

DYNAMIC[®]
LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2021-2022

ELA, MATH, and SCIENCE

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Version IE

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* 1-866-204-7395 (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 the 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 in your state.
- 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 this role
 - 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	38
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 state department administrators define the tasks and titles may vary. First, assessment coordinators should check their state page on the DLM website to see if additional information is provided.

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 service desk, and the district. Some states also have regional coordinators with which the assessment coordinator also communicates.</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 need to have access in Educator Portal.</p> <p>The key duty of the technology personnel is 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 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) 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, instructing students on the Essential Elements, preparing students for assessment, and administering the DLM alternate assessment to students.</p>

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. Fall Window

Table 6. Spring 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, 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 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.</p> <p>Review the Security Agreement extract in Educator Portal to monitor the test administrators' agreement.</p>	<p>See the section Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE</p> <p>Educator Portal</p>
	<p>5. Sign up for the DLM Test Updates during the year.</p>	<p>The DLM website, States > Test Updates</p>
	<p>6. Participate in DLM district level trainings. State administrators may also provide their own training for assessment coordinators.</p>	<p>The DLM website, States > state page > filter for Assessment Coordinator > District Staff Training Resources</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	Tasks	Resources
	<p>7. Manage district and school staff roles and responsibilities.</p> <ul 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

☑	Tasks	Resources
☑	<p>8. Develop and implement a comprehensive training plan or implement your state’s training plan for district staff and test administrators.</p> <ul 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 district training. c. Facilitate Required Test Administrator Training (if assigned by the state or district). 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>Required Test Administrator Training</p> <p>See the section Develop and Implement a Comprehensive Training Plan, page 32 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>9. Prepare for assessment implementation.</p> <ul style="list-style-type: none"> a. Gather technology personnel and data manager contact information and 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 coordinators 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 35 of this manual</p>
	<p>10. Monitor and support assessment preparations and administration.</p> <ul style="list-style-type: none"> a. Remind technology personnel, data managers, and test administrators about important deadlines. b. 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. c. Support test administrators and data managers in conducting data verification and revision within the two windows: the optional instructionally embedded assessment window for English language arts, mathematics, and science, and the required spring assessment window for the same subjects. d. 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. 	<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>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<ul style="list-style-type: none"> e. Monitor completion of the PNP Profile using the PNP Settings extract. f. 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. g. 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. h. Ensure students' usernames and passwords are printed. The DLM Consortium assumes test administrators are responsible. Usernames and passwords are secure and should be securely destroyed after completion of testing. 	<p>Student Roster and First Contact Survey Status</p> <p>Guide to Practice Activities and Released Testlets on the DLM website</p>
	<p>11. Develop a plan to facilitate communication with parents/guardians, district, and building staff, or follow your state-developed communication plan. Schedule meetings as necessary.</p> <ul style="list-style-type: none"> a. Consider what parents/guardians 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 Alternate Assessment Consortium, the state, and the district to appropriate audiences as needed. 	<p>The DLM Webpage > About Us > Information for Parents</p> <p>See the section Develop a Communication Plan, page 41 of this manual</p>

Table 5

Fall Window

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	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. 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 for an individual student by using the fall Essential Elements Status Report. Monitor assessment activity for all students in a district or building prior to the end of the assessment window by using the DLM Instructionally Embedded Monitoring extract during the assessment window. Test administrators perform administrative tasks for students in the Instruction and Assessment Planner section of Educator Portal. d. Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. e. Serve as the point of contact for the DLM Service Desk. 	<p>TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE</p> <p>Educator Portal</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

Table 6

Spring Window

<input checked="" type="checkbox"/>	Tasks	Resources
<input checked="" type="checkbox"/>	<p>1. For ELA and mathematics, the spring window is identical to the fall window. Follow the preceding steps.</p> <p>For science, the spring window is different than the fall window. Test administrators download the TIP and access the test ticket in the Test Management section of Educator Portal, not the Instruction and Assessment Planner.</p> <p>Testlets for all three subjects are administered in Student Portal like the fall window.</p>	<p>TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE</p>
<input checked="" type="checkbox"/>	<p>2. Monitor and support test administration.</p> <p>a. Facilitate communication between the DLM staff and district staff during the assessment window.</p> <p>b. Use the DLM Instructionally Embedded Monitoring extract to ensure the blueprint is covered for ELA and mathematics and that all science testlets are administered before the end of the spring window.</p> <p>c. Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.</p>	<p>See the section Form Delivery, page 39 of this manual</p>

