



DYNAMIC[®]
LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2017-18

ELA, MATH, and SCIENCE

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Version IM

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!

| For these items: | Contact: |
|--|--|
| <ul style="list-style-type: none">• KITE® Client installation• General computer support• Internet availability• Display resolution• Issues with sound, headphones, speakers, etc. | Local technology representative |
| <ul style="list-style-type: none">• How to use KITE Client and Educator Portal• Training requirements• Assessment questions• Assessment scheduling | State education agency |
| <ul style="list-style-type: none">• Data issues (rosters, enrollment, etc.) | The DLM Service Desk* 1-844-675-4479 (toll-free) or DLM-support@ku.edu |
| <ul style="list-style-type: none">• Test invalidation requirements• Student Individualized Education Program (IEP) requirements• Test window dates, extensions, requirements, etc.• Test resets (may take up to 72 hours) | State education agency |

**If Contacting the DLM Service Desk:*

- **Do not send any Personally Identifiable Information (PII)** for a student via email. 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. Please check with your assessment coordinator to find out what student information can be legally emailed in your state.
- Do send:
 - your contact information (email address and name)
 - the state and district in which your school is located
 - 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

2017-18

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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 state department, service desk, and district.

ADDITIONAL RESOURCES

To learn about updates to assessment coordinator resources such as this manual, subscribe to Test Updates on the DLM website under Assessment Resources | Test Updates (<http://dynamiclearningmaps.org/test-updates>).

WHAT'S NEW IN THIS VERSION?

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

| Topic | Starting Page |
|--|---------------|
| Audience and Purpose statement: Updated/clarified language | 5 |
| About the Dynamic Learning Maps Alternate Assessment System: Updated/clarified language | 15 |
| Develop and Implement a Comprehensive Training Plan: Updated/clarified language | 22 |
| Required Test Administrator Training: Updated/clarified language | 24 |
| Professional Development for Instructional Support: Updated/clarified language | 24 |
| Responsibilities for Braille Test Administration: Updated/clarified language, inclusion of UEB | 28 |
| First Contact Survey: Updated/clarified language | 28 |
| Glossary: Updated/clarified language in some entries | 33 |

A more comprehensive list of changes to this manual prior to this release is included in the Appendix under Document History.

INTRODUCTION

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

The DLM Alternate Assessment 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 (TAM).

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.

| 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.</p> <p>The key duty of the assessment coordinator is to oversee 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> |

| Title | Task Summary |
|----------------------|---|
| 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 is presumed to work at the district or building level, but may have a position at a higher level. The technology personnel does not always 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> |
| Test Administrator | <p>The test administrator is an educator who is responsible for working with Individualized Education Program (IEP) teams to select and enter the accessibility supports for each student into 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 assessments 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 follow. Refer to them when reading this manual and preparing the school or district for the DLM alternate assessments. 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.

- Before Beginning Assessment
- Instructionally Embedded Assessment
- Spring Assessment Window
- Preparing for Next Year

Before Beginning Assessments

| <input checked="" type="checkbox"/> | Tasks | Resources |
|-------------------------------------|--|---|
| | 1. Use the resources on your state's DLM webpage to become familiar with the DLM Alternate Assessment System, your roles and responsibilities, the roles and responsibilities of other participants from the state and district, and the procedures and materials needed to prepare for the assessment, including the DLM support resources. | The DLM website, Assessment Resources Integrated Model Educator Resources: http://dynamiclearningmaps.org/erp_im |
| | 2. Activate your Educator Portal (EP) account by following the instructions in the KITE® activation email. After the state assessment administrator (SAA) uploads your account in EP, you will receive an activation email. (If you already have an EP account, skip this step.) | Activate Educator Portal Account, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us |
| | 3. Work with the SAA to activate accounts equal to or above the district test coordinator level. | |

