

DYNAMIC®
LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2018-2019

SCIENCE ONLY

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Version Science

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.

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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 topics:	Contact:
<ul style="list-style-type: none">• Kite® Student Portal 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 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)	State education agency
<ul style="list-style-type: none">• Data issues (rosters, enrollment, etc.)	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu

**When 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)
 - your school 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

2018-2019

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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, DLM 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
Updated Access Profile to Personal Needs and Preferences (PNP) profile	Throughout
Updated name KITE Client to Kite Student Portal	Throughout
Updates to reflect DLM website updates	Throughout
Updated screenshots to reflect Educator Portal enhancements	Throughout
Glossary: Updates and revisions to language in some entries	32

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 in supporting district staff and educators participating in Dynamic Learning Maps® (DLM®) alternate 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 (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 DLM 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 need access in Educator Portal. However, if access is needed, the data manager can create an account.</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 the PNP profile in Educator Portal. The test administrator is also responsible for completing the First Contact survey for each student, completing Required Test Administrator Training, reviewing and verifying student data, 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 follow. 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 three sets of tasks for different parts of the school year. Information about each task is developed in more detail later in this manual.

1. Before Beginning Assessments
2. Spring Assessment Window
3. Prepare for Next Year

1. Before Beginning Assessments

<input checked="" type="checkbox"/>	Tasks	Resources
<input checked="" type="checkbox"/>	1. Use the resources on the 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, States state page Resources for Educators and District Staff Educator Resources: http://dynamiclearningmaps.org/sci_resources
<input checked="" type="checkbox"/>	2. Activate your Educator Portal (EP) 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 EP account, skip this step.)	See the section Activate Educator Portal Account in the EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.kiteai.org
<input checked="" type="checkbox"/>	3. Work with the State Assessment Administrator (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> Test administrators will not be able to administer testlets if they do not read, agree to, and sign the security agreement each year.</p>	<p>See the section Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.kitea.ai.org</p>
	<p>5. Sign up for the DLM Test Updates during the year.</p>	<p>The DLM website, States 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, States state page Resources for Educators and District Staff District Staff Training Resources: http://dynamiclearninmaps.org/district-staff-training-resources-md</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 assessment. 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
☑	<p>8. Develop and implement a comprehensive training plan or implement your state’s training plan for district staff and test administrators.</p> <p>a) Review the checklists for data managers, technology personnel, and test administrators.</p> <p>b) Encourage data managers and technology personnel to complete the DLM-sponsored or state-sponsored training on their roles.</p> <p>c) Deliver Required Test Administrator Training (if assigned by the state or district).</p> <p>d) Monitor educator completion of all parts of Required Test Administrator Training and the security agreement.</p> <p>e) Identify additional training or resource needs specific to local DLM participants and develop resources to address needs.</p> <p>f) Encourage and monitor participation in the DLM professional development for instruction.</p>	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> <p>The DLM training for data managers and technology personnel</p> <p>The DLM website, States Required Test Administrator Training http://dynamiclearningmaps.org/district-staff-training-resources-md</p> <p>See the section Develop and Implement a Comprehensive Training Plan, page 21 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>9. Prepare for assessment implementation.</p> <p>a) Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage all staff involved in assessment in any capacity to sign up for Test Updates on the DLM website.</p> <p>b) Serve as the point of contact to the DLM Service Desk.</p> <p>c) Determine how you will receive communications from the state or district representatives for information specific to the state or district.</p> <p>d) Monitor creation of EP user accounts.</p> <p>e) Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training.</p> <p>f) Establish an assessment security plan and monitor adherence to the DLM- and the state-specific test security policies.</p> <p>g) Troubleshoot issues as they arise.</p>	<p>Test Updates Page http://dynamiclearmin.gmaps.org/test-updates</p> <p>Educator Portal https://educator.kitea.ai.org</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>See the section Prepare for Assessment Implementation, page 24 of this manual</p>