Table 7

Prepare for Next Year

<input checked="" type="checkbox"/>	Tasks	Resources
<input checked="" type="checkbox"/>	<p>1. Prepare assessment coordinator plans for next year (develop a calendar, design a communication plan, schedule required training, etc.).</p>	

CHECKLISTS FOR ASSESSMENT COORDINATORS

<input checked="" type="checkbox"/>	Tasks	Resources
	2. Support test administrators in preparing for the next year by evaluating the PNP Profiles for students and reviewing blueprints for the next grade, etc. Familiarize teachers with the mini-maps to help with instruction.	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE Blueprints on the state page on the DLM website
	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, DLM staff have developed several professional development products supporting science instruction, and more are in progress.

DLM 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 for 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, and they 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 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 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, they are 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 I with Biology (used in Delaware, District of Columbia, and Maryland only)

DLM TESTLETS

Assessments are given in short testlets, which includes 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 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 and screenshots of testlet pages. Each testlet assesses only one Essential Element, except for the writing testlet, which assesses all writing Essential Elements together in one testlet.

Testlet structure differs slightly between subjects based on research of effective instructional practices for students with the most significant cognitive disabilities. Engagement activities are designed to motivate students, provide a context, and activate prior knowledge.

ELA 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. Thorough information about the writing assessment is in the TEST ADMINISTRATION MANUAL for each state.

MATHEMATICS ENGAGEMENT ACTIVITY

Mathematics testlets begin with an engagement activity. It is designed to activate prior knowledge, prepare students for the cognitive process required in the items, and/or provide a context for the items. The engagement activity does not include any items or require a response. Mathematics testlets are built around a common scenario to investigate related facets of student understanding of the targeted content.

SCIENCE ENGAGEMENT ACTIVITY:

Each science testlet begins with 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 of engagement activity 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 will assess the Essential Element topic.
- A second type of engagement activity 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 and in the Essential Element topic.
- A third type of engagement activity may be designed around a science story featuring an experiment or classroom activity that is presented twice, with items embedded within the second presentation of the activity and/or at the end of the second presentation. 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.

CUSTOMIZATION FOR EACH STUDENT

Testlets are customized for each student. The First Contact survey and the Personal Needs and Preferences (PNP) Profile are collections of information about a student entered in Educator Portal by the student's test administrator.

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 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 fall window.

PERSONAL NEEDS AND PREFERENCES PROFILE

The Personal Needs and Preferences (PNP) Profile is a section of Educator Portal where test administrators can choose supports that help make the assessment 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.

ASSESSMENT SYSTEM DESIGN AND DELIVERY

USING THE INSTRUCTION AND ASSESSMENT PLANNER FOR ELA AND MATHEMATICS

The following paragraphs present a high-level overview of the process used by test administrators during the fall and spring windows for the required ELA and mathematics assessments.

When the fall window opens, the First Contact survey and PNP Profile for each student can be accessed and completed from the Instruction and Assessment Planner.

NOTE: If the test administrator wants to complete the First Contact survey or PNP Profile before the opening of the fall window, they can do so by following the step-by-step directions in the EDUCATOR PORTAL USER GUIDE.

After the First Contact survey is submitted, the Kite system uses an algorithm to define the relationships among the nodes in the learning map model together with information from the First Contact survey to recommend a linkage level for each ELA and mathematics Essential Element. The test administrator may choose the system-recommended linkage level or select a different one.

NOTE: Specific directions for using the Instruction and Assessment Planner are available in the EDUCATOR PORTAL USER GUIDE in the section Using the Instruction and Assessment Planner. A helplet video, Overview of the Instructionally Embedded Assessments, is also available in the [Educator Resource Videos](#).