CHECKLISTS FOR ASSESSMENT COORDINATORS

| ☑ | Tasks | Resources |
|---|--|---|
| | <p>4. Complete the annual security agreement in your EP profile.</p>  <p style="text-align: center;">Test administrators will not be able to administer testlets if they do not agree to and sign the security agreement each year.</p> | <p>Complete Security Agreement, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us</p> |
| | <p>5. Sign up for the DLM Test Updates during the year.</p> | <p>The DLM website, Assessment Resources Test Updates: http://dynamiclearninmaps.org/test-updates</p> |
| | <p>6. Participate in DLM assessment coordinator training. States may also provide their own training for assessment coordinators.</p> | <p>The DLM website http://dynamiclearninmaps.org/district-staff-training-resources-im</p> |
| | <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 assessments. c) Make sure each person is aware of his or her roles and responsibilities and the timeline of events, including firm deadlines for required steps. d) Make sure the technology personnel, the data manager, and test administrators understand the DLM assessment policies and procedures, as well as state-specific policies. | <p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> |

CHECKLISTS FOR ASSESSMENT COORDINATORS

| ☑ | 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> <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 complete the DLM-sponsored or state-sponsored training on their roles. c) Deliver 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. 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 Required Test Administrator Training http://dynamiclearningmaps.org/district-staff-training-resources-im</p> <p>Develop and Implement a Comprehensive Training Plan, page 22</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. Encourage staff to sign up for Test Updates on the DLM website. b) Establish communication between data managers, technology personnel, and the DLM Service Desk. c) Determine how you will receive communications from the state or district representatives for information that is specific to the state or district. d) Monitor creation of EP 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>Test Updates: http://dynamiclearninmaps.org/test-updates</p> <p>Educator Portal: https://educator.cete.us</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Prepare for Assessment Implementation, page 24</p> |

CHECKLISTS FOR ASSESSMENT COORDINATORS

| ☑ | Tasks | Resources |
|---|---|---|
| ☑ | <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) Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about the state’s policy for students who are hospitalized or home-bound as needed. c) Support test administrators and data managers in conducting data verification and revision within the two windows (fall for instructionally embedded assessments; spring for spring assessments). d) Ensure that every student who is supposed to participate is listed in EP and assigned to the correct test administrator. e) Monitor completion of the Access Profile (AP) using the Accessibility Profile extract. The AP is where test administrators enter a student’s personal needs and preferences. f) Monitor the completion of the First Contact (FC) survey for all students who will be assessed, using the FC survey extract. Follow up with test administrators as needed. g) Assist test administrators with technology preparations (e.g., making sure assistive devices work) and assessment environment set-up (e.g., computer lab scheduling) as needed. Use the practice and released testlets to ensure computers are configured correctly. h) Support test administrators in preparing the assessment environment. i) Ensure student’s usernames and passwords are printed. If the responsibility for printing student usernames and passwords for KITE Client will be centralized in the school/district, assign responsibility for that task (the DLM Alternate Assessment Consortium assumes test administrators are responsible). | <p>Educator Portal: https://educator.cete.us</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>Monitor and Support Test Preparations and Administration, page 24</p> <p>GUIDE TO PRACTICE ACTIVITIES AND RELEASED TESTLETS on the DLM website</p> |

CHECKLISTS FOR ASSESSMENT COORDINATORS


| ☑ | Tasks | Resources |
|---|--|--|
| ☑ | <p>11. Develop a plan to facilitate communication with parents/guardians and district 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>Develop a Communication Plan, page 29</p> |

Instructionally Embedded Assessments

| ☑ | 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) Monitor assessment activity, including assessment completion, using the DLM Test Administration Monitoring extract prior to the end of the assessment window. c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. d) Serve as the point of contact for the DLM Service Desk. | |

CHECKLISTS FOR ASSESSMENT COORDINATORS

Spring Assessment Window

| <input checked="" type="checkbox"/> | Tasks | Resources |
|-------------------------------------|--|---|
| <input checked="" type="checkbox"/> | <p>1. Support test administrators in verifying that student demographic information, the AP, and the FC have been completed.</p> <div style="text-align: center;">  <p>Students will not receive testlets until the First Contact survey is completed and submitted.</p> </div> | TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE |
| <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(s).</p> <p>b) Monitor assessment activity, including assessment completion, prior to the end of the assessment 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> | Form Delivery, page 29 |

