

DYNAMIC®
LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2021-2022

ELA, MATH, AND SCIENCE

Publication Date: 07/01/2021
Version YE

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the Publication Date noted above.

When this manual is updated, the Revision Date will also be updated. A summary of changes is included in the Appendix under Document History.

FINDING HELP

When the information in this manual and resources from your state Dynamic Learning Maps® (DLM®) webpage do not lead to solutions, these contacts can provide additional support.

HINT: Print this page and keep it handy!

Table 1

Where to Find Help

Local Technology Representative	State Education Agency	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu
Kite® Student Portal installation General computer support Internet availability Display resolution Issues with sound, headphones, speakers, etc.	How to use Student Portal and Educator Portal Training requirements Assessment questions Assessment scheduling Test invalidation requirements Student Individualized Education Program (IEP) requirements Test window dates, extensions, requirements, etc. Testlet resets (may take up to 72 hours)	Data issues (rosters, enrollment, etc.)

**When contacting the DLM Service Desk:*

- **Do not send any Personally Identifiable Information (PII)** for a student via email or Educator Portal Live Chat. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes information such as a student’s name or state identification number. Each state has unique PII requirements. Check with your assessment coordinator to find out what student information can be legally emailed or submitted using Live Chat.
- Do send:
 - your contact information (email address and name)
 - your school’s name (include the district if contacting state-level personnel)
 - error messages, including the testlet number if applicable to the problem
 - the Service Desk ticket number when following up on a previously submitted issue

ASSESSMENT COORDINATOR MANUAL 2021-2022

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AUDIENCE AND PURPOSE

The ASSESSMENT COORDINATOR MANUAL for the Dynamic Learning Maps® (DLM®) alternate assessment provides assessment coordinators with information to support data managers, technology personnel, and test administrators (e.g., educators, examiners, proctors, or teachers) in preparing for the assessment. Assessment coordinators oversee the assessment process and serve as the main point of contact between the following:

- State assessment administrator
- Regional coordinators in states that have regions
- The DLM Service Desk agents
- District and building educators

ADDITIONAL RESOURCES

To learn about updates to assessment coordinator resources such as this manual, subscribe to [Test Updates](#) on the DLM website.

WHAT'S NEW IN THIS VERSION

Information about these topics has been added or enhanced in this version.

Table 2

What's New

Topic	Starting Page
Update about Security Agreement	34
Mention of a new role in states that have regions: Regional Test Coordinator and Regional User	7
General edits throughout	Throughout

To learn about updates to test administration resources such as this manual, subscribe to [Test Updates on the DLM website](#).

INTRODUCTION

This manual provides information and a checklist to assist the assessment coordinator in supporting district staff and educators participating in Dynamic Learning Maps® (DLM®) assessment. This manual includes policies (e.g., test security and procedures) and outlines the roles and responsibilities the DLM Alternate Assessment Consortium has defined for participants.

The DLM Consortium has defined four participant roles in test delivery. These titles are used throughout the assessment administration manuals and training resources.

- Test administrator
 - Assessment coordinator
 - Data manager
 - Technology personnel
- { One person may fill multiple roles. }

Information about the roles of data manager and technology personnel is included in this manual only as it supports assessment coordinators in their activities. Resources specifically written for data managers and technology personnel are available on each state’s page on the DLM website. The roles and responsibilities of the people administering testlets are addressed in the **TEST ADMINISTRATION MANUAL**.

How a state defines the tasks and titles may vary. First, assessment coordinators should check the state page on the DLM website to see if the state has provided additional information.

Table 3

Tasks for Participant Roles

Title	Task Summary
Assessment Coordinator	<p>The assessment coordinator is presumed to work at the district level and is the main point of contact between the state department, the DLM Service Desk, and the district. Some states also have regional coordinators with which the district assessment coordinator also communicates. Regional coordinators may also use the information in this manual.</p> <p>The key duties of the assessment coordinator are overseeing the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff.</p>
Data Manager	<p>The data manager is presumed to work at the district or building level but may be at a higher level.</p> <p>The key duty of the data manager is to maintain educator, student, and roster data. The assessment coordinator and data manager work together throughout the year. These roles may be interchangeable in some states.</p>
Technology Personnel	<p>The technology personnel are presumed to work at the district or building level but may have a position at a higher level. The technology personnel do not always have or need access in Educator Portal, but if they do, they can be assigned a District User role in Educator Portal.</p> <p>The key duties of the technology personnel are to prepare the network and assessment devices for assessment administration.</p>

Title	Task Summary
Test Administrator	<p>The test administrator is an educator with the role of teacher (TEA) in Educator Portal who is responsible for working with Individualized Education Program (IEP) teams to select and enter the accessibility supports for each student into the Personal Needs and Preferences (PNP) Profile in Educator Portal. The test administrator is also responsible for completing the First Contact survey for each student, completing Required Test Administrator Training, reviewing and verifying student data, preparing students for assessment, instructing students on the Essential Elements, and administering the DLM alternate assessment to students.</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

CHECKLISTS FOR ASSESSMENT COORDINATORS

HINT: Print these pages for your convenience!

The following checklists detail the critical steps for assessment coordinators to use. Refer to them when reading this manual and preparing the school or district for the DLM alternate assessment. Follow the links provided for more information to quickly navigate to topics in this guide or to access other resources.

The checklists are organized into four sets of tasks for different parts of the school year. Information about each task is developed in more detail later in this manual.

Table 4. Before Beginning Assessments

Table 5. Instructionally Embedded Assessments (Optional)

Table 6. Spring Assessment Window


Table 7. Prepare for Next Year

Table 4

Before Beginning Assessments

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Use the resources on the state’s DLM webpage to become familiar with the DLM Alternate Assessment System, user roles and responsibilities, and the procedures and materials needed to prepare for the assessment, including the DLM support resources.	The DLM website, For States > state page > Filter for Assessment Coordinator
	2. Activate your Educator Portal account by following the instructions in the Kite® activation email. See the section about User Roles in the Data Management Manual to understand the permissions for each role in Educator Portal. (If you already have an active Educator Portal account, skip this step.)	See the section Activate Educator Portal Account in the EDUCATOR PORTAL USER GUIDE Educator Portal
	3. Work with the State Assessment Administrator to activate accounts equal to or above the district test coordinator level.	

