



Assessment Coordinator YE Video Script

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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 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 of the end of year Individual Student Score Reports, Progress and Roster 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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The DLM assessments are delivered in “testlets.” Each testlet spans a portion of the map that contains nodes related to one or more Essential Elements. Linkage levels contain one or more nodes that precede (or follow) the identified EEs.

A target level testlet is developed based on nodes in the learning map that most closely match the target Essential Elements. Then, multiple pathways on the map are carefully inspected to identify nodes that link directly to the target but precede or extend beyond it.

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 typically 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 system, and then records responses for the student in the student’s assessment.

Between the initial precursor and target testlet are two other levels – 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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In this section you will learn about the two types of assessments available and an overview of student reports.

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Each testlet consists of an engagement activity and 3-9 questions referred to as items. Items in each testlet align to a single linkage level within the EEs. The testlets are used during two main assessment windows each school year. One window is optional but the other is required.

The instructionally embedded assessment is optional and is available during the fall and winter months. During the instructionally embedded assessment, test administrators have the opportunity to choose the Essential Elements. The KITE system recommends a linkage level based on the First Contact survey responses. Each state decided what specific direction to provide beyond this general expectation. The educator has the option to accept the system's recommendation or choose any other linkage level. Educators see the recommended linkage level in the ITI and may choose to view longer descriptions of each linkage level before making a selection. Test administrators participating in the instructionally embedded window will need additional training. Two videos are available for this training and are found on the DLM website.

Each testlet is packaged and delivered separately, and each take an average of about 5 minutes to complete, depending on the student and the content area. More information about the timeframe is in the Test Administration Manual. The test administrator determines when to schedule each testlet within the instructionally embedded window. Each state sets its own spring assessment window, so please consult your state-specific documentation for more information about those dates.

During the spring assessment, the student is assessed on five to seven testlets in each subject area depending on grade level. Each testlet includes items from one or more Essential Elements in the test blueprint. The system delivers one testlet at a time in each subject. It determines the linkage level of the first testlet in each subject based on the information provided in the First Contact Survey. After the student completes one testlet in the spring assessment window, the linkage level of subsequent testlets is based on student performance on the most recent testlet. After each testlet is completed, the system determines whether the next testlet should be delivered at the same or a higher or lower linkage level.

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A student's participation in the optional instructionally embedded assessment generates a progress report. This report summarizes the progress of a student in an individual subject area. It only includes information about assessments from instructional plans selected through the Instructional Tools Interface used during the instructionally embedded assessment.

Test administrators may find the progress report to be useful when planning or reviewing instruction for an individual student or for a roster of students. The progress report displays the conceptual area(s) tested, the Essential Element, which is the grade level expectation, and the linkage level tested. The progress report contains sensitive information, including the student's name, school, grade, and state ID number among other data and the report should be treated as a secure document and handled accordingly.

More information about the progress reports to help test administrators participating in the optional instructionally embedded assessment can be found in the Test Administration Manual. The optional assessments' results do not factor in or contribute to the end of the year Individual Student Year End Reports.

The testlets administered exclusively during the spring assessment generate the Individual Student Year End Reports, commonly called ISRs. During the required spring assessment, the test administrator cannot choose the Essential Elements nor the linkage levels. The system chooses the Essential Elements from the full range of Essential Elements in the blueprint. In order to cover the full blueprint, one testlet may combine items aligned to multiple Essential Elements.

The scoring system in the DLM alternate assessments works differently than scoring in traditional alternate assessments. Students are not given raw scores, percentages, or scale scores. Instead, the system combines a student's responses on operational tests with information about the structure of the learning map to determine which linkage levels the student has likely mastered.

Results for each linkage level are determined based on the probability that the student has mastered the skills at that linkage level. Remember, if the student participated in instructionally embedded assessment earlier in the year, responses to those testlets are not factored into final results.

Summative results are determined from the linkage level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area and for the subject overall. Summative results are based on the student's mastery probabilities for all linkage levels in all Essential Elements on the blueprint that are assessed during the spring window.

Some information about the student and roster progress reports and the Individual Student Score Reports is in the Assessment Coordinator Manuals, but the Educator Portal Resource Guide will have most of the information. DLM partner states requested this new manual in which most of the screen shots 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.

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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 data in 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 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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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, especially important is grade level. 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 they have 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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As mentioned earlier, DLM assessments are delivered in testlets. The system delivers one testlet at a time in each content area. Testlets can be delivered for any available Essential Element.

Testlet Information Pages or TIPs provide the test administrator with information specific to each testlet. Test administrators receive a TIP after each testlet is assigned to a student. Educators should review the TIP before beginning the student's assessment. The ITI access closes the end of February and cannot be used again for the remaining months of the school year. During the spring assessment, TIPs appear in the Test Management section of Educator Portal.

On the DLM website, on the Educator Resource Page your test administrators will find a materials list for each content area. The list will help them plan for the assessments, having items ready for use. However, the TIP may include an item that was not on the materials list. Help your test administrators understand that materials can be substituted for items that are either unfamiliar to the student or objectionable in some way for the student. The characteristics or attributes of the material is more important than the item itself. In almost all situations, materials can be substituted unless the TIP says otherwise.

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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 screen shots 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 drop down. 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.

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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.

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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.

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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.

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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.

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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.

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

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1. Plot out your own timeline. Set deadlines and be sure to follow up on those deadline. When do you want your test administrators to do the following?
 - a. Complete required training
 - b. Submit the First Contact survey
 - c. Complete the Access Profile
 - d. 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
 - a. User isn't able to retrieve student login information
 - b. A student doesn't have a test
 - c. Or incorrect Access Profile choices have been selected
5. Customize supports for what educators need to learn. These may include:
 - a. Practice activities
 - b. Released testlets
 - c. Supplemental videos
 - d. 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:
 - a. Who? In what building, district, and state? (But do not include student PII)
 - b. Include exactly what happened. What device, what steps, what error message appeared?

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

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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.

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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.