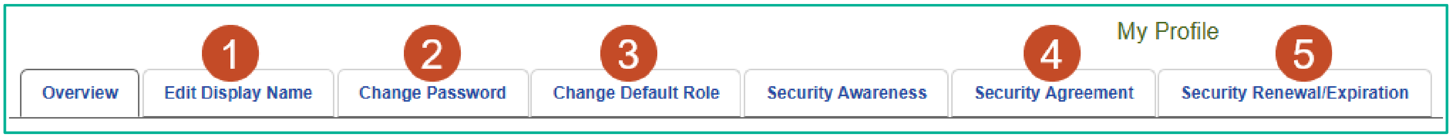
NOTE: Teacher logins for Kite Student Portal are located on the My Profile page.

Quick Links: The Quick Links section of the homepage allows you to quickly access several areas of the system.

Live Chat: The Live Chat link in the footer allows users to contact a Kite Service Desk representative using the chat feature instead of by phone or email.

My Profile

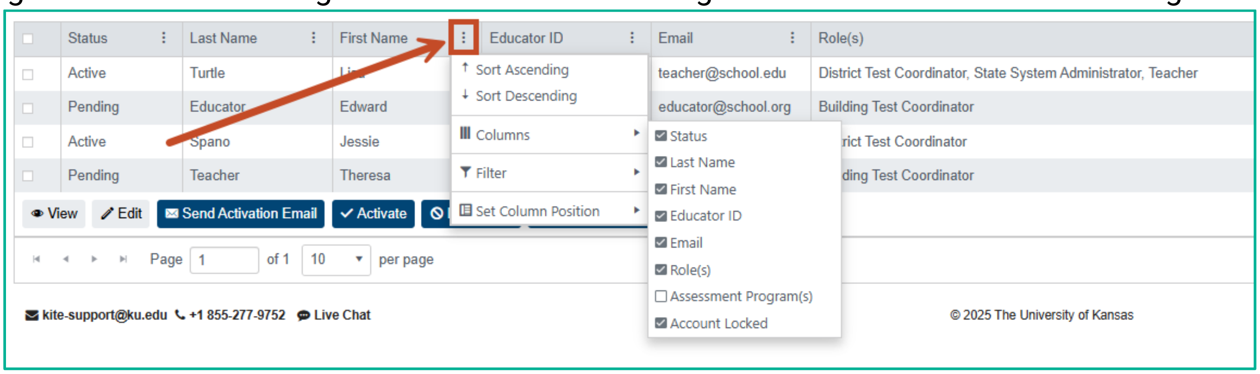
Users can modify their own account and sign the annual security agreement from the **My Account** quick link on the EP home page.



1. **Edit Display Name**. This is the name displayed in the upper right corner of EP.
2. **Change Password**. Change your current password. Minimum requirements listed above.
3. **Change Default Role**. If you have multiple roles in EP, choose the role you want to view each time you log in to EP.
4. **Security Agreement**. Read and respond to the annual security agreement.
5. **Security Renewal/Expiration**. Review the renewal and expiration dates of your security agreement.

Sort and Filter Grids

All grids in EP can be customized to suit each individual user's specific needs when viewing and creating data. Select and drag a column header left or right to reorder the columns in the grid.



Use the three vertical dots in the column headers to sort a column in ascending or descending order, choose which columns to display, and filter a column by words, text, or numbers.

Appendix B: Manage Users

Information can be created or edited in EP either by making individual user changes on screens or by uploading information using a CSV template.

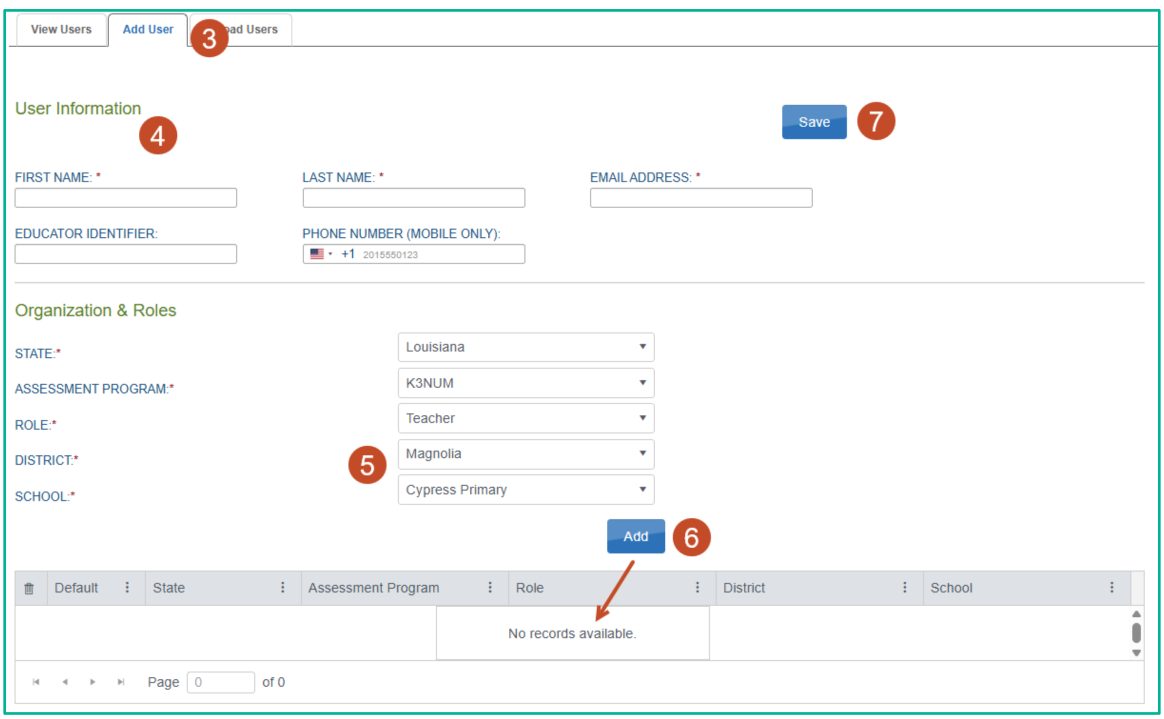
Add User Manually

Follow these steps to add a user manually.

1. Select **Settings**.
2. Select **Users**.
3. Select the **Add User** tab.
4. Enter the user's first name, last name, and email address.

   NOTE: The Educator Identifier field is required when the Teacher role is selected.
5. Choose the appropriate organization and role for the new user.
6. Select **Add**. The grid will populate below.

   NOTE: If adding more than one role to a user's account, repeat steps 5 and 6.
7. Select **Save**.



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Add Users Using an Upload

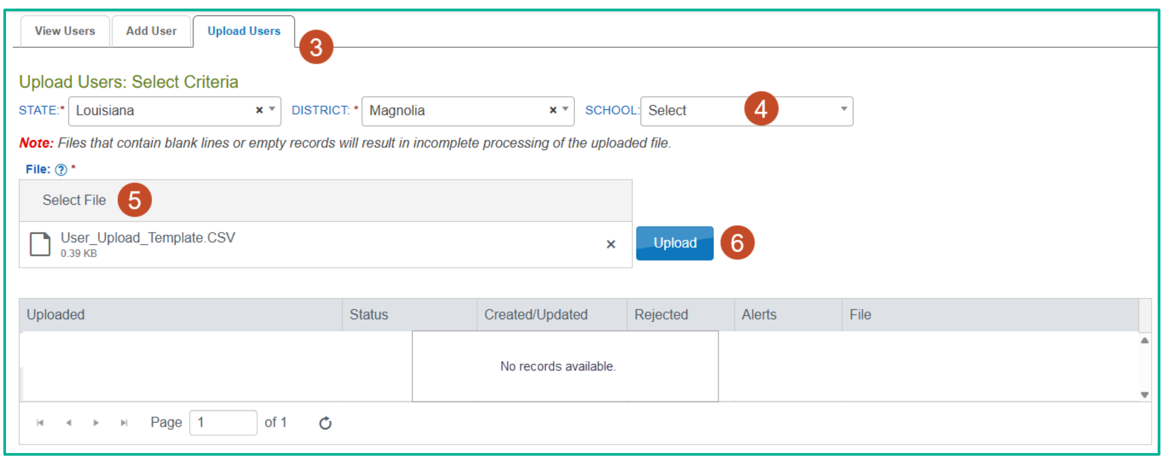
The user upload process creates or updates users in EP. This is also where you can assign up to two roles to a user (at least one is required).

A CSV file template is available on the Upload Users tab in EP. You will need to complete the CSV file using software such as Microsoft Excel outside of EP. All users (teachers, test coordinators, etc.) can be included in one CSV file.

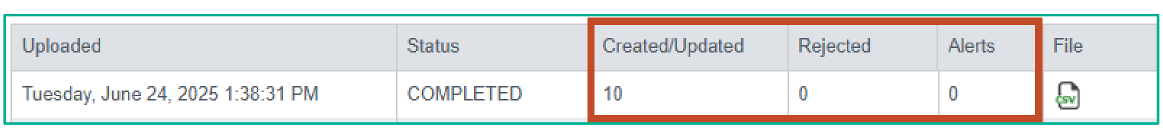
To upload multiple users using a CSV file, perform the following steps.

1. Select **Settings**.
2. Select **Users**.
3. Select the **Upload Users** tab.
4. Use the drop-down menus to **Select Criteria**.
5. In the File field, choose **Select File**.
6. Select the appropriate CSV file from your computer.
7. Select **Open**.
8. Select **Upload**.