Prepare for Next Year

| <input checked="" type="checkbox"/> | Tasks | Resources |
|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> | 1. Prepare assessment coordinator plans for next year (develop calendar, design communication plan, schedule required training, etc.). | |
| <input checked="" type="checkbox"/> | 2. Support test administrators in preparing for next year (evaluate the APs, review blueprints for the next grade, etc.). | TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE Blueprints on the state page on the DLM website |
| <input checked="" type="checkbox"/> | 3. Contact the SAA 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 subject areas in grades 3-8 and high school. The department of education in each state determines which subjects and which grades are assessed. The DLM Alternate Assessment System provides accessibility by design and is guided by the core beliefs that all students should have access to challenging, grade-level content, and that test administrators should 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 reduced depth, breadth, and complexity.

Seek guidance from the state assessment administrator about the state's participation guidelines for eligibility requirements.

THE DYNAMIC LEARNING MAPS FOUNDATION

The DLM maps are highly connected representations of how academic skills are acquired, as reflected in research literature. 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. As of April 2016, there are 2,089 nodes in the ELA map, 2,399 nodes in the mathematics map, and 150 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of April 2016, the ELA map has 5,045 connections and the mathematics map has 5,200 connections.

The DLM science assessment does not presently use a map model; however, a learning map model for science is currently under development.

ESSENTIAL ELEMENTS

The DLM content standards are called Essential Elements (EEs) and are the learning targets for the assessments for grades 3-8 and high school in ELA, mathematics, and science. The purpose of the EEs is to build a bridge from those content standards to the academic expectations for students with the most significant cognitive disabilities.

ENGLISH LANGUAGE ARTS AND MATHEMATICS ESSENTIAL ELEMENTS

The ELA and mathematics EEs are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. The EEs specify academic targets, and the DLM map clarifies how students can reach those targets. For each EE, small collections of nodes are identified earlier in the map, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level is the Target in ELA and mathematics, and there are three levels below the Target and one level beyond the Target. See Linkage Level in the GLOSSARY on page 33 for more detail.

SCIENCE ESSENTIAL ELEMENTS (DOES NOT APPLY TO NORTH DAKOTA AND VERMONT)

The science EEs are the learning targets for the DLM assessment in grade bands: elementary, middle school, and high school. Science EEs are specific statements of knowledge and skills, including science and engineering practices, linked to grade-level expectations identified in the National Research Council's Framework for K-12 Science Education. In science, each EE has three linkage levels. The highest linkage level is the Target, and two levels, Initial and Precursor, exist below the Target.

ASSESSMENT SYSTEM DESIGN AND DELIVERY

The DLM system is designed to map a student's learning throughout the year. The DLM alternate assessments are delivered in testlets. Each testlet consists of an engagement activity and three to nine items. Testlets can be embedded within instruction throughout the year. In this way, assessment informs teaching and benefits students. In the spring, all students are reassessed on several ELA and mathematics EEs, on which they were taught and assessed earlier in the year, and are assessed on all science EEs.

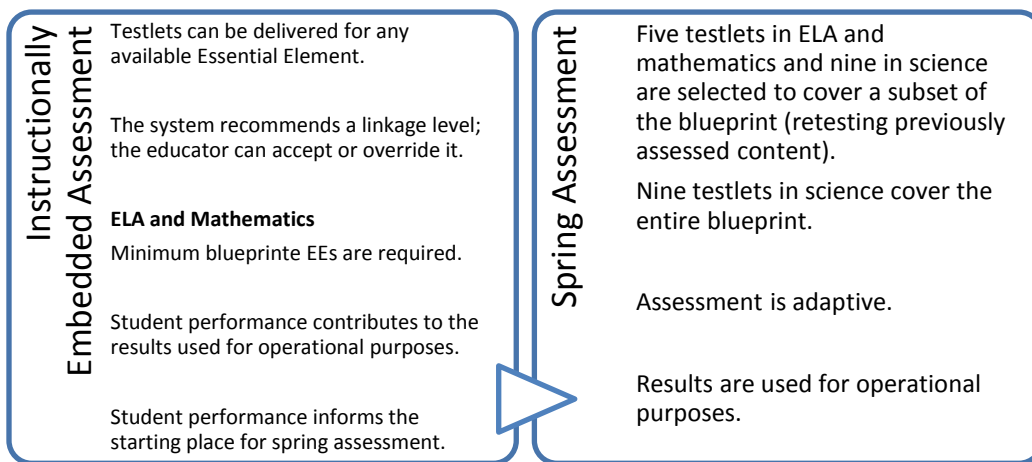
All items in a testlet align to knowledges and skills at a single linkage level within an EE. An engagement activity for an ELA testlet consists of a reading or writing task. For mathematics, an engagement activity gives context, which is carried throughout the testlet. Science testlets begin with an engagement activity just like testlets in ELA and mathematics. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Specific item types are described in the TEST ADMINISTRATION MANUAL. Information on accessing practice activities and released