The test administrator is then ready to provide instruction. Each Essential Element has a mini-map icon. Selecting the icon takes the test administrator to the instructional resources for the Essential Element. The test administrator then provides instruction outside of Educator Portal at the appropriate level of complexity. When the test administrator believes the student is ready for assessment, the test administrator logs into the Instruction and Assessment Planner and assigns the testlet. The test administrator retrieves the TIP and prepares any materials needed for test delivery. Then the student logs into Student Portal, or the test administrators can use the student's credentials to log in for the student. The assessment is delivered to the student.

Decisions about which Essential Element and linkage level to select may be decided one at a time throughout a window or by selecting all Essential Elements at the beginning of the window. The decision should be whatever is best for the student. Assessments should be embedded within instruction throughout the year so that instruction prepares for assessment, and assessment informs instruction and benefits students.

HINT: Best practice is to assess each Essential Element after instruction has taken place instead of bunch testing at the end of the window.

SCHEDULING AND DURATION IN MINUTES FOR EACH ELA AND MATHEMATICS TESTLET

The test administrator is responsible for scheduling the assessments. Testlets may be taken separately across multiple assessment sessions as long as the blueprint requirements are met in each window. The amount of time for each individual testlet varies depending on the subject and the student. Total time for the assessments varies depending on the number of Essential Elements a test administrator chooses and the number of times a student is assessed on an Essential Element at the same or a different linkage level. Table 8 provides the approximate number of minutes for each testlet by subject. The chart does not include administrator preparation time for each assessment.

Table 8

Duration of Testlets by Subject

Subject	Minutes for Each Testlet
English language arts	10–15

Subject	Minutes for Each Testlet
Mathematics	5–10

ELA AND MATHEMATICS SCORING

After each testlet is submitted, it is scored, and the test administrator can review the results in the Instruction and Assessment Planner. Each linkage level for a tested Essential Element will be marked as being mastered or not mastered.

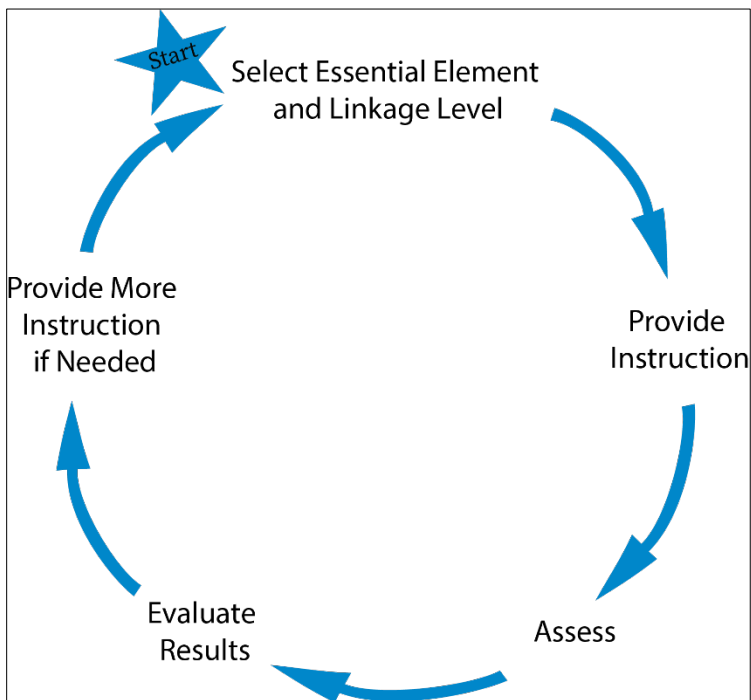
NOTE: The writing Essential Elements are combined into one testlet that is assessed in the fall and again in the spring window. These testlets are not scored in the system like testlets for the other Essential Elements, and test administrators will not see mastery results. The combined results for the writing testlets will be in the end-of-year Individual Student Score Reports that become available during the summer months.

The test administrator may continue further instruction on the Essential Element at the same linkage level, at a different linkage level, or for a different Essential Element. The process is a cycle that is repeated until the blueprint requirements are met, both during the fall and spring windows. The scores from both windows contribute to the students' end-of-year Individual Student Score Reports.