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	 <p>4. Agree to the annual security agreement in Educator Portal. Users will have no access to data in Educator Portal until they agree to the security agreement each year. Review the Security Agreement extract in Educator Portal to monitor the test administrators' completion of the agreement.</p>	
	5. Sign up for the DLM Test Updates during the year.	The DLM website, For States > state page > Test Updates
	6. Participate in DLM district level trainings. State administrators may also provide their own training for assessment coordinators.	The DLM website, States > state page > Filter for Role: Assessment Coordinator > Filter for Resource Category: District Staff Resources
	<p>7. Manage district and school staff roles and responsibilities.</p> <ol style="list-style-type: none"> a. Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role. b. Identify educators who will serve as test administrators for the DLM alternate assessment. c. Make sure each person is aware of their roles and responsibilities and the timeline of events, including firm deadlines for required steps. d. Make sure the technology personnel, data manager, and test administrators understand the DLM assessment policies and procedures, as well as state-specific policies. 	Checklists for data managers, technology personnel, and test administrators from role-specific manuals

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	Tasks	Resources
8.	<p>Develop and implement a comprehensive training plan or implement your state’s training plan for district staff and test administrators.</p> <ol style="list-style-type: none"> a. Review the checklists for data managers, technology personnel, and test administrators. b. Encourage data managers and technology personnel to attend the DLM district training. c. Facilitate Required Test Administrator Training, as appropriate. d. Monitor educator completion of all parts of Required Test Administrator Training and the security agreement by using the Training Status extract and the Security Agreement extract in Educator Portal. e. Identify additional training or resource needs specific to local DLM participants and develop resources to address needs. f. Encourage and monitor participation in the DLM professional development for instruction. 	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> <p>The DLM training for data managers and technology personnel</p> <p>The DLM Website > Training Courses</p> <p>See the section Develop and Implement a Comprehensive Training Plan, page 28 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	Tasks	Resources
9.	<p>Prepare for assessment implementation.</p> <ol style="list-style-type: none"> a. Initiate communication among district staff. b. Serve as the point of contact to the DLM Service Desk. c. Determine how you will receive communications from the state or regional representatives for information that is specific to your district. d. Monitor creation of Educator Portal user accounts. e. Follow up as needed to ensure deadlines are met for test administrators to activate accounts and complete training. f. Establish an assessment security plan and monitor adherence to the DLM- and state-specific test-security policies. g. Troubleshoot issues as they arise. 	<p>The DLM website, States > Test Updates</p> <p>Educator Portal</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>See the section Prepare for Assessment Implementation, page 33 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	Tasks	Resources
	<ol style="list-style-type: none"> 1. Monitor and support assessment preparations and administration. <ol style="list-style-type: none"> a. Remind technology personnel, data managers, and test administrators about important deadlines. b. Inform educators about the state’s policy for students who are hospitalized or homebound, as needed. c. Ensure every student who is supposed to participate in the DLM alternate assessment is enrolled in Educator Portal and rostered to the correct test administrator for the appropriate subjects for the student’s grade. d. Support test administrators and data managers in conducting data verification and revision within the two windows. e. Use the PNP Settings extract to monitor completion of the Personal Needs and Preferences (PNP) Profile. f. Use the First Contact Survey extract or the Student Roster and First Contact Survey Status extract to verify students have a submitted First Contact survey. g. Assist test administrators with technology preparations (e.g., making sure assistive devices are compatible with Student Portal) and the assessment environment is made ready (e.g., computer lab scheduling) as needed. h. Use the practice and released testlets to ensure computers are configured correctly, i.e., the minimum screen resolution required for Student Portal is 1024x768. Other computer requirements are found at the Kite Suite on the DLM website. i. Ensure student’s usernames and passwords for Student Portal are printed. The DLM Consortium assumes test administrators are 	<p>Educator Portal</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Participation Guidelines on the DLM website</p> <p>Your state page on the DLM website</p> <p>Guide to Practice Activities and Released Testlets on the DLM website</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	Tasks	Resources
	<p>responsible. Usernames and passwords are the same for every subject in both windows. These credentials are secure and should be securely destroyed after completion of testing.</p>	
	<p>11. Develop a plan to facilitate communication with parents/guardians, building, and district staff or follow your state-developed communication plan. Schedule meetings, as necessary.</p> <ol style="list-style-type: none"> a. Consider what parents/guardians and building and district staff will need and want to know about the DLM assessments. b. Determine the frequency of communication to various audiences. c. Deliver communication to various audiences according to the timeline in the communication plan. d. Relay new information from the DLM Consortium, the state, and the district to appropriate audiences as needed. 	<p>The DLM Webpage > About DLM > DLM Assessments > Information for Parents</p> <p>See the section Develop a Communication Plan, page 37 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

Table 5


Instructionally Embedded Assessments (Optional)

☑	Tasks	Resources
☑	<p>1. Monitor and support test administration.</p> <ul style="list-style-type: none"> a. Facilitate communication between the DLM staff and district staff during the assessment window(s). b. Learn how to use the Instruction and Assessment Planner by viewing the helplet video or following the step-by-step guidance in the EDUCATOR PORTAL USER GUIDE. c. Monitor assessment activity in the Instruction and Assessment Planner, including the fall Essential Elements Status Report for an individual student. d. Monitor all students in a district or building by using the DLM Test Administration Monitoring extract prior to the end of the spring assessment window. e. Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. Serve as the point of contact for the DLM Service Desk. 	<p>TEST ADMINISTRATION MANUAL</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Educator Resource Videos</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

Table 6

Spring Assessment Window

☑	Tasks	Resources
☑	<p>1. Substantiate assessment readiness.</p> <ul style="list-style-type: none"> a. Verify that student demographic information is correct. b. Verify the PNP Profile is completed and saved, as needed.  <ul style="list-style-type: none"> c. Ensure the First Contact survey has been submitted. Students will not be assigned testlets unless the First Contact survey is completed and submitted. d. Use the First Contact survey file in Educator Portal to monitor responses for each student and the date the survey was submitted. 	<p>TEST ADMINISTRATION MANUAL</p> <p>EDUCATOR PORTAL USER GUIDE</p>
	<p>2. Monitor and support test administration.</p> <ul style="list-style-type: none"> a. Facilitate communication between the DLM staff and test administrators during the assessment window. b. Ensure testing has been completed before the end of the assessment window. Use the DLM Test Administration Monitoring extract. c. Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. 	

CHECKLISTS FOR ASSESSMENT COORDINATORS

Table 7

Prepare for Next Year

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Prepare assessment coordinator plans for next year (develop calendar, design communication plan, schedule required training, etc.).	
	2. Support test administrators in preparing for the next year (evaluate the PNP Profiles, review blueprints for the next grade, etc.). Familiarize teachers with the mini-maps to help with instruction.	TEST ADMINISTRATION MANUAL EDUCATOR PORTAL USER GUIDE DLM website > State page > Blueprints
	3. Contact the State Assessment Administrator for the coming year's test windows.	

ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in DLM subjects in grades 3–8 and high school. The department of education policy in each state determines the subjects and grades that are assessed. The DLM Alternate Assessment System provides accessibility by design and is guided by the core beliefs that all students are to have access to challenging, grade-level content and that test administrators must adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

STUDENTS

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have a disability or multiple disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students for whom general education assessments, even with accommodations, are not appropriate.

Students taking the DLM alternate assessment require extensive direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at a reduced depth, breadth, and complexity. Check your state’s participation guidelines for eligibility requirements.

