

C L A S S R O O M

DIAGNOSTIC TOOLS

MISSOURI USER GUIDE
V3.0
2015–2016

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GENERAL INFORMATION

INTRODUCTION

The Classroom Diagnostic Tools (CDT) is a set of online assessments designed to measure specific student strengths, areas of need, skills, and knowledge throughout the school year to help guide instruction and intervention. The online assessments are aligned with the Missouri Learning Standards and are available in the following areas:

- Mathematics Grade 3-5
- Mathematics Grades 6-8
- Reading Grades 3-5
- Reading Grades 6-8

IMPORTANT NOTE:

The CDT assessment has not been designed as a predictive tool to indicate how a student will perform on the spring summative tests. It is very important that district and school personnel not use student results from the CDT to gauge how students may perform on the summative assessments.

CLASSROOM DIAGNOSTICS –VS– SUMMATIVE ASSESSMENTS

The table below provides a side-by-side comparison between the CDT and the annual summative assessments for grades 3-8.

	CDT	Summative
Online Testing System	INSIGHT	INSIGHT
Assessment Management Portal	eDIRECT	eDIRECT
Test Format	Computer Adaptive (K-12)	Fixed Forms (grade specific)
Blueprint	Domain Based	Domain Based
Tools	Open Access to All	Restricted Access Based on Grade Level
Standards	PA Adapted Version of the CCSS (align to Missouri Learning Standards)	Missouri Learning Standards
Scoring	Domain Specific Scores	Overall Proficiency
Timing	45 – 90 minutes	<u>ELA - Grades 3,4,6 and 7 (three sessions)</u> 1 hour 30 minutes – 2 hours 35 minutes <u>ELA - Grades 5 and 8 (four sessions)</u> 2 hours 25 minutes – 4 hours <u>Math - Grades 3 – 5 (two sessions)</u> 1 hour 10 minutes – 1 hour 40 minutes <u>Math - Grades 6 – 8 (two sessions)</u> 1 hour 20 minutes – 1 hour 45 minutes
Items	MC, EBSR	MC, MS, EBSR, ASCR
Number of Items	45 – 60 items	<u>ELA</u> Grades 3 – 4 = 81 items Grade 5 & 8 = 78 items Grades 6 – 7 = 81 items <u>Math</u> Grades 3 – 5 = 63 items Grades 6 – 8 = 67 items
Reporting	Immediate Access to Reports	Based on State Data Release Timeline

Please take the time to read this guide and follow the procedures, which are essential to the successful online administration of the CDT. This guide should be reviewed by all the District Information Technology Coordinators (DITCs), District Test Coordinators (DTCs), School Test Coordinators (STCs) and Teachers/Test Examiners.

The following User Guides are available for the Classroom Diagnostic Tools at <http://mo.drctdirect.com>:

- CDT User Guide (this document): includes information about roles and responsibilities, Online Tools Training, software download and readiness, data/assessment security and CDT administration
- eDIRECT User Administration User Guide: includes information on managing users and user permissions (available 10/5/15)
- eDIRECT Test Setup User Guide: includes information on roles and responsibilities, the test setup system, managing teachers and students, and adding/managing test sessions (available 10/19/15)
- eDIRECT Guide to Interactive Reports: includes information on accessing interactive reports, data searches, determining instruction plans for students (available 11/2/15)
- INSIGHT Technology User Guide: includes information on system requirements, installation and configuration of the INSIGHT software, Device Tool Kit, and Testing Site Manager (TSM), and troubleshooting tips (available 10/5/15)

KEY DATES

Description	Date Available
Administration Available in eDIRECT	10/5/15
Test Setup Available in eDIRECT	10/19/15
Testing Window Begins	11/2/15
Reports Available in eDIRECT	11/2/15
Testing Window Ends	7/29/16

ROLES AND RESPONSIBILITIES

This section outlines the roles and responsibilities of the District Information Technology Coordinators (DITCs), District Test Coordinators (DTCs), School Test Coordinators (STCs), and Teachers/Test Examiners as they relate to the Classroom Diagnostic Tools (CDT) assessment administration.

COMMUNICATION PLAN

District personnel are responsible for overseeing the administration of the CDT assessments and should plan for a successful online testing experience. The DITC and DTC should meet to review the district's plan for administering the CDT. They should also review and discuss the testing schedule and determine which schools within the district are participating.

