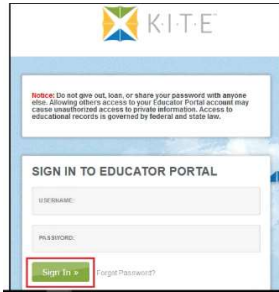


## Instructions for completing PNP (Access Profile) and First Contact Survey

(More information found in the Educator Portal User Guide pgs. 31-52)



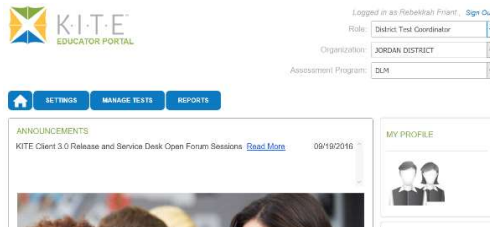
- Log into Educator Portal at:

<https://educator.cete.us/AART/login.htm>

Username is your Jordan District email address. You should have received an email from KITE to set your password. If you did not receive this email, please contact Bekkah Friant at 801-567-8112 or [bekkah.friant@jordandistrict.org](mailto:bekkah.friant@jordandistrict.org)

- If you have not completed the Security Agreement, do that now!

Click **My Profile**.



- Click **Agree**, then click **Save**

My Profile ✕

Overview

Edit Display Name

Change Password

Change Default Role

**Security Agreement**

Renewal/Expiration

The KITE Assessment provides opportunities for flexible assessment administration. However, all KITE assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2016 are secure tests.

Test administrators and other educational staff who support KITE implementation are responsible for following the KITE test security standards:

1. Assessments (testlets) are not to be stored or saved on computers or personal storage devices, shared via email or other file sharing systems, or reproduced by any means.
2. Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed.
3. Those who violate the KITE test security standards may be subject to their state's regulations or state education agency policy governing test security.
4. Educators are encouraged to use resources provided by KITE, including practice activities and released testlets, to prepare themselves and their students for the assessments.
5. Users will not give out, loan or share their password with anyone else. Allowing others access to an Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.


Questions about security expectations should be directed to the local KITE Assessment Coordinator.

☒ I have read this security agreement and agree to follow the standards.

☐ I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

- Click **Settings**.



Logged in as Rebekkah Friant, [Sign Out](#)

Role:

Organization:

Assessment Program:

**SETTINGS** **MANAGE TESTS** **REPORTS**

- Click **Students**.

**Rosters** **Students**

- In the drop down menu, click **View Students**.

Organization
Rosters
Roles
**Students**
Users

Select Action\*: View Students

**SELECT ORGANIZATION**  
Specify organization level and click on search

**STATE:**  
Utah

**DISTRICT:**  
JORDAN DISTRICT

**SCHOOL:**  
Select

State ID	First Name	Last Name	Current School Year	Local Id
No records to view				

Information under the “SELECT ORGANIZATION” should automatically be filled in with the State, District and School.

- You will see a list of your students. **If you are missing any students, please contact Bekkah Friant ASAP.** Students are uploaded automatically to the Educator Portal from Skyward. Students are marked as DLM eligible from the SCRAMS that you send in. If you have not sent in SCRAMS indicating that your student qualifies for the DLM, they will not appear.
- You can scroll over from here and to see the **ACCESS PROFILE** column and the **FIRST CONTACT** Survey Column.

State ID	First Name	Last Name	Current School Year	Local Id
1784875	ASHER	MADSEN	2017	9479125

Page 1 of 1 View 1 - 1 of 1

Or you can click blue box and select the columns you would like to see.



- Next Click on the student's "State ID".

State ID	First Name	Last Name	Current School Year	Local Id
No records to view				

- The “View Student Record” window will appear. Click the link next to *Access Profile (PNP)*.

After the PNP is completed, the link will read **CUSTOM**. If you need to make changes to the student’s PNP, you can still click on the link and edit the PNP.

- The student’s Summary tab of the PNP will appear; Click **Edit Settings**.