THE DYNAMIC LEARNING MAPS FOUNDATION FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS

The DLM learning map models are highly connected representations of how academic skills are acquired, as reflected in research literature. Both ELA and mathematics have a fully developed learning map model. ELA and mathematics are assessed in each grade 3–8 and high school.

Nodes in the maps represent discrete knowledge, skills, and understandings in either English language arts (ELA) or mathematics, as well as important foundational skills that provide a foundation for academic skills. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of June 2021, the ELA map has more than 2,000 nodes. The mathematics map has more than 2,300 nodes. More than 150 foundational nodes are associated with both subject maps. Between the nodes in the three combined maps are more than 10,000 connections.

SCIENCE DEVELOPMENT

In 2014, five DLM member states began a two-phase development of a science assessment following the DLM model. Since that time, most of the consortium states have joined the effort.

Phase I of science development included a 2016 spring operational assessment based on alternate science content standards at three levels of complexity in three grade bands. Phase II, which is in progress, includes the development of a learning map model for science. Additionally, several professional development products supporting science instruction have been developed and more are in progress.

ESSENTIAL ELEMENTS

The DLM content standards for ELA, mathematics, and science are called Essential Elements. The purpose of the Essential Elements is to build a bridge from the grade-level content standards in each state to the academic expectations for students with the most significant cognitive disabilities.

ELA AND MATHEMATICS ESSENTIAL ELEMENTS

ELA and mathematics Essential Elements are linked to the common core state standards. ELA and mathematics learning map models each have small sections with one or more related nodes that represent critical concepts or skills needed to learn the Essential Element for the subject. These small sections are at different levels of complexity and are called linkage levels.

ELA AND MATHEMATICS LINKAGE LEVELS

The DLM alternate assessment provides testlets for ELA and mathematics at five linkage levels. The Target linkage level is based on nodes that align to the knowledge and skills described by the Essential Element and indicate a student's performance in relationship to the grade-level target. Then, multiple pathways on the map were carefully inspected to identify nodes that link to the Target linkage level, both preceding and extending beyond it.

The least complex linkage level is called Initial Precursor. Testlets developed at the Initial Precursor linkage level reflect foundational nodes in the DLM map, which are skills and understandings necessary for learning subsequent academic content (e.g., "focus attention"). Testlets at this level are typically intended for students who do not yet have symbolic communication. Initial Precursor testlets are administered by the test administrator, who follows the instructions within the testlet, observes the student's behavior, and then records the student's responses in the testlet in Student Portal.

Two additional linkage levels are between the Initial Precursor and the Target linkage levels: Distal Precursor and Proximal Precursor. These linkage levels reflect nodes along the multiple pathways in the DLM learning map model that identify significant milestones en route to the Target linkage level. The Successor linkage level extends beyond the Target linkage level.

The Distal linkage level testlets may also be teacher-administered. The Precursor, Target, and Successor linkage levels are typically computer-delivered, although sometimes, depending on the skills being assessed, they also may be teacher-administered testlets.

SCIENCE ESSENTIAL ELEMENTS

The science Essential Elements are specific statements of knowledge and skills and are linked to grade-level expectations identified in the National Research Council's Framework for K-12 Science Education. These Essential Elements include science and engineering practices.

The science Essential Elements are described in grade-band performance expectations by the end of each grade band instead of standards for each grade level like ELA and mathematics:

- grade 5 for the 3–5 elementary grade band
- grade 8 for the 6–8 middle school grade band
- grade 11 for the 9–11 high school grade band

SCIENCE LINKAGE LEVELS

Since the learning map model for science is not fully developed at this time, some differences occur between science and ELA and mathematics; for example, science Essential Elements have only three linkage levels instead of five.

The Target linkage level is the highest for science. Testlets at the Target linkage level are written at the level of the Essential Element and are aligned to each state's grade-level science standards. The other two science linkage levels are lower in depth, breadth, and complexity than the Target linkage level.

The Initial linkage level is the lowest and is typically intended for students who do not yet have symbolic communication. Testlets at this linkage level are teacher-administered. The Precursor linkage level is between the Initial and the Target linkage level. The Precursor and Target linkage levels are usually computer-delivered, although sometimes, depending on the skills being assessed, could also be teacher-administered.

ASSESSMENT SYSTEM DESIGN AND DELIVERY

BLUEPRINTS

Testing blueprints are a subset of Essential Elements that are used to develop assessments and were selected by DLM consortium state education leaders along with DLM staff. In the spring assessment window, students are tested over all Essential Elements in the blueprints for each subject.

The ELA blueprints contain Essential Elements from specific ELA claims and conceptual area for each grade. The mathematics blueprints contain Essential Elements from specific mathematics claims and conceptual areas by grade. The science blueprints contain Essential Elements from specific science domains and core ideas by grade band. Science blueprints are in two versions. The blueprint used in your state is on your state's DLM website.

- Blueprint Science Phase 1 General (used in most states)

- Blueprint Science Phase 1 with Biology (used in Delaware, District of Columbia, and Maryland only)

DLM TESTLETS

Assessments are given in short testlets, which include three to nine items, depending on the subject. Together, the items increase the instructional relevance of the assessment and provide a better estimate of a student’s knowledge, skills, and understanding of the Essential Elements than can be achieved by a single assessment item. In the TEST ADMINISTRATION MANUAL, readers will find a description of specific item types used in the testlets. Each testlet assesses only one Essential Element, except for the writing testlet, which assesses all writing Essential Elements together in one testlet.

ELA AND MATHEMATICS ENGAGEMENT ACTIVITY

ELA testlets begin with an engagement activity. Reading testlets are designed around texts that are adapted from grade-level themes but at reduced depth, breadth, and complexity compared to general education grade-level texts. The DLM texts are written to support assessment of the specific knowledge and skills described in the nodes at an appropriate level of challenge.

During a reading testlet, students participate in two readings of a text. The first reading is a shared reading activity that familiarizes students with the entire text and serves as an engagement activity. The second reading includes items that are either embedded within the text or sometimes placed at the end of the text. Embedded items are most often used because they reduce cognitive load and reliance on long-term memory.

During writing assessments, the test administrator follows a standardized procedure in which the student selects and writes about a topic, which serves as the engagement activity. The test administrator observes the student’s writing and then responds to items about their observations. The engagement activity for the writing testlet is described in detail in the TEST ADMINISTRATION MANUAL.

Mathematics testlets are shorter than the ELA testlets. The mathematics engagement activity is presented at the beginning of the testlet and gives context that is carried throughout the testlet. The items in the testlet address the engagement activity.

SCIENCE ENGAGEMENT ACTIVITIES

Each science testlet bundles together an engagement activity at the beginning of the testlet followed by three to five items. Science engagement activities can be one of four types.