NOTE: Users will be in Pending status until the user responds to the activation email.



The confirmation message indicates the number of records created and/or rejected. In the following example, 10 records were uploaded (Completed/Updated) without errors.



Uploaded	Status	Created/Updated	Rejected	Alerts	File
Tuesday, June 24, 2025 1:38:31 PM	COMPLETED	10	0	0	CSV

a. **Uploaded**: Date and Time of the upload.
b. **Status**: Completed or Rejected.
c. **Created/Updated**: Number of records uploaded successfully.
d. **Rejected**: Number of records with errors.
e. **Alerts**: Message about a file row, e.g., user with this Educator ID already exists in the state.

f. **File**: A CSV icon displays if the file has errors to view specific errors.

Uploaded	Status	Created/Updated	Rejected	Alerts	File
Tuesday, June 24, 2025 1:38:31 PM	COMPLETED	10	3	0	CSV

9. Select the CSV file icon to open the file and read the error messages related to each line in the upload that was rejected. Make corrections and upload again, following the upload steps previously outlined.

User CSV File Format

All column headings must be retained in the file. The CSV Col column is included to help you organize your CSV file.

Col.	Column Title	Description	Acceptable Values
A*	Legal_First_Name	The user's first name.	Alphanumeric
B*	Legal_Last_Name	The user's last name.	Alphanumeric
C	Educator_Identifier	If the user is a teacher, enter an identification number.	Alphanumeric
D*	Email	The user's email address. This email address will be the user's login. The email address must be valid because information about creating a password will be sent to the address.	Alphanumeric
E*	Organization	The organization identifier in EP. (Ex: D0123)	Alphanumeric
F*	Organization_Level	The user's initial access level. A user should have the lowest appropriate level of access. For example, most educators would have school-level access (SCH), not district-level (DT).	DT SCH
G*	Primary_Role	The primary role is the user's default role, or the role that will be selected when the user first logs in to EP. The role must be one that is valid for the organization.	TEA BTC
H	Secondary_Role	If a user has a second role in EP, enter that role in this column. For example, a building test coordinator (school test coordinator) might also be a teacher.	TEA BTC

Col.	Column Title	Description	Acceptable Values
I*	Primary_Assessment_Program	At least one assessment program must be associated with a user when their information is uploaded.	K3NUM
J	Deactivate_User	Enter 'Deactivate' to deactivate the user. Leave blank to keep the user active.	Deactivate, [blank]
K	Remove_Role	Enter 'True' to remove the role that is entered in column G, the Primary_Role, from a user.	True, [blank]

*Indicates this field is required.

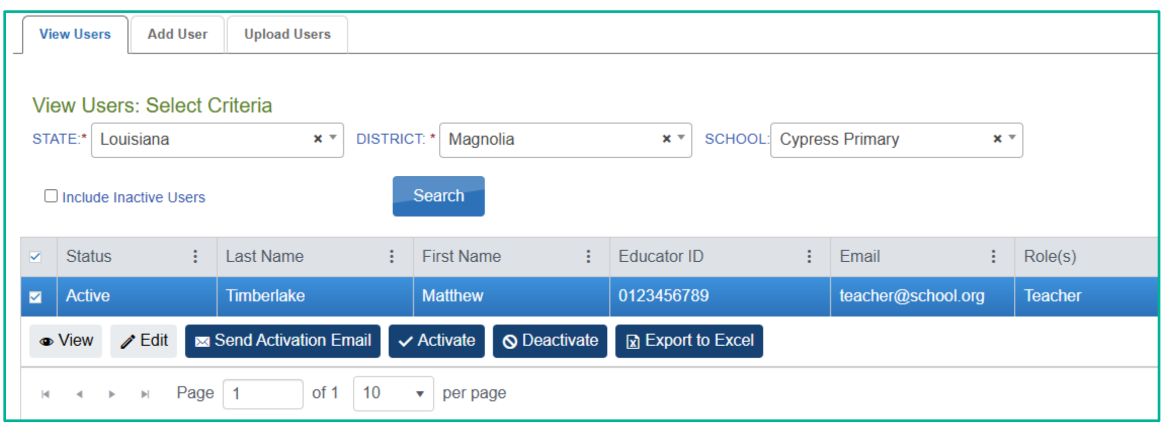
Review User File Upload

The final step to uploading your file is to verify records uploaded successfully. A message will appear in the Status column once the record is uploaded and processed. If records were rejected, download the error file to learn why. Update your template file accordingly and try again.

View Users

1. Select **Settings**.
2. Select **Users**.
3. Use the drop-down menus to **Select Criteria**.
4. Select **Search**.

NOTE: Inactive users will only display if the "Include Inactive Users" box is checked.



Deactivate a User

Select the user, then select **Deactivate**.

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Reactivate an Inactive User

Inactive users only appear if the "**Include Inactive Users**" box is checked. To activate an inactive user, select the user, then select **Activate**.

Re-send Activation Email

Select the user, then select the **Send Activation Email** button. User must be in Pending status.

Unlock a Locked User Account

The Unlock User function is only available to users with a higher-level user role. If you are a DTC and get locked out of your account, you must contact LDOE to have your account unlocked.

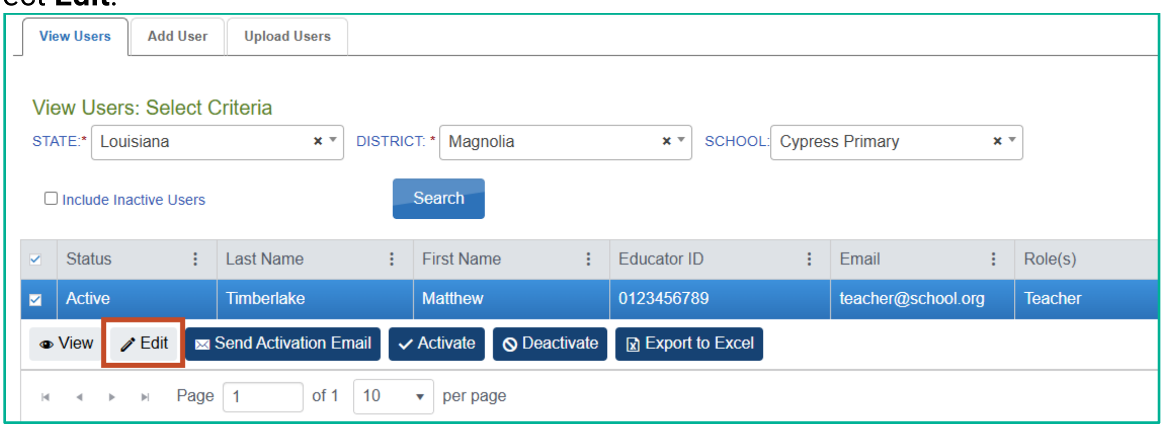
To unlock a user, select the user, then select **Unlock**.

> ***NOTE: Once unlocked, EP does NOT notify the user that their account is no longer locked.***

Edit Users & Assign Roles Manually

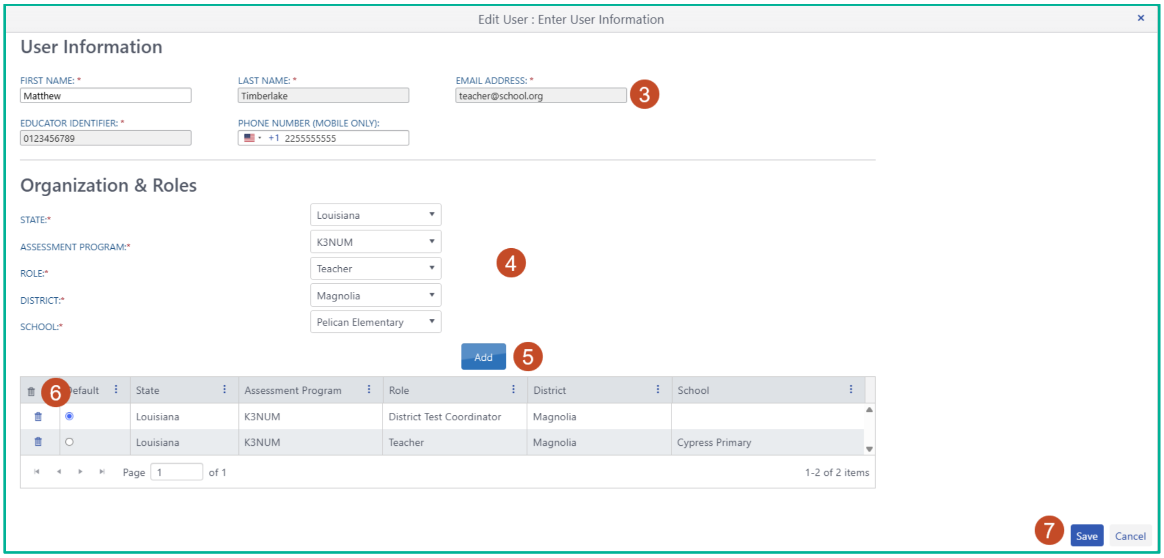
To edit a user's information such as their first name, last name, email, educator ID, or add/remove any roles and organizations, perform the following steps.

1. Select the user from the grid that you wish to modify.
2. Select **Edit**.



3. On the Edit User screen, edit the applicable user information.
4. Select **Organization & Roles** from drop-down menus to add an organization or role.