- Click on **Display Enhancements** and review and select any options needed for the student.

Summary

Display Enhancements

Language & Braille

Audio & Environment Support

System Independent

Save

Magnification

☐ Activate by Default

2x

Overlay Color

☐ Activate by Default

Invert Color Choice

☐ Activate by Default

Masking

☐ Activate by Default

☐ Answer Masking
☐ Custom Masking

Contrast Color

☐ Activate by Default

ABC

ABC

ABC

ABC


Background Color Hex

Foreground Color Hex

Save

Mark each option needed for student. The following table describes each enhancement option:

Display Enhancement	Definition	Screen
Magnification	Magnification changes the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x.	<input checked="" type="checkbox"/> <b>Magnification</b> <input type="checkbox"/> Activate by Default <div> <div>2x</div> <div>2x</div> <div>3x</div> <div>4x</div> <div>5x</div> </div>

Overlay Color	The overlay color is the background color of the test. The default color is white; educators may select an alternate color.	<input checked="" type="checkbox"/> <b>Overlay Color</b> <input checked="" type="checkbox"/> Activate by Default 
Invert Color Choice	The invert color choice will cause the test background to appear black with white lettering. Use contrast color to change the display to a different color scheme.	<input checked="" type="checkbox"/> <b>Invert Color Choice</b> <input checked="" type="checkbox"/> Activate by Default
Masking	Masking is not available to students taking DLM assessments.	<input type="checkbox"/> <del>Masking</del> <input type="checkbox"/> <del>Activate by Default</del> <input type="checkbox"/> <del>Answer Masking</del> <input type="checkbox"/> <del>Custom Masking</del>

Contrast Color	The contrast color section allows educators to choose from several background and text color schemes.	<input checked="" type="checkbox"/> <b>Contrast Color</b> <input checked="" type="checkbox"/> Activate by Default <div> <div>ABC</div> <div>ABC</div> </div> <div> <div>ABC</div> <div>ABC</div> </div> <div>Background Color Hex</div> <div>#000000</div> <div>Foreground Color Hex</div> <div>#999999</div>
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- Click **Save** and move to next Tab.
- Click **Language and Braille**.

Summary

Display Enhancements

Language & Braille

Audio & Environment Support

Other Supports

Save

Uncontracted Braille will be the only option available on this screen and it will not be available until the

2016 Spring Operational testing.

- Click **Save**.
- Click **Audio & Environment Support**. This is for support related to read aloud and switch use.

Summary Display Enhancements Language & Braille Audio & Environment Support Other Supports

Save

☐ Auditory Background  
☐ Activate by Default

☐ Breaks

☐ Additional Texting Time  
☐ Activate by Default  
☐ Unlimited  
 Specify Time Multiplier

☒ Spoken Audio  
☐ Activate by Default

Voice Source  
☐ Human  
☒ Synthetic

Read Aloud Start  
☐ True  
☒ False

Spoken Preferences  
☐ TextOnly  
☒ Text & Graphics  
☐ GraphicsOnly  
☐ NonVisual

Audio for directions only  
☐ True  
☒ False

☐ Single Switches  
☐ Activate by Default

Scan Speed (seconds)


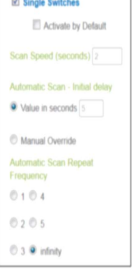
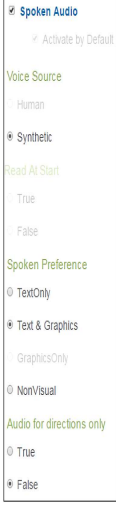


Automatic Scan - Initial delay  
☐ Value in seconds

☐ Manual Override  
Automatic Scan Repeat Frequency  
☐ 1 ☐ 4  
☐ 2 ☐ 5  
☒ 3 ☐ Infinitely

Save

The following tables describe each of the support options:



Audio & Environment Support	Definition	Screen	Audio & Environment Support	Definition	Screen	Audio & Environment Support	Definition	Screen
Auditory Background	Auditory background is not currently available in the DLM alternate assessment.		Single Switches	NOTE: Single-switch access should be selected for users requiring one-switch automatic scanning.			after a page appears. <b>Manual Override</b> allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page.	
Spoken Audio	For Voice Source, specify Synthetic for Spoken Audio.  Read at Start is not active; no options are available.  Using <b>Spoken Preference</b> , you can indicate which elements of a question should be read to the student.  Audio for directions only is not available, please choose False. Educators may read the directions to the student.  NOTE: TTS highlighting is disabled when some color overlay or color contrast options are selected.		Two-switch system: scanning is activated using a switch set up to emulate Enter on the keyboard.  Two-switch system: The system automatically supports two-switch step scanning.  Activate by Default does not change how a switch works with the system.  Two-switch access does not require any activation in the Access Profile. Any student can use two switches set to Tab to move between choices and Enter to select.  Activate by Default does not change how a switch works with the system.  • <b>Scan Speed (seconds)</b> is the number of seconds that a particular item or row will be highlighted and available for selection before the system moves to the next item or row. The scan speed must be equal to or greater than the value entered under "Automatic Scan-Initial Delay."  • <b>Automatic Scan-Initial Delay</b> allows you to specify whether scanning will begin automatically when a page appears. <b>Value in seconds</b> determines how long the system waits to begin scanning items				• <b>Automatic Scan Repeat Frequency</b> determines how many times the system will repeat the scan cycle before stopping when a selection is not made.	
						Breaks	Students may take as many breaks as necessary. However, only 90 minutes of inactivity are allowed.	
						Additional Testing Time	Students may take as long as necessary for all DLM alternate assessments.	

- Click **Save**.

- Click on **Other Supports**.

Summary

Display Enhancements

Language & Braille

Audio & Environment Support

Other Supports

Save

Supports Provided By Alternate Form

☐ Alternate Form - Visual Impairment

Supports Requiring Additional Tools

☐ Two switch system  
☐ Administration via iPad  
☐ Adaptive equipment  
☐ Individualized manipulatives

Supports Provided Outside the System

☐ Human read aloud  
☐ Sign interpretation  
☐ Language translation  
☐ Test admin enters responses for student  
☐ Partner assisted scanning

Save

The following table explains the Other Supports available:

Other Support	Definition
<b>Supports Provided by Alternate Form</b>	
<b>Alternate Form– Visual Impairment</b>	Most testlets are designed for all of the DLM students. For a limited number of EEs and levels, alternate forms are provided for students who have visual impairments. These are educator-administered, not braille. When alternate forms are available, selecting this option will direct the system to deliver that form.
<b>Supports Requiring Additional Tools</b>	
<b>Two-switch system</b>	Two-switch scanning does not require any activation in the Access Profile. The system automatically supports two-switch step scanning, with one-switch set up to emulate the Tab key to move between choices, and the other switch set up to emulate the Enter key to select the choice when highlighted.
<b>Individualized manipulatives</b>	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
<b>Calculator</b>	Educators may use a calculator unless the TIP indicates a calculator may not be used.
<b>Supports Provided by the Test Administrator Outside the System</b>	
<b>Human read aloud</b>	The test administrator may read the assessment to the student. Read aloud the text on the screen and if needed, refer to the alternate text provided as part of the TIP for standardized descriptions of pictures and graphics. Descriptions of pictures and graphics should only be read aloud to students who have visual impairments.
<b>Sign Interpretation</b>	For students whose primary mode of receptive communication is sign, test administrators may sign the assessment to the student using American Sign Language (ASL), Exact English, or personalized sign systems. Sign language interpreters should use the alternate text provided in the TIP for picture descriptions.
<b>Language translation</b>	For students who are English learners and their best receptive communication is a language other than English, test administrators may translate the assessment for these students. Language translations are not provided via the computer.
<b>Masking</b>	Masking is not an option in KITE Client. The use of a piece of paper to cover portions of the screen to reduce visual clutter without otherwise decreasing the information or number of answer options is an acceptable support for students who have visual impairments.

