



Assessment Coordinator IM Video Transcript

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Hello, and welcome to the 2016-2017 Dynamic Learning Maps Training for Assessment Coordinators.

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This pre-recorded video, the PowerPoint slides and script, and a PDF of frequently asked questions are recommended if you wish to register for an optional Question and Answer chat session scheduled later this fall. The dates are published at the end of this presentation.

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This training is intended to orient you in your role as assessment coordinator to the Dynamic Learning Maps Alternate Assessment System. As the assessment coordinator you have several responsibilities with which to become familiar and proficient. Please note that future slides and narration may use the acronym DLM in place of Dynamic Learning Maps.

Today you will receive an overview of the assessment system, what your responsibilities are, how your test administrators are being trained, how you will interact with the DLM Service Desk, a brief overview of how the assessment is delivered, an overview reports, and recommendations for success in your district.

Given our time constraints today, this training is not intended to provide you with everything you need to know in your role as assessment coordinator. However, detailed information to guide and assist you is found in the Assessment Coordinator Manual, the Test Administration Manual, and the Educator Portal User Guide. You will find answers to almost all DLM questions and guidance for challenges in these readily available resources.

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In this section we will very briefly discuss the DLM maps and Essential Elements.

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DLM maps were created to reflect how students can achieve grade level standards. The maps go beyond traditional learning progressions to include multiple and alternate pathways by which students may develop content knowledge. Importantly, for students with the most significant cognitive disabilities, the maps also model the multiple pathways students might follow as they acquire new skills and develop new understandings.

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The purpose of the Essential Elements is to build a bridge from the grade-level content standards to academic expectations for students with the most significant cognitive disabilities.

The Essential Elements specify academic targets, while the DLM map clarifies how students can reach the specified standard. For each Essential Element, small collections of nodes are identified earlier in the map

that represent critical stages on the path toward the standard. These small collections of nodes are called linkage levels. English language arts and mathematics each have five linkage levels. Science has three linkage levels.

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In this section, we will discuss the KITE Suite. Although the KITE Suite has four parts, district staff will only interact directly with two of those parts.

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The KITE Suite has two main parts, and confusion between the two should be avoided.

Educator Portal is the website used by educators, data managers, and others to facilitate the DLM assessment. It is accessed using the user's login information.

KITE Client is the test delivery engine—the application installed on testing devices that students use to take assessments. It is accessed using the student's login credentials. Students also use KITE Client to take practice activities and released testlets using practice login user names and passwords, for example demo.sue or demo.lisa. Information about practice activities and released testlets are available on your state's DLM webpage.

A common error occurs when educators attempt to log into KITE Client using their Educator Portal credentials.

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KITE Client is the Test Delivery Engine that allows students to interact with the test material, as well as access practice testlets.

Based on the Access Profile settings established in Educator Portal, the interface of the test delivery engine is customized to each student's needs each time a student logs into KITE Client. KITE Client is downloaded from the DLM webpage and is installed on each student's testing device. This can be done on a device by device basis, or it can be a mass download to all student devices. Your technology personnel is responsible for managing this process.

When KITE Client is downloaded on a device, an icon becomes part of the desktop. Clicking on this icon launches KITE Client and restricts access to all other programs on the device, including internet browsers, until the student is logged out and KITE Client is closed.

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Educator Portal is the part of the system used for managing student, user, roster, and assessment data. Data managers will become very familiar with this interface, and will primarily be responsible for collecting and uploading test administrators, students, and rosters. Test administrators will also have access to Educator Portal, should be able to view their rosters and student data, complete the Access Profile and First Contact survey information, and access test tickets in the Test Management tab.

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Test Administrators have many tasks to complete in Educator Portal prior to test administration. First, they need to check student data to make sure the student's biographical information is correct; grade

level is especially important. The rosters also need to be checked to ensure all students are correctly rostered to the test administrator. Next, they need to update or complete the Access Profile and the First Contact survey for each student. If the test administrator has completed required training and the Security Agreement, they will be able to access the Instructional Tools Interface (ITI) to select Essential Elements for the optional instructionally embedded assessments. Lastly, during the required spring assessment, they will be able to access the Test Management tab to retrieve their Testlet Information Page and their student's credentials to use in KITE Client for testing.