5. Select **Add**. You will see the user's new role/organization listed in the grid below.



6. To delete an organization or role from a user, select the trashcan icon in the desired row.

   NOTE: When deleting a role, you may have to specify a new Default role for the user.

7. When you finish making changes, select **Save**.

Appendix C: Manage Students

LDOE initially loads all students that were reported to EdLink by school systems into EP. It is the responsibility of DTCs and BTCs to manage student enrollments after this initial upload. LDOE must approve all enrollment changes.

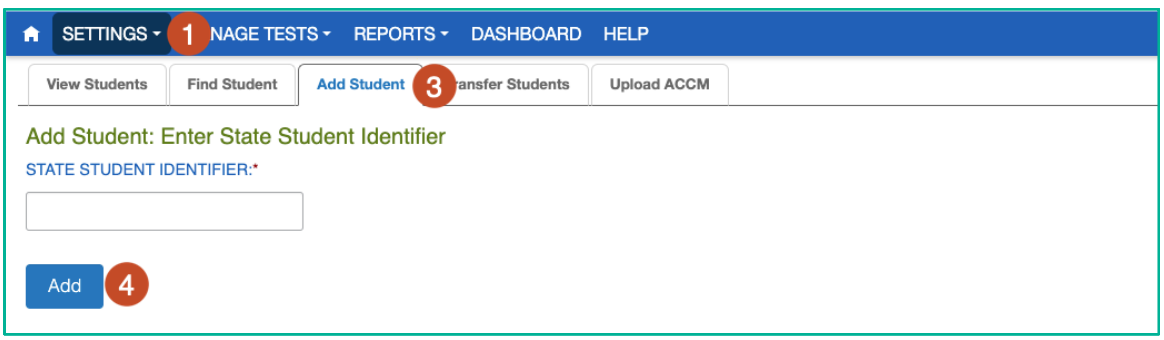
Add Student

This procedure is most helpful when adding only a few students, typically five or fewer. Using the manual process enrolls one student at a time.

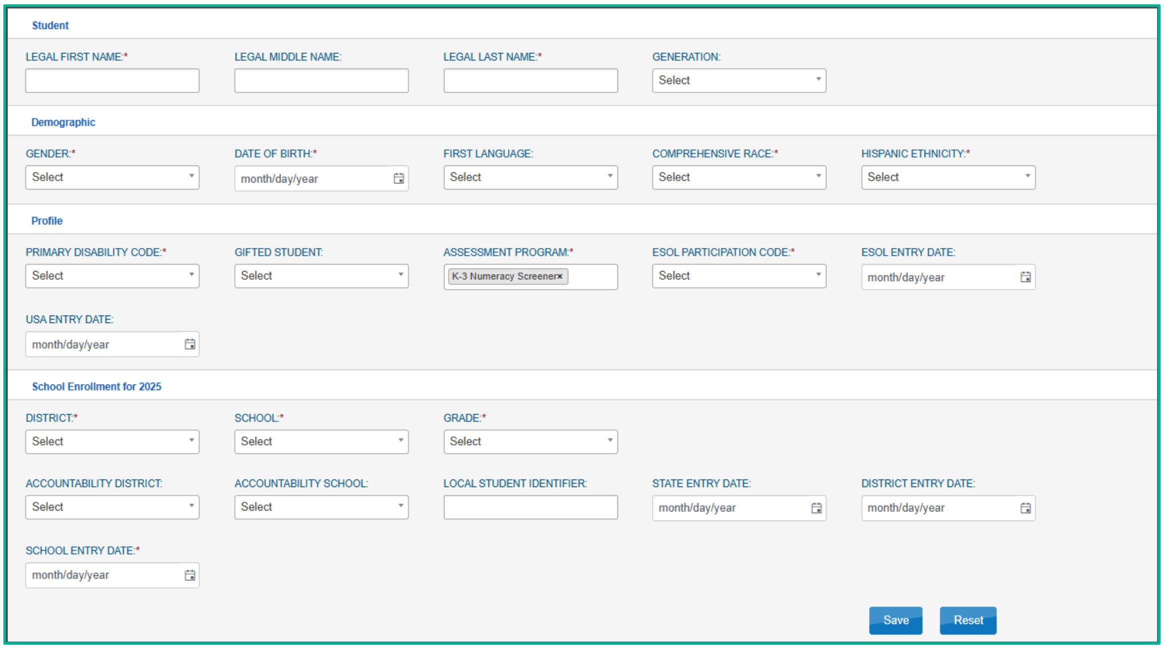
To add a student manually, follow these steps:

1. Select **Settings**.
2. Select **Students**.
3. Select the **Add Student** tab.
4. Enter the **State Student Identifier** and select **Add**.

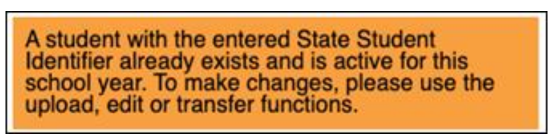
NOTE: Include leading zeroes when applicable.



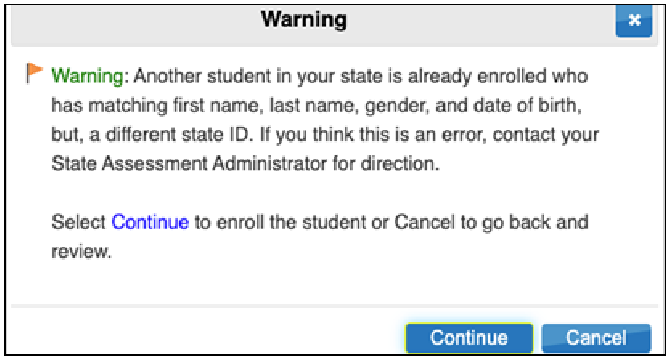
5. Complete as many fields as possible (fields with a red asterisk are required).



6. Select **Save**.
7. A message displays, "This student record was successfully saved." If a required field was left blank, a message in red displays under the field.
8. System validations are applied to manual enrollments like they are to the enrollment uploads. The State Student Identifier is validated first. If another student is already in the system for the school year with the same identifier, a message displays letting the DTC/BTC know that another student has the same identifier. The DTC/BTC will need to edit the identifier and select **Save**.



9. If no matching State Student Identifier is found, the system continues the next validation of the student's legal first name, legal last name, gender, and date of birth. If all four of these fields match an existing student, the DTC/BTC will receive the following warning message:



Fields and Descriptions

Table 14: Add Student Manually Fields and Descriptions

Field Name	Description
Legal First Name*	Student's Legal First Name. This name displays on reports. ***NOTE: For names, best practice is to use upper- and lowercase letters. Accent marks and hyphens can also be used, if necessary.***
Legal Middle Name	Student's Legal Middle Name. This name displays on reports.
Legal Last Name*	Student's Legal Last Name. This name displays on reports.
Generation	Student's Generation Suffix (e.g., Jr., Sr., III, etc.) This name displays on reports.
Gender*	The student's gender
Date of Birth*	MM/DD/YYYY
First Language	Student's first language
Comprehensive Race*	General racial category (or categories) that most clearly reflects a student's recognition of their racial background
Hispanic Ethnicity*	A student's recognition of their Hispanic ethnicity (Yes or No)
Primary Disability Code*	Student's primary disability, if applicable. If not, use ND - No Disability.
Gifted Student	Does the student have an active IEP for giftedness (Yes or No)
Assessment Program*	LDOE
ESOL Participation Code*	English for Speakers of Other Languages (ESOL) The type of ESOL/bilingual program in which the student participates
ESOL Entry Date	The date the ESOL participation began
USA Entry Date	The date of entry into USA
District*	District where student attends.
School*	School where student attends.
Grade*	Student's Grade Level.
Accountability District	Leave blank.

Field Name	Description
Accountability School	Leave blank.
Local Student Identifier	The unique alphanumeric code assigned to the student by the school or local education agency.
State Entry Date	The date on which the student enrolls and begins to receive instructional services in the state. ***NOTE: If the student leaves and then re-enrolls, this date is to reflect the most recent enrollment date.***
District Entry Date	The date on which the student enrolls and begins to receive instructional services in a district. ***NOTE: If the student leaves and then re-enrolls, this date is to reflect the most recent enrollment date.***
School Entry Date*	The date on which the student enrolls and begins to receive instructional services in a school. ***NOTE: If the student leaves and then reenrolls, this date should reflect the most recent enrollment date.***

Edit Student

DTCs are responsible for managing enrollment record information such as student name changes, grade changes, and other demographic information.

To request an edit to a student's enrollment record, please email assessment@la.gov with the following information:

- Student Name (partial PII only)
- LASID
- School Name
- School Site Code
- Current Grade Level
- New Grade Level, if requesting a grade change

NOTE: Remember, 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.