- The first type is simply a single screen with one or two pictures along with a short sentence that introduces the science topic to be assessed. The items in this testlet will not assess the engagement screen itself but, instead, will assess the Essential Element topic.

- A second type describes a scenario which taps prior knowledge or experience, introduces the concept to be addressed, and/or provides context for the items. The items in this testlet type will assess information in the engagement activity as well as the Essential Element topic.
- A third type may be designed around a science story featuring an experiment or classroom activity that is presented twice, with items embedded within or at the end of the second presentation of the activity. The items in this testlet type will assess information in the engagement activity and in the Essential Element topic.
- The last type is a short silent video (up to 30 seconds) and is only found in the upper grade bands and the upper linkage levels. Students will access the short video and then respond to three items that include still-frame photos from the video. The entire video clip is completely soundless. However, even without audio, the video player will display the speaker icon and volume setting on the video, so it appears the option to change the volume of the audio is available. The items in this testlet type assess information in the video and in the Essential Element topic.

FIRST CONTACT SURVEY

The First Contact survey must be submitted each year and is typically the responsibility of the test administrator, although the assessment coordinator has permission in Educator Portal to complete it. The survey is used to collect data and background information about each student who is eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes items on communication, assistive technology devices, motor and sensory impairments, and academic performance. The survey must be submitted before beginning testing.

The purpose of the survey is to collect data that is then analyzed using a complex algorithm. The data from the survey is used differently in the two assessment windows, which will be described shortly.

The First Contact survey is discussed in the Required Test Administrator Training, and all the items in the survey are in the appendix of the TEST ADMINISTRATION MANUAL. The assessment coordinator's responsibility is to provide guidance to test administrators and to make sure they have successfully submitted each student's survey before the opening of the assessment window.

NOTE: If the First Contact Survey is submitted after the opening of the spring assessment window, the linkage level assignment of the first Essential Element to be tested will be delayed 24 hours from the time the survey is submitted.

PERSONAL NEEDS AND PREFERENCES PROFILE

The Personal Needs and Preference (PNP) Profile is a section of Educator Portal where test administrators can choose supports that help make testlets more accessible for each student. Information in the ACCESSIBILITY MANUAL will be very useful to the test administrator when selecting appropriate settings. Not every student will need special settings. The assessment coordinator's responsibility is to provide guidance to test administrators and to use the PNP Setting extract to monitor settings.

OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENTS

Instructionally embedded testlets are available for students to take during the fall and winter months in a special **optional** window. Test administration tasks are in the Instruction and Assessment Planner section of Educator Portal. The system uses the First Contact survey data described earlier. However, in this optional window, the level of complexity for each Essential Elements is **recommended**, not assigned. The test administrator can accept the recommendation or select another. Also, complete coverage of the test blueprints is not required. Testing results are not included in the end-of-year Individual Student Score Reports.

REQUIRED SPRING ASSESSMENT WINDOW

Required testlets are delivered during the spring assessment window. Test administration tasks are in the Test Management section of Educator Portal. The system **assigns** the linkage level of the **first** testlet. The testlets are adaptive for all subjects, and the linkage level of subsequent testlets are assigned based on the performance results of the previous testlets. Testing results are provided in the end-of-year Individual Student Score Reports.

PRACTICE ACTIVITIES AND RELEASED TESTLETS

The Dynamic Learning Maps® (DLM®) Alternate Assessment System provides educators and students with the opportunity to prepare for assessments by using practice activities and released testlets.

- **Practice activities** are designed to familiarize users with the way testlets look in the Kite® Student Portal. One activity is for educators and the other is for students.
- **Released testlets** are like real DLM testlets in content and format. A released testlet is a publicly available, sample DLM assessment.

Information on accessing practice activities and released testlets using demo student accounts is included in the TEST ADMINISTRATION MANUAL. Additionally, this information is found in the GUIDE TO PRACTICE ACTIVITIES AND RELEASED TESTLETS.

SCHEDULING AND DURATION IN MINUTES FOR EACH TESTLET

The test administrator is responsible for scheduling testing. Testlets may be taken separately across multiple assessment sessions as long as the blueprint requirements in

each subject are met during the required spring assessment window. The amount of time for each individual testlet varies depending on the subject and the student. Table 8 provides the approximate number of minutes for each testlet by subject.

Table 8

Required Spring Assessment Duration by Subject

Subject	Average Overall Duration in Minutes
English language arts	70–90
Mathematics	35–60
Science	45–135

NOTE: The times listed do not include test administrator preparation time for the assessments, which may include embossing braille testlets, gathering materials, printing picture-response cards, etc.

NUMBER OF TESTLETS FOR SPRING ASSESSMENT

Table 9 shows the number of operational testlets required during the spring assessment. It is organized by grade for each subject area.

Table 9

Number of Expected Testlets by Grade and Subject

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	Field Test Testlets
3	9	8	9	0 or 1
4	9	8	9	0 or 1
5	9	8	9	0 or 1
6	9	7	9	0 or 1
7	9	7	9	0 or 1
8	9	8	9	0 or 1
9	9	7	9*	0 or 1
10	9	8	9*	0 or 1

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	Field Test Testlets
11	9	6	9*	0 or 1
12	9	0	9*	0 or 1

*In states testing end-of-instruction biology in high school, students will receive 10 total testlets.

FIELD TEST TESTLETS

Field test testlets for ELA, mathematics, and science are delivered during the spring assessment window after the blueprint requirements have been met. The student may receive one or zero field tests in each subject. The linkage level of the field test testlet may be one linkage level above, one linkage level below, or the same linkage level as the operational testlet that was taken for that Essential Element.

Testing results from field test testlets are **not** included in the end-of-year Individual Student Score Reports.

ABOUT THE KITE® SUITE AND EDUCATOR PORTAL

The Kite system was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities. Students and educators each use a different part.



Students have accounts in **Kite Student Portal**.

Kite Student Portal is the customized secure interface used to deliver the assessment to students. Educators and staff do **not** have accounts in Student Portal. Students have their own unique username and password.

Either the student signs in, or their test administrator signs in for them.

Once Student Portal is launched, other websites or other applications cannot be accessed during the assessment. Student Portal on iPads has an auto-lock feature that prevents students from using other apps while Student Portal is in use.



Staff and educators have accounts in **Kite Educator Portal**.

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports and extracts. Users can access Educator Portal online using [a supported browser](#). For information on how to work within Educator Portal, see the EDUCATOR PORTAL USER GUIDE on the DLM website.

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators, assessment coordinators, data managers, and technology personnel are available on the DLM website. Resources are provided by the DLM Consortium, and state-specific resources may also be available.

To access resources for each state and role, follow these steps:

1. Access the [DLM website](#).
2. Hover over **For States** in the blue banner to reveal a dropdown list of states.
3. Select your state.

HINT: Bookmark the page or save it to your favorites for quick access later.

RESOURCES ON THE DLM WEBSITE

Table 10 lists DLM resources and their main purpose. These resources are available on most state webpages.