Figure 1 is a graphic representation of the process cycle of instruction, assessment, and evaluation for ELA and mathematics in each window.

Figure 1

The Process Cycle of Instruction, Assessment, and Evaluation



FIELD TESTING FOR ELA AND MATHEMATICS

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

NOTE: Check your state’s DLM webpage to see if your state tests DLM science.

SCIENCE

Assessment of science has some similarities to ELA and mathematics, but it also has several differences. Science is delivered in the fall and the spring windows in Student Portal. However, the administration of the testlets is different in each window.

SCIENCE TESTING IN THE FALL WINDOW

During the fall window, science testlets are available, but optional. Other than being optional, the administration of the science assessment is very similar to ELA and mathematics during the fall window. Each state determines which grades test science.

The test administrator chooses the science Essential Elements, chooses the recommended linkage level or another one for each Essential Element, provides instruction, and then administers the assessments. The same procedures should be followed as ELA and mathematics. The process cycle in Figure 1 also applies to science in the fall window.

SCIENCE SCORING IN THE FALL WINDOW:

After each testlet is submitted, the linkage level of each Essential Element is marked as mastered or not mastered. These results are also available in the Essential Element Status Report: Fall Window. However, unlike ELA and mathematics, the results of the science testlets during the fall window **do not contribute** to the student's end-of-year Individual Student Score Report. In addition, the results from science assessments in the fall window should not be considered predictive of assessment results for the spring window.

SCIENCE TESTING IN THE SPRING WINDOW:

During the spring window, science assessment is required. Each state determines which grades are required to test science. The entire science blueprint is tested with nine science testlets. In some states, biology is assessed in high school. These students take a total of 10 testlets.

The TIP and test ticket for science testlets are in the Test Management section of Educator Portal. A hyperlink in the Instruction and Assessment Planner takes the test administrator directly to the Test Management section. Test delivery is adaptive with the system assigning the Essential Element and its linkage level.

The linkage level of the first science testlet is based on responses to items in the First Contact survey. The Kite system is adaptive, and the second science testlet linkage level is based on the student's performance on the first testlet. Subsequent testlets are also based on performance on each previous testlet. The linkage level could be the same or one linkage level higher or lower than the previous one. The test administrator cannot make any changes in the Essential Elements.

SCHEDULING AND DURATION IN MINUTES FOR EACH SCIENCE TESTLET

The test administrator is responsible for scheduling the assessments. Testlets may be taken separately across multiple assessment sessions as long as all Essential Elements are tested in the spring window. The amount of time for each individual science testlet varies, depending on the student.

Table 9 provides the approximate number of minutes for each testlet. The chart does not include administrator preparation time for each assessment.

Table 9

Duration of Testlets for Science

Subject	Minutes for Each Testlet
Science	5–10

SCIENCE SCORING IN THE SPRING WINDOW:

The results from science testing in the spring window are not available until the end-of-year Individual Student Score Reports are published in the summer months; the score on the Individual Student Score Reports are from only the required spring window.

SCIENCE FIELD TESTING

Field testing for science during the fall window can occur for any Essential Element at any time. However, during the spring window, the field test testlets only become available after the required nine or 10 testlets have been submitted. The student may receive zero or one field test testlet, and the linkage level of the science field test testlet may be the same as the operational testlet for that Essential Element or may be one linkage level higher or one lower.

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 the 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.

ABOUT THE KITE® SUITE AND EDUCATOR PORTAL

The Kite Suite 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, who often have multiple 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 into Student Portal, 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.

Practice activities and released testlets are also available in Student Portal using demo usernames and passwords.



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 regions, districts, and school staff for assessment
Data Management Manual (PDF)	Supports the data manager in gathering, editing, and uploading data for users, students, and rosters in Educator Portal
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 assessment; 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
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

Resource	Purpose
Test Updates	Provides breaking news on test administration activities. Go to the Test Updates page of the DLM website to register to receive alerts when new resources become available.

PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

OVERVIEW

The key duties of the assessment coordinator are

- oversee the assessment process, including managing staff and educator roles and responsibilities
- use the extracts and reports to monitor testing progress
- 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 testing efforts by test administrators, data managers, and technology personnel. Consider the resources 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 the assessment windows. 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

In addition to the previously described required training for test administrators and the short helplet videos, the DLM Consortium also provides instructional supports for teachers. These supports are in the form of self-directed and facilitated professional development modules. 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. • The PD modules are strongly recommended. • State and district administrators may recommend or require specific modules. • State administrators decide which format(s) to offer -- self-directed, facilitated, or both. 	<ul style="list-style-type: none"> • Supplemental training addresses a variety of DLM materials and system navigation topics. • Supplemental training includes short helplet videos—typically one to two minutes long on one topic and a couple longer presentations. • Supplemental training is strongly recommended.

Required Test Administrator Training

Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, other educators such as the district and building assessment coordinators may be required to take the training. State policy determines which roles 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.

HINT: See the [GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING](#) located on the DLM website for complete information.

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 has 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. Ask the teachers to print the certificate of completion that they were emailed and provide the documentation to you so that they can receive continuing education credits if available in your state.
- 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 you will receive communications to and from the state assessment administrator or from the educators in your district.
 - Ensure educators understand they are not to email student PII information or secure testing materials.
 - Monitor user roles with the User extract to determine whether an account is active, pending, or inactive in Educator Portal. Users who should no longer have an active account in Educator Portal in the district should be inactivated. They cannot be removed.
- Ensure test administrators have completed the following requirements:
 - The security agreement: Use the Security Agreement extract to monitor the date the security agreement was accepted.
 - Required Test Administrator Training: Use the Training Status extract to monitor the date training was successfully completed.
 - First Contact survey: Use the Student Roster and First Contact Survey extract to monitor the date it was submitted.

NOTE: If the First Contact survey is completed before the assessment window opens, student data in the Instruction and Assessment Planner on the Student View Page will be available to the test administrator on opening day. However, if the survey is completed after the assessment window opens, student data will not be available for 24 hours from completion time.

- Personal Needs and Preference (PNP) Profile settings where needed: Use the PNP Settings extract to monitor individual students and whether the settings are appropriate for the student.
- Establish an assessment security plan and monitor adherence to the DLM and state-specific test security policies. Consider these when developing this plan.
 - That testing occurs in a quiet and private environment, if possible
 - That test administrators understand the state and district policies for assessment security
 - That troubleshooting occurs if issues arise

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.

The text of the security agreement is provided below.

Figure 2

Security Agreement

The screenshot shows a web interface titled "My Profile" with a navigation bar containing tabs: Overview, Edit Display Name, Change Password, Change Default Role, Security Awareness, Security Agreement (selected), and Security Renewal/Expiration. The main content area displays the following text:

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

At the bottom of the page, there are links for "Live Chat", "© 2021. University of Kansas.", and "Site Map".



If DLM staff discovers 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 the state agency 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 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, as long as the

new test administrator has passed required training and accepted the security agreement.

RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION

Assessment coordinators monitor and support the administration of braille forms during the fall and spring windows. Braille forms are available for ELA and mathematics in the fall window and for ELA, mathematics, and science 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.

Form Delivery

By selecting the braille setting in the PNP Profile, the system will assign braille forms to the student when available. Table 12 has information about the potential availability of braille forms for each subject, grade, and linkage level for each assessment window and where the BRF is accessed.

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	Fall and Spring windows	Instruction and Assessment Planner
ELA and mathematics	6–8 and HS	Proximal Precursor, Target, and Successor	Fall and Spring windows	Instruction and Assessment Planner
Science	3–8 and HS	Target	Spring Assessment window only	Test Management section of Educator Portal

All Braille Ready Files are delivered via Educator Portal and must be embossed locally. The DLM Consortium does not provide embossed braille forms. During the fall and spring window for ELA and mathematics, the Braille Ready Files (BRF) forms are accessed from the Instruction and Assessment Planner, along with the Testlet Information Page (TIP).

Braille forms are not available for science in the fall window. However, during the spring window, the science BRF forms and TIPs are in the Test Management section of Educator Portal. For the procedure to retrieve a science Braille Ready File, see the section Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE. Additionally, a short helplet video shows test administrators where to find the TIP and test ticket for the science assessments in the spring assessment window.