Transfer Student

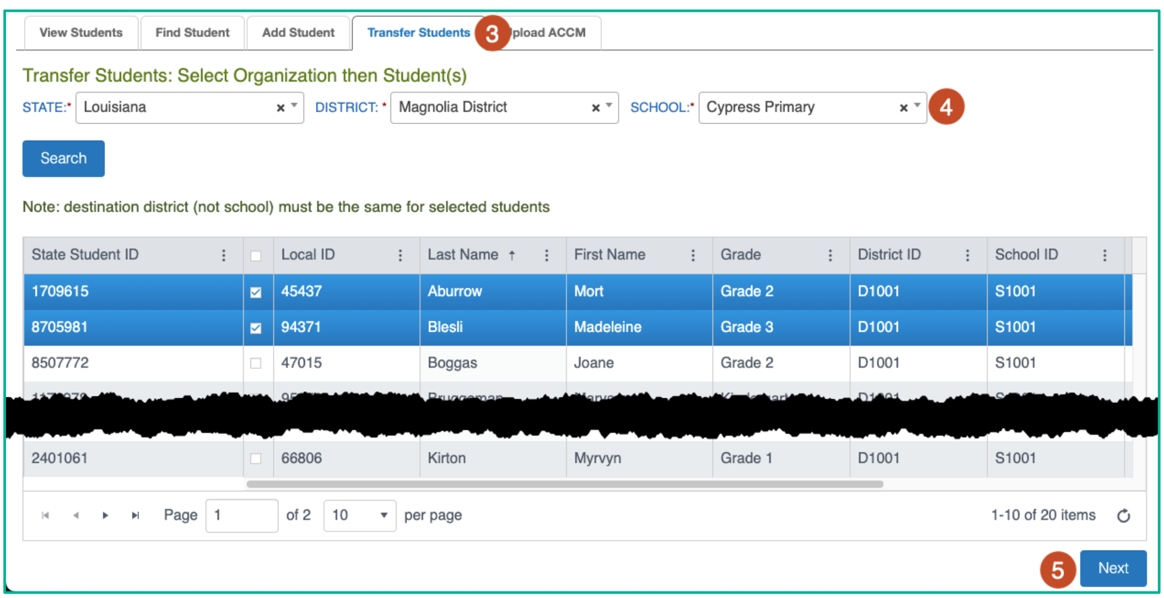
Educators are responsible for transferring students when they move from one school to another.

> ***NOTE:** Once the transferred student is rostered in the new school, all unused or in progress test sessions that were assigned previously are inactivated and a new set of test sessions will be assigned. SP will not generate tests for a student who has not been rostered. If a student completed one or more test sessions at the previous school, the student will not be assigned those completed test sessions again at the new school. The student will only be assigned test sessions that the student has not already completed.*

Transferring Schools Within District

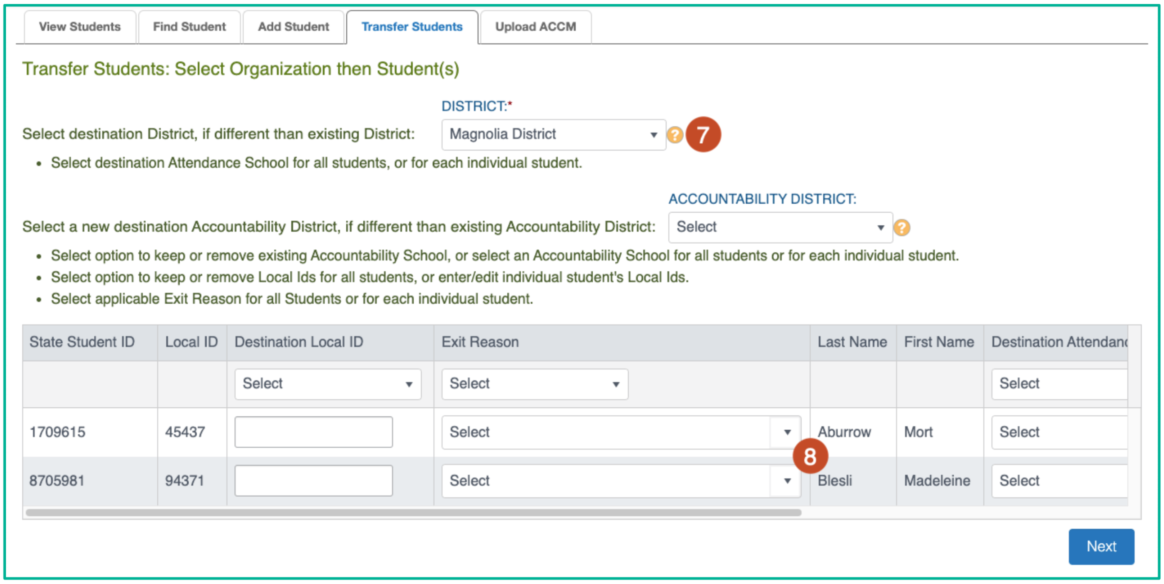
This procedure can only be used to transfer multiple students if all selected students are transferring from the same originating district or school to the same destination district. Additionally, you may only transfer up to five students at a time using this method.

1. Select **Settings**.
2. Select **Students** from the drop-down menu.
3. Select the **Transfer Students** tab.
4. Select the district/school from the drop-down menus.
5. Select the student(s) to be transferred; select **Next**.



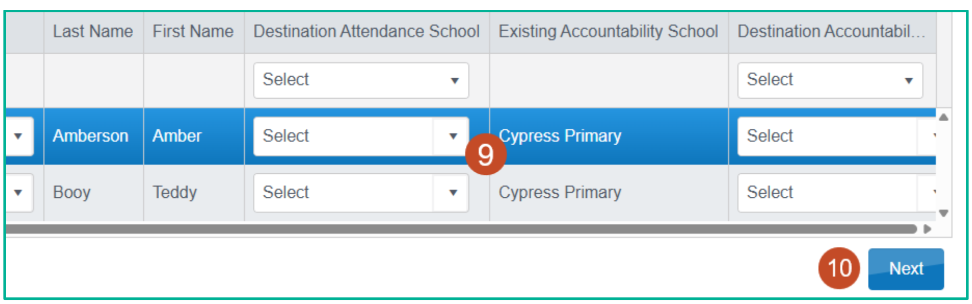
6. Read the directions on the screen to help with the transfer process.
7. The **Destination Attendance District** will populate for a district level user and cannot be changed. The **Destination Accountability District** should be the same as the **Destination Attendance District**.

8. Select an **Exit Reason** for each student using the drop-down menu.



NOTE: Scroll to the right to view additional columns.

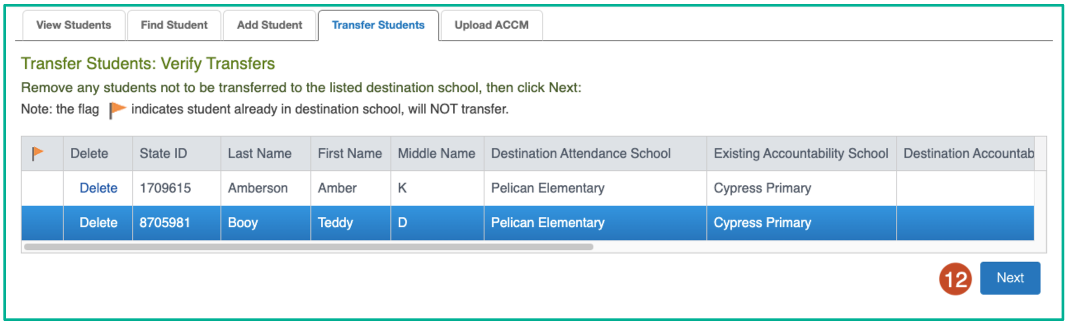
9. Move the scroll bar to the right to find the required **Destination Attendance School**. The Attendance School can be different for each student within the same **Destination Attendance District**. Use the drop-down menu to choose the destination attendance school for each student. The **Destination Accountability School** should be the same as the **Destination Attendance School**.
10. Select **Next**.



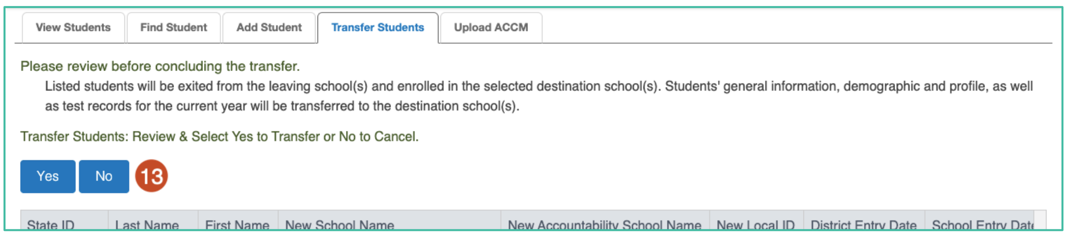
11. The next screen asks the DTC to verify the transfer. Remove any students not to be transferred to the listed destination school by selecting **Delete** in any applicable rows. Using this function deletes the student from the transfer process.

NOTE: If a student is already enrolled in the destination school, the student is denoted by a flag icon and should not be transferred.

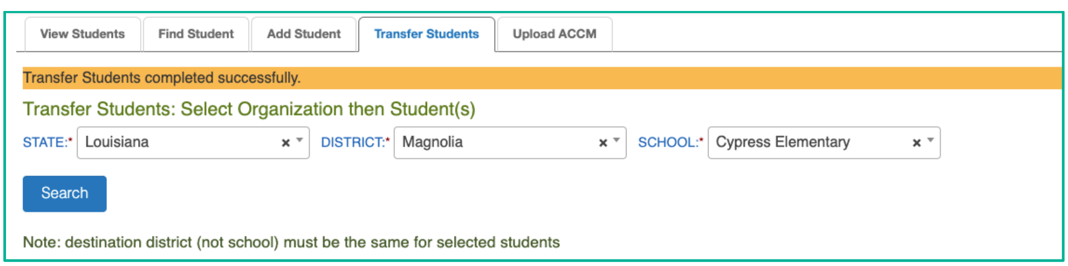
12. Select **Next**.