Table 10

Purpose of DLM Resources

Resource	Purpose
Assessment Coordinator Manual (PDF)	Supports the assessment coordinator in preparing district and school staff for assessment
Data Management Manual (PDF)	Supports the data manager in gathering, editing, and uploading data via Educator Portal for users, students, and rosters
Technology Specifications Manual (PDF)	Supports the technology personnel in preparing schools for the technology needs of the DLM alternate assessment
Test Administration Manual (PDF)	Supports test administrators in preparing themselves and students for assessments; expands the knowledge base for the assessment coordinator on specific topics
Accessibility Manual (PDF)	Provides guidance to state, regional, district, and building educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available for use when testing in Student Portal

Resource	Purpose
Educator Portal User Guide (PDF)	Supports educators in navigating Educator Portal to access assessment information, including student data and reports
Guide to DLM Required Test Administrator Training (PDF)	Guides test administrators through required training modules and post-tests and how to access them in the DLM Training Courses website.
Guide to Practice Activities & Released Testlets (PDF)	Supports the test administrator in accessing practice activities in Student Portal using demo student accounts
Test Updates Page	Provides breaking news on test administration activities. Register for Test Updates on the DLM website.

PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

OVERVIEW

The key duties of the assessment coordinator are to

- oversee the assessment process, including managing staff and educator roles and responsibilities
- develop and implement a comprehensive training plan
- develop a schedule for assessment implementation
- monitor and support assessment preparations and administration
- develop a communication plan with parents/guardians and staff

NOTE: In some cases, responsibilities will be determined by plans and communications decided at the state level.

The Dynamic Learning Maps® (DLM®) Consortium suggests preparing for DLM test administration through careful planning, implementation, and monitoring.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

HINT: The district assessment coordinator is the primary contact for all roles in each district. Test administrators, data managers, and technology personnel are directed to contact their district assessment coordinator for a training plan tailored specifically to their state and district.

The DLM Consortium suggests developing a training plan to support assessment efforts for test administrators, data managers, and technology personnel. Consider the resources described in this section when developing a plan.

FALL DISTRICT TRAINING AND HELPLET VIDEOS FOR ASSESSMENT COORDINATORS, DATA MANAGERS, AND TECHNOLOGY PERSONNEL

- A prerecorded Fall District Training is available on each state's DLM website. This 45-minute training combines information for assessment coordinators, data managers, and technology personnel into one training to prepare for them for the assessment windows. It is available on each state's DLM website. The training includes PowerPoint slides, transcripts, and a Frequently Asked Questions document. At the end of the training, participants are offered an opportunity to register for a live-chat question and answer session at a scheduled time.

- Many one- to five-minute helplet videos are available on how to do specific tasks in Educator Portal, such as How to Get Started in Educator Portal and the Personal Learning Profile Training to help test administrators complete the PNP Profile and the First Contact survey.

HINT: All resources listed above are located on [the DLM website](#); none are in Educator Portal.

RESOURCES FOR TEST ADMINISTRATORS

The DLM Consortium provides required training modules, professional development instructional support, and supplemental training helplets for test administrators. Table 11 compares these three categories.

Table 11

Available Training and Professional Development

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
<ul style="list-style-type: none"> • Critical content for managing and delivering the DLM alternate assessment is covered. • Test administrators will not be able to deliver testlets until training is completed. • State administrators decide which format(s) to offer for new test administrator training: self-directed, facilitated, or both. • All returning test administrator training is self-directed only. • Successful completion is a score of 80% or higher on the post-tests. 	<ul style="list-style-type: none"> • The modules support academic instruction for students who take the DLM alternate assessment. • Most modules are created for students at the Target linkage level. Teachers who have students who take testlets at the lower linkage levels will need to adjust the module information for them. • Several modules are especially for students with foundational presymbolic communication. • Watching the professional development modules is strongly recommended. • State and district administrators may recommend or require specific modules. • State administrators decide which format(s) 	<ul style="list-style-type: none"> • The helplet training videos includes a variety of topics to supplement use of the DLM materials and help users become more familiar with Educator Portal navigation tools. • Watching helplet training videos is strongly recommended.

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
	to offer—self-directed, facilitated, or both.	

Required Test Administrator Training

Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, state administrators may require other educators such as the district and building assessment coordinators to take the training. State policy determines the roles that take the required training course, the courses that are offered, and the format of the courses. The training covers all three DLM subjects, test security, and information about Educator Portal.

All users who are assigned the teacher role in Educator Portal are referred to as test administrators and must take Required Test Administrator Training. The first year, they must take the course for new test administrators, and they must successfully complete four modules with a passing score of 80% or higher on each module’s post-test before administering the DLM alternate assessment. Total training time is estimated at about 2.5 hours. State administrators may also include additional training modules, such as professional development modules.

During subsequent years, the state administrators decide whether to require returning test administrators to complete the new training course or the returning training course. In states where the returning training course is offered, user records in Educator Portal are used to identify a returning test administrator. If a test administrator administered the DLM alternate assessment in the past, but not in the immediately preceding year, that test administrator will be placed in the new course again.

NOTE: Sometimes, state administrators require all test administrators to take the new training course additional years.

Professional Development for Instructional Support

Professional development for instruction is strongly encouraged. If wishing to incorporate professional development for instruction into a district training plan, the DLM Consortium offers a variety of content and multiple methods to access the materials.

- The DLM Consortium staff have created online professional development learning modules. These modules provide information and strategies to help educators instruct students.
 - Each online, self-directed module lasts approximately 30-45 minutes and focuses on a single topic related to the instruction of students with the most significant

- cognitive disabilities. Post-tests accompany the modules followed by certificates of completion that are emailed to the participant.
- Facilitated modules for groups cover the same content as self-directed modules. The facilitator is provided with materials to support them in addressing a group of test administrators.
 - Most educators are required to participate in regular, ongoing professional development. Some states give continuing education credits for the DLM professional development modules. If these credits are available in your state, ask the teachers to print the certificate of completion that was emailed to them and provide the documentation to you.
 - Access the modules on the [professional development website](#).

[The DLM Instructional Supports Facebook page](#) encourages collaboration among educators across the consortium.

PREPARE FOR ASSESSMENT IMPLEMENTATION

- To prepare for assessment implementation, consider these tasks:
 - Initiate communication among district staff.
 - Encourage staff to sign up for Test Updates on the DLM website.
 - Determine how communications will be facilitated between state department staff, the district, and test administrators.
 - Ensure educators understand they are not to email student PII information or secure testing materials.
 - Use Educator Portal extracts and files to monitor assessment administration readiness.
 - Download the User extract to monitor roles and to determine whether an account should be active, pending, or inactive in Educator Portal. Users who should no longer have an active account for the district should be inactivated. They cannot be removed.
 - Use the Training Status extract to monitor the date training was successfully completed.
 - Use the First Contact File to monitor whether each student has a completed First Contact Survey.
 - Use the PNP Settings extract to monitor each student and whether the settings are appropriate for the student. Note: not every student needs special settings in the PNP Profile.
 - Establish an assessment security plan and monitor adherence to the DLM and state-specific test-security policies. Consider these tasks when developing a plan:
 - Designate the assessment location(s); a quiet, private environment is best.
 - Adhere to state and district policies for assessment security.
 - Troubleshoot issues if security issues arise.