testlets using demo student accounts is also included in the TEST ADMINISTRATION MANUAL.

Educators are informed about the EEs available for assessment. Within the options provided and the requirements for coverage of the conceptual areas, test administrators decide locally which EEs the student will be taught and assessed on during the year. Each state decides what specific direction to provide beyond this general expectation. Once EEs are selected and the First Contact survey is submitted, test administrators use instructionally embedded assessments to assess students during the instructionally embedded assessment window. Using an algorithm that defines the relationships among the nodes in the map and using all prior information available about the student, the system recommends the appropriate linkage level for each EE. Instructionally embedded assessments are available most of the year but not during the spring assessment window.

During the spring assessment window, students are reassessed on several ELA and mathematics EEs they were taught and assessed on earlier in the year. The KITE® system determines which EEs are assessed. Using an algorithm that defines the relationships among the nodes in the map and using all prior information available about the student, the system adaptively delivers testlets to a student at the appropriate linkage level for each EE. The purpose of this spring assessment is to verify and update information about the student’s mastery of the ELA and mathematics EEs.

All science EEs are assessed during the spring assessment window to provide information about the student’s mastery of the science EEs. Using an algorithm that defines the relationships among the knowledge and skills in the science blueprint and all prior information available about the student, the system adaptively provides a student testlets at the appropriate linkage level for each science EE.



| Instructionally Embedded Assessment Times | |
|--|---------------------------------|
| Subject | Minutes for Each Testlet |
| Mathematics | 5–10 |
| Reading | 10–15 |
| Writing | 10–15 |
| Science | 5–15 |

Time per testlet and average overall time for the spring assessment may vary depending on each student’s unique needs. Total time for the instructionally embedded assessment also varies depending on the number of EEs an educator chooses and the number of times a student is assessed on each EE. Testlets may be taken separately across multiple assessment sessions as long as they are all completed within the assessment window.

| Spring Assessment Times | |
|--------------------------------|--|
| Subject | Average Overall Time in Minutes |
| English language arts | 50–75 |
| Mathematics | 25–50 |
| Science | 45–135 |

ABOUT THE KITE SYSTEM 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. Educators and students use two of the four applications in the KITE system. Students and educators each see a different part.



Students have accounts in **KITE Client**.

KITE Client delivers assessments to students through the use of a customized, secure interface. Once launched, KITE Client prevents students from accessing websites or other applications. Practice activities and released testlets are also available using demo student accounts through KITE Client. *Educators and staff do **not** have accounts in KITE Client.*



Staff and educators have accounts in **Educator Portal (EP)**.

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access EP online via <https://educator.cete.us>. For information on how to work within EP, 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 Alternate Assessment Consortium, and state-specific resources may also be available.

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

1. Go to the DLM website <http://dynamiclearningmaps.org>.
2. Hover over the States tab to reveal a list of states.
Select your state.