A plan for efficient communication between the DITC and DTC about the online administration should be established before schools begin using the CDT. This plan should include establishing communication processes involving the DITC(s), DTC, STCs, and Teachers/Test Examiners. The plan should be shared during the training of STCs and Teachers/Test Examiners.

Though the eDIRECT Test Setup system allows for DTCs and STCs to have many of the same responsibilities, it is also flexible enough to allow for the DTCs to restrict STCs' access and rights within the system.

DISTRICT INFORMATION TECHNOLOGY COORDINATOR (DITC) RESPONSIBILITIES

The DITC is responsible for the following tasks:

- viewing a recorded online technology training presentation prior to testing
- reading this user guide and the DRC INSIGHT Technology User Guide
- reviewing the Technology Readiness Checklist
- creating a communication plan with the DTC to support STCs and Teachers/Test Examiners during testing
- ensuring that devices used for CDT assessments meet the minimum system requirements and are configured to support online testing
- managing their profile on the eDIRECT website to ensure all information is correct and up-to-date
- adding any other district or school technology personnel to the eDIRECT website who might require access to the CDT software downloads

DISTRICT TEST COORDINATOR (DTC) RESPONSIBILITIES

The DTC is responsible for the following tasks:

- viewing a recorded DTC training presentation prior to testing
- distributing the communication plan and ensuring that all STCs have the correct administration materials prior to the testing window
- working with the DITC(s) to ensure all appropriate schools within the district have access to the online assessment system
- reading this user guide, the eDIRECT user guides, and the DRC INSIGHT Technology User Guide
- becoming familiar with the INSIGHT online testing application and the eDIRECT Test Setup system
- setting up and managing account permissions for the appropriate STCs on the eDIRECT website
- providing training to all STCs involved in testing

- managing student data
- managing teacher data
- managing student group data
- managing their school district's profile on the eDIRECT website to ensure all information is correct and up-to-date

SCHOOL TEST COORDINATOR (STC) RESPONSIBILITIES

The STC is responsible for the following tasks:

- reading this user guide, the eDIRECT user guides, and the DRC INSIGHT Technology User Guide
- becoming familiar with the INSIGHT online testing application and the eDIRECT Test Setup system
- working with the DITC(s) to ensure that the online assessment system is loaded on all the appropriate computers within the school
- setting up and managing account permissions for the appropriate Teachers and Test Examiners on the eDIRECT website
- providing training and ensuring that all Teachers/Test Examiners have the correct administration materials prior to testing
- managing student data
- managing teacher data
- managing student group data
- overseeing and assisting Teachers/Test Examiners with Test Setup tasks
- managing their profile on the eDIRECT website to ensure all information is correct and up-to-date
- helping to coordinate assessment times for the students testing within the school
- securely destroying all Test Tickets, testing rosters, and scratch/grid paper at the end of testing

TEACHER/TEST EXAMINER RESPONSIBILITIES

The Teacher/Test Examiner is responsible for the following tasks:

- reading this user guide and the eDIRECT user guides
- becoming familiar with the INSIGHT online testing application and the eDIRECT Test Setup system, as applicable
- informing the STC of any incorrect or missing student information throughout the CDT testing window
- coordinating student assessment times with the STC
- creating and managing test sessions
- managing Student Test Tickets
- printing and verifying that the student information (Name, MOSIS ID, and Accommodations) on the Test Tickets is correct and notifying the STC if anything is incorrect
- distributing the Test Tickets to the Teacher/Test Examiner or students at the time of the assessment
- monitoring the testing environment during the scheduled testing time if acting as the Teacher/Test Examiner for the test session
- scheduling extended testing time for any students unable to complete the assessment within the scheduled test session
- collecting, accounting for, and returning all Test Tickets and scratch/grid paper to the STC at the end of testing

TUTORIALS AND ONLINE TOOLS TRAINING

ONLINE STUDENT TUTORIALS

The Online Student Tutorials have been created for the Classroom Diagnostic Tools (CDT) assessment. They have been developed for each content area currently available and are designed to be used by students at all grade levels. They use pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the INSIGHT online testing system. It is recommended that students are given at least 15 minutes to go through the tutorials once, but additional time should be scheduled for students to review the tutorial segments as needed.

The Online Student Tutorials can be accessed directly from the Missouri INSIGHT landing page by clicking on the MAP Online Tutorials link or via eDIRECT by clicking on Test Setup, General Information, and then selecting the Test Tutorials tab. The Tutorials are available for review by administrators, teachers, students, and parents.