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Each student learning profile is made up from the Access Profile and the First Contact survey. This information allows the KITE system to customize each student's assessment experience; determine which testlet and linkage level to deliver; and provide the supports a student needs.

A short training video is available that demonstrates how to complete these two parts of the student learning profile.

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The supports a student uses during testing are recorded in Educator Portal in the Access Profile. This is where the test administrator selects supports for the student based on the student's IEP and the student's personal needs and preferences, e.g., magnification, color invert, or text to speech. Information that was entered into the Access Profile in 2015-2016 will carry forward for a student to this year. However, test administrators should review and update the Access Profile, following the decision-making process in the Accessibility Manual when choosing the appropriate accessibility supports for their students. The Access Profile can be updated whenever a student's needs or preferences change.

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Before any testlets can be delivered, important information must also be entered into Educator Portal in the First Contact column. The First Contact survey is an inventory of learner characteristics in a variety of areas, including communication and academic skills. Four sections of the First Contact survey are used to provide an optimal match between student and testlet during the initial DLM testing experience: Expressive Communication, Reading Skills, Math Skills and Science Skills.

During the instructionally embedded assessment window, the KITE system recommends a linkage level based on the responses the test administrator entered into the First Contact survey. The test administrator has the option to accept the system's recommendation or choose another linkage level.

Test administrators are encouraged to choose levels that provide an appropriate balance of challenge and access for the student. The choice should be a level that represents a good instructional target for the student. It is not ideal to choose a linkage level that is too low, such as one the student has already mastered. Your state may also provide more guidance about how to choose the best linkage level for students.

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The chart on this screen shows the relationship between the responses the test administrator entered into the First Contact survey and the linkage level of the first testlet the student is assigned. Expressive

communication is used with each content area skills questions. Once the content questions are implemented, an algorithm uses both sets of skills to assign the linkage level.

Based on the educator's responses, the student's assigned complexity band is automatically calculated and stored in the system. The complexity band is the difficulty level for the first testlet that the student is assigned.

For the English language arts (reading and writing) testlets, the KITE system uses the responses from the expressive communication and reading skills questions to assign a student's complexity band.

For the mathematics testlets, the KITE system uses the responses from the expressive communication and math skills questions when calculating a complexity band.

In states administering the DLM science assessment, the responses from the science questions along with the expressive communication are used to determine the complexity band.

In any of the three subject areas, if a different complexity band is indicated between the two sets of questions (expressive communication and the subject area questions), the system selects the lower band. The goal is to present a testlet that is approximately matched to a student's knowledge, skills, and abilities. That is, within reason, the system will present a testlet that is neither too easy nor too difficult and that provides a positive experience for the student entering the assessment.

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Like the Access Profile, data in the First Contact survey is carried forward each year unless the student has a new ID. However, even though carried forward, the First Contact survey must be updated each year and submitted. Responses are required to the items pertaining to the student's expressive communication and academic performance. Other information and responses are recommended for the best match possible for the student. If a student's information changes during the year, the First Contact survey can be updated at any time.

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In this screenshot of the First Contact survey you can see that the "next" button will be disabled until all the required questions about the student have been answered. All required questions are indicated with a red asterisk.

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Once all required questions are completed, test administrators will need to submit the survey for it to be officially completed. The top screenshot shows the survey as "completed" but not submitted. Once the test administrator has pressed the "submit survey" button, a message will show saying their responses to the survey have been completed. Students will not be assigned testlets until the survey is submitted. If your state testing windows have already opened prior to the test administrator submitting the First Contact survey, the KITE system will need 24 hours before the first testlet will be available for testing in KITE Client.

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We will now review how the DLM assessment is delivered.