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

RESOURCES ON THE DLM WEBSITE

The following table lists DLM resources that are designed for assessment coordinators. These resources are available on most state webpages.

| | |
|---|---|
| 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 user (educator/staff) data, enrollment (student) data, and roster (groups of students by educator) data via EP. |
| TECHNOLOGY SPECIFICATIONS MANUAL (PDF) | Supports the technology personnel in preparing schools for the technology needs of the DLM alternate assessment. |
| TEST ADMINISTRATION MANUAL (TAM) (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 leaders, districts, educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available in KITE Client. |
| EDUCATOR PORTAL USER GUIDE (PDF) | Supports educators in navigating EP to access assessment information, including student data and reports. |
| Educator Resource Page (webpage) | Provides supplemental instruction and assessment resources for educators and test administrators. |
| GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING (PDF) | Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Moodle is the website where the training modules are located. It is where test administrators take their tests. |
| GUIDE TO PRACTICE ACTIVITIES & RELEASED TESTLETS (PDF) | Supports the test administrator in accessing practice activities in KITE Client using demo student accounts. |
| Test Updates Page (webpage) | Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available: http://dynamiclearningmaps.org/test-updates . |

PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

OVERVIEW

The key duty of the assessment coordinator is to oversee 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. In some cases, responsibilities will be determined by plans and communications decided at the state level.

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium suggests you prepare for the DLM test administration through careful planning, implementation, and monitoring.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

NOTE: The manuals for test administrators, data managers, and technology personnel direct users to contact their district assessment coordinator for a training plan tailored specifically to their state and district.

The DLM Alternate Assessment Consortium suggests developing a training plan to support test administration efforts by test administrators, data managers, and technology personnel. Consider these resources when developing your plan.

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

- Prerecorded training webinars for assessment coordinators, data managers, and technology personnel are available on your state's DLM website. Training includes PowerPoint slides, transcripts, and a Frequently Asked Questions document.
- Many 1- to 5-minute helplet videos are available on how to do specific tasks in Educator Portal (EP), such as How to Get Started in Educator Portal and the Personal Learning Profile Training to help test administrators complete Access Profile and the First Contact survey.
- [Test Updates](#) are available to subscribe to that inform when new training or other important information is released.

NOTE: All resources listed above are located on the DLM website; none are in Educator Portal.

See How to Use the DLM Website on page 20 to find resources by role.

RESOURCES FOR TEST ADMINISTRATORS

The DLM Alternate Assessment Consortium provides required training for test administrators, professional development for instructional support, and supplemental training. The following table compares these three categories.

| Required Test Administrator Training | Professional Development for Instruction | Supplemental Training |
|---|--|--|
| <ul style="list-style-type: none">• Covers critical content for managing and delivering the DLM alternate assessments• Required for test administrators• Test administrators will not be able to deliver testlets if training is incomplete• States decide which format(s) to offer: self-directed or facilitated.• Successful completion is a score of 80% or higher on the post-test. | <ul style="list-style-type: none">• Addresses topics to support instruction in academics for students who take the DLM alternate assessment• Strongly recommended• States and districts may recommend or require specific modules.• States decide which format(s) to offer: self-directed or facilitated. | <ul style="list-style-type: none">• Includes a variety of topics to supplement use of the DLM materials and system navigation• Strongly recommended |

Required Test Administrator Training

Training is required for all test administrators who will administer DLM alternate assessments. New test administrators must successfully complete four modules with a passing score on each module's post-test before administering the DLM alternate assessment. In states offering science, additional science content is included in the four modules. Total training time is estimated at about 2.5 hours.

States policy determines who takes the required training course, which course is offered, and the format for the course. In some states, test administrators (those with the EP role of teacher) and district and building assessment coordinators must take the required training. The first year a state administers the DLM alternate assessment, all new test administrators must take the new Required Test Administrator Training course. During subsequent years, the state decides whether to require returning test administrators to complete the new training course or the returning training course. In states offering the returning training course, a returning test administrator is identified based on EP records. If a participant is a returning test administrator from the previous year and is mistakenly placed in the course for new test administrators, contact the state education agency.

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 you wish to incorporate professional development for instruction into your training plan, the DLM Alternate Assessment Consortium offers a variety of content and multiple methods to access the materials.

- The DLM Alternate Assessment Consortium has created online professional development learning modules. These modules provide information and strategies to help educators instruct students.
- See the professional development website at <http://dlmpd.com>.
 - Each online, self-directed module lasts approximately 30–45 minutes and focuses on a single topic related to instruction of students with the most significant cognitive disabilities.
 - Facilitated modules for groups cover the same content as self-directed modules and provide materials to support a facilitator in addressing a group of test administrators. However, test administrators who participate in facilitated training must also log in to the website and receive a passing score of 80% or higher on the post-test to be included on the completed modules list for their district.