CHECKLISTS FOR ASSESSMENT COORDINATORS

<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 assessment. 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 before the opening of the spring assessment window. 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 Personal Needs and Preferences (PNP) profile using the Accessibility Profile extract. The PNP profile is where test administrators enter a student’s personal needs and preferences. Follow up with test administrators as needed. 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 Student Portal will be centralized in the school/district, assign responsibility for each task (The DLM Consortium assumes test administrators are responsible). 	<p>Educator Portal https://educator.kiteaai.org</p> <p>Educator Portal section in this manual</p> <p>Participation Guidelines on the DLM website</p> <p>Your state page on the DLM website</p> <p>Monitor and Support Assessment Preparations and Administration See the section Monitor and Support Assessment Preparations and Administration, page 26 of this manual</p> <p>Guide to Practice Activities and Released Testlets on the DLM website</p>
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CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>11. Develop a plan to facilitate communication with parents/guardians and district staff or follow the state-developed communication plan. Schedule meetings as necessary.</p> <p>a) Consider what parents/guardians and district staff will need and want to know about the DLM assessments.</p> <p>b) Determine the frequency of communication to various audiences.</p> <p>c) Deliver communication to various audiences according to the timeline in the communication plan.</p> <p>d) Relay new information from the DLM Consortium, the state, and the district to appropriate audiences as needed.</p>	<p>The DLM Webpage About Us Information for Parents</p> <p>See the section Develop a Communication Plan, page 28 of this manual</p>

2. Spring Assessment Window

☑	Tasks	Resources
☑	<p>1. Support test administrators in verifying that student demographic information, the PNP profile, and the FC survey have been completed.</p> <p> Students will not receive testlets until the First Contact survey is completed and submitted.</p>	<p>TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE</p>
☑	<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>	<p>See the section Form Delivery, page 28 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

3. Prepare for Next Year

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Prepare assessment coordinator plans for next year (develop calendar, design communication plan, schedule required training, etc.).	
	2. Support test administrators in preparing for next year (evaluate PNP profiles, review blueprint for the next grade, etc.).	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE, Blueprints on the state page on the DLM website
	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 through 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 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 reduced depth, breadth, and complexity.

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

SUBJECTS

Dynamic Learning Maps alternate assessments are available for English language arts (reading and writing), mathematics, and science in grades 3 through 8 and high school. This manual is specific to science only. Check with your state assessment administrator for the grades your state is assessing in science.

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 for three grade bands. Phase II, which is in progress, includes the development of a learning map model for science to include nodes related to Disciplinary Core Ideas, Science and Engineering Practices, and foundational science skills. Also continuing to be developed are

professional development products and instructionally embedded assessments. In addition, the three complexity levels of the alternate science content standards will expand to five levels when the fine-grained learning map model for science is fully developed.

ESSENTIAL ELEMENTS FOR SCIENCE

The DLM science EEs are the learning targets for the science assessment. The EEs are specific statements of knowledge and skills and include science and engineering practices. The EEs are linked to the grade-level expectations identified in the National Research Council's Framework for K–12 Science Education, and the purpose of the EEs is to build a bridge from the general education content standards to academic expectations for students with the most significant cognitive disabilities.

BLUEPRINT

The DLM Consortium state education leaders selected a subset of the science Essential Elements for use in each grade band. This subset formed the science testing blueprints. The spring assessment is guided by this blueprint, and student are tested over all science EEs in the blueprint.

GRADE BANDS

The EEs included in the assessment blueprint are for grade bands, rather than grade levels. The science blueprints are listed on your state's page on the DLM website. The science grade bands are

- elementary (3- 5)
- middle school (6-8)
- high school (9-12)

TESTLETS

The EEs in each grade band are assessed by using testlets. A testlet is short for instructionally relevant testlet. Each testlet bundles together an engagement activity at the beginning of the testlet followed by three to five items that together 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 student is assessed with nine testlets. In states that test end-of-instruction biology in high school, the student is assessed with an additional biology testlet, making ten testlets total. Each science testlet assesses only one Essential Element. An engagement activity for a science testlet may be designed around a science story featuring an experiment or classroom activity, a shorter science story that provides context for the items, or a short video. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. The items align to the knowledge and skills within an EE in a single level of complexity called a linkage level.

NOTE: 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.