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The DLM assessments are delivered in testlets. A testlet has an engagement activity and 3 –5 questions directly related to one Essential Element. Each testlet is like a mini-test for one Essential Element. Each testlet is delivered at one of five linkage levels. The linkage levels help to make the testlets appropriate for each individual student.

A testlet at the target level most closely matches the target Essential Element. Nodes in the DLM maps represent discrete knowledge, skills, and understandings in either English language arts or mathematics. Important foundational nodes provide an understructure for the academic skills. The DLM science map is currently in development.

The easiest of the nodes are used to create the testlets at the initial precursor linkage level. Testlets developed at this initial precursor level typically reflect foundational nodes in the DLM map. These early foundational nodes connect directly back to the target nodes through one or more pathways in the map. Testlets at the initial precursor linkage level are normally intended for students who do not yet have symbolic communication and are usually administered by the test administrator, who observes the student's behavior as directed by the teacher instructions in the testlet, and then records the student's responses in the testlet.

Between the initial precursor and target testlet are two other linkage levels, which demonstrate skills that lead toward the target. They are the distal precursor and proximal precursor levels. Finally, other testlets are written at the successor linkage level, giving students the opportunity to stretch toward content in the general education grade level standard.

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There are two assessment windows: the instructionally embedded assessment window and the spring assessment window. Assessments in both of these windows are required in your state.

The instructionally embedded assessment window is open throughout the fall and winter months. During this time, the test administrator assesses at least once on the minimum number of Essential Elements in each conceptual area of each content blueprint after having provided instruction on those Essential Elements. Students take an average of about 6-8 testlets per content area per grade. Each testlet takes about 5 minutes of testing time plus test administrator preparation. Some states require more than the minimum number of Essential Elements be assessed. Please see your state assessment administrator about the plan for your state and share that plan with your test administrators.

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During the instructionally embedded assessment window, test administrators will use the Instructional Tools Interface (ITI). It is a section of Educator Portal where test administrators set up instructional plans and manage assessments. During this window, test administrators choose the Essential Elements and the linkage levels for each testlet.

All Essential Elements have at least one testlet available at each linkage level. Test administrators have the option to assess more than once on the same Essential Element as long as additional testlets are available. The KITE system does not allow a student to be assessed on the same testlet twice. If additional

testlets at the linkage level are not available, the test administrator can select a different linkage level for that Essential Element or select a different Essential Element. Test administrators see the recommended linkage level in ITI and may choose to view longer descriptions of each linkage level before making a selection.

Students can be assessed when the test administrator believes the time is optimal for the student. As long as the blueprint is covered, the decision of when to schedule testing is a local decision. However, some states set testing schedules during the instructionally embedded assessment window. Please see your state assessment administrator for guidance about any additional requirements for your state.

ITI opens in mid-September, closes a short time over the holidays for system updates, reopens in early January, and closes for the school year on February 28, 2017. ITI is not used for the spring assessments and, therefore, will not open again until the fall of 2017. Although ITI closes the end of February, Educator Portal continues to be open and preparations are made for the spring assessment.

Two additional short videos are available to help you and your test administrators learn how to administer the instructionally embedded assessments. These videos are located in Educator Resources on your state's DLM webpage. In addition, screen shots and procedures are in the Educator Portal User Guide.

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The test administrator will need to use the blueprints and the available mini-maps for each content area, which are found on the Educator Resource Page via your state's DLM webpage. Using the blueprints and mini-maps will aid in decision-making when selecting Essential Elements in ITI. The test administrator can select multiple Essential Elements at one time and then manage the assessment schedule within the larger testing window.

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The test administrator will save the plan for each Essential Element. Once all of the instructional plans are saved, the test administrator will be able to provide academic instruction for the student. The DLM Consortium provides professional development modules to help test administrators with their delivery of academic instruction. Fifty of these instructional modules are available and are aligned to the Essential Elements in the blueprints. Test administrators will find these modules will help them better understand how to teach the Essential Elements to their students. These modules can be found at: <http://dlmpd.com/> Additionally, at this website you will find instructional resources and a Virtual Community of Practice.