- Virtual Community of Practice is provided to encourage collaboration among educators across the consortium at <http://dlmpd.com/clds/forum>.

PREPARE FOR ASSESSMENT IMPLEMENTATION

To prepare for assessment implementation, consider these tasks:

- Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage staff to sign up for Test Updates on the DLM website.
- Establish communication between data managers, technology personnel, and the DLM Alternate Assessment Consortium.
- Determine how you will receive communications from your state or district representatives for information specific to your state or district.
- Monitor creation of EP user accounts.
- Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training.
- Establish an assessment security plan and monitor adherence to the DLM and state-specific test-security policies. Consider these tasks when developing your plan:
 - Designate the assessment location(s); a quiet, private environment is best.
 - Ensure test administrators complete required training on assessment security and agree to the security agreement in EP.
 - Adhere to state and district policies for assessment security.
- Troubleshoot issues as they arise.

COMPLETE THE SECURITY AGREEMENT

Test administrators have a unique opportunity to administer new items and assessments. These items are expected to be treated as secure assessments. Therefore, each user is provided a security agreement that covers five security policies.

Each year, those with access to EP must renew their DLM security agreement. The previous year's agreement expires August 1. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section Complete Security Agreement or view the "Getting Started" helplet video. The text of the security agreement is provided below.

My Profile X

Overview

- Edit Display Name
- Change Password
- Change Default Role
- Security Agreement**
- Renewal/Expiration

The KITE Assessment provides opportunities for flexible assessment administration. However, all KITE assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2016 are secure tests.

Test administrators and other educational staff who support KITE 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, 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 else. 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 KITE Assessment Coordinator.

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

I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

Jane A. Doe Save

NOTE: If DLM staff discovers that a user account has been used by someone other than the account owner, the user account will be considered compromised and will be locked.



Help test administrators avoid this common pitfall.

If a user does NOT agree to the annual security agreement, the user will NOT have access to the Test Management tab in Educator Portal.

MONITOR AND SUPPORT ASSESSMENT PREPARATIONS AND ADMINISTRATION

The DLM Alternate Assessment Consortium suggests monitoring and supporting assessment preparations and administration to promote success in schools and districts. Include these tasks:

- Remind technology personnel, data managers, and test administrators about important deadlines.
- Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about your state's policy for students who are hospitalized or home-bound as needed.
- Support test administrators and data managers in conducting data verification/revision within the two windows (fall for instructionally embedded assessment and spring for spring assessment).
- Ensure that every student who is supposed to participate is listed in EP and assigned to a test administrator **and** remove students who are not eligible for the DLM alternate assessment and should not be in EP. Educators, along with Individualized Education Program teams, identify students who will participate in the DLM alternate assessments. Participation guidelines are available on the DLM website.

HINT: Help test educators who have students who are leaving or joining the classroom after spring assessment has started. Work with your data manager (who has more information about best practices and procedures) 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.

- Monitor completion of the Access Profile and First Contact survey for all students who will be assessed. Follow up with test administrators as needed.

ACCESS PROFILE

The test administrator, using information and procedures from the ACCESSIBILITY MANUAL, completes an Access Profile for each student. The Access Profile ensures the correct selection and use of the accessibility supports available in KITE® Client. Use the Access Profile extract to monitor supports being used across the district.

FIRST CONTACT SURVEY

The test administrator completes a First Contact survey in EP for each student. The survey data determine a student's first testlet. The DLM system will not generate testlets until the First Contact survey is completed and submitted.

Test administrators receive training on how to answer the First Contact survey questions as part of the Required Test Administrator Training. The assessment coordinator's job is to answer questions and help test administrators make sure they have answered all items and successfully completed the survey. Responses selected in the First Contact survey determine the linkage level assigned for the first testlet during the spring assessment window and the linkage level recommended for optional instructionally embedded ELA and mathematics testlets during the instructionally embedded assessment window. Additionally, a short helplet video called Personal Learning Profile provides training on how to complete the student's Access Profile and First Contact survey in EP. Use the First Contact survey extract to monitor completion of the First Contact survey across the district.