It is strongly encouraged to have students review the tutorials in advance of their test day. Students are allowed to repeat the tutorial as often as desired and needed. There are no restrictions on accessing these tools. Anyone who supervises any of the CDT administrations is also strongly encouraged to review the tutorials to become familiar with the INSIGHT functionality.

ONLINE TOOLS TRAINING

The Online Tools Training (OTT) is designed to provide an introductory experience using the INSIGHT software in preparation for taking the CDT. This allows students to become familiar with testing on a computer/device and allows them to experiment with the features available during an actual test. The OTT is NOT designed to demonstrate complete coverage of the tested content, and it is NOT scored. Rather, items have been chosen to demonstrate online assessment features and uses.

It is **strongly** suggested that students be given time to take the OTT prior to taking a CDT assessment for the first time. It is recommended that the DITCs, DTCs, STCs, Teachers, and Test Examiners also take the OTT to become familiar with the online testing software. The OTT can also be used as instructional tools in the classroom for learning how to use the software.

HOW TO ACCESS THE ONLINE TOOLS TRAINING

There are two ways to access the OTT: via the INSIGHT software and via a public URL.

To launch the Online Tools Training from the INSIGHT software, follow these steps:

1. Double click on the DRC Online Assessments icon on the desktop.
2. If your software is configured for more than one assessment program, select Missouri. (If the software is configured only for the MAP assessment, this step does not apply.)
3. Select the **Online Tools Training** under CDT.
4. Select the **Content Area** and **Subject**.
5. Enter in the **Username** and **Password** noted on the sign-in screen.
6. Click on **Sign In** and follow the instructions on the screen.

Note for Accommodations: To access the text-to-speech (TTS) version of the Mathematics OTTs, add the word "audio." Audio versions are not available for the Reading OTTs.

To launch the Online Tools Training from the public URL, copy and paste this link into a Google Chrome browser: <https://wbte.drcedirect.com/MO/portals/mo>. Then follow steps 2-6 above.

Note: The TTS accommodation is not available via the public OTT.



INSIGHT OVERVIEW

The INSIGHT Online Testing system is the platform students will access to take the CDT test. INSIGHT is available for installation on Windows, Macintosh, Linux, iPad, Chromebook, and Android devices.

Software installation requires administrative rights. For detailed installation instructions and specific devices supported for testing, please refer to the DRC INSIGHT Technology User Guide.

EDIRECT OVERVIEW

eDIRECT is the platform where DTCs, DITCs, STCs, and Teachers/Test Examiners will access supporting documents and user guides for the CDT administration, provide system access for school and district personnel, and upload student demographic and test session information in preparation for testing. Refer to the following user guides for detailed information and procedures for navigating eDIRECT:

- **eDIRECT User Administration User Guide:** includes information on managing users and user permissions (available 10/5/15)
- **eDIRECT Test Setup User Guide:** includes information on roles and responsibilities, the test setup system, managing teachers and students, and adding/managing test sessions (available 10/19/15)
- **eDIRECT Guide to Interactive Reports:** includes information on accessing interactive reports, data searches, determine instruction plan for students (available 11/2/15)

CDT DATA SECURITY

District Test Coordinators (DTCs)

District Test Coordinators have access to all student, teacher, student group, and test session information associated with their district. The District Test Coordinators should determine how student, teacher, student group, and test session information is managed. For larger districts, it is recommended that the District Test Coordinator oversees the process and that the School Test Coordinators manage the data for their respective schools.

School Test Coordinators (STCs)

School Test Coordinators have access to all student, teacher, student group, and test session information associated with their school.

Test Examiners/Teachers (TEs)

Test Examiners have access to view all student information, student groups, and test sessions associated with their school, but cannot update any information. Test Examiners/Teachers can print also Student Test Tickets as needed.

Classroom teachers who will need access to the interactive map reports must have access to eDIRECT and be assigned a “test examiner role.” These teachers must also be assigned as Teachers within Test Setup, and will have access to reports for only the students contained in the teacher’s Student Group(s).

If the STC or DTC has not set up any Student Groups for a teacher, the teacher will not be able to view students, create student groups, or create test sessions.

