

DYNAMIC[®]
LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2022-2023

ELA, MATH, AND SCIENCE

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Version YE

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

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

FINDING HELP

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

HINT: Print this page and keep it handy!

Table 1

Where to Find Help

Local Technology Representative	State Education Agency	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu
Kite® Student Portal and Educator Portal installation	How to use Student Portal and Educator Portal	Data issues (rosters, enrollment, etc.)
General computer support	Training requirements	Unlocking Student Portal if it was not closed using appropriate procedures
Internet availability	Assessment questions	
Display resolution	Assessment scheduling	
Issues with sound, headphones, speakers, etc.	Test invalidation requirements	
	Student Individualized Education Program (IEP) requirements	
	Test window dates, extensions, requirements, etc.	
	Testlet resets (may take up to five business days)	

**When contacting the DLM Service Desk:*

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

- error messages, including the testlet number if applicable to the problem
- the Service Desk ticket number when following up on a previously submitted issue

ASSESSMENT COORDINATOR MANUAL 2022-2023

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AUDIENCE AND PURPOSE

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

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

ADDITIONAL RESOURCES

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

WHAT'S NEW IN THIS VERSION

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

Table 2

What's New

Topic	Starting Page
Updated timeframe for a testlet reset from 72 hours to five business days	2
Important information about a grade change after testing has started	13
Information about an enhancement to Kite® Student Portal that will allow additional displays (monitors and projectors) to be connected to a computer	24
Updated information about braille forms; three choices available for selection for Braille Ready Forms (BRFs)	37
Updated language	Throughout

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

INTRODUCTION

This manual provides information to assist the assessment coordinator in supporting district staff and educators participating in Dynamic Learning Maps® (DLM®) assessment. This manual also includes a checklist, DLM procedures and policies (e.g., test security and procedures), and an outline of responsibilities and roles.

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.

Table 3

Tasks for Participant Roles

Title	Task Summary
Assessment Coordinator	<p>The assessment coordinator is presumed to work at the district level and is the main point of contact between the state department, the DLM Service Desk, and the district. Some states also have regional coordinators with which the district assessment coordinator communicates. The information in this manual also pertains to regional coordinators.</p> <p>The assessment coordinator is responsible for the following:</p> <ul style="list-style-type: none">a. Overseeing the assessment processb. Managing educator roles and responsibilitiesc. Developing and implementing a comprehensive training pland. Developing a schedule for assessmente. Monitoring and supporting assessment preparations and administrationf. Developing a plan to facilitate communication with parents/guardians and staff
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>

Title	Task Summary
Technology Personnel	<p>The technology personnel are presumed to work at the district or building level but may have a position at a higher level. The technology personnel do not always have or need access in Educator Portal.</p> <p>The technology personnel are responsible for the following:</p> <ol style="list-style-type: none"> a. Preparing the network b. Ensuring internet access is available and adequate for assessment c. Installing Educator Portal on educators' computers d. Preparing assessment devices for assessment administration
Test Administrator	<p>The test administrators are educators with the role of teacher in Educator Portal.</p> <p>Test administrators are responsible for the following:</p> <ol style="list-style-type: none"> a. Working with Individualized Education Program (IEP) teams b. Selecting and entering the accessibility supports for each student into the Personal Needs and Preferences (PNP) Profile c. Completing the First Contact survey for each student d. Completing Required Test Administrator Training e. Reviewing and verifying student data f. Instructing students on the Essential Elements g. Preparing students for assessments h. Administering the DLM alternate assessment to students

CHECKLISTS FOR ASSESSMENT COORDINATORS

HINT: Print these pages for your convenience!

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

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

Table 4. Before Beginning Assessments

Table 5. Instructionally Embedded Assessments (Optional)

Table 6. Spring Assessment Window

Table 7. Prepare for Next Year

Table 4

Before Beginning Assessments

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

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	 <p>4. Agree to the annual security agreement in Educator Portal. Users will have no access in Educator Portal until they agree to the security agreement each year.</p> <p>Review the Security Agreement extract in Educator Portal to monitor the test administrators' agreement.</p>	<p>See the section Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE</p> <p>Educator Portal</p>
	<p>5. Register for the DLM Test Updates that are emailed during the year.</p>	<p>Test Updates</p>
	<p>6. Participate in DLM district-level trainings. State administrators may also provide their own training for assessment coordinators.</p>	<p>The DLM website, States state page filter for Assessment Coordinator District Staff Training Resources</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>7. Manage district and school staff roles and responsibilities.</p> <ul style="list-style-type: none"> a. Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role. b. Identify educators who will serve as test administrators for the DLM alternate assessment. c. Make sure each person is aware of their roles and responsibilities and the timeline of events, including firm deadlines for required steps. d. Make sure the technology personnel, data manager, and test administrators understand the DLM assessment policies, procedures, and state-specific policies. 	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p>
	<p>8. Develop and implement a comprehensive training plan or implement your state’s training plan for district staff and test administrators.</p> <ul style="list-style-type: none"> a. Review the checklists for data managers, technology personnel, and test administrators. b. Encourage data managers and technology personnel to attend the district training. c. Facilitate Required Test Administrator Training (if assigned by the state). d. Monitor educator completion of all parts of Required Test Administrator Training and the security agreement by using the Training Status extract and the Security Agreement extract in Educator Portal. e. Identify additional training or resource needs specific to local DLM participants and develop resources to address needs. f. Encourage and monitor participation in the DLM professional development for instruction. 	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> <p>The DLM training for data managers and technology personnel</p> <p>Required Test Administrator Training</p> <p>See the section Develop and Implement a Comprehensive Training Plan, page 31 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>9. Prepare for assessment implementation.</p> <ul style="list-style-type: none"> a. Gather technology personnel and data manager contact information and initiate communication among district staff. b. Serve as the point of contact to the DLM Service Desk. c. Determine how you will receive communications from the state or regional coordinators for information that is specific to your district. d. Monitor creation of Educator Portal user accounts. e. Follow up as needed to ensure deadlines are met for test administrators to activate accounts and complete training. f. Establish an assessment security plan and monitor adherence to the DLM- and state-specific test security policies. g. Troubleshoot issues as they arise. 	<p>Test Updates</p> <p>Educator Portal</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>See the section Prepare for Assessment Implementation, page 34 of this manual</p>
	<p>10. Monitor and support assessment preparations and administration.</p> <ul style="list-style-type: none"> a. Remind technology personnel, data managers, and test administrators about important deadlines. b. Ensure every student who is supposed to participate in the DLM alternate assessment is enrolled in Educator Portal and rostered to the correct test administrator for the appropriate subjects for the student’s grade. <hr/> <p>NOTE: If a student’s grade changes after the student started testing, the student will have to begin testing again at the new grade level. All previous testlets may no longer be available.</p> <hr/> <ul style="list-style-type: none"> c. Support test administrators and data managers in conducting data verification and revision within the two windows: the optional instructionally embedded assessment window for English 	<p>Educator Portal</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Participation guidelines on the DLM website</p> <p>Your state page on the DLM website</p> <p>Student Roster and First Contact Survey Status</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<p>language arts, mathematics, and science and the required spring assessment window for the same subjects.</p> <p>d. Use the First Contact Survey extract or the Student Roster and First Contact Survey Status extract to verify each student’s First Contact survey has a completion date.</p> <p>e. Monitor completion of the PNP Profile using the PNP Settings extract.</p> <p>f. Assist test administrators with technology preparations (e.g., making sure assistive devices are compatible with Student Portal) and readying the assessment environment (e.g., computer lab scheduling) as needed.</p> <p>g. Use the practice and released testlets to ensure computers are configured correctly, i.e., the minimum screen resolution required for Student Portal is 1,024x768. Other computer requirements are found at the Kite Suite on the DLM website.</p> <p>h. Monitor the Current Kite System Status at the Kite Suite.</p> <p>i. Ensure students’ usernames and passwords are printed. Usernames and passwords are secure and should be securely destroyed after completion of testing.</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 other district and building staff, or follow your state-developed communication plan. Schedule meetings as necessary.</p> <ul style="list-style-type: none"> a. Consider what parents/guardians and other district and building 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 and the state to other appropriate district and building audiences as needed. 	<p>The DLM website About DLM DLM Assessments Information for Parents</p> <p>See the section Develop a Communication Plan with Parents/Guardians, page 39 of this manual</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

Table 5

Instructionally Embedded Assessment Window (Optional)

☑	Tasks	Resources
☑	<p>1. Monitor and support test administration.</p> <p>a. Facilitate communication between the DLM staff and other district and building staff during the assessment window(s).</p> <p>b. View the helplet video Using the DLM Instruction and Assessment Planner to learn how to use the Instruction and Assessment Planner for the optional instructionally embedded assessments. Follow the step-by-step guidance in the EDUCATOR PORTAL USER GUIDE.</p> <p>c. Monitor column P in the DLM Test Administration extract to observe assessment activity during the optional instructionally embedded assessment window.</p> <p>d. Remind test administrators that student results during the optional instructionally embedded assessment window are not factored into the student’s end-of-year Individual Student Score Reports. Also, the results are not predictors of a student’s performance during the required spring assessment window.</p> <p>e. Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. Serve as the point of contact for the DLM Service Desk.</p>	<p>TEST ADMINISTRATION MANUAL</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Educator Resource Videos</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

Table 6

Spring Assessment Window (Required)

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

CHECKLISTS FOR ASSESSMENT COORDINATORS

Table 7

Prepare for Next Year

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Prepare assessment coordinator plans for next year (develop calendar, design a communication plan, schedule required training, etc.).	
	2. Support test administrators in preparing for the next year (evaluate the PNP Profiles, review blueprints for the next grade, etc.). Familiarize teachers with the mini-maps to help with instruction.	TEST ADMINISTRATION MANUAL EDUCATOR PORTAL USER GUIDE Blueprints on the state page on the DLM website
	3. Contact the State Assessment Administrator for the coming year's test windows. The State Assessment Administrator can provide assessment window dates through the 2025–2026 school year.	

ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

Educators use the Dynamic Learning Maps® (DLM®) Alternate Assessment System to assess what students with the most significant cognitive disabilities know and can do in the DLM subjects in grades 3–8 and high school. The department of education policy in each state determines the subjects and grades that are assessed. The DLM Alternate Assessment System provides accessibility by design and is guided by the core beliefs that all students should 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, students are unlikely to develop the skills needed to live independently and to function safely in daily life once they reach adulthood. 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. They are to receive academic instruction aligned to grade-level content standards, but at a reduced depth, breadth, and complexity.

Check your state’s participation guidelines for eligibility requirements.

THE DLM FOUNDATION FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS

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

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

SCIENCE DEVELOPMENT

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

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

DLM ESSENTIAL ELEMENTS

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

ELA AND MATHEMATICS ESSENTIAL ELEMENTS

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

ELA AND MATHEMATICS LINKAGE LEVELS

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

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

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

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

SCIENCE ESSENTIAL ELEMENTS

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

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

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

SCIENCE LINKAGE LEVELS

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

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

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

ASSESSMENT SYSTEM DESIGN AND DELIVERY

BLUEPRINTS

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

The ELA and mathematics blueprints contain Essential Elements from specific ELA claims and conceptual area for each grade. The science blueprints contain Essential Elements

from specific science domains and core ideas by grade band. Science blueprints are in two versions.

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

DLM TESTLETS

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

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

ENGAGEMENT ACTIVITIES FOR ELA, MATHEMATICS, AND SCIENCE

ELA ENGAGEMENT ACTIVITY

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

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

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

MATHEMATICS ENGAGEMENT ACTIVITY

Mathematics testlets begin with an engagement activity. It is designed to activate prior knowledge, prepare students for the cognitive process required in the items, and/or

provide a context for the items. The engagement activity does not include any items or require a response. Mathematics testlets are built around a common scenario to investigate related facets of the student’s understanding of the targeted content.

SCIENCE ENGAGEMENT ACTIVITY

For each science testlet, the engagement activity is at the beginning, followed by three to five items. Science engagement activities can be one of four types.