HINT: The TEST ADMINISTRATION MANUAL includes checklists that define policies and procedures for test administrators.

RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION

Assessment coordinators monitor and support the administration of braille forms during spring assessment. The DLM Alternate Assessment System supplies braille forms for some testlets. These forms are available in uncontracted UEB or EBAAE, depending on what the test administrator selects in the student's Access Profile. DLM braille forms also include Nemeth code for mathematics as needed.

See the below chart for information about the potential availability of braille forms for each subject, grade, and linkage level.

| Subject | Grades | Linkage Levels |
|---------------------|---------------|--|
| ELA and mathematics | 3 – 5 | Target and Successor |
| ELA and mathematics | 6 – 8 and HS | Proximal Precursor, Target and Successor |
| Science | 3 – 8 and HS | Target |

However, not all parts of the assessment at every grade level have braille equivalents. Where they are not provided, test administrators will need to use other approaches to deliver assessments to students who are blind or have visual impairments. Braille should not be selected for emerging braille readers because the DLM alternate

assessment tests the student's knowledge and understanding of the Essential Elements and *not* the student's ability to use braille. For more information, see the TEST ADMINISTRATION MANUAL.

Form Delivery

Select the braille support on the Access Profile so the system will assign braille forms to the student when available. While braille forms are only available during the spring assessment window, educators can select braille in the Access Profile at any time

Braille Ready Files are delivered through EP. The DLM Alternate Assessment Consortium does not provide embossed braille forms. All braille forms are delivered via EP and must be embossed locally. The forms are adaptive; consider the testlet embossing process into the time used for assessment preparation. First, the test administrator will download the braille form and emboss it. Then the test administrator will administer the embossed testlet to the student and enter the responses into KITE Client. Finally, the next testlet will become available and the process begins again.

The braille forms are located in the same area of the Test Management screen as the Testlet Information Page. See the procedure titled Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the Braille Ready File.

Scoring a Student's Response

When the system assigns a testlet, it delivers a computer-based version through KITE Client. This version is equivalent to the braille version the student receives. 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 KITE Client. Responses are scored by the system the same way as with non-braille forms.

Monitor Test Activity

You may retrieve reports to monitor student assignment of and completion of testlets through the DLM Test Administration Monitoring Extract. Using this same extract, test administrators have the ability to monitor students who are rostered to them. Building-level users have the ability to monitor students in the building, while district-level users have the ability to monitor students in the district. See the procedure titled Understanding the DLM Test Administration Monitoring Extract in the EDUCATOR PORTAL USER GUIDE for more detail.

DEVELOP A COMMUNICATION PLAN

The DLM Alternate Assessment Consortium suggests developing a plan to facilitate communication with parents/guardians and district staff **or** following your state-developed communication plan. Schedule meetings as necessary.

The DLM Alternate Assessment 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 Alternate Assessment Consortium offers information and resources for parents/guardians on the DLM Webpage | About Us | [Information for Parents](#).

REPORTS AND DATA EXTRACTS

PROGRESS REPORTS

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

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

For more information about the progress reports to help test administrators participating in the instructionally embedded assessment, contact your assessment coordinator.

INDIVIDUAL STUDENT SCORE REPORTS

Depending on when your state spring assessment window closes, your Individual Student Score Reports, commonly called ISRs, become available to the assessment coordinator in late summer or early fall. Other roles in your state may also have access to these reports in EP in the Reports tab. Test administrators have access only to reports for the students on their roster. All results from the operational instructionally embedded assessment and spring assessment are summarized in the Individual Student Score Reports.

The scoring system for DLM alternate assessments works differently than scoring for traditional alternate assessments. Students are not given raw scores, percentage correct scores, or scale scores. Instead, the system combines a student's responses on operational testlets with information about the structure of the DLM map to determine which linkage levels the student has likely mastered. Summative results are determined from the linkage level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area or domain and for the subject overall.