CLASSROOM DIAGNOSTIC TOOLS ASSESSMENT ADMINISTRATION

INTRODUCTION

This section of the user guide is to be used for the administration of the Classroom Diagnostic Tools (CDT) assessments. Each CDT assessment is a Computer-Adaptive Test (CAT). The CDT assessments adapt to each student’s current level depending on how he or she responds to test questions. For example, if the student answers items correctly, the difficulty of subsequent items increases. Conversely, as items are answered incorrectly, the difficulty decreases. This adaptation minimizes frustration and provides the best situation for accuracy in determining a student’s strengths and areas of need in each of the diagnostic categories.

This section provides the DTC, STC, and TEs with directions that will ensure a standard assessment environment in schools across Missouri. The administration of this online assessment may differ from other tests you have given; therefore, it is essential that you become thoroughly familiar with this user guide and the procedures for administering the assessment before administering the CDT to students.

ASSESSMENT SECURITY

Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

DTC, STCs, TEs, and any other education personnel who are involved in this assessment program must maintain the security of all materials. Together, they share the responsibility for ensuring all materials and student responses are handled securely and confidentially.

Online tests are not to be viewed by anyone prior to the test session.

Except where allowed by a specific accommodation, only students being tested are allowed to view the content of the online test materials.

None of the materials from the online test may be copied or recorded in any manner.

The Student Test Tickets should be kept secure until the scheduled test session begins. After the test session has been completed, any secure material during the assessment should be collected from the students and disposed of appropriately.

Scratch paper and graph must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. Scratch paper and graph paper must be collected and inventoried at the end of each session and then given to the School Test Coordinator to securely destroy.

RECOMMENDED ASSESSMENT SCHEDULE

The recommended number of times a student should be allowed to take one of the available CDT assessments is three (3) within a given school year. There should be enough time between each of the three (3) assessments to allow for instructional impact to be reflected in the student's results. This minimum time should be between five and six weeks. Though there are no restrictions on the time between assessments, there is a restriction within the Test Setup system that will only allow a student to be associated with a single CDT assessment a maximum of five (5) times within a given school and year. The Test Setup system has given a student an additional two (2) attempts above and beyond the recommended three (3) attempts.

Example: When creating a test session for a Mathematics assessment, student A can be assigned to a maximum of five (5) Mathematics test sessions within the 2015–2016 CDT administration in School X.

Each CDT should take the typical student 45 to 90 minutes to complete. Each CDT is between 45 and 60 items in length. Districts and schools may elect to administer an entire CDT at once or spread testing over two consecutive days. It is highly recommended that all grades 3–5 testing be administered over multiple days. It is also recommended that the Reading CDT be administered over two consecutive days due to the additional reading load.

ADVANCED CONSIDERATION FOR TEST ADMINISTRATION

Before administering the CDT, DTCs, STCs, TEs and anyone responsible for administering the CDT assessments must follow these instructions:

1. Ensure that INSIGHT software is downloaded on computers used for testing.
2. Ensure accommodations have been assigned to any students who require them prior to the first scheduled test session.
3. Read this entire user guide and become familiar with the procedures and recommended assessment schedule.
4. Follow the test security procedure detailed in the "Assessment Security" section of this user guide.
5. Arrange student seating to minimize student interaction during testing.
6. View the Online Tutorial and take the Online Tools Training (OTT) to become familiar with the online testing tools and functionality.

PREPARE STUDENTS FOR THE ASSESSMENT

- Inform students of the scheduled assessments in advance.
- Explain to students why they are being given the assessment and how the results are used. Usually, students can sense the importance the Test Examiner/Teacher places on the assessment and their performance may be affected accordingly. Students should realize that doing their best is important to them. No assessment situation should be unduly stressful for students.

- Inform students that the CDT assessment questions may be challenging. Students should not be frustrated if they feel they are encountering questions they cannot easily answer. Since the CDT assessments are not restricted to grade-level content, they allow a student to be presented with more advanced content if the student demonstrates advanced ability. Conversely, the student is presented with lower-level content if he or she is struggling.
- Explain to students that they have the opportunity to become familiar with the online test by reviewing the Online Tutorial and the Online Tools Training (OTT).
- Remind students they should know their MOSIS ID. The students are asked to confirm their MOSIS ID when logging into the online testing system. For more information on MOSIS ID, contact the STC.
- Explain to students they must use the online test to respond to the test questions. The CDT does not use printed test booklets or answer documents. Students may highlight or make notes using the features available with the CDT Online Assessment. They may also use scratch paper, but they must record their answers online. (All scratch paper will be collected from the student after testing and will be securely destroyed.)
- Explain that the CDT assessments include questions that require students to select from four possible answers. The selected-response questions and answer choices are displayed on the computer screen. Students read each question and select one of the four answer choices.