- The first type of engagement activity is simply a single screen with one or two pictures along with a short sentence that introduces the science topic to be assessed. The items in this testlet will not assess the engagement screen itself but instead will assess the Essential Element topic.
- A second type of engagement activity describes a scenario which taps prior knowledge or experience, introduces the concept to be addressed, and/or provides context for the items. The items in this testlet type will assess information in the engagement activity as well as the Essential Element topic.
- A third type of engagement activity may be designed around a science story featuring an experiment or classroom activity that is presented twice with items embedded within or at the end of the second presentation of the activity. The items in this testlet type will assess information in the engagement activity and in the Essential Element topic.
- The fourth type of engagement activity is a short silent video (up to 30 seconds) and is only found in the upper grade bands and the upper linkage levels. Students will access the short video and then respond to three items that include still-frame photos from the video. The items assess information from both the video and the Essential Element topic.

NOTE: The entire video clip is completely soundless.

CUSTOMIZATION FOR EACH STUDENT

The First Contact survey and the Personal Needs and Preferences (PNP) Profile are collections of data about a student entered in Educator Portal by the test administrator to whom the student is rostered. The data is used to customize the testlets for each student.

FIRST CONTACT SURVEY

The purpose of the First Contact Survey is to collect basic demographic information about each student who is eligible for the DLM alternate assessments. In addition to the demographic information, the survey includes items on communication, assistive technology devices, motor and sensory impairments, and academic performance. The data is analyzed using a complex algorithm and then used to assign the linkage level for each Essential Element for each subject at the beginning of the spring window.

The First Contact survey must be submitted every year and is typically the responsibility of the test administrator, although the district and building assessment coordinators have permission in Educator Portal to submit it. The assessment coordinator's main responsibility with the survey is to provide guidance to test administrators and to monitor they have successfully submitted each student's survey before the opening of the assessment window. The test administrator will not be able to administer an assessment until the First Contact survey is submitted.

The First Contact survey is discussed in the Required Test Administrator Training, and all the items in the survey are listed in the appendix of the TEST ADMINISTRATION MANUAL.

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

PERSONAL NEEDS AND PREFERENCES PROFILE

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

The PNP Profile is discussed in the Required Test Administrator Training. Additionally, a short helplet video on the DLM website, [Completing the First Contact Survey and PNP Profile](#), provides detailed training on how to complete the student's First Contact survey and the PNP Profile in Educator Portal.

Some allowable supports are outside of the system and not marked in the PNP Profile. One of those is a recent enhancement to Kite® Student Portal to allow additional displays (monitors and projectors) to be connected to a computer. This is useful for instances such as using a projector for students with different visual abilities.

Kite Student Portal will now only display on the primary display and the additional screen will have a blank screen or will mirror the primary display. To use an additional display, you will need to make sure display settings are adjusted so that the projector is set as the primary display or for display mirroring. This will only work on the most current version of Kite Student Portal. For help setting this up, contact your technology staff.

DESIGN AND DELIVERY IN THE ASSESSMENT SYSTEM

OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENTS

Instructionally embedded testlets are available for students to practice in a special optional window during the fall and winter months. Test administration tasks are in the Instruction and Assessment Planner section of Educator Portal.

The system uses the First Contact survey data as described earlier. However, in this optional window, the level of complexity for each Essential Elements is **recommended**, not assigned. The test administrator can accept the recommendation or select another. Also, complete coverage of the test blueprints is **not** required. Testing results are **not** included in the end-of-year Individual Student Score Reports.

REQUIRED SPRING ASSESSMENT WINDOW

Required testlets are delivered during the spring assessment window. The administrative tasks are in the Test Management section of Educator Portal. The system uses the same First Contact survey data as it did in the optional window for each Essential Element. However, in this window, the system **assigns** the order in which the Essential Elements are tested and **assigns** the linkage level of each Essential Element.

The linkage level of the first Essential Element being assessed is determined from data in the First Contact survey. The testlets are adaptive, and the linkage level assigned to subsequent Essential Elements being tested is based on the performance results from the previous testlet.

The system may take up to 15 minutes to deliver the student's next testlet in a subject. Testlets are intended to be administered across multiple sessions to prevent fatiguing the student and to give the test administrator adequate time to make the necessary preparations. After the student submits a testlet in a subject, while the system generates the next testlet and the Testlet Information Page for that subject, the student could be administered a testlet in another subject. The actions taken should always be what is best for the student.

SCHEDULING AND DURATION IN MINUTES FOR EACH TESTLET

The test administrator is responsible for scheduling testing. Testlets may be taken separately across multiple assessment sessions as long as the blueprint requirements in each subject are met by the end of the required spring assessment window. The amount of time for each individual testlet varies depending on the subject and the student. Table 8 provides the approximate number of minutes for each testlet by subject.

Table 8*Required Spring Assessment Duration by Subject*

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

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

NUMBER OF ESSENTIAL ELEMENTS TESTED DURING THE SPRING ASSESSMENT WINDOW

Table 9 shows the number of operational testlets required during the spring assessment window to test all Essential Elements in the blueprint. It is organized by grade for each subject area.

Table 9*Number of Expected Testlets by Grade and Subject*

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	Field Test Testlets
3	9	8	9	0 or 1
4	9	8	9	0 or 1
5	9	8	9	0 or 1
6	9	7	9	0 or 1
7	9	7	9	0 or 1
8	9	8	9	0 or 1
9	9	7	9*	0 or 1
10	9	8	9*	0 or 1
11	9	6	9*	0 or 1
12	9	0	9*	0 or 1

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

FIELD TEST TESTLETS

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

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

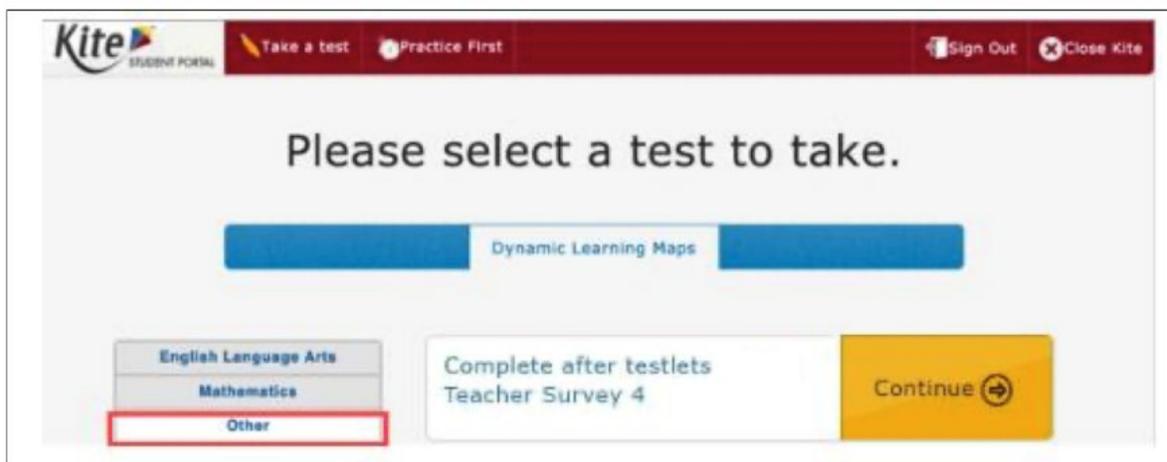
ANNUAL SPRING TEACHER SURVEY IN STUDENT PORTAL

Each year in the spring window, a teacher survey is available. The survey is an essential part of data collection in support of the assessment’s validity argument and the technical evidence submitted to peer review. Teachers access the survey in Kite Student Portal upon the student’s first login during the spring assessment window. The survey is located under the **Other** tab, as shown in Figure 1. Best practice is for the student to complete all the testlets before the teacher responds to the survey questions.

The survey includes four blocks of items. The first, third, and fourth blocks are fixed sections that all teachers will complete. The second block is a spiraled set of items that are randomly assigned across all surveys. The assessment coordinator can review the survey questions by requesting them from their state assessment administrator, and the survey questions can also be provided to the test administrator.

Figure 1

Annual Spring Teacher Survey in Student Portal



PRACTICE ACTIVITIES AND RELEASED TESTLETS

The DLM Alternate Assessment System provides practice activities and released testlets to help test administrators and students prepare for assessments.

- **Practice activities** are designed to familiarize users with the way testlets look in the Kite Student Portal. One activity is for educators and the other is for students.
- **Released testlets** are like operational DLM testlets in content and format. A released testlet is a publicly available, sample DLM assessment.
- Information on accessing practice activities and released testlets using demo student accounts is included in the TEST ADMINISTRATION MANUAL. Additionally, this information is found in the GUIDE TO PRACTICE ACTIVITIES AND RELEASED TESTLETS.

ABOUT THE KITE SUITE AND EDUCATOR PORTAL

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



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

Kite Student Portal is the customized secure interface used to deliver the assessment to students. Each year, the most current version of Student Portal must be installed on the student's testing device.

Educators and staff do **not** have accounts in Student Portal. Students have their own unique username and password. Either the student signs in, or their test administrator signs in for the student.

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

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



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

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

HOW TO USE THE DLM WEBSITE

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

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

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

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

RESOURCES ON THE DLM WEBSITE

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

Table 10

Purpose of DLM Resources

Resource	Purpose
ACCESSIBILITY MANUAL (PDF)	Provides guidance on the selection of accessibility supports available for use when testing in Student Portal This manual is appropriate for any educator who supports students with the most significant cognitive disabilities.
ASSESSMENT COORDINATOR MANUAL (PDF)	Supports the assessment coordinator in preparing district and school staff for assessment
DATA MANAGEMENT MANUAL (PDF)	Supports the data manager in gathering, editing, and uploading data via Educator Portal for users, students, and rosters
EDUCATOR PORTAL USER GUIDE (PDF)	Supports educators in navigating Educator Portal to access assessment information, including student data and reports
Guide to DLM Required Test Administrator Training (PDF)	Guides test administrators through required training modules and post-tests and how to access them in the DLM Training Courses website
Guide to Practice Activities & Released Testlets (PDF)	Supports the test administrator in accessing practice activities in Student Portal using demo student accounts

Resource	Purpose
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 their students for assessments; expands the knowledge base for the assessment coordinator on specific topics
Test Updates Page	<p>Provides important updates on test administration activities</p> <p>Go to the Test Updates page of the DLM website to register to receive alerts when new resources become available.</p>

PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

OVERVIEW

The key duties of the assessment coordinator are the following:

- Ensure students are enrolled and rostered correctly
- 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
- Use the extracts and reports to monitor testing progress
- Develop a communication plan with parents/guardians and staff

NOTE: If a student was enrolled in the wrong grade and the grade is corrected after the student started testing, the student will have to begin testing again at the new grade. All previously completed testlets may no longer be available.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

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

- A prerecorded Fall District Training video is available on each state's page on the Dynamic Learning Maps® (DLM®) website. This 45-minute training combines information for assessment coordinators, data managers, and technology personnel into one training session to prepare for the assessment windows. It is available on each state's page on the DLM website. The training includes PowerPoint slides, transcripts, a Frequently Asked Questions document, and is closed-captioned. At the end of the training, participants are offered an opportunity to register for a live-chat question and answer session at a scheduled time.
- Many one- to five-minute helplet videos are available on how to do specific tasks in Educator Portal, such as Getting Started in Educator Portal and Completing the First Contact Survey and PNP Profile to help test administrators complete the PNP Profile and the First Contact survey. The helplet videos are closed-captioned.

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

RESOURCES FOR TEST ADMINISTRATORS

In addition to the previously described resources, the DLM Consortium provides required training modules, professional development instructional support, and supplemental training helplets for test administrators. Table 11 compares these three categories.