LINKAGE LEVELS FOR SCIENCE

A linkage level is an incremental level of complexity toward the learning target where an assessment was developed for a particular EE. The linkage level for the first testlet is determined from information gathered in the First Contact survey. The test administrator answers many questions about the student, including questions about communication, computer, and science skills plus other pertinent information. The system then uses a complex algorithm that analyzes that information and determines the most appropriate linkage level for the student’s first testlet. Once the first testlet is taken by the student, ongoing student performance determines which linkage levels are most accessible and appropriate for the student for each subsequent testlet until all nine or ten testlets are delivered, taken, and submitted.

Linkage Level	Testlet General Characteristics
Initial	<ul style="list-style-type: none"> • Are at the lowest level • Are typically intended for students who do not yet have symbolic communication • Are administered by the test administrator off the computer
Precursor	<ul style="list-style-type: none"> • Are at the middle level • Allows students to develop the knowledge and skills needed to reach the Target • Are usually computer-delivered.
Target	<ul style="list-style-type: none"> • Are at the highest level • Are aligned to content of the Essential Elements • Are computer-delivered.

THE SPRING ASSESSMENT WINDOW

The educator is responsible for providing instruction on the science EEs in the blueprint throughout the school year. The total duration for taking all science testlets averages 45 – 135 minutes. This time will vary per student and does not include any preparation time.

Spring Assessment Duration	
Subject	Average Overall Duration in Minutes
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 Student Portal**.

Students are delivered testlets using Student Portal, which is a customized secure interface. Once launched, Student Portal prevents students from accessing websites or other applications during testing. Practice activities and released testlets are also available using demo student accounts through Student Portal. *Educators and staff do **not** have accounts in Student Portal.*



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.kiteaii.org>. 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 Science Alternate Assessment Consortium, and state-specific resources may also be available.

To access resources for each 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.
3. 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.

Resource	Purpose
ASSESSMENT COORDINATOR MANUAL (PDF)	Supports the assessment coordinator in preparing district and school staff for assessment.
DATA MANAGEMENT MANUAL (PDF)	Supports the data manager in gathering, editing, and uploading 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 (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 Student Portal.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports educators in navigating EP to access assessment information, including student data and reports.
Science Resource Page (webpage)	Provides supplemental instruction and assessment resources for educators and test administrators. http://www.dynamiclearningmaps.org/sci_resources
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 required training and post-tests.
Guide to Science Practice Activities & Released Testlets (PDF)	Supports the test administrator in accessing science practice activities in Student Portal 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 duties of the assessment coordinator are

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

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

The Dynamic Learning Maps® (DLM®) Consortium suggests that the assessment coordinator prepare for the DLM test administration through careful planning, implementation, and monitoring.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

The DLM Consortium suggests developing a training plan to support testing efforts by test administrators, data managers, and technology personnel. Consider the resources described in this section when developing a 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 each 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, 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 FC survey.
- Users can subscribe to [Test Updates](#) that announce releases in new training and other important information.

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 19 to find resources by role.

RESOURCES FOR TEST ADMINISTRATORS

The DLM 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"> • 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. • States decide which format(s) to offer for new test administrator training: self-directed or facilitated. All returning test administrator training is self-directed. • Successful completion is a score of 80% or higher on the post-test. 	<ul style="list-style-type: none"> • The modules address topics to support academic instruction for students who take the DLM alternate assessment. • The modules are 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"> • The training includes a variety of topics to supplement use of the DLM materials and system navigation. • Supplemental training is strongly recommended.

Required Test Administrator Training

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

State policy determines who takes the required training course, which course is offered, and the format for the course. In some states, in addition to test administrators, other educators, such as the 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 Required Test Administrator Training for new teachers. 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. If a test administrator administered the DLM alternate assessment in the past but not in the preceding year, that test administrator will be placed in the new test administrator training again.

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 modules into a 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. Three professional development modules specific to science content are available and more are under development. In addition, modules related to crosscutting concepts in English language arts and mathematics content standards will assist test administrators and other educators in providing science instruction. 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 instruction of students with the most significant cognitive disabilities. Post-tests accompany the modules.
 - 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.
 - Virtual Community of Practice is provided to encourage collaboration among educators across the consortium at <http://dlmpd.com/clds/forum>.

See the professional development website at <http://dlmpd.com>.