Note: The CDT assessments do NOT include questions that require a written response; therefore, there are no constructed-response questions on the CDT.

Students should be permitted to...	Students should not be permitted to...
<ul style="list-style-type: none"> • use scratch paper (students may use it to create their own graphic organizers during testing). • highlight and make notes or comments using the features available online. • use calculators. 	<ul style="list-style-type: none"> • use preprinted graphic organizers. • use hand-held computers, smart phones, personal computers, cell phones, dictionaries, thesauri, or spelling- or grammar-checkers when responding to any part of the assessment.

PREPARE CLASSROOM OR COMPUTER LAB BEFORE THE ASSESSMENT

Good organization of assessment materials and well-executed procedures will make the administration of the assessment proceed smoothly.

A quiet, calm atmosphere is essential for concentration during testing. Keep disturbances to a minimum during the assessment. The person responsible for administering the assessment should put a “**Testing—Do Not Disturb**” sign on the door(s) to the classroom to indicate that an assessment is taking place.

Make certain the testing software has been installed on all computers being used for testing and that the computers to be used by students needing the TTS audio for Math have been identified.

EXTENDED TESTING TIME

The CDT is an untimed assessment. Not all students finish the assessment at the same time. Students should not feel rushed while they are taking the assessment, and no student should be penalized because he or she works slowly. It is equally important; however, to encourage students to work in a timely manner to complete the test. Students with special requirements and/or abilities (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who work slowly in general may require extended time.

If a student must continue the test the next day, they will use the same Student Test Ticket to sign in to the test. The Student Test Ticket will remain “in process” until the student has completed the last question on the assessment.

TEST ADMINISTRATION REMINDERS

It is important to use standardized testing procedures to maintain fairness for all students. Correctly following the instructions ensures that all students are tested under similar conditions in all classrooms.

Before test administration:

- Be sure students have viewed the Online Tutorial, taken the Online Tools Training (OTT), and know how to use the tools within the online system, including where and how to mark their answers.
- Review the Student Testing Roster and make certain that all students intended for testing are on the roster.
- Make certain that all students scheduled to test have a Student Test Ticket.
- Be sure any student requiring the Mathematics TTS accommodation has the word “AUDIO” printed on their Student Test Ticket.
- Take the Online Tools Training to become familiar with the Test Directions and Helpful Hints, as they mirror what students see when taking the CDT assessments.

During test administration:

- Follow the directions for maintaining assessment security.
- Encourage students to keep trying.
- Help students approach the assessment in a positive manner.
- Clarify directions for students having difficulty.
- Remember that the Test Examiner/Teacher is NOT permitted to read aloud any part of the test questions or answer choices, unless the student was marked in eDIRECT for a read aloud of the test.
- Help students understand how to mark answers and how to complete the test. Do not give information that provides clues concerning test questions or answer options.

PAUSE FUNCTIONALITY

During the test administration, if a student needs to leave the computer lab/classroom for a short break (e.g., restroom break, office visit) the student should click on the **Pause** button. A countdown appears on the screen notifying the student of the time left before the system automatically exits the test. If the test is not resumed within 20 minutes, the student is exited from the test automatically. The student then must sign back in to the test to finish.

INACTIVITY

After 20 minutes of inactivity, the INSIGHT software will automatically exit the test. The student will then have to sign back in to the test to finish.

LOSS OF INTERNET CONNECTIVITY

Student responses are sent to DRC servers frequently, including after each question is answered. If a student’s computer loses Internet connectivity during testing, a message appears to notify the student. If Internet connectivity is lost during testing the student is unable to continue testing until Internet connectivity is regained. If internet connectivity is lost, make sure that appropriate technology personnel are notified prior to contacting the MAP Service Line.

AUDIO ACCOMMODATIONS

It is recommended that any student needing read-aloud audio assistance for Mathematics should receive the text-to-speech (TTS) audio accommodation. Refer to the Test Setup system Add or Edit Students features to update accommodations. The accommodation **must** be assigned to any student who requires it **prior** to assigning the students to a test session. The STC or DTC is responsible for assigning accommodations.