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After instruction has been provided on an Essential Element, the test administrator will go back into ITI to confirm the instructional plan. This means the test administrator is confirming that the student is ready to be assessed on the Essential Element and that the linkage level seems appropriate.

Then the test administrator prepares for the assessment, ensuring the environment is peaceful and that the device the student will use is compatible with the DLM technology specifications. The practice activities and released testlets not only help the student practice to feel more comfortable and ready for testing, but the practice activities and released testlets also help ensure the devices work with the assessment as expected.

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Other preparations include retrieving the materials needed for the assessments. A materials list is available for each content area in each window. The lists are found in the Educator Resource page of the DLM website. Lists for the instructionally embedded window will be available in early September. Lists for the spring assessment window will be available after the first of the year. Ensure test administrators understand that not all materials on the list may be needed during testing. However, gathering the materials in advance and using them during instruction may help the students become accustomed to them. Test administrators are allowed to substitute materials if any items seems inappropriate for a particular student to use for instruction or testing.

Each testlet comes with a Testlet Information Page (TIPS). TIPS are intended to help with preparation for each specific testlet. The TIP lists materials to use when administering the testlet, but they also describe the features or characteristics of those materials so that the test administrator can use alternatives as needed. The DLM assessments do allow substitutions when needed. Generally, the attribute of the material is more important than the particular material itself. In the very few cases where substitutions are not allowed, the exception is clearly indicated in the TIP. However, remind the test administrator that if an item is substituted, the name of the item in the testlet will also need to be replaced in order to not confuse the student when reading the testlet information.

TIPS also indicate when a text in an ELA testlet will be a familiar text. These familiar texts and resources that describe them are available in Educator Resources on your state's the DLM webpage. When a TIP indicates that a familiar text is being used, it is expected that the test administrator will have used the text in instruction and attended to the features of the text called out on the familiar text guides that are provided on the Educator Resource page.

During the instructionally embedded assessment window, the TIPS are located in the ITI. Test administrators are encouraged to download and/or print the Testlet Information Page before sitting down to administer the testlet; however, after administering a testlet, the TIP must be securely destroyed. TIPS cannot be stored in any format after a testlet is complete.

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When the test administrator and student are ready for testing, the student logs into KITE Client, using his or her user name or password. The test administrator can log in for the student. The student will take either teacher-administered or computer-administered testlets, depending on the linkage level of the testlet. More information about these two types of testlets are available in the Test Administration Manual.

The first testlet linkage level is assigned based on the First Contact survey unless the test administrator has overridden the system and made his or her own choice. For the second and subsequent testlets, the system also recommends a linkage level, and the test administrator can accept the recommendation or choose a different linkage level. This is not the case in the spring assessment window.

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During the spring assessment window, the KITE system assigns each student five testlets in ELA and five in mathematics. If your state is administering DLM science, your students will receive nine science testlets.

The spring testlets are packaged and delivered separately one at a time in each content area as they were during the instructionally embedded assessment window.

NOTE: Science testlets are not available during the instructionally embedded window for 2016-2017. Consult with your state assessment administrator about grade levels for science assessments.

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If the student has completed enough instructionally embedded assessments during the fall and winter months to meet the full blueprint requirements for that grade and subject, all testlets assigned during the spring assessment window are from the pool of Essential Elements originally chosen by the test administrator. However, depending on the student's performance on the most recent testlets, the spring assessment testlets could be at the same linkage level as before or may be at a different linkage level.

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Sometimes a student begins the spring assessment without having met all the blueprint requirements during the instructionally embedded assessment (e.g., a student moves into a school late in the year). Therefore, if the student met only a portion of the blueprint requirements when the spring assessment window opens, the system assigns previously tested Essential Elements where possible and randomly selects Essential Elements in areas where blueprint requirements were not met.

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If the student met none of the blueprint requirements in a content when the spring assessment window opens, the KITE system randomly selects an Essential Element from each part of the blueprint and assigns the linkage level based on the First Contact survey data.