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 Consortium.
- Determine how you will receive communications from the state or district representatives for information specific to the 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 a plan:
 - Designate the assessment location(s); a quiet, private environment is best.
 - Ensure test administrators complete required training for the assessment
 - Ensure test administrators complete required training on assessment security and agree to the security agreement in Educator Portal.
 - 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 with 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 the first week of August. For a step-by-step procedure, see the section called Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE or view the *Getting Started* helplet video.

The text of the security agreement is provided below.

Overview	Edit Display Name	Change Password	Change Default Role	Security Awareness	Security Agreement	Security Renewal/Expiration
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The Kite suite provides opportunities for flexible assessment administration. However, all assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2018 are secure tests.

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.

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

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 and will not be able to administer the assessment.

MONITOR AND SUPPORT ASSESSMENT PREPARATIONS AND ADMINISTRATION

The DLM 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 test administrators have identified students who will participate in the DLM alternate assessment.
- ❑ Advise test administrators, as needed, about the state’s policy for students who are hospitalized or home-bound.
- ❑ Support test administrators and data managers in conducting data verification/revision within the two windows: the optional instructionally embedded assessment window and the required spring assessment window.
- ❑ Ensure that every student who is supposed to participate is listed in EP and rostered to a test administrator. Remove students from EP who are not eligible for the DLM alternate assessment. Test administrators, along with Individualized Education Program teams, identify students who will participate in the DLM alternate assessment. Participation guidelines are available on the DLM website. Check with your state for any additional guidelines they provide.
- ❑ Monitor completion of the PNP profile and FC survey for all students who will be assessed. Follow up with test administrators as needed.

HINT: Help test administrators who have students who are leaving or joining the classroom after the spring assessment has started. 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.

PERSONAL NEEDS AND PREFERENCES PROFILE

The test administrator, using information and procedures from the ACCESSIBILITY MANUAL, completes the PNP profile in Educator Portal for each student. The PNP profile ensures the correct selection and use of the accessibility supports available in Kite® Student Portal. Use the PNP 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 in the Required Test Administrator Training on how to answer the FC survey questions. 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 FC survey determine the linkage level assigned for the first testlet during the spring assessment window and the linkage level recommended for optional instructionally embedded testlets during the optional instructionally embedded assessment window. Additionally, a short helplet video called *Personal Learning Profile* provides training on how to complete the student's PNP profile and First Contact survey in EP. Use the First Contact survey extract to monitor completion of the FC 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 PNP profile. DLM braille forms also include Nemeth code for mathematics as needed.

See the chart below for information about the potential availability of braille forms for the spring assessment window.

Subject	Grades	Linkage Levels
Science	3 – 8 and HS	Target only

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 is not to 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 PNP profile so the system will assign braille forms when available.

The DLM Consortium does not provide embossed braille forms. All Braille Ready Files are delivered through EP and must be embossed locally. Since the forms are adaptive, consider the testlet embossing process into the time needed for assessment preparation. 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 Student Portal. 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 Student Portal. Responses are scored by the system the same way as with non-braille forms.

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 using the log in information for practice activities and released testlets, parents/guardians may see the testlets and practice with their student at home.

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 Us | [Information for Parents](#).

STUDENT REPORTS

STUDENT PROGRESS REPORTS

A student's participation in the science testlets during the optional instructionally embedded assessment window generates a Student 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 window. Results from the spring assessments are not included in the Student Progress Reports.

The Student Progress Report contains sensitive information, including the student's name, school, grade, and state identification number, among other data, and the report must be treated as a secure document and handled accordingly.

For more information about the Student Progress Report to help test administrators participating in the optional instructionally embedded assessment, contact your assessment coordinator.

INDIVIDUAL STUDENT YEAR-END REPORTS

Depending on when your state spring assessment window closes, the Individual Student Score Reports, commonly called ISRs, become available to the assessment coordinator in mid-summer. Other roles in your district may also have access to these reports in EP under the Reports tab. Your state will decide which roles will have access to the ISRs. In most states, test administrators will get ISRs for the students they tested from their building or district assessment coordinator.

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

Results for each linkage level are determined based on the probability that the student has mastered the skills at that linkage level.

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 domain and for the subject overall. Summative results are based on the student's mastery probabilities for all linkage levels of Essential Elements on the blueprint for science that are assessed during the spring assessment window. Science testlets cover the entire science blueprint during the spring assessment window.