AGREE TO THE SECURITY AGREEMENT

DLM alternate assessments are secure assessments. Test administrators have a unique opportunity to administer new items and assessments. Therefore, users must agree to the security agreement.

Each year, during the first week of August, the security agreement from the previous year expires. All Educator Portal users must renew their DLM security agreement before they will have access to any data in Educator Portal. The security agreement covers five security policies.

Figure 1 displays the text of the security agreement is provided below.

Figure 1

Security Agreement

The Kite Suite provides opportunities for flexible assessment administration; however, all assessments delivered during the school year are secure. Test administrators and other educational staff who support implementation are responsible for following the Kite test security standards:

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

Questions about security expectations should be directed to the local assessment coordinator.

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

Save

Live Chat © 2021. University of Kansas. Site Map



If DLM staff discover that a user's account is being used by someone other than the account owner, that account will be considered compromised. It will be sequestered until a state assessment administrator notifies the DLM Service Desk to unlock the account and reset the password.

HINT: Help test administrators who have students who are leaving or joining the classroom after the spring assessment window has opened. Work with the data manager so these students have accurate records and receive testlets at their current school. A student who has begun testing in one school and transfers to another can continue testing as soon as the student is enrolled and rostered in the new school. The completed testlets follow the student.

RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION

Assessment coordinators monitor and support the administration of braille forms during the optional and required windows. Braille forms are available for ELA and mathematics in the optional instructionally embedded assessment window. ELA, mathematics, and science are available in braille in the spring window. However, braille forms are only for some Essential Elements and only at upper linkage levels. Braille forms are available in

- uncontracted Unified English Braille (UEB) for ELA and science
- uncontracted English Braille American Edition (EBAE) for ELA and science
- Nemeth code for mathematics

The DLM alternate assessment tests the student's knowledge and understanding of the Essential Elements and not the student's ability to use braille. Therefore, braille is not to be selected for emerging braille readers. Test administrators select the braille form in the student's PNP Profile.

When a braille form is not available, test administrators will need to use other approaches to deliver assessments to students who are blind or have visual impairments. For more information, see the section Testlets for Students Who Are Blind or Have Visual Impairments in the TEST ADMINISTRATION MANUAL. Also, read the ACCESSIBILITY MANUAL for approaches for working with students who are blind or visually impaired.

Braille Form Delivery

By selecting the braille setting in the PNP Profile, the system will assign braille forms to the student whenever possible. For the optional instructionally embedded assessment window, the braille forms and their Testlet Information Pages (TIPs) are in the Instruction and Assessment Planner for ELA and mathematics. During the spring assessment window, the braille forms and their TIPs for all three subjects are in the Test Management part of Educator Portal.

All Braille Ready Files (BRF) are delivered through Educator Portal. All braille forms must be embossed locally. All testlets, including braille testlets, are adaptive in the spring assessment window. Therefore, the time needed for the testlet embossing process must be calculated into the assessment preparation time. See the section Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE.

Table 12 below has information about the potential availability of braille forms for each subject, grade, and linkage level and where the forms are delivered for each window.

Table 12

Braille Form Delivery by Subject and Grade

Subject	Grades	Linkage Levels	Windows	Where braille form is delivered
ELA and mathematics	3–5	Target and Successor	The optional instructionally embedded assessment window Spring Assessment Window	Instruction and Assessment Planner in Educator Portal Test Management in Educator Portal
ELA and mathematics	6–8 and HS	Proximal Precursor, Target, and Successor	The optional instructionally embedded assessment window Spring Assessment Window	Instruction and Assessment Planner in Educator Portal Test Management in Educator Portal
Science	3–8 and HS	Target	Spring Assessment Window only	Test Management in Educator Portal

Scoring a Student’s Response for Braille Testlets

When the system assigns a braille testlet, the system also assigns a computer-based equivalent version in Student Portal. As the student takes the testlet on the embossed paper version, the student indicates each response choice to the test administrator as is normally done on other braille assignments. The test administrator inputs each student response into the testlet in Student Portal. Responses are then scored by the system in the same way as with non-braille forms.

STUDENT REPORTS

INDIVIDUAL STUDENT SCORE REPORTS

The scoring system for the DLM alternate assessment works differently than scoring for traditional alternate assessments. Students are not given raw scores, percentage correct

scores, or scale scores. Instead, all operational results from the spring assessment window are summarized in the Individual Student Score Reports.

For ELA and mathematics, summative results are based on the tested Essential Elements from the testing blueprint during the spring assessment window. The system combines a student's responses on operational testlets with information about the structure of the DLM learning map models to determine which linkage levels the student has likely mastered during this window. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area for ELA and in each claim for mathematics, and then for each subject overall.

For science, summative results are also based on the tested Essential Elements from the testing blueprint during the spring assessment window. The information about each linkage level leads to a summary of the student's mastery of skills in each science domain and for then for the subject of science overall.

Individual Student Score Reports, commonly called ISRs, become available to the state assessment administrator in mid-June to mid-July, depending on when the state's spring assessment window closed. Each state will also decide which roles will have direct access to the ISRs in Educator Portal. In most states, when school begins again in the fall, the building or district assessment coordinators provide their test administrators with the ISRs for the students they tested the past spring. Directions on how to access the ISRs are described in the section Access Reports and Extract of the EDUCATOR PORTAL USER GUIDE.

HINT: Neither results from testlets taken during the optional instructionally embedded assessment window nor results from field test testlets factor into the Individual Student Score Reports. Only results from operational testlets taken during the spring assessment window are used for the end-of-year Individual Student Score Reports.

DEVELOP A COMMUNICATION PLAN WITH PARENTS/GUARDIANS

The DLM Consortium suggests developing a plan to facilitate communication between parents/guardians and district staff. Schedule meetings, as necessary.

Student Portal may be downloaded on a home computer, and parents/guardians may use it with their student at home. A special resource has been developed so that parents/guardians may see the testlets and practice with their student at home by using the special usernames and passwords. Released Testlets for At-Home Instruction is a resource provided for this purpose.

The DLM Consortium provides a Parent Notification Letter, available in English and Spanish, as an editable Word document. These resources are available to download and edit to fit the needs of a state or district. The DLM Consortium also offers [information](#)

[and resources for parents/guardians](#) on the DLM Webpage | About DLM | DLM Assessments | Information for Parents.