Table 11

Available Training and Professional Development

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
<ul style="list-style-type: none"> a. All test administrators must pass the Required Test Administrator Training modules with a score of 80% or higher. b. Critical content for managing and delivering the DLM alternate assessment is covered. c. State administrators decide which format(s) to offer for new test administrator training: self-directed, facilitated, or both. d. All returning test administrator training is self-directed only. e. Test administrators will not be able to deliver testlets until training is successfully completed. 	<ul style="list-style-type: none"> a. All PD modules are strongly recommended. b. The modules support academic instruction for students who take the DLM alternate assessment. c. Most modules are created for students at the Target linkage level. Teachers who have students who take testlets at the lower linkage levels will need to adjust the module information for them. d. Several modules are available for students with foundational presymbolic communication. e. Watching the professional development modules is strongly recommended. f. State and district administrators may recommend or require specific modules. g. State administrators decide which format(s) to offer—self-directed, facilitated, or both. 	<ul style="list-style-type: none"> a. All supplemental training is strongly recommended. b. Supplemental training addresses a variety of DLM materials and system navigation topics. c. Supplemental training includes short helplet videos—typically one to five minutes long on one topic. A couple longer presentations are also available. d. Supplemental training modules do not include a quiz.

Required Test Administrator Training

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

All users who are assigned the teacher role in Educator Portal are referred to as test administrators and must annually take the Required Test Administrator Training. The first year, they must take the course for new test administrators, and they must successfully complete four modules with a passing score of 80% or higher on each module's post-test before being allowed to administer the DLM alternate assessment. Participants may repeat the modules and the post-tests multiple times if needed until a passing score is achieved. Total training time is estimated at about 2.5 hours unless modules and post-tests are taken more than once.

During subsequent years, the state administrators decide whether to require returning test administrators to complete the 2.5-hour new training course again or take the shorter one-hour returning training course. The returning course is in four sections, and each section corresponds to one of the four modules from the new test administrator training course. The returning training course has one post-test at the end.

Participants in the returning course have only one opportunity to pass the post-test with a passing score of 80% or higher before administering the DLM alternate assessment. If participants do not pass the post-test, they will be directed back to the module from the new training course that corresponds to the section(s) where they incorrectly answered items. Participants may repeat any of the modules and post-tests from the new training course multiple times if needed until a passing score is achieved.

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

In both the new training course and the returning training course, state administrators may also include additional training modules, such as professional development modules, which will add to the training time.

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

Professional Development for Instructional Support

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

- Online professional development learning modules have been created for educators to use. These modules provide information and strategies to help educators instruct students.
- Each online, self-directed module lasts approximately 30-45 minutes and focuses on a single topic related to the instruction of students with the most significant cognitive disabilities. Post-tests accompany the modules followed by certificates of completion that are emailed to the participant.
- Facilitated modules for groups cover the same content as self-directed modules. The facilitator is provided with materials to support them in addressing a group of test administrators.
- Most educators are required to participate in regular, ongoing professional development. Some states give continuing education credits for the DLM professional development modules. If these credits are available in your state, ask the teachers to print each certificate of completion that was emailed to them and provide the documentation to you.
- Access the modules on the [professional development website](#).

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

PREPARE FOR ASSESSMENT IMPLEMENTATION

To prepare for assessment implementation, consider these tasks:

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

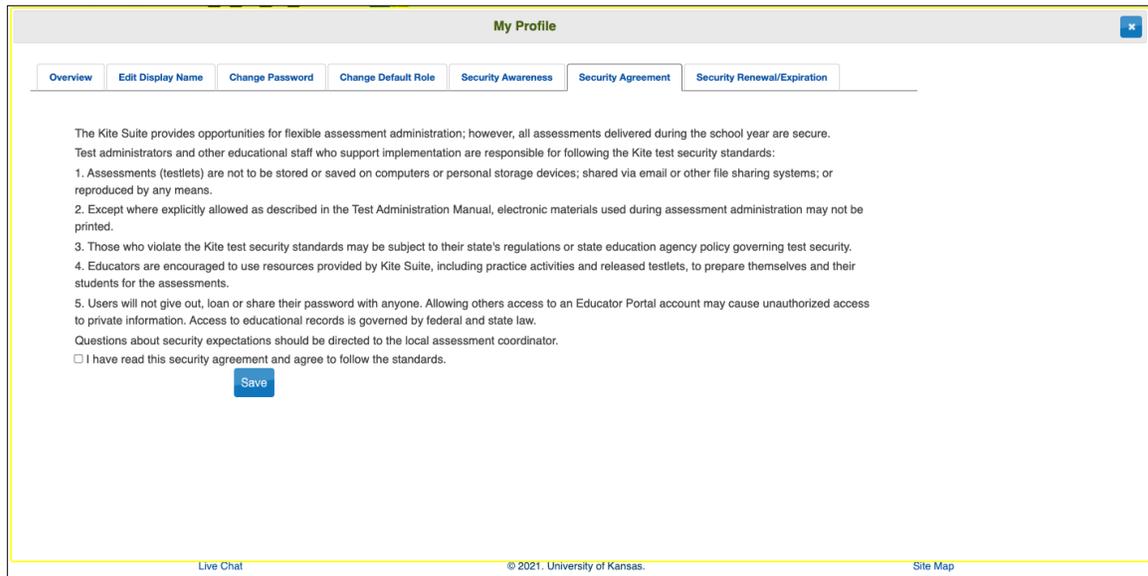
AGREE TO THE SECURITY AGREEMENT

DLM alternate assessments are secure. Each year, during the first week of August, the security agreement from the previous year expires. All Educator Portal users must renew their DLM security agreement when they first sign into Educator Portal. They will not have access to any data in Educator Portal until this step is completed. The security agreement covers five security policies.

Figure 2 displays the text of the security agreement.

Figure 2

Security Agreement



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

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

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

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

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

Save

Live Chat © 2021, University of Kansas. Site Map



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

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

RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION

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

- EBAE
- UEB with Nemeth
- UEB Math/Science

For more information about braille codes, go to the [Braille Authority of North America \(BANA\)](#) website. The BANA position statement "Terminology: UEB Math/Science and UEB with Nemeth" was adopted in September 2020 and is available in a PDF on their website.

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

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

Braille Form Delivery

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

NOTE: Science testlets do not have braille forms in the optional instructionally embedded assessment window.

All Braille Ready Files (BRF) are delivered via Educator Portal and must be embossed locally. All testlets, including braille testlets, are adaptive in the spring assessment window. Therefore, the time needed for the system to assign the next testlet and the time needed to complete the embossing process must be calculated into the

assessment preparation time. Go to the section Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE.

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

Table 12

Braille Form Delivery by Subject and Grade

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

Scoring a Student’s Response for Braille Testlets

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

STUDENT REPORTS

INDIVIDUAL STUDENT SCORE REPORTS

The scoring system for the DLM alternate assessment works differently than scoring for traditional alternate assessments. Students are not given raw scores, percentage correct scores, or scale scores. Instead, all operational results from the spring assessment window are summarized in the Individual Student Score Reports.

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

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

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

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

DEVELOP A COMMUNICATION PLAN WITH PARENTS/GUARDIANS

The DLM Consortium suggests either developing a plan to facilitate communication between parents/guardians and district staff or following the state-developed communication plan. Schedule meetings as necessary.

Student Portal may be downloaded on a home computer, and parents/guardians may use it with their student at home.

The DLM Consortium provides a Parent Notification Letter as an editable Word document, which is available in English and Spanish. 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 website | [About DLM](#) | [DLM Assessments](#) | [Information for Parents](#).

DATA EXTRACTS

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

The following 14 extracts and files are available:

- Current Enrollment extract
- DLM General Research file*
- DLM On-Demand Special Circumstance file*
- DLM Test Administration Monitoring extract
- First Contact Survey file
- PNP Setting Counts extract
- PNP Setting extract
- Parents*
- Roster extract
- Security Agreement Completion extract
- Student Roster and First Contact Survey Status extract
- TIP Access extract
- Training Status extract
- User extract

*These extracts may only be available at the state level in some states.

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

KITE STUDENT PORTAL AND EDUCATOR PORTAL

KITE ASSESSMENT DEVICES

Ensure the most current version of Kite® Student Portal is installed on each student's testing device.

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

Local devices attached to these machines, such as interactive whiteboards, are also acceptable. Interactive whiteboards (brand names SMART, Promethean, etc.) may be used during assessment and attached to a supported device. 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 district technology personnel.

Students can use their assistive technology during assessments. The best way to ensure a particular assistive device is supported in Student Portal is to test the assistive device using a released testlet in Student Portal. The DLM Service Desk may also provide some assistance.

ENSURE INTERNET CONNECTIVITY

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

SUPPORTED BROWSERS FOR EDUCATOR PORTAL

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

KITE PROCEDURES

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

Use the TEST ADMINISTRATION MANUAL for procedures that take place in Student Portal like the following:

- Access Practice Activities and Released Testlets

- Start a Test
- Navigate in Kite Student Portal
- Take a Break During Assessment
- Complete the Test
- Troubleshoot in Kite Student Portal

GLOSSARY

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

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

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

First Contact Survey

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

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

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

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

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

initialization

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

Instruction and Assessment Planner

A part in Educator Portal where test administrators perform assessment functions for a student during the optional instructionally embedded assessment window. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery of a tested Essential Element at a linkage level. Score results are not used for the end-of-year Individual Student Score Reports.

**instructionally
embedded
assessment**

Occurs during the optional instructionally embedded assessment window in the fall and winter months where instruction and assessment are closely integrated with assessment functions being performed throughout instruction. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery indication for a tested Essential Element at a linkage level. Although a mastery indication is provided, score results do not impact end-of-year Individual Student Score Reports.

Kite Student Portal

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

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

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

linkage level

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

Science: An incremental level of complexity toward the learning target where an assessment was developed for the science Essential Elements. Science has three linkage levels: Initial, Precursor, and Target.

Linkage levels for an Essential Element are always related directly to grade-level content standards but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.

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

state education agency	A state department of education.
stem	The beginning part of the item that presents a problem to solve or an item to which a student responds. The stem may also include other relevant information in the item. A multiple-choice item is a common example in the DLM alternate assessment, consisting of a stem and a set of response options from which a student chooses.
Student Activity Table	<p>A page in the Instruction and Assessment Planner in Educator Portal. The Student Activity Table provides an at-a-glance overview for all students rostered to the test administrator in the subjects in which the students are being tested during the optional instructionally embedded assessment window. The data in the Student Activity Table populates based on the test administrator's actions on the Student View Page for each student (i.e., how many testlets were administered).</p> <p>The table also includes three icons providing easy access to the First Contact survey, PNP Profile, and the student's credentials.</p>
Student View Page	A page in the Instruction and Assessment Planner in Educator Portal that displays details about one student at a time for each Essential Element and linkage level. During the optional instructionally embedded assessment window, test administrators use the Student View Page for several instruction and assessment actions for each student (i.e., creating a plan and assigning a testlet). The system will display information about the student's testing progress and will indicate whether the student achieved mastery of an Essential Element at the linkage level tested.
technology-enhanced items	Computer-delivered test items that require a specialized interaction, such as select and drag. A technology-enhanced item is any item that is not answered using direct selection. This item type is only used at upper linkage levels.

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

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

**Testlet
Information Page
(TIP)**

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

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

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

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

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

STATE APPENDICES

DOCUMENT HISTORY

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

Date	Section Name/Summary of Changes	Starting Page
07/01/2022	Updated timeframe for a testlet reset from 72 hours to five business days	2
07/01/2022	Important information about a grade change after testing has started	13
07/01/2022	Information about an enhancement to Kite® Student Portal that will allow additional displays (monitors and projectors) to be connected to a computer	24
07/01/2022	Updated information about braille forms; three choices available for selection for Braille Ready Forms (BRFs)	37
07/01/2022	Updated language	Throughout

2022-23 New York State Alternate Assessment (NYSAA): Assessment Coordinator Checklist

Step 1: Read and become familiar with the DLM ASSESSMENT COORDINATOR MANUAL, TEST ADMINISTRATION MANUAL (TAM), and ACCESSIBILITY MANUAL.