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During the spring assessment window, the KITE system determines the linkage level for each testlet, and the test administrator cannot override the assignment. Depending on the student's performance on the most recent testlets in a content area, the spring assessment testlets could be at the same linkage level as before or may be at a different linkage level.

Whether the linkage level is assigned based on prior performance or on the First Contact survey, all remaining spring assessment testlets follow the spring adaptive delivery. This process continues until the student receives five testlets in ELA and five in mathematics and, if applicable, nine in science.

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Each state determines its own spring assessment window, and some districts choose a smaller window within their state window. The test administrators determine when to schedule each testlet with their students. Test administrators will need to consider availability of the computer lab or classroom coverage of other students. In all cases, the assessment coordinator should work with the test administrators about the testing schedule to ensure all testing is completed during their spring assessment window.

Consult with your state assessment administrator for the dates of your state's spring assessment window.

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Now we will discuss an overview of student reports

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Reports on a student's progress are available during for instructionally embedded testlets assigned through the Instructional Tools Interface (ITI) during the fall and winter months. The information in these reports does not apply to any spring assessments.

A year-end report is also produced for each student but will not be available until mid-summer to early fall depending on when your state's spring assessment window closes.

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As students take the testlets during the instructionally embedded window, the progress report in Educator Portal begins to provide information for the test administrator. The results on the progress report show mastery at the linkage level selected: initial precursor, distal precursor, proximal precursor, target, and successor. These progress reports are at both the student level and at the class roster level.

The test administrator can review the student's progress report and analyze where more instruction may be needed. After more instruction is provided on an Essential Element, the student can be tested again. If another testlet is not available at the same linkage level, the test administrator may choose a different linkage level or select another closely related Essential Element from the blueprint on which to test. The test administrator must cover the minimum number of Essential Elements in each conceptual area before February 28, 2017 when ITI closes. Reminder: some states require more Essential Elements to be tested and also prescribe timeframes in which to test certain Essential Elements. Please check with your state assessment administrator for more information in this regard.

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Depending on when your state spring assessment window closes, your Individual Student Year End Reports, commonly called ISRs become available to the assessment coordinator in late summer or early fall. Other roles in your state may also have access to these reports in Educator Portal in the Reports tab. Test administrators do not have direct access to the reports.

The ISRs are comprised of two parts: (1) the Performance Profile, which aggregates linkage level mastery information for reporting on each conceptual area and for the subject overall, and (2) the Learning Profile, which reports specific linkage levels mastered for each assessed Essential Element. Each student who tested has one individual student score report per subject.

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The Performance Profile also reports the percent of skills, or linkage levels, the student mastered within each conceptual area. Bulleted lists of the skills mastered follow the results reported for the conceptual area.

The performance levels reported on the Performance Profile are named Emerging, Approaching the Target, At Target, and Advanced. The Performance Profile also reports the percent of skills, or linkage levels, the student mastered within each conceptual area. Bulleted lists of the skills mastered follow the results reported for the conceptual area.

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The Learning Profile shows each Essential Element separated into the five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor.

Each state assessment administrator receives additional reporting information and may share that information with the assessment coordinator. Please check with your state department about any additional reports.

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In this section we will discuss the roles and responsibilities of the assessment coordinator.

The assessment coordinator is presumed to be at the district level and is the main point of contact between the state assessment administrator, the DLM Service Desk, and the district. In some districts, the assessment coordinator handles testing for students who take the general education curriculum and the students who are eligible for the alternate assessment. In other districts, a special alternate assessment coordinator handles the DLM alternate assessment. This person might be the Special Education Director or a building test coordinator. For the sake of this training, we will be speaking of the person who is responsible for the DLM alternate assessment as the assessment coordinator.

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In addition to managing the district/school staff roles and responsibilities in Educator Portal, this list is an overview of some of the other responsibilities for the DLM alternate assessment:

Develop and implement a comprehensive training plan. In some states, the state assessment administrator sets the training plan for district staff and test administrators,

Prepare for assessment implementation,

Monitor and support test preparations,

Develop a plan or follow the state-developed communication plan with parents and district staff,

Serve as the first point-of-contact for educators, answering questions about the assessment, troubleshooting issues that arise,

Be confident and knowledgeable about the testlets. Use the practice and released testlets so that you are familiar with how the testlets look and act, and

Serve as the point-of-contact to the DLM Service Desk and to your state assessment administrator.