See the [EDUCATOR PORTAL USER GUIDE](#) for further information about accessing reports and data extracts.

NOTE: Testlets taken during the optional instructionally embedded assessment window are not calculated into the results for the end-of-year Individual Student Score Reports.

DATA EXTRACTS

In addition to the Current Enrollment extract, the Roster extract, and the User extract, district assessment coordinators have access to a number of data extracts that are useful for monitoring assessments.

TRAINING STATUS EXTRACT

The Training Status extract reports whether an educator with the role of teacher (typically a test administrator) has completed Required Test Administrator Training. This extract also informs the assessment coordinator whether the test administrator is to take the Required Test Administrator Training for new test administrators or returning test administrators.

SECURITY AGREEMENT COMPLETION EXTRACT

The Security Agreement Completion extract has information about whether district users have signed the current year's security agreement.

FIRST CONTACT SURVEY EXTRACT

An assessment coordinator can easily monitor completion of the FC survey across the district using this extract. The extract lists who completed the survey, the day and time when the survey was last accessed, and the status of the FC survey (e.g., Not Started, In Progress, Completed). If a test administrator did not complete or submit the FC survey before spring assessment window opens, the first testlet will not be delivered for 24 hours after it is submitted. For a student taking science testlets during the instructionally embedded assessment window, the test administrator must submit the First Contact survey before a testlet can be delivered in that window.

PNP SETTING EXTRACT

The PNP Settings extract can help an assessment coordinator monitor the selections made for students to ensure the most appropriate selections were made (e.g., ensuring braille is **not** selected for students who are not proficient enough in braille to take the DLM assessments and ensuring the Alternate form – Visual Impairment form **is** selected for students who are blind or visually impaired). A test administrator is not to choose settings for which the student is unfamiliar or choose settings that do not work well together. Using this extract, the assessment coordinator can advise test administrators with their selections.

DLM TEST ADMINISTRATION MONITORING EXTRACT

You may retrieve reports to monitor 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.

The Access Reports and Extract section of the EDUCATOR PORTAL USER GUIDE has more information about accessing reports and extracts.

KITE STUDENT PORTAL

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 the district, contact the technology personnel.

KITE ASSESSMENT DEVICES

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

Windows PC desktops	Via Student Portal with Windows and Mac instructions
Mac desktops	
Laptops (PC or Mac)	
iPads	Via Student Portal app with iPad instructions (previous versions are not supported)
Chromebooks	Via Student Portal 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 Student Portal. Test administrators may contact you or technology personnel to ask about opportunities available for assessment where an internet connection is not available (e.g., a homebound student).

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 Student Portal
- Take a Break During Assessment
- Complete the Test
- Change an Accessibility Support During Assessment
- Troubleshoot in Kite Student Portal

GLOSSARY

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

core idea	<p>Core ideas are the key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication.</p> <p>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.</p>
domain	<p>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.</p>
Educator Portal	<p>Educator Portal (EP) is the administrative application where staff and educators manage student data and retrieve reports. Users can access EP via https://educator.kiteaa.org. For information on working within EP, see the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.</p>
engagement activity	<p>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 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. Some science testlets at the upper linkage levels have a short video.</p>
Essential Elements (EEs)	<p>Specific statements of knowledge and skills that are linked to the National Research Council’s Framework for K-12 and the Next Generation Science Standards (NGSS). 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.</p>

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 first testlet, or initialization, into the assessment.
initialization	The process by which existing information about a student is used to determine the linkage level on which the student will begin the assessment.
Kite Student Portal	A secure customized interface used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal. See the TEST ADMINISTRATION MANUAL for more information about Student Portal.
linkage level	An incremental level of complexity toward the learning target where an assessment was developed for that particular EE. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level EEs but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.
Personal Needs and Preferences (PNP) Profile	Student-specific information that informs Kite Student Portal about an individual student’s personal needs and preferences. The PNP profile includes information the system needs to make the student’s user interface compatible with their accessibility needs. In Educator Portal, 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.
state education agency (SEA)	A state department of education.
testlet	A testlet begins with an engagement activity and is followed by several items that together 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 has three to nine items depending on the 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