Task	Yes	No	Done
Manuals are located at https://dynamiclearningmaps.org/newyork			
Connect with relevant personnel in district: Data Manager: Technology Coordinator:			

Step 2: Develop a logistics plan for test administration.

Task	Yes	No	Done
Identify technical/data issues that may need to be addressed and the response chain within the district/school.			
Identify emergency test administration personnel for unplanned staff leaves.			

Step 3: Develop a test security plan.

Task	Yes	No	Done
Adhere to State and district policies for testing.			
Ensure test access as well as quiet spaces for testing.			

Step 4: Set up in Kite[®] Educator Portal account for District/Building Test Coordinator (DTC/BTC) at <https://educator.kiteaai.org/AART/logIn.htm>.

Task	Yes	No	Done
If the District or Building Test Coordinator does not have an Educator Portal account, contact the Data Manager to set up an account and/or NYSED at CBTSupport@nysed.gov or EMSCASSESSINFO@nysed.gov . Be prepared to provide your email, user role, district, school, and contact information.			
An activation email for the Educator Portal account will come from kite-support@ku.edu . If the activation email is not received, check your SPAM files. Also, inquire to your technology coordinators as to firewalls and other software that may block access.			

Step 5: Assessment Coordinators should then complete the Security Agreement.

Task	Yes	No	Done
Note: The Security Agreement must be agreed to in order to access the Kite system.			

Step 6: Manage district/school staff roles.

Task	Yes	No	Done
Verify users in Educator Portal (EP) with the Users Extract in EP. Contact the data manager to have users no longer in the school or district deactivated and new users added.			
Required training is facilitated by the district or self-directed in Moodle . Ensure certified educators have completed the required training modules and the required qualifiers in Moodle to be eligible as a test administrator.			
Staff will receive a completion report when all training requirements have been met. This should be printed for staff records. Please contact EMSCASSESSINFO@nysed.gov for more information on Continuing Teacher and Leader Education (CTLE) hours.			
Monitor Educator Portal accounts to ensure all staff have been trained. Run Report: Training Status Extract to monitor required training completion.			
Ensure educators have completed the Security Agreement. Run Report: Security Agreement Completion.			
Note: The Security Agreement must be agreed to each school year by test administrators.			
Sign up for test updates at https://dynamiclearningmaps.org/test-updates			

Step 7: Preparations Before Spring Assessment Window

Task	Yes	No	Done
Check NYSAA homepage for policy updates.			
Kite Student Portal:			
Verify that devices meet the requirements at https://dynamiclearningmaps.org/kite and verify with technology personnel.			
TECHNOLOGY SPECIFICATIONS MANUAL (e.g., system requirements, internet connections, navigating the system, troubleshooting issues)			
The Data Test Coordinator (DTC) or technology personnel should verify that Kite Student Portal has been installed or updated on all devices used for testing prior to testing.			
ID NYSAA-eligible students.			
Identify NYSAA-eligible students to be assessed.			
Make plans for uploading or activating students with the aid of SED or your Data Manager.			
Make sure all students have NYSSIS IDs .			
Create rosters and ensure all teachers have an educator identifier or use their school email address.			
Data Clean-up:			
DTC should verify roster accuracy: student/educator data. Confirm student eligibility. Refer to the student's IEP and the 2022-23 NYSAA Birthdate Chart.			
If educators/students are entered in error, the DTC and/or Data Manager can make changes, or the DTC can contact NYSED at CBTSupport@nysed.gov , EMSCASSESSINFO@nysed.gov , and/or the DLM Service Desk for assistance.			
If educators cannot “see” students in Educator Portal, some questions to explore: Did the educator complete training, including passing the associated quizzes? Did the educator agree to the Security Agreement? Are students rostered to the educator? Contact the DLM Service Desk at 1-855-277-9751 or email at DLM-support@ku.edu for assistance.			

Step 8: Test Administrator Preparations

Task	Yes	No	Done
Accessibility/Accommodations			
Ensure the Personal Needs and Preferences (PNP) Profile and First Contact survey (FCS) have been completed for each student. Run Reports: PNP Settings and First Contact Survey File extracts.			
The expectation is that accessibility supports are similar to those that have been used during instruction. (Refer to the ACCESSIBILITY MANUAL.) Do not have the assessment be the first time a student is using accessibility features.			
Braille Ready Files (BRF) come in UEB Nemeth (Note: Refer to the <i>Braille Forms</i> section in the TAM). Requests for materials necessary for embossing should be made to NYSED at EMSCASSESSINFO@nysed.gov or 518-474-5900 no later than 2/13/2023.			
Language translators should be provided by the district. Refer to the Translation memo: http://www.nysed.gov/common/nysed/files/programs/state-assessment/3-translations-19.pdf			
Adaptive and specialized equipment or furniture and noise buffers/headphones need to be provided by the district.			
Refer to the student's IEP for student-specific Testing Accommodations. (This test is not timed, breaks are allowed, and students are expected to be tested in a separate or alternate area or setting.)			
Refer to Test Information Pages (TIPs) for specific test materials (e.g., manipulatives, calculators, etc.). Refer to <i>Retrieve Testlet Information Page</i> and <i>Gather Materials</i> section of the TAM .			
NOTE: Accessibility features must be documented on a student's IEP as testing accommodations. Refer to the Accessibility Memo: http://www.nysed.gov/common/nysed/files/programs/state-assessment/7-accessibility-sscd-19.pdf			

Step 9: Recording Testing Exemptions, if Applicable

Task	Yes	No	Done
Notify the DTC to enter the appropriate Special Circumstance Code for a student after the FCS has been completed but prior to the end of the test administration period .			
For test resets, the DTC/BTC should contact State Assessment at 518-474-5900 or email EMSCASSESSINFO@nysed.gov with the following information: NYSSIS ID Testlet subject Testlet grade Testlet # to be reset Contact information of requestor			

Step 10: Develop a plan to facilitate communications with parents (DLM resources).

Task	Yes	No	Done
https://dynamiclearningmaps.org/newyork			

Step 11: Testing Window Begins

Task	Yes	No	Done
Monitor and support test administration.			
For DLM testing system questions, please contact the DLM Service Desk at 1-855-277-9751 or email at DLM-support@ku.edu for assistance.			
For NY data-related questions, please contact NYSED at CBTSupport@nysed.gov .			
Confirm all eligible students have been tested prior to the end of testing. Run the DLM Test Administration Monitoring Extract to ensure all eligible students have completed testing. Keep your report for your records.			

Step 12: Ensure that the test administrators complete the online teacher survey.

Task	Yes	No	Done
Please refer to the NYSAA homepage for more information: http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment			



Assistant Commissioner
Office of State Assessment

January 2022

TO: District Superintendents
Superintendents of Public Schools
Principals of Public, Religious, and Independent Schools
Leaders of Charter Schools

FROM: Steven E. Katz *Steven E Katz*

SUBJECT: 2022–23 Elementary- and Intermediate-level Testing Schedule

2022–23 School Year

Operational Test		Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
NYSAA English Language Arts, Mathematics, and Science		Monday, March 13 – Friday, June 9	Make-ups must be given within the testing window	N/A	N/A
Grades 3-8 English Language Arts	Paper-based	Wednesday, April 19 – Friday, April 21*	Monday, April 24 – Friday, April 28	Monday, April 24 – Thursday, May 4	Thursday, May 4
	Computer-based	Wednesday, April 19 – Wednesday, April 26	Monday, April 24 – Friday, April 28	Monday, April 24 – Thursday, May 4	N/A
Grades 3-8 Mathematics	Paper-based	Tuesday, May 2 – Thursday, May 4	Friday, May 5 – Thursday, May 11	Friday, May 5 – Wednesday, May 17	Wednesday, May 17
	Computer-based	Tuesday, May 2 – Tuesday, May 9	Friday, May 5 – Thursday, May 11	Friday, May 5 – Wednesday, May 17	N/A
NYSESLAT Speaking		Monday, April 17 – Friday, May 26	Make-ups must be given within the testing window	Speaking is usually scored as it is administered.	TBD
NYSESLAT Listening, Reading, Writing		Monday, May 15– Friday, May 26	Make-ups must be given within the testing window	TBD	TBD
Grade 8 Science Performance Test		Tuesday, May 23 – Friday, June 2	Make-ups must be given within the testing window	Scoring may start immediately following administration.	Thursday, June 15
Grade 8 Science Written		Monday, June 5	Tuesday, June 6 – Friday, June 9	Following make-up dates, but no later than Thursday, June 15	Thursday, June 15

*In Spring 2023, some schools may be closed on Friday, April 21st in recognition of Eid al-Fitr. Schools that are closed on Friday, April 21st may use Monday, April 24th as an administration date for these exams.

In Spring 2023, there will not be an administration of the Grade 4 Science Test. This is to support the transition to the new Grade 5 Elementary-level Science Test measuring the new NYS P-12 Science Learning Standards, which commences in Spring 2024.

2022-23 New York State Alternate Assessment (NYSAA): Dates to Remember

Important Dates to Remember

08/31/2022	Kite Student Portal Update to Kite Student Portal for 2022-23.
09/12/2022	ELA, Math, & Science Instructionally Embedded Assessment opens. <ul style="list-style-type: none"> • 09/12/2022-02/22/2023 • 12/22/2022-01/02/2023 window closed
10/03/2022	Moodle Training opens.
10/31/2022	Printed manuals sent to schools.
10/03-11/11/2022	NYSAA-DLM Virtual Training <ul style="list-style-type: none"> • Virtual Training Window 10/04/2022-11/18/2022 • Prior registration required Live Q&A sessions: <ul style="list-style-type: none"> • 10/20/2022 12-1 pm • 11/17/2022 3-4 pm More information to follow. Virtual Training must be viewed prior to participation in a live Q&A session.
10/21/2022	Recommended deadline to complete review of user information in Educator Portal. Make corrections, add new users and delete users no longer needing accounts.
11/12/2022	NYSAA-eligible students need to be identified in the state data warehouse with the program service code 0220 to be included in the NYSED enrollment pull. Districts/Schools utilizing the Instructionally Embedded Window must comply with this deadline.

11/14/2022	NYSED pull of students identified as NYSAA-eligible for loading of enrollment file to Educator Portal.
11/16/2022	NYSED loads enrollment file to Educator Portal.*
11/23/2022	Rostering of students begins for entities relying on NYSED load of enrollment data.
11/30/2022	Recommended deadline to complete First Contact survey (FCS) and Personal Needs Profile (PNP) for participation in spring assessment to utilize the Instructionally Embedded Window.
01/30/2023	Parent Brochures sent to schools.
02/13/2023	Final date for Braille marked in PNP Profile.
02/20/2023	Recommended deadline to complete PNP and FCS for participation in spring assessment.
02/22/2023	ELA, Math and Science Instructionally Embedded Window closes.
03/10/2023	Shipment of Braille forms or embossing paper to school.
03/13/2023	Spring assessment window opens.
06/09/2023	Spring assessment window closes.
07/23/2023	Last day to download and save all Data Extracts in Educator Portal pertinent to district needs.

*Districts/schools can enroll and subsequently roster students prior to the NYSED load of enrollment data; they do not have to wait for NYSED to load the enrollment file.



Quick DLM Reference and Resource Guide

A quick reference and resource guide to direct educators and test administrators to frequently accessed DLM test administration information.