NOTE: Helpful directions are printed above the grid, asking the DTC to carefully review again before concluding the transfer. Once a student is transferred to the destination school, all student data, including test records, are transferred from the leaving district/school to the destination district/school.



13. Select **Yes** or **No**.
14. Immediately after selecting **Yes**, a message appears confirming that the student has been transferred successfully.



15. After students are transferred, they must be rostered in the destination school. After the students are transferred and rostered, any tests they completed in the previous school will follow them to the new school.
16. Follow the steps outlined in Appendix D: Manage Rosters.

Transferring Districts Within the State

If a student has transferred from one district in Louisiana to another, please fill out the Louisiana K-3 Numeracy Screener Student Transfer Form and send as an attachment it to the Kite Service Desk (kite-support@ku.edu). This email must come from the DTC from the receiving district. The Kite

Service Desk will email the DTC when all students have been transferred. Please allow at least 24 hours for all transfers to be completed in Kite Educator Portal.

Appendix D: Manage Rosters

Rosters can be created in two ways: through a roster template file upload or using the user interface.

Each row in the Roster Upload Template file connects one teacher to one student for one subject, thus creating one roster. Each roster can connect several students from various grades for the same subject to the same teacher.

When creating rosters, keep in mind the following:

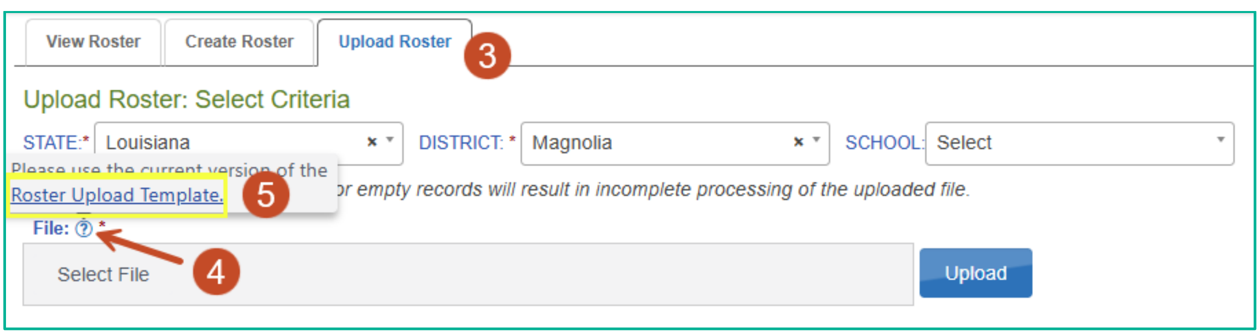
- Only one teacher can be connected to a student.
- Students can only be rostered in the subjects and grades available for testing.
- A DTC can create rosters for teachers from several schools across their district with a single upload.
- A BTC can create rosters for all teachers in their school with a single upload.

Rostering Using Upload Method

Access Roster Upload Template File

To roster students by uploading a CSV file, following these steps:

1. Select **Settings**.
2. Select **Rosters**.
3. Select the **Upload Roster** tab.
4. Select the question mark symbol next to the word **File**.
5. A small pop-up window will display the **Roster Upload Template**.



6. Select the link and open the Roster Upload Template file in a spreadsheet program that can save data in CSV (comma-delimited) format, such as Microsoft Excel. The file can only be uploaded using CSV format.

Enter Roster Information into Template File

Enter the roster data into the CSV file. Use a new row for each student and for each subject being assessed. A student can be entered more than once with a different subject and a different teacher. Students in other grades can be entered for the same subject and teacher.

Remember to save your file in CSV format. The upload will fail if any other file format is used. Please use Table 17: Roster Template File Upload Fields and Descriptions below for guidance on what to enter in each column.

Table 17: Roster Template File Upload Fields and Descriptions

Col.	Column Title	Description	Acceptable Values
A*	Roster_Name	The name for the roster. Please use Best Practices for Naming Rosters.	Alphanumeric
B*	Subject	Use only the acceptable subject values. No other abbreviations will be accepted.	M
C	Course	This field is not applicable to your assessment program.	[BLANK]
D*	Attendance_School_Identifier	Identification codes assigned by the state (or other organization) that indicate where the student attends school. The School Identifier code entered in the Roster Upload Template file must match exactly a School Identifier code in the state organizational grid. If the codes do not match exactly, the upload will fail. To view School Identifiers, go to Settings > Organization.	Alphanumeric
E*	School_Year	Enter 2026, the ending year of the current school year.	YYYY
F*	State_Student_Identifier	The State Student Identifier (SSID) must match exactly a SSID in a student's enrollment record in EP. If the two do not match exactly, the roster record will fail to upload.	Numeric
G	Local_Student_Identifier	If entered, a Local Student Identifier file must match exactly a Local Student Identifier in a student's enrollment record in EP. If the two do not match exactly, the record will fail to upload.	Numeric

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Col.	Column Title	Description	Acceptable Values
H*	Student_Legal_First_Name	A student's first name in the Roster Upload Template file must match exactly a student's first name in a student's enrollment record in EP. If the two do not match exactly, the record will fail to upload.	Alphanumeric
I	Student_Legal_Middle_Name	The student's middle name, if applicable.	Alphanumeric
J*	Student_Legal_Last_Name	A student's last name in the Roster Upload Template file must match exactly a student's last name in a student's enrollment record in EP. If the two do not match exactly, the record will fail to upload.	Alphanumeric
K*	Educator_Identifier	This is a required field for a user with the EP role of Teacher. A teacher's Educator Identifier in the Roster Upload Template file must match exactly an Educator Identifier in an educator's account in EP. If the two do not match exactly, the record will fail to upload.	Alphanumeric
L*	Educator_Legal_First_Name	The educator's first name entered in the Roster Upload Template file must match exactly the educator's first name in the educator's account in EP. If the two do not match exactly, the record will fail to upload.	Alphanumeric
M*	Educator_Legal_Last_Name	***The educator's last name entered in the Roster Upload Template file must match exactly the educator's last name in the educator's account in EP. If the two do not match exactly, the record will fail to upload.***	Alphanumeric
N	Remove_From_Roster	To remove a student from a roster, type REMOVE in column M. Otherwise, the field should remain blank. NOTE: A roster can also be removed manually using the user interface.	REMOVE [BLANK]

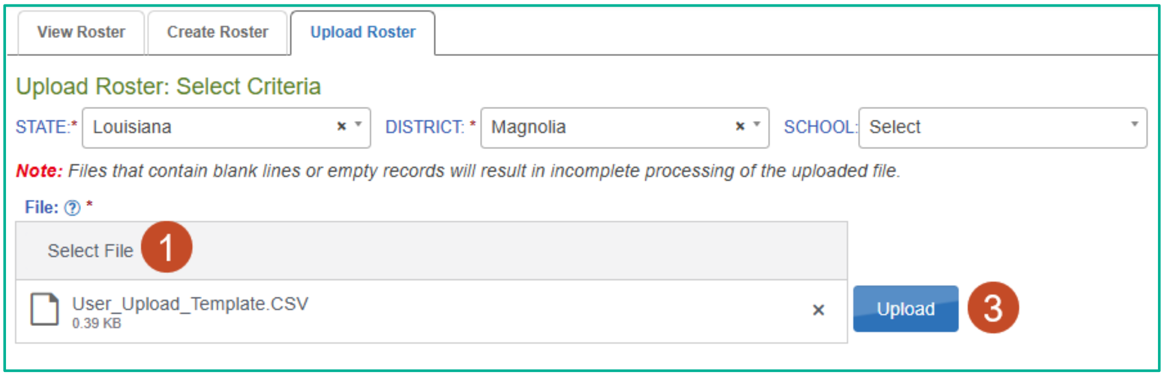
*Indicates this field is required.

Best Practices for Naming Rosters

Consider defining a standard naming convention for rosters, which can make sorting and finding a specific roster easier later. For example, if the teacher's last name is followed by the subject to create the roster name, rosters appear neatly grouped when sorted alphabetically.

Upload the Edited Roster Template File

1. From the **Upload Roster** tab, choose **Select File**.
2. Find the saved Roster Upload Template file. Select **Open**.
3. The file name appears in the file field. Select **Upload**.



The confirmation message indicates the number of records uploaded and/or rejected. In the following example, 10 records were uploaded (Completed/Updated) without errors.

Uploaded	Status	Created/Updated	Rejected	Alerts	File
Tuesday, June 24, 2025 1:38:31 PM	COMPLETED	10	0	0	CSV

a. **Uploaded**: Date and time of the upload.
b. **Status**: Completed or failed.
c. **Created/Updated**: Number of records uploaded successfully.
d. **Rejected**: Number of records with errors.
e. **Alerts**: A message about a file row.
f. **File**: A CSV icon displays if the file has errors and/or records were rejected.

Uploaded	Status	Created/Updated	Rejected	Alerts	File
Tuesday, June 24, 2025 1:38:31 PM	FAILED	0	0	0	CSV

2. Select the **CSV file icon** to open the file and read the error messages related to each line in the upload that was rejected. Make corrections and upload again, following the upload steps previously outlined.