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In Educator Portal, each user is assigned at least one specific role. Some users have multiple roles. As the assessment coordinator, your state assessment administrator will assign you the role of District Test Coordinator. Then, in turn, one of your first responsibilities is to assign Educator Portal roles to other appropriate staff in your district, keeping in mind who is able and qualified to do each responsibility.

You will work very closely with the person who manages the data. This person will usually be at the district or school level, but in some states, the data management function could be at the state level. The person in charge of handling the data should be an experienced user of Excel files, CSV files, and data uploads, having authorized access to student data. The key duty of the data manager is to oversee the data uploads for test administrators, students, and the rosters. The Educator Portal role for this person is most typically the District User. A chart in the Data Management Manual shows the differences in permissions in the various roles. An educator or administrator with the role of District User does not have full permissions to handle all necessary data management tasks at the district level. In some cases, the Assessment Coordinator will need to make the data changes. However, some states allow multiple users to have the role of District Test Coordinator so full permissions are available to more than one person. Please contact your state assessment administrator if your district needs additional District Test Coordinators.

Although, everyone in a district is responsible to ensure all student level data is accurate, the person managing the Educator Portal is uniquely charged with this responsibility. As the assessment coordinator, you also work very closely with data throughout the year and have the authority to make almost all required changes that are needed. Both you in your role of DTC and the data manager in the role of District User can edit student data when corrections are needed. Test administrators do not have the authority to edit student data. They will come to you to make changes.

The technology representative is presumed to be at the district or school level, but may be at a higher level or could be an outside contractor with the district. The key duties of the technology representative are to verify that the network connections are working properly, that each building has sufficient bandwidth for the DLM assessment, and that the most current version of the KITE Client platform is downloaded on each testing device. The DLM website has a bandwidth calculator that the technology representative can use to ensure your buildings have enough bandwidth. Having the most current KITE Client is imperative to successful testing. From a technology standpoint, the technology staff ensures that test administration is ready. Usually, this person does not require access to Educator Portal.

The majority of the roles you will assign will be for the test administrators. Their role in Educator Portal is “teacher”. The test administrators are responsible for working with the IEP team to select and enter the accessibility supports into Access Profile for each student. Some states refer to this as Personal Needs and Preferences profile. Test administrators will also complete and submit the First Contact survey for each student. They must also complete Required Test Administration Training; read, agree to, and sign the Security Agreement; review and validate student data; instruct students on the Essential Elements (EEs); prepare students for assessment; and administer the DLM assessments.

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Test administrators should not be encouraged to call the Service Desk directly since this takes time away from their responsibilities for students in the classroom. Instead, the test administrators should provide you with the pertinent information about any issue they may be having with testing. By serving as the point of contact, you may learn that several test administrators are having the same issue or question. Use the manuals as your guide to troubleshooting. All of the manuals have troubleshooting guides, or you may need to contact your technology person or your data management person.

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When test administrators report that they cannot administer testlets, the six most common problems are:

1. The test administrator has not completed the required training in Moodle and passed the quizzes at 80% or higher. Test administrators will not be able to get into the Test Management tab to administer testlets if their training is not completed. When the modules are successfully completed, test administrators are able to print their certificate of completion.
2. Each year the Security Agreement expires on August 1. Every educator must read, agree to, and sign the Security Agreement anew. Test administrators will not be able to get into the Test Management tab to administer testlets if their Security Agreement is not completed.
3. Each student must have a completed and submitted the First Contact survey. Students will not be delivered any testlets unless their First Contact survey is submitted. The Access Profile should also be completed prior to testing.
4. Test administrators will not be able to administer testlets if they do not have the role of teacher in Educator Portal, and they must have an educator identifier on their account.
5. Test administrators will not be able to administer testlets if their students are not rostered to them in each content area.
6. The test administrator must be using an up-to-date, supported browser. Mozilla Firefox is the most compatible browser for use with Educator Portal. This browser is recommended. Please see the list of technology specifications for other browser choices if Firefox is not available in your district. Your district technology support staff is the most important contact for this issue.