<b>Test administrator enters responses for student</b>	If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators may key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
<b>Partner-Assisted scanning (PAS)</b>	PAS is a strategy in which test administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.

- Click **Save**.
- After all of the chosen settings have been saved, you will be redirected back to the

**Summary** page. The page will now display all of the options you have marked.

Jake Ballard

Summary | Display Enhancements | Language & Braille | Audio & Environment Support | System Independent

Student Demographics | Current Profile Settings | Edit Settings

FIRST NAME: Jake  
MIDDLE NAME: Not Available  
LAST NAME: Ballard  
STATE ID: 808027  
GRADE: Not Available  
GENDER: Not Available  
DATE OF BIRTH: Not Available

Spoken  
User Spoken Preference: textandgraphics  
Read AI Start Preference: false  
Spoken Source Preference: synthetic  
Directions Only: false

- If you need to make any changes, click on **Edit Settings**.

Summary | Display Enhancements | Language & Braille | Audio & Environment Support | System Independent

Student Demographics | Current Profile Settings | Edit Settings

- Click **"X"** to close the popup window.

Jake Ballard

Summary | Display Enhancements | Language & Braille | Audio & Environment Support | System Independent

Student Demographics | Current Profile Settings | Edit Settings

FIRST NAME: Jake  
MIDDLE NAME: Not Available  
LAST NAME: Ballard

Spoken  
User Spoken Preference: textandgraphics  
Read AI Start Preference: false  
Spoken Source Preference: synthetic  
Directions Only: false

- Follow steps 1-6 to edit/start the student's **First Contact Survey**.

- For students who had a First Contact Survey filled out last year, you will still need to go in and edit the survey. The student's info will show *"Ready to Submit"*

View Student Record - ASHER MADSEN X

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**Student** [Edit](#)

---

**Demographic**

<b>Student State ID:</b> 1784875	<b>Date of Birth:</b> 09/25/2006
<b>Gender:</b> Male	<b>Comprehensive Race:</b> White
<b>First Language:</b>	<b>Hispanic Ethnicity:</b> No

---

**Profile**

<b>Primary Disability:</b> Other Health Impairment	<b>Access Profile (PNP):</b> <a href="#">Custom</a>
<b>Assessment Program:</b> DLM - Dynamic Learning Maps	<b>First Contact Survey:</b> <a href="#">Ready to Submit</a>

[School Enrollment](#)

- Click **Start Survey** (If you are coming back to edit a survey, you will click **Edit Survey**)

Welcome

Special Education

Sensory Capabilities

Motor Capabilities And Health

Computer Instruction


Communication

Language

Academic

Complete

Welcome to the First Contact Survey [Edit Survey](#)


**DYNAMIC**  
LEARNING MAPS

This survey asks questions about the characteristics of this student who is participating in the DLM alternate assessment. Topics include sensory and motor capabilities, computer access, communication, academics, and attention.

Your answers help determine how the DLM system should be customized to this student. Answers also help us determine plans for future development of the DLM system to better support all students.

Note: Each bubble indicates a page within a tab. Before submitting the survey, check each bubble to see if it is blue or yellow.

● - You have answered all questions on this page  
● - You have not answered all questions on this page

**Yellow** circles indicate the questions have not been answered under that tab. **Blue** circles indicate the questions have been answered, but you may still make changes to them.

- Click **Special Education**

Welcome Special Education Sensory Capabilities Motor Capabilities and Health Computer Instruction Communication Language Academic Compete

Special Education Services Previous Next

Select the student's Primary Disability\*

Primary Disability Select

Educational Placement: Choose the option that best describes the student's educational placement. "Regular Class" means a typical classroom, not a resource room or separate class.\*

☐ 80% or more of the day in Regular Class  
☐ 40% - 79% of the day in Regular Class  
☐ Less than 40% of the day in Regular Class  
☐ Separate School: Includes public or private separate day school for students with disabilities, at public school expense  
☐ Residential Facility: Includes public or private separate residential school for students with disabilities, at public school expense

This is **where** you select the student's primary disability and by selecting the option that most closely mirrors the student's current class placement.