TEACHERS, EDUCATORS, AND TEST ADMINISTRATORS			STUDENTS	
NY's Page of the DLM® Website dynamiclearningmaps.org/newyork		Kite® Educator Portal educator.kiteai.org	Moodle training.dymaniclearningmaps.org	Kite® Student Portal
TEST ADMINISTRATION MANUAL	ACCESSIBILITY MANUAL	DLM Security Agreement	Facilitator Guide for Required Test Administrator Training includes Moodle login information	Tech personnel download to student testing device
Blueprints	Educator Portal User Guide	Student Rosters	Guide to DLM Required Test Administrator Training includes Moodle login information	Use Student Usernames and Passwords
Essential Elements	Guide to Practice Activities & Released Testlets	Personal Needs and Preferences Profile & First Contact Survey	Test Administrator Training Modules	Students' Testlets
Professional Development Modules	Educator Resource Pages: ELA, Math, and Science	Testlet Information Pages (TIPs)	Test Administrator Module Post-Tests	Use Practice Testlets – using demo student profiles (e.g., demo.sue29, etc.)
Instructional Activities	Link to Moodle	Retrieval of Students' Usernames and Passwords		



Zachary Warner
Director
Office of State Assessment

June 2022

TO: District Superintendents
Superintendents of Schools
Special Education Directors
Chairpersons of Committees on Special Education
Project Managers for the Level I Data Repositories

FROM: Zachary Warner *Z Warner*

SUBJECT: Birthdate Ranges for Students with Disabilities Participating in the 2022-23 New York State Alternate Assessment (NYSAA)

Students with disabilities participating in the New York State Alternate Assessment (NYSAA) are assessed according to chronological ages aligned with grade levels. The chart below provides information on the age ranges for students with disabilities participating in the 2022-23 NYSAA. Students should be tested based on their birthdate in the content areas indicated for each grade level.

Please contact the Office of State Assessment at 518-474-5900 if you have any questions regarding the birthdate ranges for students participating in the NYSAA.

Birthdate	NYSAA Grade and Component	Reaches this Age Between September 1, 2022 and August 31, 2023
September 1, 2013–August 31, 2014	Grade 3 ELA and Math	9
September 1, 2012–August 31, 2013	Grade 4 ELA and Math*	10
September 1, 2011–August 31, 2012	Grade 5 ELA and Math	11
September 1, 2010–August 31, 2011	Grade 6 ELA and Math	12
September 1, 2009–August 31, 2010	Grade 7 ELA and Math	13
September 1, 2008–August 31, 2009	Grade 8 ELA, Math, and Science	14
September 1, 2004–August 31, 2005	Secondary-Level ELA, Math, and Science**	18

*NYSAA-eligible students who meet the age criteria for 4th grade will not be tested in [science in the 2022-23 school year](#). Instead, these students will be tested in grade 5 the following year (spring 2024). Do not roster students to 4th grade Science for spring 2023 NYSAA.

**NYSAA-eligible students who do not meet the age criteria above for the secondary level and will be exiting school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible secondary-level students who were expected to participate in the spring 2020, spring 2021, or spring 2022 NYSAA administration but could not do so are not expected to take the NYSAA before they exit school.

Reminder: all NYSAA-eligible students noted in the secondary-level age range above are assigned to the Grade 9 cohort in Educator Portal, regardless of the actual grade that the student is enrolled in at school. The grade must be 9 in the Educator Portal system.



DIRECTOR, OFFICE OF STATE ASSESSMENT
89 Washington Avenue, Room 775 EBA
Albany, New York 12234

ASSISTANT COMMISSIONER, OFFICE OF SPECIAL EDUCATION
89 Washington Avenue, Room 301M EB
Albany, New York 12234

May 2022

To: District Superintendents
Superintendents of Schools
Principals of Public, Religious, and Independent Schools
Charter School Leaders
Special Education Teachers

Zachary Warner 
Director, Office of State Assessment

From: Christopher Suriano 
Assistant Commissioner, Office of Special Education

Subject: Administration of the New York State Alternate Assessment in the 2022-23
School Year

This memorandum provides important information about the administration of the New York State Alternate Assessment (NYSAA) beginning with the 2022-23 school year. Students eligible to participate in the NYSAA are assessed in English language arts (ELA), mathematics, and science using the Dynamic Learning Maps (DLM) Alternate Assessment System. The NYSAA is part of the State testing program that measures student knowledge on Essential Elements, which are alternate achievement standards that are reduced in depth and breadth from the learning standards.

NYSAA in Science

In December 2016, the Board of Regents adopted the new [P-12 Science Learning Standards](#) which are based on the Framework for K-12 Science Education developed by the Research Council and the Next Generation Science Standards. The [DLM Essential Elements in science](#) are specific statements of knowledge and skills that are linked to the grade-level expectations in the Framework for K-12 Science Education.

Students participating in the NYSAA in science are assessed once each at the elementary, middle, and high school levels. Beginning with the 2023-24 school year and thereafter, NYSAA eligible students will be tested in science in grade 5, grade 8, and one time in high school. As the Board of Regents and the Department work to [implement the science learning standards](#), **students eligible to participate in the grade 4 NYSAA in science will not be tested in the 2022-23 school year**. Instead, these students will be tested in grade 5 the following year (spring 2024). This is consistent with the implementation of the Elementary- and Intermediate-level Science Assessments.

NYSAA in English Language Arts and Mathematics

Students will continue to take the NYSAA English language arts and mathematics tests in grades 3-8 and once in high school. As in past years, these tests will measure the DLM Essential Elements in [ELA](#) and [math](#). The Department and DLM Consortium staff are currently working together on alignment studies to link the [New York State Next Generation Learning Standards](#) with the DLM Essential Elements. However, these linkages will not impact the student experience or how teachers prepare students for the assessment. The Essential Elements in these subject areas remain unchanged.

The Department and the DLM Consortium will continue to work cooperatively to ensure that students, teachers, and administrators have the necessary supports for successful assessment. If you have questions about the alternate assessment, please contact the Office of State Assessment by phone at (518) 474-5902 or by email at emscassessinfo@nysed.gov. Questions about special education should be directed to the Office of Special Education by phone at (518) 473-4818 or by email at speced@nysed.gov.

2022-23 New York State Alternate Assessment (NYSAA): New York State Student Identification System (NYSSIS ID #)

What is a NYSSIS ID?

NYSSIS (NYS Student Identification System) provides **unique statewide identification numbers to all students** participating in the NYS PreK - 12 Student Information Repository System (SIRS), also called the statewide (Level 2) student data warehouse (<https://www.p12.nysed.gov/irs/sirs/>). The SIRS provides a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal reporting and accountability requirements. NYSSIS IDs are a unique 10-digit number assigned to each NY student and used to provide continuity for a student's records (including State testing) over their time in the NY. (<https://www.p12.nysed.gov/irs/sirs/>).

How do I access the NYSSIS ID?

You need an account created and entitled to the NYSSIS application through the SEDDAS application located in the NYSED application business portal (<https://portal.nysed.gov>). In a nonpublic or charter school, the principal must entitle access; in a public school, contact the district superintendent; for BOCES, the BOCES superintendent at the main location entitles access; and for BOCES RIC, contact your director.

What if I am new or there are changes in my district/school?

A nightly automated process runs to create accounts and entitle/un-entitle accounts to the NYSSIS web application for the CEO position of a public district, BOCES district, charter school, non-public school and BOCES RIC **based on the existing data submitted to SEDREF** (<https://www.oms.nysed.gov/sedref/>) **from your institutional school building location or district building location**. This process handles a staff change in the CEO position of an institutional location. All account entitlements of the previous CEO will be transferred to the new CEO of the same institutional location.

What if I cannot locate the NYSSIS ID #?

Contact the Office of State Assessment at EMSCASSESSINFO@nysed.gov or Computer Based Testing at CBTSupport@nysed.gov for more assistance in obtaining the NYSSIS ID # for a student.

Moreover, the LEA (school/district) may need to work with their contracted Level 1 data center to submit their student data to get a NYSSIS ID if the student record(s) have not been submitted to the NYSSIS system yet. (Turnaround time can be less than an hour).

Eligibility and Participation Criteria - NYSAA

Definition of a Student with a Severe Disability (Section 100.1 of the Regulations of the Commissioner of Education)

“Students with severe disabilities” refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

NYSAA Eligibility

The process of determining eligibility begins with the Committee on Special Education (CSE). The CSE determines on an individual basis whether the student will participate in:

- the State’s general assessment with or without accommodations;
- the State’s alternate assessment with or without accommodations;
- or
- a combination of the State’s general assessment for some content areas and the State’s alternate assessment for other content areas.

The CSE ensures that decisions regarding participation in the State testing program are not based on:

- category of disability,
- language differences,
- excessive or extended absences, or
- cultural or environmental factors.

The CSE ensures that each student has a personalized system of communication that addresses his/her needs regarding disability, culture, and native language so the student can demonstrate his/her present level of performance.

Tests and other assessment procedures are conducted according to the requirements of section 200.4(b)(6) of the Regulations of the Commissioner of Education and section 300.320(a)(6) of the Code of Federal Regulations.

NYSAA Participation Criteria

Only students with severe cognitive disabilities are eligible for the New York State Alternate Assessment (NYSAA). The CSE determines whether a student with a severe cognitive disability is eligible to take the NYSAA based on the following criteria:

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior; **and**
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or

workplace); **and**

- the student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

For information see <http://www.p12.nysed.gov/assessment/nysaa/>



OFFICE OF SPECIAL EDUCATION
ASSISTANT COMMISSIONER

May 2019

TO: District Superintendents
Superintendents of Public Schools
Public School Administrators
Charter Schools
Religious and Independent School Administrators
Directors of Special Education
Directors of Pupil Personnel Services
Chairpersons of Committees on Special Education
Organizations, Parents, and Individuals Concerned with Special Education

FROM: Christopher Suriano

SUBJECT: Eligibility Criteria for Participation in the New York State Alternate Assessment (NYSAA)

This memorandum is to inform school districts of the new policy brief, *Eligibility Criteria for Participation in the New York State Alternate Assessment (NYSAA)*, developed by the New York State Education Department (NYSED) to assist school districts in determining the appropriate participation of students with severe disabilities in NYSSA. The federal Every Student Succeeds Act (ESSA) requires that states administer annual statewide assessments in reading/language arts and mathematics to all students in grades 3-8 and at least once in high school, as well as assessments in science once in each grade span (i.e., 3-5, 6-9, 10-12). ESSA includes provisions to ensure that all students are tested, offered appropriate accommodations when needed, and held to the same standards.

To ensure that the vast majority of students take a state's general assessment and **only students with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards**, ESSA places a state-level cap on the total number of students with significant cognitive disabilities who are assessed with an alternate assessment to **1.0 percent** of the total number of students in the state who are assessed in the subject. States may not prohibit a school district from assessing more than 1.0 percent of its assessed students with an alternate assessment. However, states must require school districts that assess more than 1.0 percent of their assessed students in any subject with an alternate assessment to submit information to the state justifying the need to exceed the 1.0 percent threshold.

Consistent with the Individuals with Disabilities Education Act (IDEA), committees on special education (CSEs) must follow state guidelines for determining on a case-by-case basis whether a student is most appropriately assessed with an alternate assessment aligned with alternate academic achievement standards. To assist CSEs in determining

whether NYSAA is the most appropriate assessment for an individual student, NYSED has developed the attached policy brief, decision-making flowchart, and decision-making checklist which should be used in conjunction with guidance provided in NYSED's [Eligibility and Participation Criteria - NYSAA](http://www.nysed.gov/common/nysed/files/programs/state-assessment/8-eligibilityb-19.pdf) [http://www.nysed.gov/common/nysed/files/programs/state-assessment/8-eligibilityb-19.pdf].

If a student is determined eligible to participate in NYSAA, ESSA requires that, as part of the process for developing the IEP, the student's parents be clearly informed that their child's academic achievement will be measured based on alternate academic achievement standards that do not meet the expectations necessary to earn a regular high school diploma in New York State and how participation in NYSAA will affect their child from completing the requirements for a regular New York State high school diploma. To assist school districts in ensuring that parents are appropriately informed, NYSED has developed the attached *Parent Notification of Participation in the New York State Alternate Assessment (Sample Letter)*. CSEs should also be discussing this information at each student's annual review meeting.

NYSED will annually notify school districts that exceed the 1.0 percent participation cap that they are required to submit information justifying the need to assess more than 1.0 percent of their students with NYSAA in one or more subject areas. As part of the justification, school districts will be required to provide assurance to NYSED that CSEs are using *Eligibility and Participation Criteria - NYSAA* in determining if a student with a disability will participate in NYSAA. As required by ESSA, NYSED will make all submitted justifications publicly available.