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In this next section we will discuss the training that is required for all test administrators prior to administering the DLM assessment.

Please be sure to check your district and/or state policy on training requirements for returning educators.

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Required Test Administrator Training is in Moodle. The process has been improved since last year by the auto-registration process. If the educator's account in Educator Portal has the role of 'Teacher,' then the account will be automatically registered in Moodle. The auto-registration takes up to 3 hours after an

educator's information is entered into Educator Portal. Once test administrators take the modules and pass at 80% or higher, after 2 hours, the Test Management tab in Educator Portal is auto-released to the test administrator if the test administrator has also read, agreed to, and signed the Educator Portal Security Agreement. Students still may not have testlets available for other reasons, which will be discussed shortly.

The new test administrator training has 4 parts and can be completed in about 2.5 hours. For states administering science, the science content is incorporated into the new test administrator training modules and the training will probably take closer to 3 hours.

Test administrators must take and pass each module sequentially.

The returning test administrator training is one module for states not administering DLM science and can be completed in less than an hour. For states offering the DLM science alternate assessment, an additional short science module must be taken and passed, which takes about 15 minutes.

If test administrators do not complete the required training, they will not have access to contents of Test Management in Educator Portal.

You will need to check your state's policies regarding other training requirements. Some states include additional short video trainings or professional development modules. If your state has additional required training, the videos or modules will also be in Moodle.

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Required Test Administration Training is available as two types of courses, either as a self-directed or as a facilitated course. Some states offer either course and some states only offer one course for training. You will need to check with your state assessment administrator about the training courses.

In the self-directed course, new test administrators will go through the 4 training modules, which consist of videos and short activities, and then take a post-test for each module. Once the test administrator completes all modules and post-tests with at least 80% accuracy, then he or she has completed one of the required annual steps needed to be ready for test administration.

In the facilitated course, participants attend a workshop to complete the activities and then access the post-tests in Moodle either at the workshop or on their own later.

Whether self-directed or facilitated, all post-tests must be completed in Moodle. The certificate for passing the course is in Moodle as well and should be printed.

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For more information about the required training please read the Guide to Required Test Administrator Training, which is for the participant. The Facilitators Guide Required Test Administrator Training is for facilitators. These are found on your state's DLM webpage.

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In order for the Educator Portal system to automatically register test administrators in Moodle, the test administrator must have an active account in Educator Portal and have the "teacher" role selected. Each

test administrator must have only one active up-to-date account to avoid any confusion between the systems. If a test administrator has more than one active account, the assessment coordinator must inactivate all but the one correct account.

Educators with the role of teacher must also have their educator identifier on their account. Some states use the educator's teaching certificate number. Some states have a state assigned educator number. Other states simply use the educator's email address for the educator identifier. The educator identifier should never be the social security number.

If a test administrator has previously completed required training at a different district or for some reason had a change in email addresses and the system, therefore, did not automatically match their required training record from the previous school year, the assessment coordinator will need to contact the state assessment administrator about the issue.

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We will now discuss resources that are available for assessment coordinators.

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On the DLM website, several resources are available that we hope you will find helpful in your role as the assessment coordinator.

Read the Test Administration Manual so you are able to help your test administrators. You may want to print it and flag sections that are of particular interest to you. You'll want to be very familiar with the Assessment Coordinator Manual. Also, you'll be using a new manual, the Educator

Portal Resource Guide. DLM partner states requested this new manual in which most of the screenshots and procedures from the TAM, the Assessment Coordinator Manual and the Data

Management Manual are consolidated. The Educator Portal User Guide will be available to all users.

On the DLM website, go to Assessments, Operational Testing, and choose your state from the dropdown. Bookmark your state's page on the DLM website. Use the resources on your state's page.