Rostering Manually Through User Interface

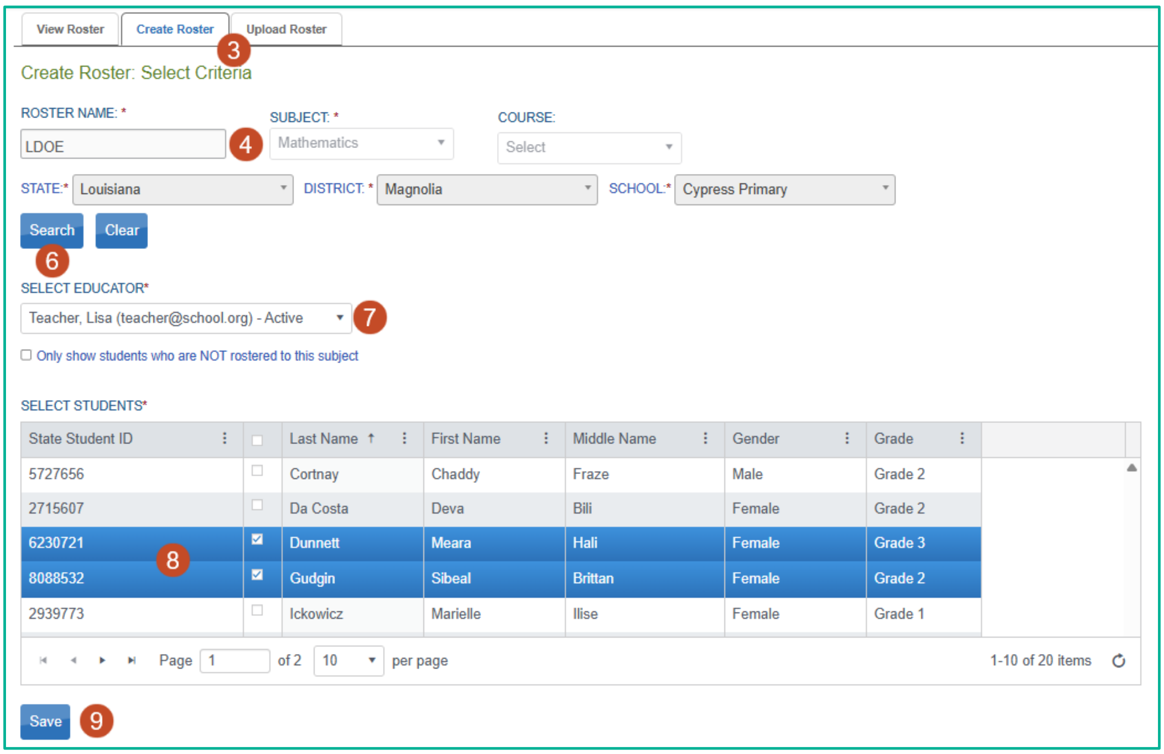
The user interface is an efficient tool when rostering a small number of students or editing an existing roster by adding or removing students.

Creating a New Roster

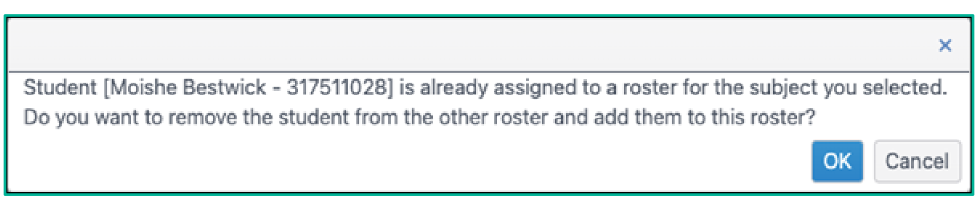
1. Select **Settings**.
2. Select **Rosters** from the drop-down menu.
3. Select the **Create Roster** tab.
4. Create the roster **Name** and select the **Subject** for this roster. Course will remain unselected.
5. Select the district/school from the drop-down menu.
6. Select **Search**.
7. Choose the educator from the **Select Educator** drop-down menu.

   NOTE: Only users with a Teacher role in EP will display in this drop-down menu.

8. Choose the students to roster by selecting the checkbox in the **Select Student** grid.
9. After selecting the appropriate students, select **Save**.



10. If a student is already rostered in the subject chosen, a pop-up message will appear. Select **OK** to remove the student from the first roster and add the student to the new roster. Select **Cancel** to return to the list of students.



11. Once the students have been added to the roster, a success message will display a message that the new roster was successfully created.

Editing an Existing Roster

To change roster data or remove a roster, follow these steps:

1. Select **Settings**.
2. Select **Rosters** from the drop-down menu.
3. Use the drop-down menus to **Select Criteria**.
4. Select **Search**. All previously created rosters will display. Select the desired roster to edit/delete.
5. The View/Edit Roster screen will automatically display. The following edits can be made to a roster:
    a. Change the Roster Name.
    b. Change the educator connected to the roster by choosing another educator from those available in the Select Educator drop-down menu.
    c. Change the students connected to the roster. This includes adding and removing students from the roster.
    d. Delete the roster by deselecting all students from the roster.
6. Once all desired edits from the available choices are made, scroll to the bottom of the screen, and select Save.

NOTE: Subject and course fields cannot be edited. To change them, create a new roster with the correct info and move the teacher and students to it—the old roster deletes automatically once all students are removed.

Appendix E: Accountability Codes

Student exit record in state enrollment system must match code used for test.

Code	Description
01	Expelled (out of school) or out of school awaiting expulsion hearing
02	Dropped Out (Including transfers to Youth Challenge, Job Corps, Volunteers of America)
03	Illness: Student exits enrollment (verified in SIS) because of long-term illness but intends to return to school
07	Death (of student)
08	Transferred to another public, charter or lab school within district
09	Transferred to another public/charter/laboratory school within Louisiana but outside district
10	Transferred out of state or country
12	Transferred to correctional institution (Younger than age 17)
14	Transferred to nonpublic school
15	Reassignment to another grade (changed grade of student)
16	Transferred to BESE-approved home study
18	Did Not Return to School Before 10/1 (No Show)
19	Exit from Non-mandatory Program
27	SBESE Academic School Choice Policy
28	SBESE Unsafe School Choice Policy
44	Transferred to Registered Nonpublic School (Not Seeking State Approval)
80	The student is absent for entire test period or does not take all of the subtests due to short-term illness. This code cannot be used without a letter from a doctor that lists specific dates for test year. Student cannot be excused based only on disability. Documentation should be available for audit
94	The student will be alternately assessed and will be scored using the LAAR. The score will be reported to EdLink.
97	Unknown reason for exit from enrollment

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Appendix F: 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 test session only			Yes	
English Language Learner	Yes	Yes			

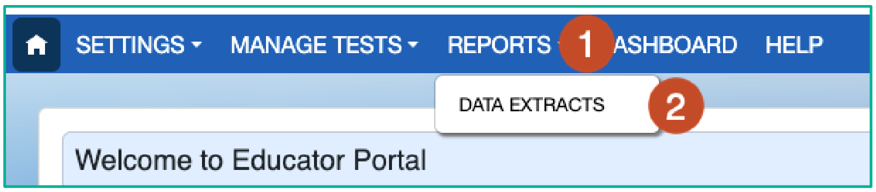
Appendix G: ACCM Profile Upload Process

Student ACCM profiles can be created or edited using an upload. This is particularly useful for DTCs and BTCs that need to set many student ACCM profiles at once.

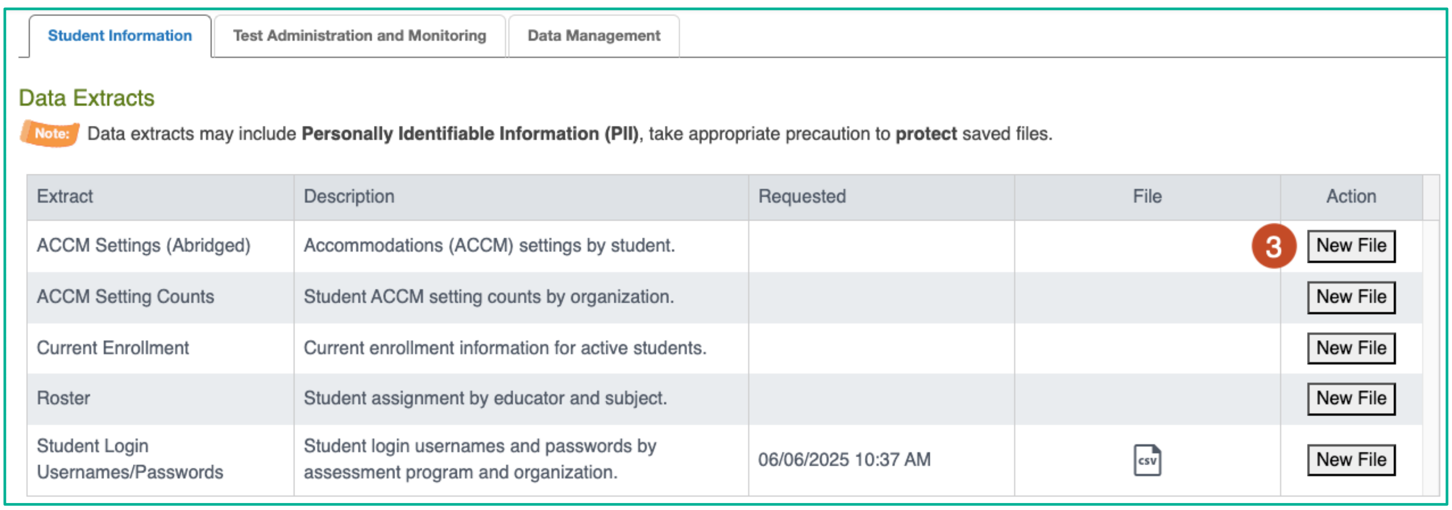
To set student ACCM profiles via upload, complete the following steps.