DATA EXTRACTS

Many extracts and files are available in a CSV format in Educator Portal. They can be downloaded, sorted, and the data analyzed. Using the data, a district assessment coordinator can monitor testing readiness before their window opens. During their state's spring assessment window, the assessment coordinator can monitor testing progress and completion.

The following 10 extracts and files are available:

1. Current Enrollment extract
2. DLM Test Administration Monitoring extract
3. First Contact Survey file
4. PNP Setting Counts extract
5. PNP Setting extract
6. Roster extract
7. Security Agreement Completion extract
8. Student Roster and First Contact Survey Status extract
9. Training Status extract
10. User extract

Information about the extracts and files and detailed directions on how to access them in Educator Portal are described in the Access Reports and Extract section of the EDUCATOR PORTAL USER GUIDE.

KITE STUDENT PORTAL

SUPPORTED BROWSERS

The [Kite® Requirements](#) webpage has information about choosing a supported browser that will work well with Educator Portal. For more information on district-specific browsers and technology, contact the technology personnel.

KITE ASSESSMENT DEVICES

On the [Kite Requirements](#) webpage, a list of devices can be found that are supported for administration of the Dynamic Learning Maps® (DLM®) alternate assessment along with instructions for downloading Student Portal.

Local devices attached to these machines, such as interactive whiteboards, are also acceptable. Interactive whiteboards (brand names SMART, Promethean, etc.) may be used during assessment. The same hardware, software, and screen resolution constraints apply. The projector associated with the interactive whiteboard must project the computer screen at a resolution no lower than 1,024 × 768 pixels. For more information on assessment devices, contact the technology personnel.

Students can use assistive technology. The best way to ensure a particular assistive device is supported in Student Portal is to test the assistive device in Student Portal, using a released testlet. You may also contact the DLM Service Desk.

ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments using Student Portal. Test administrators may ask about opportunities available for assessments where an internet connection is not available (e.g., a homebound student). The district or school may provide hot spots to use when internet access is not available at a student's home. Contact the Service Desk for advice when an internet connection will not be available.

KITE PROCEDURES

Use the [EDUCATOR PORTAL USER GUIDE](#) for procedures that take place in Educator Portal, i.e., retrieving the Testlet Information Pages.

Use the [TEST ADMINISTRATION MANUAL](#) for procedures that take place in Student Portal, such as

- Access Practice Activities and Released Testlets
- Start a Test
- Navigate in Kite Student Portal
- Take a Break During Assessment
- Complete the Test
- Troubleshoot in Kite Student Portal

GLOSSARY

This glossary compiles definitions and acronyms relevant to assessment for the Dynamic Learning Maps® (DLM®) alternate assessment.

Term	Definition
card	A cell on the Student View Page in the Instruction and Assessment Planner for each Essential Element and linkage level. Information about the specific Essential Element and the specific linkage level can be accessed when the user selects the card.
claim	ELA and mathematics: A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within English language arts and mathematics. Each claim is subdivided into two or more conceptual areas.
conceptual area	ELA and mathematics: A region within the DLM learning map containing nodes associated with related Essential Elements, representing concepts and skills that support the learning of the Essential Elements in English language arts and mathematics. Conceptual areas are composed of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
connection	ELA and mathematics: The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.
core idea	Science: The key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication. For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.
display enhancements	Options that change the testlet appearance on the student’s device screen, including magnification, overlay color, invert color choice, and contrast color.

domain	Science: The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.
Educator Portal	Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring or tracking results. Users can access Educator Portal using any supported browser via https://educator.kiteaai.org/ . For information on working within Educator Portal, access the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.
engagement activity	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items. The engagement activity for some science testlets at the upper linkage levels include a short video without audio.
Essential Elements	Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the grade-level expectations identified in K–12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K–12.

First Contact Survey

A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance.

In the optional instructionally embedded assessment window, data gathered from the core questions from the survey are used to **recommend** the linkage level for each ELA and mathematics Essential Element. In addition to the core questions, data gathered from the science questions are used to **recommend** the linkage level for each science Essential Element. Data gathered from the core questions plus data from the writing questions are used to **recommend** the linkage level for the writing testlet.

In the spring assessment window, data gathered from the core questions are used to **assign** the linkage level for the student's first ELA and mathematics testlets.

Data gathered from the core questions plus data from the science questions are used to **assign** the linkage level of the student's first science testlet.

In the spring window, data gathered from the core questions plus data from the writing questions are used to **assign** the linkage level for the writing testlet, instead of performance of previously completed testlets.

initialization

The process by which a student's existing information is used to determine the point in the DLM learning map model where the student enters the assessment for the first time.

Instruction and Assessment Planner

A part in Educator Portal where test administrators perform assessment functions for a student during the optional instructionally embedded assessment window. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery of a tested Essential Element at a linkage level.

instructionally embedded assessment Occurs during the optional instructionally embedded assessment window where instruction and assessment are closely integrated with assessment functions being performed throughout instruction. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery indication for a tested Essential Element at a linkage level.

Kite Student Portal Student Portal is a secure testing platform used by students to take testlets. Once launched, Student Portal prevents students from accessing unauthorized webpages or applications during testing.

All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal.

In addition to operational testing in the Student Portal, practice activities and released testlets can be administered using Student Portal. The login credentials for the practice activities and released testlets are unique to each one. Access the [TEST ADMINISTRATION MANUAL](#) for more information about Student Portal.

linkage level ELA and mathematics: A small section of the DLM learning map model containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element. ELA and mathematics each have five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor.

Science: An incremental level of complexity toward the learning target where an assessment was developed for the science Essential Elements. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.

materials Any objects, manipulatives, and tools used during an assessment. Materials Collection lists are specific for each subject during each window. The lists are found on each state's DLM website under Educator Resources.

node	ELA and mathematics: A representation in the DLM learning map model of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
Personal Learning Profile	A collective term used to describe a student’s personal needs and preferences settings entered in the PNP Profile in addition to information about the student entered in the First Contact survey in Educator Portal.
Personal Needs and Preferences (PNP) Profile	Student-specific information that informs Kite Student Portal about an individual student’s personal needs and preferences for each testlet. The PNP Profile includes information the system needs to make the student’s user interface in Student Portal compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.
plan	A plan is created in the Instruction and Assessment Planner in Educator Portal only during the optional instructionally embedded assessment window. A plan includes the educator-selected Essential Element and educator-selected linkage level and leads to the educator-assigned testlet for ELA, mathematics, and science.
released testlets	A released testlet is a publicly available, sample DLM assessment. Released testlets may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. New released testlets are added periodically.
State Assessment Administrator (SAA)	An Educator Portal role assigned to staff at the state education agency who have the highest level of access and permissions in Kite Educator Portal for an external user. An SAA can transfer students between districts, assign the District Test Coordinator role, inactivate users, and have access to all student reports and extracts.
state education agency	A state department of education.