Additional information on administering NYSAA to students with severe disabilities is available on the Office of State Assessment's [New York State Alternate Assessment \(NYSAA\) webpage](http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment) [http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment]. Questions regarding this memorandum may be directed to the Special Education Policy Unit at (518) 473-2878 or to speced@nysed.gov. Information about NYS's procedures for school districts that assess more than 1.0 percent of their students in any subject is posted on the [Office of Special Education's News, Announcements and Timely Information webpage](http://www.p12.nysed.gov/specialed/timely.htm) [http://www.p12.nysed.gov/specialed/timely.htm].

Attachments: [Policy Brief - Eligibility Criteria for Participation in the New York State Alternate Assessment \(NYSAA\)](#)

[New York State Alternate Assessment \(NYSAA\) Participation Decision-Making Flowchart](#)

[New York State Alternate Assessment \(NYSAA\) Participation Decision-Making Checklist](#)

[Parent Notification of Participation in the New York State Alternate Assessment \(Sample Letter\)](#)



The University of the State of New York
New York State Education Department
Office of Special Education

Eligibility Criteria for Participation in the
May 2019

This is one in a series of policy briefs prepared by the New York State Education Department on topics pertaining to implementation of the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA) in New York State.

Which students must participate in State or district-wide assessments?

The federal Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) require that all students, including students with the most significant disabilities, be included in State or district-wide assessment programs. These requirements do not allow students to be excluded from statewide assessments. However, for students who are unable to participate in the State’s general assessment system because of the severity of their disabilities, even with accommodations, states are required to develop and implement an alternate assessment.

“High-quality assessments are essential to effectively educating students, measuring progress, and promoting equity. Done well and thoughtfully, they provide critical information for educators, families, the public, and students themselves and create the basis for improving outcomes for all learners.”
([Every Student Succeeds Act Assessments under Title I, Part A & Title I, Part B: Summary of Final Regulations](https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf) [https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf])

What is the New York State Alternate Assessment (NYSAA)?

NYSAA is part of the New York State (NYS) testing program that measures attainment of the State’s learning standards for students with the most severe disabilities in grades 3-8 and high school in the areas of English language arts and mathematics, as well as science once in each grade span (i.e., 3-5, 6-9, 10-12).

Which students are eligible to participate in NYSAA?

Students with severe disabilities, as defined in [8 NYCRR section 100.1\(t\)\(2\)\(iv\)](https://govt.westlaw.com) [https://govt.westlaw.com], are eligible for participation in NYSAA. “Students with severe disabilities” refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

How is a student determined eligible to participate in NYSAA?

The committee on special education (CSE) is responsible for determining whether a student is eligible to participate in NYSAA. At each annual review meeting, the CSE must determine on an individual basis whether the student will participate in:

- the State's general assessment with or without accommodations;
- the State's alternate assessment with or without accommodations; or
- a combination of the State's general assessment for some content areas and the State's alternate assessment for other content areas.

The CSE must ensure that decisions regarding participation in the State testing program are **not** based exclusively on category of disability, language differences, excessive or extended absences, cultural or environmental factors, previous low academic achievement, or previous need for accommodations to participate in State or district-wide assessments.

Only students with severe cognitive disabilities are eligible for the NYSAA. The CSE must determine annually whether a student with a severe cognitive disability is eligible to take the NYSAA based on the following criteria:

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior;
AND
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace);
AND
- the student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

In some cases, a student who has a severe cognitive disability, as defined in [8 NYCRR section 100.1\(t\)\(2\)\(iv\)](#), may be recommended by the CSE to participate in NYSAA only for selected assessment area(s), such as mathematics, based on such student's unique individual needs. The CSE may determine that the student can achieve the NYS standards for all students for the other assessment area(s) and recommend such student participate in NYS's general statewide assessment program in those area(s). (State data shows very few instances when this has occurred in the past.)

How must a student's participation in NYSAA be documented in his or her individualized education program (IEP)?

If the CSE determines that the student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement, the student's IEP must indicate this and provide a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment is appropriate for the student. For example, the IEP of a student with a severe cognitive disability who meets the criteria for participation in NYSAA would indicate that the student will be assessed using NYSAA because the student has a severe cognitive disability, significant deficits in communication/language and adaptive behavior; requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); and requires educational

support systems including assistive technology, personal care services, health/medical services, and behavioral intervention.

For a student who is recommended by the CSE for participation in NYSAA, each annual goal on the student's IEP must also include short-term instructional objectives and/or benchmarks (measurable intermediate steps between the student's present levels of performance and the annual goal). The student's IEP must also provide a statement, as appropriate, of any individual testing accommodations to be used consistently by the student in the recommended educational program and in the administration of State assessments of student achievement.

What should a CSE consider when making recommendations on a student's participation in State assessments?

CSEs must carefully consider which students should be included in NYSAA, as these assessments are for students with severe cognitive disabilities. Participation in NYSAA may have implications for a student's participation and progress in the general curriculum. While students recommended for participation in NYSAA must receive instruction in the same State learning standards as students participating in New York State's general assessments, they are instructed and assessed against alternate achievement standards that are at a reduced level of depth, breadth, and complexity.

CSEs should thoughtfully consider how a student's participation in NYSAA will impact a student's opportunity to earn a regular high school diploma. CSE meetings where transition goals and services are being developed must include a discussion with the student's parents of the student's progress toward receiving a diploma, and parents must be provided with information explaining graduation requirements.

What do parent's need to know about their child's participation in NYSAA?

In accordance with ESSA, as a part of the process for developing an IEP, if the CSE determines that a student will participate in NYSAA, the student's parents must be clearly informed that their child's performance will be measured based on alternate achievement standards that are reduced in depth, breadth and complexity and do not meet the expectations necessary to earn a regular high school diploma (i.e., local or Regents diploma) in NYS. In addition, parents must be informed that in order to earn a diploma in NYS, students must earn required course credits and take required Regents examinations and that their child will not be able to earn a NYS high school diploma if they continue to participate in NYSAA in one or more subjects in high school.

Are there any limits on the number of students that a school district may recommend for participation in NYSAA?

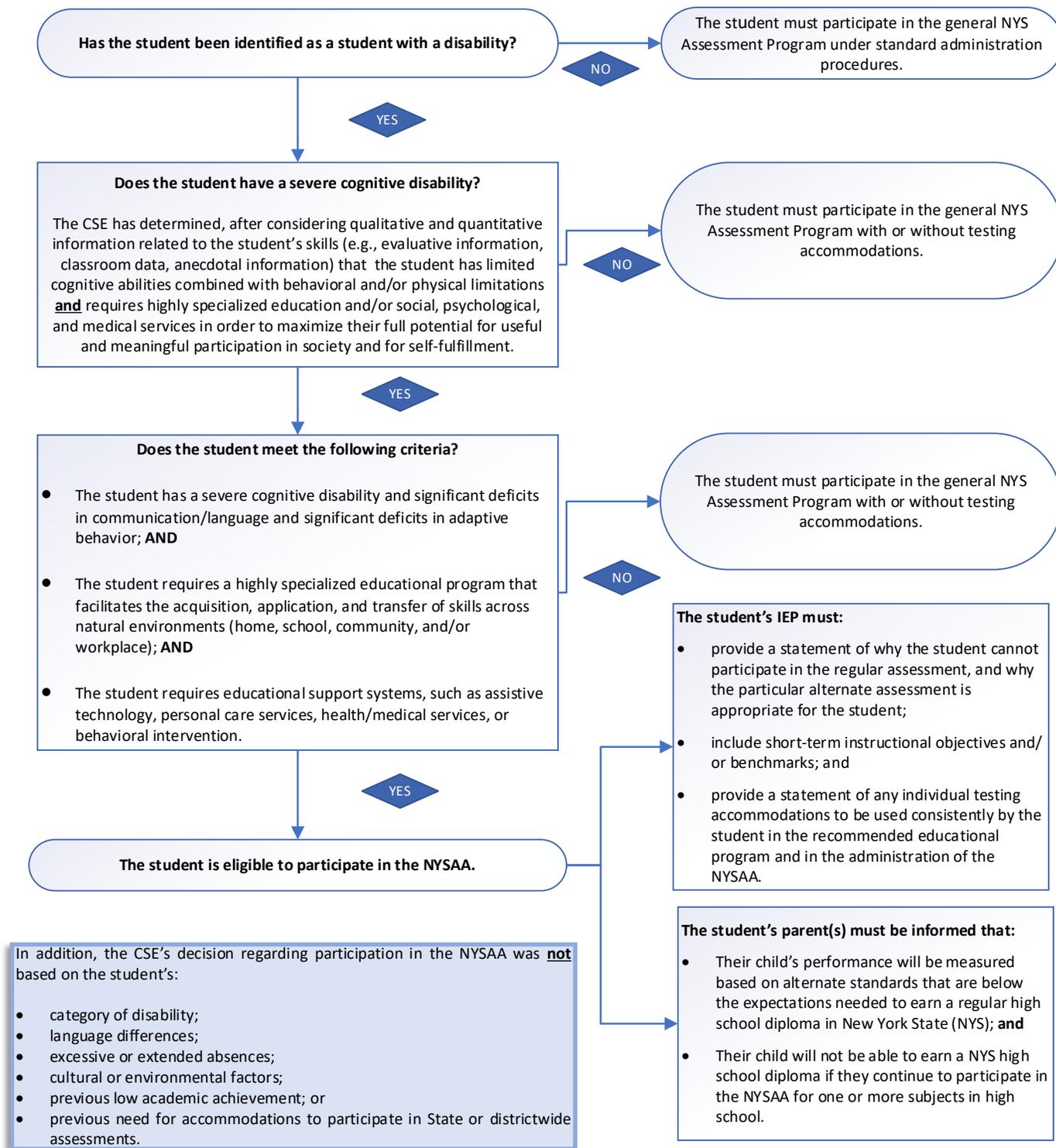
ESSA limits the number of students in each state who may take alternate assessments to **1.0 percent** of all tested students in a given subject. This is to ensure that the vast majority of students take a state's general assessments and only students with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards. There is no cap placed on individual school districts. However, ESSA requires any school district that assesses more than 1.0 percent of its assessed students in any subject with an alternate assessment aligned with alternate academic achievement standards to submit information to the state educational agency justifying the need to exceed the 1.0 percent cap.

<p>What are the NYSAA scores used for?</p>	<p>NYSAA scores show parents and teachers how a student is progressing in the attainment of grade-level alternate achievement standards. These scores can help:</p> <ul style="list-style-type: none"> • Identify a student’s strengths and needs; • Provide information to allow for meaningful discussions surrounding a student’s IEP; • Set instructional priorities that inform a student’s functional and academic goals and short-term objectives; and • Identify a student’s most effective method of communication across multiple settings.
<p>Where can I find additional information on NYSAA administration?</p>	<p>Additional information on administering NYSAA to students with severe disabilities is available on the Office of State Assessment’s New York State Alternate Assessment (NYSAA) webpage [http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment]. Information about NYS’s procedures for school districts that assess more than 1.0 percent of their assessed students in any subject with NYSAA will be posted at this site and on the Office of Special Education’s News, Announcements and Timely Information webpage [http://www.p12.nysed.gov/specialed/timely.htm] when available.</p>
<p>Legal Reference</p>	<p>8 NYCRR §§100.1(t)(2)(iv); 100.3(b)(2)(iii); 100.4(b)(2)(v); and 200.4(d)(2)(iv), (vii) and (ix)(b); ESSA §§1111(b)(2)(B)(vii) and 1111(b)(2)(D)(I)-(II)¹</p>

¹ Please reference the Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR) for regulatory language. An unofficial compilation of these regulations can be found at the [Department of State, Division of Administrative Rules](https://govt.westlaw.com) [https://govt.westlaw.com].