See Appendix A for a complete list of the CDT Universal Tools and Accommodations available to students.

ADDITIONAL RESOURCES

If there are any questions, please review the support and training resources available on eDIRECT (<https://mo.drctdirect.com>) under General Information/Documents. References to specific training materials available on eDIRECT for the CDT can be found on page 4 and page 8 of this document.

DRC MAP CUSTOMER SERVICE TEAM	
Phone	(800) 544-9868
Email	MAPHelpDesk@datarecognitioncorp.com
Hours	Monday–Friday (exclusive of holidays) 7:00 AM–6:00 PM Central Standard Time

APPENDIX A – UNIVERSAL TOOLS AND ACCOMMODATIONS

UNIVERSAL TOOLS

These universal tools for use with the Classroom Diagnostic Tools (CDT) are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDirect prior to the assessment. Please read the description to determine if the tool must be marked in eDirect.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Tool	Description	Code
Break (Pause)	<p>All students may take breaks of up to 20 minutes as needed. There is no limit to how many times a student may use this during an assessment.</p> <p>The INSIGHT platform allows all students to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in.</p> <p>If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.</p>	N/A
Calculator (For Calculator Allowed Items Only)	<p>All students may have access to a physical calculator, on items where calculator use is allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of a calculator is only for the Mathematics assessment.</i></p> <p>The INSIGHT platform features an embedded calculator for all students to use on items where calculator use is allowed.</p>	N/A
Color Contrast – Online	The INSIGHT platform allows all students to adjust background or font color based on student needs or preferences.	N/A
Graphing Tool	The INSIGHT platform allows all students to use an embedded tool to graph functions.	N/A
Highlighter	The INSIGHT platform allows all students access to a highlighter for marking desired text.	N/A
Keyboard Navigation	The INSIGHT platform allows all students to navigate through the text by using the keyboard.	N/A
Line Guide	The INSIGHT platform allows all students to use an embedded horizontal line that brings focus to a single line of text.	N/A
Magnifier (Zoom)	The INSIGHT platform allows all students to magnify the screen by 1.5 or 2 times the original size.	N/A
Magnification – Assistive Technology	<p>Students with visual impairments may use assistive technology software that magnifies the screen beyond the built in capabilities of the magnifier tool. The software can be used in conjunction with the INSIGHT platform. The software must be provided by the district.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i></p> <p><i>Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.</i></p> <p>This tool must be chosen in the eDirect system under student accommodations prior to testing.</p>	S105
Masking – Online	The INSIGHT platform allows all students to block off content that is not of immediate need or that may be distracting by using an embedded masking tool.	N/A

UNIVERSAL TOOLS

These universal tools for use with the Classroom Diagnostic Tools (CDT) are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDirect prior to the assessment. Please read the description to determine if the tool must be marked in eDirect.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Tool	Description	Code
Protractor	The INSIGHT platform allows all students to use an embedded protractor on specific items where appropriate.	N/A
Read Aloud (Mathematics ONLY) – Text-To-Speech	<p>The INSIGHT platform allows all students to have the test directions and items Mathematics read aloud via embedded text-to-speech technology. The student can control the speed and volume of the voice.</p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.</i></p> <p>This tool must be turned on in the eDirect system under student accommodations prior to testing.</p>	S041
Read Aloud (Not Including ELA Reading Passages) – Human Reader	<p>Any student taking the CDT Interim Assessments may have the test directions and items in English Language Arts, Mathematics and Science read aloud by a human reader.</p> <p><i>Please Note: Use of this tool DOES NOT allow the reading of ELA passages to the student. In order to have ELA reading passages Read Aloud, a student MUST have that accommodation in their IEP/504 plan.</i></p> <p><i>Please Note: The Human Reader should be familiar to the student and have read aloud experience with the student in some capacity prior to the state assessment.</i></p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.</i></p> <p>This tool must be chosen in the eDirect system under student accommodations prior to testing.</p>	S043