English language arts (ELA) and mathematics summative results are based on the subset of Essential Elements on the blueprint for ELA and mathematics that are assessed during the instructionally embedded and spring assessment windows. Science

summative results are based on all of the Essential Elements on the science blueprint that are assessed during the spring assessment window.

See the EDUCATOR PORTAL USER GUIDE for additional information about accessing reports and data extracts.

KITE CLIENT

SUPPORTED BROWSERS

See the [KITE® Requirements webpage](#) to choose a browser that will work well with Educator Portal. For more information on browsers and technology in your district, contact your technology personnel.

KITE ASSESSMENT DEVICES

The Dynamic Learning Maps® (DLM®) alternate assessments may be administered on:

| | |
|---------------------|--|
| Windows PC desktops | Via KITE Client with Windows and Mac instructions |
| Mac desktops | |
| Laptops (PC or Mac) | |
| iPads | Via KITE Client app with iPad instructions (previous versions are not supported) |
| Chromebooks | Via KITE Client or Google app with Chromebook instructions |

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.

ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments through the use of KITE Client. Test administrators may contact you or technology personnel to ask about opportunities available for assessment without the use of an internet connection.

KITE PROCEDURES

See the EDUCATOR PORTAL USER GUIDE for procedures that support test administrators.

- Access Practice Activities and Released Testlets
- Start a Test
- Navigate in KITE Client
- Take a Break During Assessment
- Complete the Test
- Change an Accessibility Support During Assessment
- Troubleshoot in KITE Client

GLOSSARY

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

| | |
|----------------------------|---|
| Access Profile (AP) | Student-specific information that informs KITE® Client about individual student’s personal needs and preferences. The AP includes information the system needs to make the student’s user interface compatible with his or her accessibility needs. In Educator Portal, the AP includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile. |
| claim | 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 | 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 | The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps. |
| core idea | 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. |
| domain | 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 (EP) is the administrative application where staff and educators manage student data and retrieve reports. Users can access EP via https://educator.cete.us . For information on working within EP, see 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, and/or introduces the concept to be addressed. In English language arts (ELA) 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. |
| Essential Elements (EEs) | Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K-12 and the Next Generation Science Standards (NGSS). Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities. |
| First Contact (FC) 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. Core questions from the FC are used to determine a student’s entry point, or initialization, into the assessment. |
| initialization | The process by which existing information about a student is used to determine the point in the DLM learning map where the student enters the assessment for the first time. |
| instructionally embedded assessment | Assessment that occurs throughout instruction in the instructionally embedded assessment window during the fall and winter months. |
| KITE Client | A secure customized interface platform used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in KITE Client. See the TEST ADMINISTRATION MANUAL for more information about KITE Client. |

| | |
|-------------------------------------|---|
| linkage level | A small section of the DLM map containing one or more nodes that represent critical concepts or skills needed to learn the EE. See the TEST ADMINISTRATION MANUAL for more information about the number and names of linkage levels for each DLM subject. |
| node | A representation in the DLM learning maps of an individual skill or conceptual understanding identified in the research in ELA and mathematics. |
| state education agency (SEA) | A state department of education. |
| testlet | Short for instructionally relevant testlet. Beginning with an engagement activity and combining multiple items increases the instructional relevance of the assessment, and provides a better estimate of the students' knowledge, skills, and understandings than can be achieved by a single assessment item. See the TEST ADMINISTRATION MANUAL for more information about the number of items for each DLM subject. |

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 |
|----------|--|---------------|
| 08/01/17 | Audience and Purpose statement: Updated/clarified language | 5 |
| | About the Dynamic Learning Maps Alternate Assessment System: Updated/clarified language | 15 |
| | Develop and Implement a Comprehensive Training Plan: Updated/clarified language | 22 |
| | Required Test Administrator Training: Updated/clarified language | 24 |
| | Professional Development for Instructional Support: Updated/clarified language | 24 |
| | Responsibilities for Braille Test Administration: Updated/clarified language, inclusion of UEB | 28 |
| | First Contact Survey: Updated/clarified language | 28 |
| | Glossary: Updated/clarified language in some entries | 33 |