New York State Alternate Assessment (NYSAA) Participation Decision-Making Flowchart

Students with severe disabilities in New York State (NYS) may be determined eligible by the committee on special education (CSE) to participate in the NY SAA. Consistent with the provisions in the Every Student Succeeds Act (ESSA), NY SAA is an appropriate assessment for a very small number of students with the most severe cognitive disabilities. In conjunction with guidance provided in NYSED’s *Eligibility and Participation Criteria – NY SAA*, this flowchart should be used in the decision-making process to ensure that only those students with the most severe cognitive disabilities are taking the NY SAA.



New York State Alternate Assessment (NYSAA) Participation Decision-Making Checklist

The checklist below **may** be used in conjunction with guidance provided in the New York State Education Department's (NYSED) *Eligibility and Participation Criteria – NYSSA* in the decision-making process to ensure that only those students with the most severe cognitive disabilities are taking NYSAA. The committee on special education (CSE) must determine annually whether a student will participate in NYSAA on a particular State assessment of student achievement (i.e., English language arts, mathematics, and/or science) and document this decision in the student's individualized education program. If the CSE indicates "YES" for **all** items below, the student may be determined eligible to participate in NYSAA. This checklist is for local use, only. Do **not** submit this form to NYSED. However, a copy should be retained in the student's special education record.

Student:

Date:

Persons Involved in Decision-Making:

Eligibility Criteria	YES	NO	Comments/Evidence
The student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	
The student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace).	<input type="checkbox"/>	<input type="checkbox"/>	
The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.	<input type="checkbox"/>	<input type="checkbox"/>	
Both qualitative and quantitative information (e.g., evaluative information, classroom data, anecdotal information) have been considered to inform decisions on the above-listed criteria.*	<input type="checkbox"/>	<input type="checkbox"/>	

Check the recommendation that is most appropriate in meeting the needs of this student:

- The student is recommended by the CSE to participate in the general New York State Assessment Program (with or without testing accommodations) for:
- English Math Science
- The student is recommended by the CSE to participate in NYSAA (with or without testing accommodations) for:
- English Math Science

Parental Understanding: If my child has been determined eligible to participate in NYSAA, I have been informed of and understand the following statements:

- My child's performance will be measured against alternate achievement standards that do not meet the expectations needed to earn a regular high school diploma (i.e., local or Regents diploma) in New York State (NYS).
- In order to earn a diploma in NYS, students must earn required course credits and participate in required Regents examinations, and my child will not be able to earn a NYS high school diploma if he/she continues to participate in NYSAA for one or more subjects in high school.

* The decision for the student's participation in NYSAA was **not** based on the following: category of disability, language differences; excessive or extended absences; cultural or environmental factors; previous low academic achievement; or previous need for accommodations to participate in State or district-wide assessments.

Parent Notification of Participation in the New York State Alternate Assessment (Sample Letter)

Date: _____

Dear Parent/Guardian:

This letter serves to inform you that your child, _____, was recommended by the committee on special education (CSE) to participate in the New York State Alternate Assessment (NYSAA), rather than in the general statewide assessment program, in the following subjects: _____.

In making this recommendation, the CSE has determined that your child meets New York State's (NYS) eligibility and participation criteria for NYSAA and that the general statewide assessment program is not an appropriate assessment program for your child to demonstrate his/her knowledge and skills, even with testing accommodations. NYSAA is part of the NYS testing program that measures student performance on alternate achievement standards in the areas of English language arts (ELA), mathematics, and science for students with the most severe cognitive disabilities in grades 3-8 and high school.

Students recommended for participation in NYSAA must receive instruction in the same State learning standards as students participating in NYS's general assessments; however, they are instructed and assessed against alternate standards that are at a reduced level of complexity. Your child will be assessed using the Dynamic Learning Maps (DLM) alternate assessment system. DLM alternate assessment is a computer-delivered, adaptive assessment system that measures student achievement of ELA, mathematics, and science State learning standards at a reduced level of complexity. This computerized assessment provides the opportunity to customize the assessment to the individual abilities and needs of your child.

Your child's CSE, of which you are a member, will make an annual recommendation on whether NYSAA remains an appropriate assessment program for your child. Please be aware that NYSAA assesses learning standards that do not meet the expectations needed to earn a regular high school diploma (local or Regents diploma) in NYS. In order to earn a NYS high school diploma, students must earn required course credits and participate in required Regents examinations. Your child will not be able to meet the requirements for a NYS high school diploma if he/she continues to participate in NYSAA for one or more subjects in high school. Additional information on graduation requirements is available on the New York State Education Department's (NYSED's) [Office of Curriculum and Instruction webpage](http://www.nysed.gov/curriculum-instruction/) (<http://www.nysed.gov/curriculum-instruction/>).

If you have any questions about your child's participation in NYSAA, you are encouraged to speak with your child's teacher or special education administrator. For questions on NYSAA, you may also wish to contact NYSED's Office of Special Education Policy Unit at 518-473-2878 or the Office of State Assessment at 518-474-5900. Additional information on NYSAA, including *A Parent's Quick Guide to the New York State Alternate Assessment (NYSAA)* is available on NYSED's Office of State Assessment [NYSAA webpage](http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment) (<http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>).

Thank you for your attention to this important matter.

Sincerely,



Steven E. Katz
Assistant Commissioner
Office of State Assessment

TO: NYSAA District Test Coordinators (DTC)
NYSAA Building Test Coordinators (BTC)
Directors of Special Education
Directors of Pupil Personnel
Services

FROM: Steven E. Katz *Steven E Katz*

DATE: May 2018

SUBJECT: Process to Medically Excuse a Student with a Severe Cognitive Disability from Participation in the New York State Alternate Assessment (NYSAA)

This is to remind schools of the process to medically excuse students with significant cognitive disabilities from participation in NYSAA.

Under certain circumstances, a school administrator may grant a medical excuse from the NYSAA (DLM) testing requirement for a student with a significant cognitive disability. The State Education Department allows NYSAA-eligible students with significant disabilities to be medically excused when the student is too incapacitated to be tested because of an illness or injury resulting from a significant medical emergency, as documented by a medical practitioner. The medically excused option is reviewed by a school district administrator on an individual student basis. School administrators should work with parents to obtain documentation from a medical practitioner.

The following process needs to be followed for medically excusing a student: Students must be added to KITE: Educator Portal, then rostered to a teacher and the first contact survey completed. This results in testlets being generated. Once testlets are generated, they should not be opened. Instead, the teacher would notify the District or Building Test Coordinator (DTC/BTC) that a special circumstance code needs to be applied. The BTC/DTC would enter the special circumstance code one time per content area. Special circumstance codes can then be entered by the BTC/DTC under the Test Management Tab on the table where the TIP is retrieved. Documentation from a medical practitioner and of the special circumstance must be kept on file by the school district.

If you have questions, please contact the Office of State Assessment at 518-474-5900.



Steven E. Katz
Assistant Commissioner
Office of State Assessment

July 2018

TO: NYSAA District Test Coordinators
NYSAA Building Test Coordinators
Directors of Special Education
Directors of Pupil Personnel Services

FROM: Steven E. Katz *Steven E. Katz*

SUBJECT: The Provision of Oral Translations for the New York State Alternate Assessments in English Language Arts, Mathematics, and Science

The New York State Alternate Assessments (NYSAA) in English Language Arts (ELA), Mathematics, and Science are administered using the Dynamic Learning Maps (DLM) computer-based adaptive assessments. Those NYSAA-eligible students whose home language is other than English may face additional challenges with participation in the NYSAA. The New York State Education Department (NYSED) is following the recommendations from DLM regarding the provision of oral translation, as outlined in the current Test Administration Manual under Accessibility Supports (<https://dynamiclearningmaps.org/newyork>).

The DLM test system does not provide translated forms of the NYSAA; it is available in the English language only. Therefore, when testing English Language Learners in the NYSAA, it is permissible for a school to orally translate text that is visible on the computer screen into the student's home language. In addition, for the writing question in the ELA Writing Testlet, English Language Learners (ELLs) may provide their responses in their home languages, unless exceptions are noted in the Testlet Information Page (TIP) or at the beginning of a test section. Districts and schools should plan for translation services, as they are responsible for the translation process and procedure.

NYSED's Office of Bilingual Education and World Language (phone 518-474-8775) and the Regional Bilingual Education Resource Networks (RBERNs) can assist schools in locating people who can aid in the translations. A directory of the RBERNs is available at <http://www.nysed.gov/bilingual-ed/regional-supportrberns>.

2022-23 New York State Alternate Assessment (NYSAA): Braille & Language Translation

Accessibility Supports

Please refer to the New York-specific guidance regarding accessibility supports and testing accommodations at: <http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>.

Braille

If a student requires braille, please select braille in the student's Personnel Needs and Preferences (PNP) Profile and First Contact survey located in Educator Portal. Braille should not be selected for emerging braille readers. Braille should only be selected if the student is proficient enough in braille to demonstrate their knowledge, skills, and understanding of the Essential Elements in the DLM alternate assessment by independently reading braille. Additionally, braille is only available at the upper linkage levels.

Where braille testlets are not provided, test administrators will use other approaches to deliver assessments to students who are blind or have visual impairments. For more information, see the ACCESSIBILITY MANUAL at: <https://dynamiclearningmaps.org/newyork>.

Contact NYSED at 518-474-5900 or send an email to EMSCASSESSINFO@nysed.gov if you need braille assistance.

Please be advised that the final date to select braille and contact NYSED regarding braille is 02/13/2023.

Language Translation

Unless exceptions are noted on the Testlet Information Page (TIP) or at the beginning of a test section, the text can be translated, and the students' answers accepted in English or their own native language. The school is responsible for the translation process and procedure for the DLM assessments.

Specific guidance about language translation can be found in the TEST ADMINISTRATION MANUAL and on the NYSAA homepage at: <http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>.



Deputy Commissioner
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February 2017

TO: District Superintendents
Superintendents of Schools
Directors of Special Education
School Administrators of Public Schools
School Administrators of Nonpublic Schools
School Administrators of Charter Schools
Chairpersons of Committees on Special Education

FROM: Angélica Infante-Green *A. Infante - Green*

SUBJECT: Accessibility Supports for Students with Severe Cognitive Disabilities
Tested on the New York State Alternate Assessment (NYSAA) in English
Language Arts and in Mathematics

This memorandum provides guidance regarding the selection and use of accessibility supports that are currently available as part of the Dynamic Learning Maps (DLM) assessment system to students with severe cognitive disabilities. During the 2015-16 school year, the New York State Education Department (NYSED) introduced the DLM computer-based testing program for administering the NYSAA in English language arts (ELA) and mathematics. For the 2016-17 school year, during the test administration window, March 20, 2017 to June 2, 2017, special education teachers will administer the NYSAA in ELA and in mathematics to eligible students with severe cognitive disabilities.

The DLM system provides accessibility supports that allow NYSAA-eligible students to meaningfully participate in the NYSAA in ELA and mathematics. These accessibility supports enable administrators and teachers to customize the NYSAA assessments to meet the individual needs of eligible students. DLM's assessment system provides many accessibility supports, the use of any of which must be selected by the teacher prior to testing. Students with disabilities should be accustomed to using accommodations prior to the administration of a State assessment. A student's individualized education program (IEP) must clearly document all testing accommodations, including accessibility supports that will be provided to the student when participating in the NYSAA. A list of these accessibility supports is included on page 3 of this memorandum.

To select accessibility supports that are most appropriate for each student, educators must first familiarize themselves with the full scope of supports that are available in the DLM assessment system. The accessibility supports that are available with the DLM system may be viewed by special education teachers in conjunction with the practice tests. Information regarding accessing practice tests by using the DLM KITE Client system is available on pages 3-6 of the [Guide to Practice Activities & Released Testlets](#).