UNIVERSAL TOOLS

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- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Tool	Description	Code
Read Aloud (Not Including ELA Reading Passages) – Assistive Technology	<p>Students with Disabilities that use specific text-to-speech assistive technology software in the everyday classroom may use that technology in conjunction with the INSIGHT testing platform. The software must be provided by the district.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i></p> <p><i>Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.</i></p> <p><i>Please Note: Use of this tool DOES NOT allow the reading of ELA passages to the student. In order to have reading passages Read Aloud, a student MUST have that accommodation in their IEP/504 plan.</i></p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.</i></p> <p>This tool must be chosen in the eDirect system under student accommodations prior to testing.</p>	S042
Read Aloud (Not Including ELA Reading Passages) – Native Language	<p>ELL students taking the CDT Interim Assessments may have the test directions and items in English Language Arts, Mathematics and Science read aloud in the students' native language by a human reader.</p> <p><i>Please Note: Use of this tool DOES NOT allow the reading of ELA passages in the students' native language to the student. In order to have ELA reading passages Read Aloud, a student MUST have that accommodation in their IEP/504 plan.</i></p> <p><i>Please Note: All the answers given in the online system must be in English.</i></p> <p>This tool must be chosen in the eDirect system under student accommodations prior to testing.</p>	S111
Ruler	<p>The INSIGHT platform allows all students to use an embedded ruler on specific items where appropriate.</p>	N/A
Scratch Paper (Sticky Notes)	<p>The INSIGHT platform allows all students to use an embedded notepad (called Sticky Notes) to make notes about an item. Electronic notes DO NOT carry over from previous sessions. If a student logs off prior to finishing a session, any electronic notes WILL NOT carry over when the student logs back in. As long as you do not log out or finish the session, they remain.</p> <p>All students taking the CDT Interim Assessments may have access to physical scratch to make notes about an item. Scratch paper can be blank, ruled, graph or grid paper. Physical scratch paper should be collected and destroyed IMMEDIATELY upon the conclusion of a testing session.</p>	N/A

UNIVERSAL TOOLS

These universal tools for use with the Classroom Diagnostic Tools (CDT) are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDirect prior to the assessment. Please read the description to determine if the tool must be marked in eDirect.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Tool	Description	Code
Scribe	<p>Students may dictate their responses to a scribe, who must follow the scribing guidelines (http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf).</p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance.</i></p> <p><i>Please Note: The Scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</i></p> <p><i>Please Note: Students who obtain a physical injury prior to testing that prevents them from responding may also dictate their responses to a scribe.</i></p> <p>This tool must be chosen in the eDirect system under student accommodations prior to testing.</p>	S351
Separate Setting	<p>Students may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.</p> <p>This tool must be chosen in the eDirect system under student accommodations prior to testing.</p>	S501
Strikethrough (Cross Off)	<p>The INSIGHT platform allows all students to cross out answer options.</p>	N/A
Translation	<p>ELL students may respond to any assessment in their native language. The responses must be translated and transcribed.</p> <p><i>Please Note: All the answers given in the online system must be in English.</i></p> <p>This tool must be chosen in the eDirect system under student accommodations prior to testing.</p> <p>As the CDT Interim Assessments have no paper option, any translation must be done as the student is taking the assessment.</p>	S109
Writing Tools	<p>The INSIGHT platform allows all students to use writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, create bullet points, undo/redo typing, and copy/paste text the student has typed.</p>	N/A

ACCOMMODATIONS

These accommodations for use with the Classroom Diagnostic Tools (CDT) Interim Assessments are available only to students with an IEP/504 plan.

Please note:

- All accommodations need to be marked in eDirect prior to the assessment/
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
Abacus	Students with this accommodation in their IEP/504 plan may have access to an abacus. This accommodation must be chosen in the eDirect system under student accommodations prior to testing.	A391
Alternate Response Options	Students with this accommodation in their IEP/504 plan may respond to items using an alternate option, including but not limited to: Adapted Keyboards, StickyKeys, MouseKeys, FilterKeys, Adapted Mouse, Touch Screen, Head Wand and Switches. This accommodation must be chosen in the eDirect system under student accommodations prior to testing.	A441
Calculator (For Non-Calculator Allowed Items Only) GRADE 3 ONLY	Students in 3 rd grade with this accommodation in their IEP/504 plan may have access to a physical calculator, on items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner. The INSIGHT platform features an embedded calculator for 3 rd grade students to use on items where calculator use is allowed. This accommodation must be chosen in the eDirect system under student accommodations prior to testing.	A392
Calculator (For Non-Calculator Allowed Items Only) GRADES 4-8	Students in grades 4-8 with this accommodation in their IEP/504 plan may have access to a physical calculator, on items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner. The INSIGHT platform features an embedded calculator for students to use on items where calculator use is allowed. This accommodation must be chosen in the eDirect system under student accommodations prior to testing.	A393
Multiplication Table GRADE 3 ONLY	Students in 3 rd grade with this accommodation in their IEP/504 plan may have access to a single digit multiplication table. This accommodation must be chosen in the eDirect system under student accommodations prior to testing.	A394
Multiplication Table GRADES 4-8	Students in grades 4-8 with this accommodation in their IEP/504 plan may have access to a single digit multiplication table. This accommodation must be chosen in the eDirect system under student accommodations prior to testing.	A395