stem	The beginning part of the item that presents a problem to solve or an item to respond to. The stem may also include other relevant information in the item. A multiple-choice item is a common example in the DLM alternate assessment, consisting of a stem and a set of response options from which to choose.
Student Activity Table	<p>A page in the Instruction and Assessment Planner in Educator Portal. The Student Activity Table provides an at-a-glance overview for all students rostered to the test administrator in the subjects in which the students are being tested during the optional instructionally embedded assessment window. The data in the Student Activity Table populates based on the test administrator's actions on the Student View Page for each student (i.e., how many testlets were administered).</p> <p>The table also includes three icons providing easy access to the First Contact survey, PNP Profile, and the student's credentials.</p>
Student View Page	A page in the Instruction and Assessment Planner in Educator Portal that displays details about one student at a time for each Essential Element and linkage level. During the optional instructionally embedded assessment window, test administrators use the Student View Page for several instruction and assessment actions for each student, i.e., creating a plan and assigning a testlet. The system will display information about the student's testing progress, indication whether the student achieved mastery of an Essential Element at the linkage level tested.
tactile graphic	Tactile graphics are a means of conveying non-textual information to people who are blind or have visual impairments. Tactile graphics may include tactile representation of pictures, maps, graphs, diagrams, and other images. The DLM alternate assessment does not provide tactile graphics with the testlets.
technology-enhanced items	Computer-delivered test items that require a specialized interaction, such as select and drag. A technology-enhanced item is any item that is not answered using direct selection.

testlet A short assessment that begins with an engagement activity and include three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student’s knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element, except for the writing testlet, which assesses all writing Essential Elements together in one testlet.

Testlets are delivered one at a time in each subject. They are either teacher-administered or computer-delivered and they are adaptive, except for the writing testlet, which is always delivered last and linkage level assignment is not based on performance of previous testlets. More specific information is found in the TEST ADMINISTRATION MANUAL.

**Testlet
Information Page
(TIP)**

A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.

The Testlet Information Page (TIP) for each testlet lists the materials needed or describes the attributes of the materials needed specific to a testlet.

The materials listed in the TIP are especially needed for the teacher-administered testlets at the Initial and Distal Precursor linkage levels in ELA and mathematics, and the Initial linkage level for science.

The TIP for testlets at the Initial level for science has picture response cards that must be printed before testing. Best practice is to print them in color.

Computer-delivered testlets require fewer materials than the teacher administered testlets.

STATE APPENDICES

DOCUMENT HISTORY

NOTE: Page numbers are valid ONLY for the date and version noted.
They may change in future versions.

Date	Section Name/Summary of Changes	Starting Page
07/01/2021	Update about Security Agreement	34
07/01/2021	Mention of a new role in states that have regions: Regional Test Coordinator and Regional User	7
07/01/2021	General edits throughout	Throughout

Religious Opt –Out

Participation in statewide assessments is a federal and state requirement for all students. Chapter 4 of Title 22 of the Pa. Code (22 Pa. code 4.4) provides for the right of any parent/guardian to excuse his/her child from the state assessment if, upon inspection of the testing materials, he/she finds the assessment to be in conflict with his/her religious beliefs. This is the only regulatory allowance for a parent/guardian to excuse his or her child from the statewide assessments. A religious exemption cannot be denied; however, it can only be granted if all of the following steps are completed.

1. The student must be enrolled for testing so there is an official record of eligibility for the PASA. The enrollment record is also needed so the district (assessor) can document officially that the student was not assessed due to religious beliefs. A religious exemption cannot be granted until after the parent/guardian(s) have reviewed the vendor released examples.
2. The Dynamic Learning Maps vendor produces publicly released PASA ‘testlets’, which serve as a tool for parents to view the type of content assessed on the new PASA. The testlet examples can be accessed at: <https://dynamiclearningmaps.org/about/tests/releasedtestlets>. The parent/guardian is no longer required to view the publicly, released test materials on school grounds with an administrator present. It is strongly recommended that a school administrator/PASA Assessment Coordinator discuss with the parent/guardian the new PASA outlining key features of the assessment allowing students with the most significant cognitive disabilities to show what they know and can do.
3. If after reviewing the assessment the parent/guardian(s) does not want their student to participate, he/she must write a letter to the Superintendent or Executive Director requesting a religious exemption.
4. At the end of the testing window, the student's assessor (or Assessment Coordinator) indicates in the student's DLM Kite portal record that the student was not assessed and

selects '**other reason for nonparticipation**' as the reason. This information is reported to the state.

Parent Opt-Out (not based on religious beliefs)

There is no allowance for this type of exclusion in Pennsylvania regulation. Even though Pennsylvania does not recognize parental refusal as an allowable exclusion, if a parent/guardian refuses to have their child participate in the assessment and does not provide a reason in accordance with Chapter 4 rules, the IEP team must continue to identify the student as participating in the PASA and enroll the student in the KITE portal. At the end of the testing window, the PASA Assessment Coordinator or the assessor must follow the procedure for non-assessed students and select the "parent refusal" code. Students who are non-assessed because of "**parent refusal**" will affect the school participation rate and could negatively affect school accountability.

Districts/Charters must be aware that religious exemptions and parent opt outs are factored into participation rates and could negatively affect school accountability.

PASA DLM Test Security Affidavit for Support Staff and Related Service Personnel

This document serves as the PASA DLM Test Security Affidavit for individuals that may be present during test administration (i.e., paraprofessional, interpreter, behavior specialist, related service personnel) and do not have an active role in the PASA DLM Kite portal. All PASA assessors are required to complete an online test security affidavit via the DLM Kite Educator portal prior to accessing student assessments.

This document identifies specific actions which are inappropriate and violate, in spirit and intent, a secure statewide alternate assessment. It is provided in coordination with security procedures put forth by the Pennsylvania State Board of Education and published in the *Pennsylvania School Code* and the *PASA DLM Test Administration Manual*. Failure to adhere to test security procedures may result in disciplinary action and/or revocation of the teaching certificate by the Pennsylvania State Department of Education.

1. To disclose secure test items or student responses before, during, or after the assessment
2. To review, read, or look at test items or student responses before administering the assessment, except under conditions outlined in the *PASA DLM Test Administration Manual*
3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment
4. To alter student responses
5. To alter the test procedures stated in the *PASA DLM Test Administration Manual*
6. To allow students to use additional aids other than what the Accessibility Manual allows
7. To have secure test materials in one's personal possession outside of the allowable procedures outlined in the *PASA DLM Test Administration Manual*
8. To leave secure test materials in non-secure locations and/or unattended by professional staff
9. To take or post pictures of *PASA* test materials on a social media or other public sites
10. To fail to report a test security violation

By signing below, I certify that I have read the above policy and agree to abide by established *PASA* test security procedures.

Name

Date

District

Position

*The signed copy of this form must be kept on file by the PASA Assessment Coordinator and be available upon request.