Download the ACCM Settings Data Extract

1. Select **Reports** in the navigation menu.
2. Select **Data Extracts**.



3. From the Student Information tab, select **New File** in the Action column on the ACCM Settings (Abridged) row.

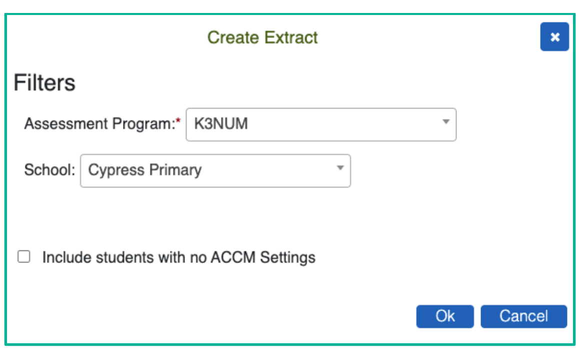


Data Extracts

Note: Data extracts may include **Personally Identifiable Information (PII)**, take appropriate precaution to **protect** saved files.

Extract	Description	Requested	File	Action
ACCM Settings (Abridged)	Accommodations (ACCM) settings by student.			3 New File
ACCM Setting Counts	Student ACCM setting counts by organization.			New File
Current Enrollment	Current enrollment information for active students.			New File
Roster	Student assignment by educator and subject.			New File
Student Login Usernames/Passwords	Student login usernames and passwords by assessment program and organization.	06/06/2025 10:37 AM	csv	New File

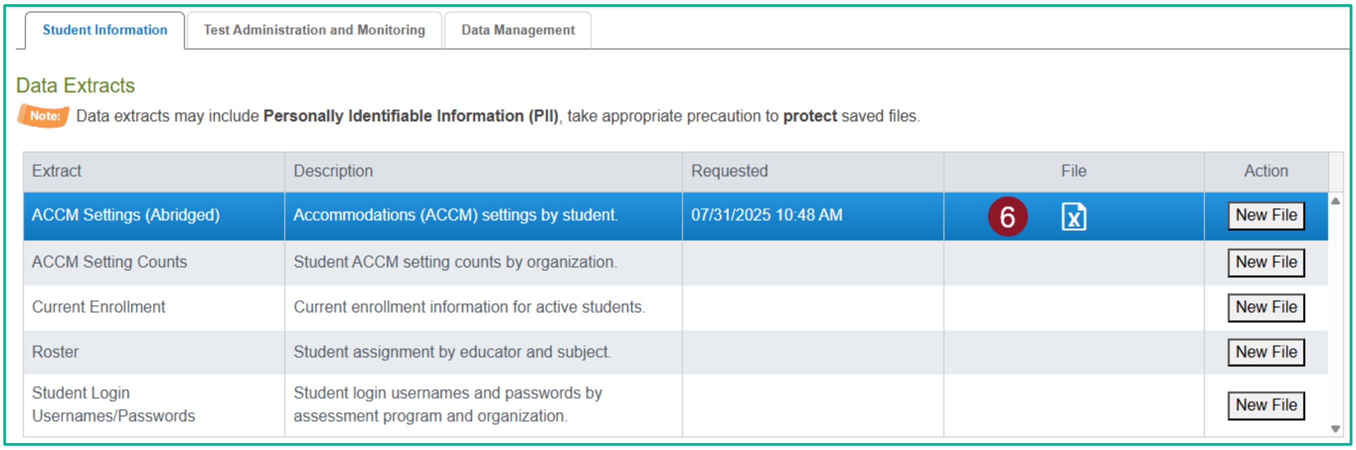
4. Add desired filters. If you are completing an initial upload, we recommend **selecting one school** at a time and **including students with no ACCM settings**.



5. Select **Ok**.

   NOTE: In the Excel file, the cells for ACCM settings are drop-down menus which include only valid entries. This ensures you only enter settings that are acceptable for your file upload.

6. Select the **XLSX file icon** in the File column.



7. Save the file to your computer.

   NOTE: If you have previously generated a file for a particular extract and want to generate a new, updated file, simply select New File again, complete all desired drop-down filters, then select Ok. A warning will display alerting you that the existing report request and file will be deleted. To remove that file and replace it with an updated version, select Yes when prompted.

Edit the ACCM Data Extract for Upload

Columns A – J are demographic/informational in nature and should not be changed. Editing these columns will not update a student's record.

Choose the appropriate ACCM settings for each student. Then, save the updated file.

Upload ACCM Settings

After creating or editing ACCM settings for your students, the file can be uploaded. The upload will update any changed fields on existing student profiles and will create profiles for students who did not have entries previously but now do.

To upload the ACCM Settings file, complete the following steps.

1. Select **Settings** in the navigation menu.
2. Select **Students**.

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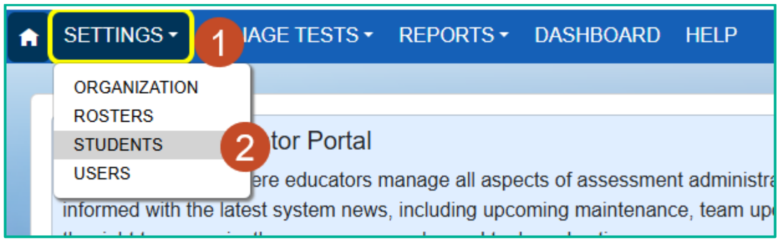
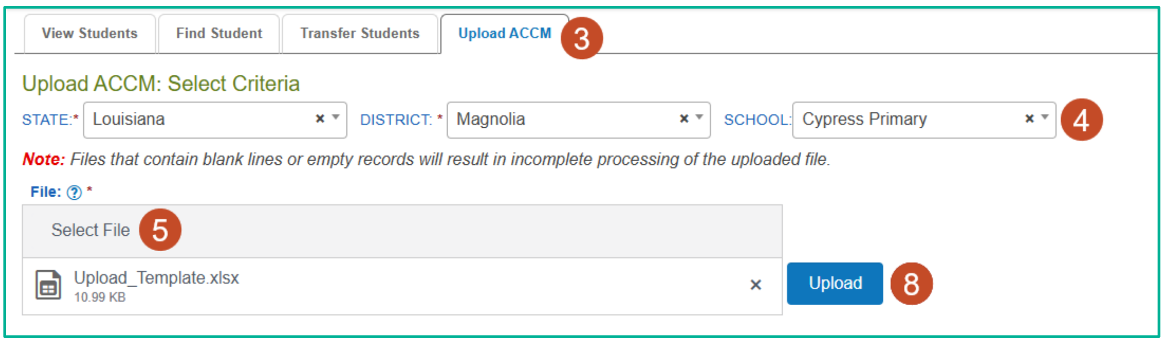


3. Select the **Upload ACCM** tab.
4. Select all required organization information.
5. In the File field, choose **Select File**.
6. Select the appropriate Excel file from your computer.
7. Select **Open**.
8. Select **Upload**.



Review the ACCM File Upload

The final step to uploading your file is to verify records uploaded successfully. A message will appear in the Status column once the record is uploaded and processed. If records were rejected, download the error file to learn about why. Then, update your file accordingly and try again.

If you have any problems uploading ACCM Settings, please contact the Kite Service Desk.

Quick Guide to Available Kite ACCM Settings

TIER 1: Universal Features	TIER 2: Designated Supports	TIER 3: Accommodations
For all students	For some students	IEP | 504 Plan | ILP
EMBEDDED		
Eraser Guideline Help Highlighter Keyboard Navigation Mark for Review Pointer Striker	Color Contrast[1] Color Overlay[1] Magnification[1] Reverse Contrast[1]	Additional Testing Time Text-to-Speech[2]
NON-EMBEDDED		
Scratch Paper	Separate Setting	ASL Interpreter Braille (UEB with Nemeth) Read-Aloud (Items Only) Scribe (Items Only)

[1] *These tools are available to all students on all assessments but can be set to be automatically activated for students as a designated support.*

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Appendix H: Oaths of Security

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

I, ____, do hereby affirm the following:
Name of Building/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 provide 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 Building/School Test Coordinator____

Signature of Principal____

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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 Building/School Test Coordinator

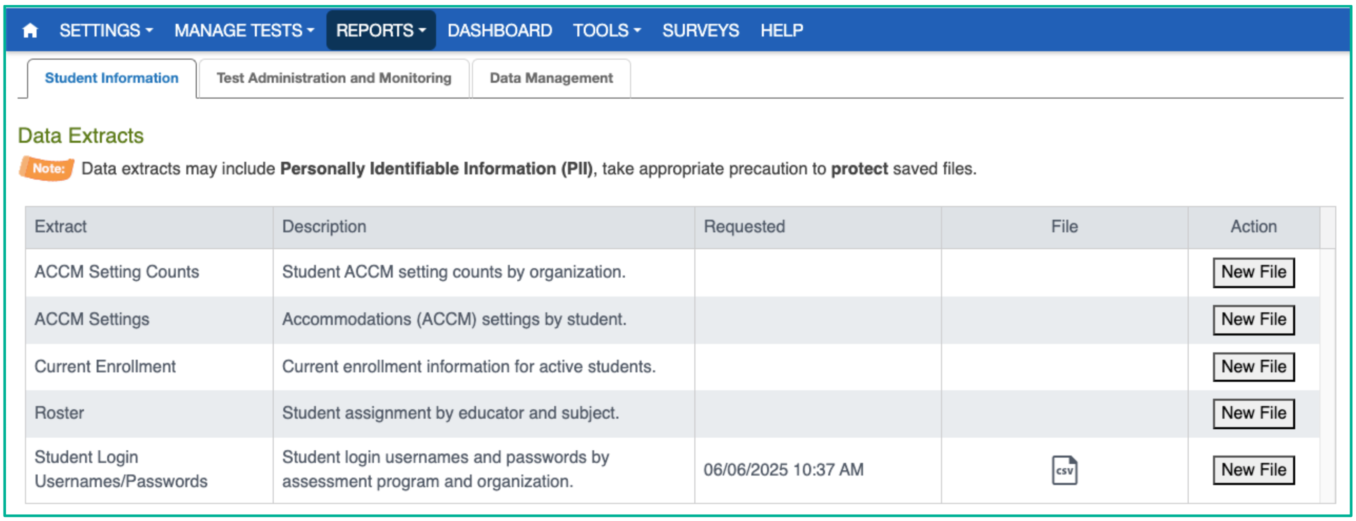
Appendix I: Data Extracts and Dashboards

Data extracts are files that contain data currently in EP. Some extracts can also be reused to upload information into EP.