ACCOMMODATIONS

These accommodations for use with the Classroom Diagnostic Tools (CDT) Interim Assessments are available only to students with an IEP/504 plan.

Please note:

- All accommodations need to be marked in eDirect prior to the assessment/
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
<p>Read Aloud (ELA Reading Passages) – Human Reader</p> <p>GRADES 3-5</p>	<p>Students in grades 3-5 with this accommodation in their IEP/504 plan, taking the CDT Interim Assessments, may have the ELA Reading Passages read aloud by a human reader.</p> <p><i>Please Note: The Human Reader should be familiar to the student and have read aloud experience with the student in some capacity prior to the state assessment.</i></p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.</i></p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A041
<p>Read Aloud (ELA Reading Passages) – Assistive Technology</p> <p>GRADES 3-5</p>	<p>Students in grades 3-5 with this accommodation in their IEP/504 plan, that use specific text-to-speech assistive technology software in the everyday classroom, may use that technology in conjunction with the INSIGHT testing platform to have the ELA Reading Passages read aloud by the software. The software must be provided by the district.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i></p> <p><i>Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.</i></p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.</i></p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A042
<p>Read Aloud (ELA Reading Passages) – Native Language</p> <p>GRADES 3-5</p>	<p>ELL students in grades 3-5 with this accommodation in their IEP/504 plan, taking the CDT Interim Assessments, may have the ELA Reading Passages read aloud to them in their native language by a human reader.</p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A111

ACCOMMODATIONS

These accommodations for use with the Classroom Diagnostic Tools (CDT) Interim Assessments are available only to students with an IEP/504 plan.

Please note:

- All accommodations need to be marked in eDirect prior to the assessment/
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
<p>Read Aloud (ELA Reading Passages) – Human Reader</p> <p>GRADES 6-8</p>	<p>Students in grades 6-8 with this accommodation in their IEP/504 plan, taking the CDT Interim Assessments, may have the ELA Reading Passages read aloud by a human reader.</p> <p><i>Please Note: The Human Reader should be familiar to the student and have read aloud experience with the student in some capacity prior to the state assessment.</i></p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.</i></p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A045
<p>Read Aloud (ELA Reading Passages) – Assistive Technology</p> <p>GRADES 6-8</p>	<p>Students in grades 6-8 with this accommodation in their IEP/504 plan, that use specific text-to-speech assistive technology software in the everyday classroom, may use that technology in conjunction with the INSIGHT testing platform to have the ELA Reading Passages read aloud by the software. The software must be provided by the district.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i></p> <p><i>Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.</i></p> <p><i>Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.</i></p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A044
<p>Read Aloud (ELA Reading Passages) – Native Language</p> <p>GRADES 6-8</p>	<p>ELL students in grades 6-8 with this accommodation in their IEP/504 plan, taking the CDT Interim Assessments, may have the ELA Reading Passages read aloud to them in their native language by a human reader.</p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A112
<p>Specialized Calculator (For Calculator Allowed Items Only)</p>	<p>Students with this accommodation in their IEP/504 plan may have access to a specialized calculator, on items where calculator use is allowed (Session X). The specialized calculator can include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A396

ACCOMMODATIONS

These accommodations for use with the Classroom Diagnostic Tools (CDT) Interim Assessments are available only to students with an IEP/504 plan.

Please note:

- All accommodations need to be marked in eDirect prior to the assessment/
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
Speech-To-Text – Assistive Technology	<p>Students with this accommodation in their IEP/504 plan, that use specific speech-to-text assistive technology software in the everyday classroom, may use that technology in conjunction with the INSIGHT testing platform. The software must be provided by the district.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i></p> <p><i>Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.</i></p> <p>This accommodation must be chosen in the eDirect system under student accommodations prior to testing.</p>	A352

CLASSROOM DIAGNOSTIC TOOLS

USER GUIDE

V2.0