- Click **Next**. (you should now see a blue circle in the Special Education tab)
- Next you will be directed to the **Sensory Capabilities** tab.

Welcome Special Education Sensory Capabilities Motor Capabilities and Health Computer Instruction Communication Language Academic Compete

Hearing Previous Next

Hearing\*

☐ No hearing loss suspected/documented  
☐ Deaf or hard of hearing  
☐ Questionable hearing but testing inconclusive

Answer the questions regarding the student's hearing and vision sensory capabilities. Click **Next**.

- **Motor Capabilities.**

Arm/Hand Control and Health

Arm and hand control: Mark all that apply\*

☐ Uses two hands together to perform tasks

☐ Uses only one hand to perform tasks

☐ Requires physical assistance to perform tasks with hands

☐ Cannot use hands to complete tasks even with assistance

Answer the questions regarding the student's walking, mobility support, arm and hand control, and head control.

Click **Next**.

- **Computer Access** tab is next. Under this tab, you will fill out the student's ability to use a computer.

Computer Access and Attention During Instruction

Computer Use: Select the student's primary use of a computer during instruction\*

☐ Accesses a computer independently

☐ Accesses a computer independently given assistive technology

☐ Uses a computer with human support (with or without assistive technology)

☐ This student has not had the opportunity to access a computer

☐ This student cannot access a computer with human or assistive technology support

Level of attention to teacher-directed instruction\*

☐ Generally sustains attention to teacher-directed instruction

Click **Next**.

- **Communications** tab is next. Under this tab, you will be answer questions on the student's expressive and receptive abilities and needs. (Note some tabs will have multiple circles; please make sure that all of the circles turn blue. If they are not, you have missed a question under that tab.)

Expressive Communication

Does the student use speech to meet expressive communication needs?\*

☐ Yes

☐ No

Click **Next**.

- **Language** tab. Under this tab you will answer questions about the students' primary language

Primary Language

Indicate the student's use of English as a primary language. "Primary" means it is used more than 50% of the time.

Is English the student's primary language?\*

☒ Yes

☐ No

Is English the primary language spoken in the student's home?\*

☒ Yes

Click **Next**.

Reading Skills: MARK EACH ONE to show how consistently the student uses each skill  
If the student previously demonstrated and no longer receives instruction, mark "More than 80%". \*

	Almost never (0% - 20% of the time)	Occasionally (21% - 50% of the time)	Frequently (51% - 80% of the time)	Consistently (More than 80% of the time)
A) Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You will be directed to

- the **Academics** tab. Under this tab, you will answer questions on the student's skills in reading, math, and writing. If you are unsure what to mark, you can always mark one below, what you think. The DLM questions are adaptive; the questions will get harder or easier as the student answers them.

Click **Next**.

- You will be directed to the **Complete** tab. Click **Submit Survey**.

Complete

Submit Survey

Thank you for taking the time out to fill out the survey. Your responses have been recorded successfully. Please press the Submit button to exit the survey.



Check again, to make sure that all of the circles are **blue** under each tab. If you see any that are **yellow**, go back and check those tabs again and answer the questions missed.

- After completing the Survey, check the Student List and make sure that the First Contact link read's **"Complete"**. (If you need to make any changes to the First Contact survey, click on **Complete**).

First Contact	Access Profile	First Name	Last Name
Complete	NO SETTINGS	Jake	Ballard
NOT_STARTED	CUSTOM	Olivia	Pope
NOT_STARTED	NO SETTINGS	Fitz	Grant
NOT_STARTED	CUSTOM	Harrison	Wright

If a student does not have the First Contact Survey completed, the system will not generate a test for that student. If you fill out the First Contact Survey after the testing window has opened, it will take 24 hours for a test to be assigned to the student.

**If you have any questions regarding the PNP (Access Profile) or the First Contact Survey, please contact Bekkah Friant @ 801-567-8112 or [bekkah.friant@jordandistrict.org](mailto:bekkah.friant@jordandistrict.org).**