Create a Data Extract

To create a data extract, perform the following steps.

1. Select the **Reports** menu.
2. Select **Data Extracts**.
3. Locate the line for the file you wish to create. Switch tabs, if needed.
4. In the Action column, select **New File**.



5. Set filters if prompted. Filters with a red asterisk are required, those without are optional.
6. Select **Ok**. If an older version of the file exists, you will be asked to confirm replacing the existing file. Select **Yes**. Each time a data extract is created, the older file will be removed. If you need to refer to the older file, save it before creating a new data extract.
7. The status in the extract grid's File column will change to In Queue. Wait approximately 45 seconds (depending on file size) until the note displays a CSV, XLSX, or PDF icon.
8. When the file is generated, select the CSV, XLSX, or PDF icon in the File column.
9. Open or save the file locally.

NOTE: Refresh your browser if the status of the extract does not change from In Queue.

Available Data Extracts

Data Extracts are categorized by Student Information, Test Administration and Monitoring, and Data Management. Data extracts are files that contain a copy of the information currently loaded into EP. Some of these extracts can also be used to upload information into EP. The following extracts are available:

Student Information

ACCM Settings (Abridged)

The ACCM Settings (Abridged) extract is an XLXS extract that lists the accommodation settings for the students enrolled in a user's organization. The extract contains a column for every ACCM Profile setting and indicates if that setting has been chosen for a student. If a support has multiple options, the details of those settings are listed.

ACCM Setting Counts

The ACCM Settings Counts extract is a CSV extract that lists the total number of students per organization who have a support selected on their ACCM Profile. Each column will display the number of students that an administrator selected for the support.

Current Enrollment

The Current Enrollment extract includes all records for students who are enrolled in the user's organization. This extract is large and contains the demographic information for each student. Each student will have only one row of data.

Roster

The Roster extract is a CSV extract that lists all roster records for a user's organization. The extract includes the student's teacher and subject. Users can use this extract to update roster information.

Student Login Usernames/Passwords

The Student Login Usernames/Passwords extract is an extract that includes login information for each student rostered in a user's organization. The extract includes the student's username and password, which will be the same for each test administered. Users can select either a CSV or PDF download.

> ***NOTE: The PDF version of this extract will create a printable sheet of tickets (6 per page).***

Test Administration and Monitoring

Test Administration Monitoring

The Test Administration Monitoring extract includes the status of all student tests (Unused, In Progress, or Complete), start and end date of the test, and the number of items on the test and answered. This data extract includes both Practice and Summative assessments.

Testing Readiness

The Testing Readiness extract includes student-level information about the tests that are assigned, student usernames and passwords, and ACCM profile settings.

Data Management

Security Agreement Completion

The Security Agreement Completion extract includes the status of organization users' completion of the security agreement that must be accepted when a user first logs into EP.

Users

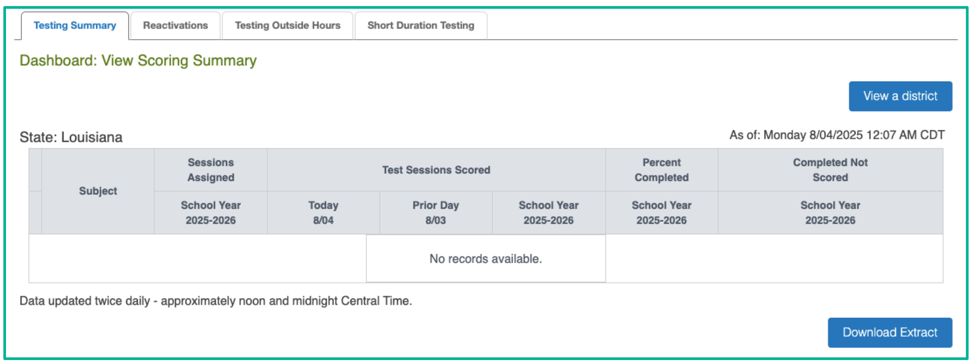
The Users extract includes all records for EP users in the selected organization. The extract includes information about the roles assigned to a user. All the user’s assigned roles for a particular organization appear on a single line of the CSV extract. One user can have more than one role, i.e., a BTC and a Teacher. The extract will display an X in each applicable column.

Dashboards

Dashboards provide key metrics to state and district stakeholders during testing. Daily monitoring of the dashboard by DTCs is essential. Each tab on the Dashboard allows you to download an extract for your school and/or district.

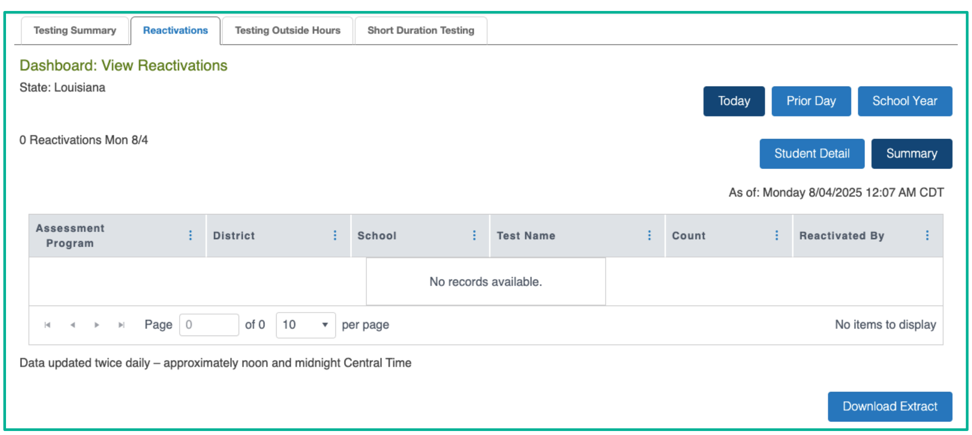
Testing Summary

The Testing Summary dashboard provides a list of test sessions completed, by subjects comparing it to the number of students who are expected to complete the test. It also indicates the number of test sessions that have been reactivated.



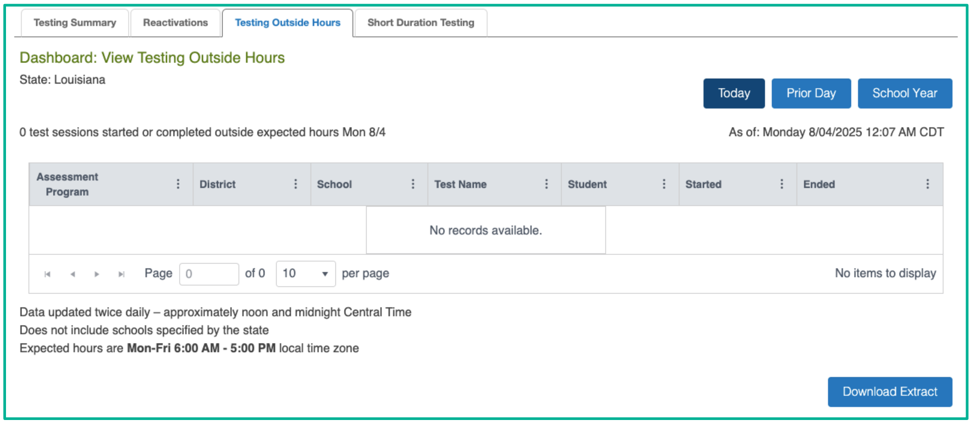
Reactivations

The Reactivations dashboard provides the ability to view the number of test reactivations. These can be filtered by current day, prior day, school year and can be narrowed down to the student level. Select Download Extract below the grid to generate a CSV file of this information.



Testing Outside Hours

The Testing Outside Hours dashboard provides a snapshot of students who accessed a test outside of regular school hours. Results can be filtered by current day, prior day, and school year. Select Download Extract below the grid to generate a CSV file of this information.



Short Duration Testing

The Short Duration Testing dashboard tracks tests completed in a short period of time. The grid details whether the student got every answer correct as well as the exact timespan in which the test was completed.

Scroll to the right to view more details such as Student Name, Test Name, Item Count, or All Correct. Use the ellipsis in each column to sort, filter, and choose which columns appear in the grid. Select Download Extract below the grid to generate a CSV file of this information.