Scoring a Student’s Response for Braille Testlets

When the system assigns a braille testlet, the system also delivers a computer-based equivalent version in Student Portal. As the student takes the testlet on the braille 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 Student Portal. Responses are scored by the system the same way as with non-braille forms.

For science braille forms in the spring window, once a braille testlet is submitted and scored, the next testlet will become available. If the next testlet is also a BRF form, it

will need to be downloaded, embossed, and delivered to the student as previously described.

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 fall and spring windows are summarized in the Individual Student Score Reports.

For ELA and mathematics, summative results are based on the Essential Elements on the blueprint that were selected and assessed in the Instruction and Assessment Planner in both the fall and spring windows. 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 these windows. 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 based on the Essential Elements that are assessed only 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 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 each 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, the building or district assessment coordinators provide their test administrators with the ISRs for the students they tested the past year.

Directions on how to access the ISRs are described in the Access Reports and Extract section of the EDUCATOR PORTAL USER GUIDE.

HINT: Results from science testlets taken during the fall window are not factored into the ISRs. Also, field test testlet results for all subjects are not factored into the student's ISRs for any subject.

DEVELOP A COMMUNICATION PLAN

The DLM Consortium suggests developing a plan to facilitate communication with parents/guardians and district staff or following the state-developed communication plan. 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 released testlets and practice with their student at home by using the special usernames and passwords. A resource for this purpose, Released Testlets for At-Home Instruction, is provided.

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

In addition to the above listed reports, many extracts and files are available in a CSV format in Educator Portal. The extracts can be downloaded, saved on an Excel spreadsheet, and the data analyzed. Using the data, a district assessment coordinator can monitor testing readiness before their assessment window opens. During their state's spring assessment window, the assessment coordinator can monitor testing progress and completion.

The following 11 extracts and files are available:

1. Current Enrollment extract
2. DLM Blueprint Coverage Summary extract
3. DLM Instructionally Embedded Monitoring extract
4. First Contact Survey file
5. PNP Setting Counts extract
6. PNP Setting extract
7. Roster extract
8. Security Agreement Completion extract
9. Student Roster and First Contact Survey Status extract
10. Training Status extract
11. 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.

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

Also, 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 devices, 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 Kite Educator Portal, (for example, retrieving the Testlet Information Pages).

Use the [TEST ADMINISTRATION MANUAL](#) for procedures that take place in Student Portal like the following:

- 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 fall window, data gathered from the core questions from the survey are used to **recommend** the linkage level for each Essential Element for all subjects. In addition to the core questions, data gathered from the science questions are used to **recommend** the linkage level for each science Essential Element.

In the spring assessment window, data gathered from the core questions are also used to **recommend** the linkage level for any ELA and mathematics Essential Elements that were not tested during the fall window.

In the spring assessment window for science, data gathered from the core questions plus the science questions are used to **assign** the linkage level of the student's first science testlet.

In both windows, data gathered from the core questions plus data from the writing questions are used to **recommend** the linkage level for the writing testlet.

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 both the required fall and spring windows. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most data about the student can be accessed from the Instruction and Assessment Planner, including indication of mastery of an Essential Element at the tested linkage level and indication of when the blueprint requirements are met for each subject tested.

instructionally embedded assessment Instruction and assessment are closely integrated with assessment functions being performed throughout instruction in both the required fall and spring windows. 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 each 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. 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 during the fall window and ELA and mathematics during the spring window. Science is administered from the Test Management section of Educator Portal in the spring window.

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 (SEA)	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 either the fall or spring window. The data in the Student Activity Table populates based on test administrator's actions taken on the Student View Page for each student, i.e., how many testlets were administered and whether the students have met blueprint requirements.</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 both the required fall and spring windows, test administrators use the Student View Page for several actions for each student, i.e., creating a plan and assigning a testlet. The system will display information about the student’s testing progress, including whether the student achieved mastery of an Essential Element at the linkage level tested. The system will also indicate on the Student View Page when the student meets blueprint requirements.
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 includes 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 either teacher-administered or computer-delivered. 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	38
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