If you were an assessment coordinator in your district last year, you will still have that same account in Educator Portal for the 2016-17 school year. If you were not an assessment coordinator -DTC -last school year, you will need to activate your Educator Portal account by following the instructions in the KITE activation email. You will receive this email after your state assessment administrator uploads your user information into Educator Portal.

Also be sure to sign up for DLM test updates on the DLM webpage to receive up-to-date information.

A very useful tool for you will be the practice activities and released testlets. By trying these out, you can see examples of exactly what your test administrators and students will see when they take a test. Using the practice and released testlets will help you understand the different supports that are available in the assessments.

When a test administrator asks you questions about the testlets, you can feel confident because you will be familiar with the testlets.

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Resources for your district data manager and technology personnel can be found in their corresponding manuals on your state's DLM webpage.

Resources for test administrators can be found on your state's DLM webpage and the Educator Resource Page.

Slide 53

The DLM Service Desk is ready to help after you have exhausted the manuals for troubleshooting issues. You are the main point of contact between the state department, the DLM Service Desk, and the district. Test administrators should not contact either of these resources.

Slide 54

The DLM Service Desk is available to answer questions via phone at 1-855-277-9751 or via email at DLM-support@ku.edu. Typically, the Service Desk is contacted when there are testing environment issues that your technology staff cannot resolve, user account issues such as Moodle issues caused by the confusion of multiple active accounts for a single test administrator in Educator Portal, or student information issues (such as testing began but then the test administrator discovered that the wrong grade was associated with a student). These are issues you may not be able to resolve on your own and will need the assistance of the Service Desk's analysts.

Slide 55

When contacting the Service Desk, provide as much detail as possible about the issues encountered and the system on which it occurred. Please include:

Your contact information including email address and name

The state and district in which the school is located

Error messages, including the testlet number if applicable to the problem

Operating system and browser information

Information about network configuration

The above information is not only important, but necessary for resolution of the issue.

Slide 56

To ensure you are completely aware of what is allowable in your state, contact your state assessment administrator. Some states allow the student's state ID to be emailed. Other states do not. The DLM Service Desk will report to your state department any emails they receive with FERPA/PII violations.

Slide 57

Access to educational records is governed by federal and state law. To share or use another person's credentials is a violation of this law. Each user in Educator Portal MUST use his or her own credentials when logging in or accessing student information.

Slide 58

At this time we'd like to offer 8 key suggestions to help you have a successful testing experience.

Slide 59

1. Plot out your own timeline. Set deadlines and be sure to follow up on those deadlines. When do you want your test administrators to do the following?

Complete required training

Submit the First Contact survey

Complete the Access Profile

Complete the spring assessment for each student

2. Be clear on your state's guidance beyond the consortium

3. Get users early access to Educator Portal

4. Know the common pitfalls which include

User isn't able to retrieve student login information

A student doesn't have a test

Or incorrect Access Profile choices have been selected

5. Customize supports for what educators need to learn. These may include:

Practice activities

Released testlets

Supplemental videos

The content of the DLM system

6. Relay relevant information from the Test Updates to the Test Administrators. Otherwise, they may not know the information.

7. Assessment coordinators benefit from completing the required test administrator training.

8. When you need the DLM Service Desk, be specific about the problem, include information such as:

Who? In what building, district, and state? (But do not include student PII)

Include exactly what happened. What device, what steps, what error message appeared?

And last, be sure to NOT email secure testing information –do not violate FERPA.

Slide 60

District staff training content is now, or will soon be, posted to the webpage on your screen.

All district staff training videos are pre-recorded. They are posted along with the script from the recording. Additionally, a document with frequently asked questions is available. Please view and read these as preparation for the optional Q&A chat sessions.

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Please encourage your district staff to view the video and support content if they plan to participate in an optional Q&A chat session.

Slide 62

Thank you for viewing the DLM Assessment Coordinator training video. Be sure to check out the Frequently Asked Questions PDF document. Also the slides and the script from this video are available for your use.