Educators should work with their Committees on Special Education (CSEs) to ensure that all testing accommodations and accessibility supports are documented on a student's IEP. Documenting accessibility supports as testing accommodations on a student's IEP promotes appropriate, consistent implementation during testing, and clear communication between teachers and parents. The *DLM Accessibility Manual* and the *DLM Test Administration Manual* provide further information about accessibility supports. Both manuals are available at: <http://www.dynamiclearningmaps.org/newyork>.

Information regarding testing accommodations for students with disabilities, including students with disabilities who are taking the NYSAA, is available at: <http://www.p12.nysed.gov/assessment/accommodations/testingaccomell-16.pdf>.

For more information regarding the NYSAA, please visit the NYSED Office of State Assessment web page at: <http://www.p12.nysed.gov/assessment/nysaa/>.

Questions regarding this memorandum may be directed to the Office of State Assessment at 518-474-5902 or emscassessinfo@nysed.gov.

Thank you for your attention to this important matter.

Accessibility Supports of the DLM Assessment System

Category 1: Supports Provided in Kite Client Via Access Profile	Category 2: Supports Requiring Additional Tools/Materials	Category 3: Supports Provided Outside the System
<ul style="list-style-type: none"> • Magnification: Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. • Invert Color Choice: Makes the background color black and the font white. • Color Contrast: Allows educators to choose from color schemes for the background and font. The background and font color options are a white background with green font, a white background with red font, a black background with gray font, or a black background with yellow font. • Overlay Color: The background color of the assessment. The default color is white. Educators may select from the alternate colors of blue, green, pink, gray, and yellow. • Spoken Audio: Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. There are three preferences for spoken audio: text only, text and graphics, and nonvisual. 	<ul style="list-style-type: none"> • Uncontracted Braille: Braille should be selected only if the student is proficient in reading braille materials. It must be selected prior to the opening of the spring assessment window. • Single-Switch System: This support is activated by using a switch and switch interface that emulates the enter key in the keyboard. Educators can enter this setting in the Access Profile. • Two-Switch System: Two switches and a switch interface are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted. Does not require activation in the Access Profile. • Individualized Manipulatives: Students may use familiar manipulatives. • Calculator: Permitted on mathematics testlets unless otherwise noted on the Testlet Information Page (TIP). • Alternate Form-Visual Impairment: Should be selected when a student does not read braille but is blind or has a visual impairment that prevents interaction with the onscreen content. 	<ul style="list-style-type: none"> • Human Read Aloud: Test Administrators may read the assessment aloud to students. • Sign Interpretation of Text: Test administrators may sign the content to students, using American Sign Language (ASL), Exact English, or personalized sign systems. • Language Translation of Text: Test administrators may translate the text for students who are English language learners or who respond best to a language other than English. • Entering Responses for Student: Test Administrators can enter responses for students that are physically unable to input their answer choices. • Partner—Assisted Scanning (PAS): A strategy in which test administrators assist students with scanning or going through students' response options.

2022-23 New York State Alternate Assessment (NYSAA): Test Completion, Field Testing, & Teacher Surveys

Test Completion

Please note that test administrators **will** receive notification in Kite® Student Portal that testlets have been completed for a student in a content area; for example, a student completed 2 out of 9 testlets in ELA. In addition, test administrators should keep a chart tallying the number of testlets students have completed to compare with the expected number to be completed as found in the TAM (see chart below). Note that field tests are not included in this count (see below). **District Test Coordinators must run an Extract Report to determine that all testing for each subject has been completed.** Please visit: CBTSupport@nysed.gov or EMSCASSESSINFO@nysed.gov for additional information.

NUMBER OF TESTLETS FOR SPRING ASSESSMENT

Grade	Math Testlets	ELA Testlets	Science Testlets*	Field Testlets
3	8	9	Not-tested	0 or 1
4	8	9	Not-tested *	0 or 1
5	8	9	Not-tested	0 or 1
6	7	9	Not-tested	0 or 1
7	7	9	Not-tested	0 or 1
8	8	9	9	0 or 1
High School-cohort grade 9	7	9	9	0 or 1

*Students eligible to participate in the grade 4 NYSAA in science will not be tested in the 2022-23 school year. Instead, these students will be tested in grade 5 the following year (spring 2024).

Field Testing

Once all required spring assessments are complete, there may be zero or one field test delivered in each of the content areas. The field test testlet may be harder or easier than the last operational testlet the student completed for the Essential Element. If it is too difficult for the student, the student or test administrator may leave a response unanswered or choose an option indicating the student did not respond (if available), and then submit the testlet.

Student responses on field test testlets will not be scored. Test administrators can expect each field testlet to take the same approximate time to administer as an operational testlet. Test administrators are strongly encouraged to deliver the field testlets, which help build a larger operational bank of available testlets. Please see the chart above for the number of testlets delivered per grade level. Field tests will not be counted in the total tests delivered according to the above. After you have completed the required testlets, please go back into Kite Educator Portal to see if a field testlet, which is labeled with NA, is available just as you would check for an operational assessment.

Remember: After you have completed the required testlets, please go back into Kite Educator Portal to see if a field testlet has become available.

Teacher Surveys

Teacher surveys will be delivered in Student Portal again this spring. The survey is optional, but it is strongly recommended that the survey be completed. The survey is accessed under the Other tab. It does not pop-up during student test administration. Utilize the Exit Does Not Save button should it be accidentally opened by the test administrator or student during testing. Please complete the survey.

2022-23 New York State Alternate Assessment (NYSAA): Special Circumstance Codes

Directions: Students must first be enrolled in Kite Educator Portal and rostered to a teacher, then the first contact survey must be completed. This results in a testlet being generated. Once the testlet is generated, do **NOT** open it, rather the teacher should notify the District that a special circumstance code needs to be applied. The District Test Coordinator/Building Test Coordinator (DTC/BTC) should enter the special circumstance code one time **per** content area **before** the test window closes. Special circumstance codes can then be entered by the DTC/BTC under the Test Management Tab on the table where the Testlet Information Page (TIP) is retrieved. Documentation of the special circumstance must be kept on file by the LEA as per their policy.

NYSAA Not-Tested Category	NYSAA Not-Tested Description	DLM Special Circumstance Code in Kite Educator Portal
Absent	The student was in attendance for fewer than 30 school days as a NYSAA-eligible student between March 13-June 9, 2023 (ELA, Mathematics, and Science) and it was determined that there was not enough time to assess the student.	Chronic Absences (13813)
Arrived After Cutoff Date for Test Administration	The student arrived in the district too late for the district to enter the student into the Kite Educator Portal and complete the assessment. The cutoff date is generally 3 weeks prior to the closing of the test window.	Other (9999)
Medically Excused	The student was too incapacitated to be tested because of an illness or injury resulting from a significant medical emergency, as documented by a medical practitioner. The medically excused option is reviewed by a school district administrator on an individual student basis. Students taking the NYSAA are not considered medically excused from testing because of their disability.	Medical Waiver (3454)
Took Another Assessment to Fulfill Testing Requirement	The student took another approved assessment (i.e., a New York State general assessment, (or approved alternative), Regents Examination (or approved alternative)) to fulfill the testing requirement in a particular content area.	Other Reason for Non-Participation (13831)
Parent Refusal	The student was not administered the NYSAA based on a parent refusal of the NYSAA assessment. This does NOT include students who were unable to engage in the assessment at the time of the testing for whom a valid score of zero is appropriate.	Parent Refusal (13820)

<p>Misadministration/ Reporting Irregularities</p>	<p>The building principal is responsible for all aspects of the school's test administration and must report testing irregularities and misconduct by students and staff—in writing, on school letterhead, and signed by the principal—to OSA via fax to 518-474-1989 or by <u>e-mail to emscassessinfo@nysed.gov</u>.</p> <p>Examples of misadministration's, include but are not limited to:</p> <ul style="list-style-type: none"> • All test administrator infractions regarding the violation of the KITE Security Agreement, including reproducing the assessment or sharing log-in credentials. • All instances of test administrators providing students with unauthorized testing accommodations. <p>For more information on the definition of Misadministration/Testing Irregularity, visit http://www.nysed.gov/state-assessment/test-administration-resources</p>	<p>State Use 1 (10001)</p>
	<p>DO NOT USE</p>	<p>State Use 2 (10002)</p>

Please note: In some situations, it may be more appropriate to exit or transfer a student rather than enter Special Circumstance Codes. If a student moves to a new district or school, the sending school can exit the student from Educator Portal or contact the NYSED to transfer the student to the new district. For a full list of possible exit reasons, please visit the [DLM Data Management Manual](#).



SPECIAL CIRCUMSTANCE CODES FOR YEAR-END MODEL AND SCIENCE ONLY STATES

This resource is available at <http://secure.dynamiclearningmaps.org/content/shared-resources>. It can also be posted to a state's public Dynamic Learning Maps® (DLM®) webpage upon state request. The procedure applies to Year-End model and Science-Only states.

- Special circumstance codes are specific to the required spring assessment window.
- If applying a special circumstance code, it must be applied to one testlet in each rostered subject. Even if more test sessions were administered in the subject, the code does not have to be added to any additional testlets.
- State policy determines which roles may enter, edit, or delete Special Circumstance Codes:
 - State Assessment Administrator (SAA)
 - District Test Coordinator (DTC)
 - Building Test Coordinator roles

REASONS FOR NOT TESTING

If a student cannot participate in a testlet that generates a performance level used for federal and state accountability, a DLM special circumstance code can be entered in Educator Portal to provide explanation why the student was not tested. Each state education agency (SEA) selects a list of codes to use for students in their state. These codes may be available on the state's DLM webpage.

Special circumstance codes are specific to test sessions in the spring assessment window only. The codes are descriptive words (e.g., Medical Waiver or Parental Refusal). A special circumstance code can be applied to, edited, or removed from a test session in a subject at any time during the state's spring assessment window, but the action must be performed before the window closes.

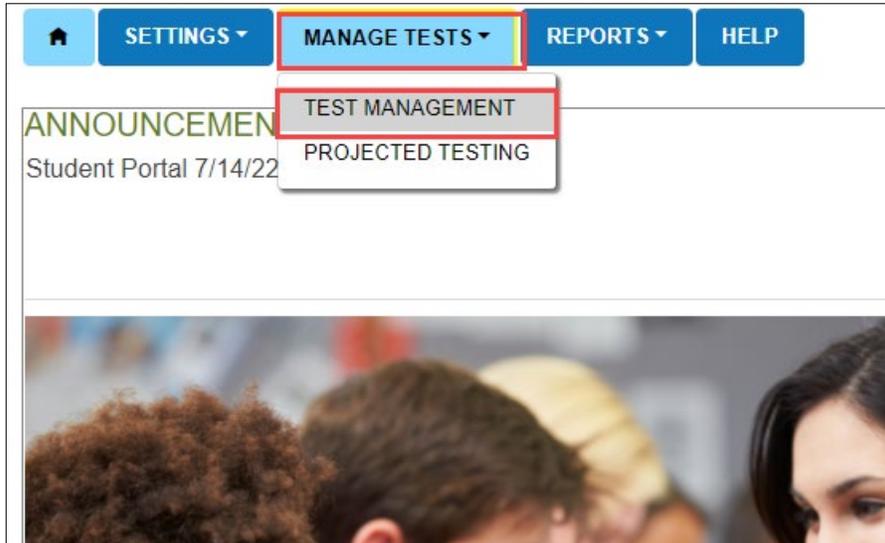
The code must be entered for the test session for each applicable subject. In other words, if a student is not testing in any subjects, a code must be applied to a testlet in each subject to which the student is rostered. If later the code must be edited or removed for all subjects, the action must be performed for code that was entered. The actions must be taken before the close of the spring assessment window.

***NOTE:** Entering a special circumstance code does not prevent further testing.*

ENTERING A SPECIAL CIRCUMSTANCE CODE

Follow these steps to enter the special circumstance code for a student in the spring assessment window.

1. Select **Manage Tests** and then **Test Management**.



2. Select the following options in these fields:

- **School:** the appropriate school
- **Testing Program:** Summative
- **Subject**
- **Grade**

A screenshot of a web application's 'View Test Sessions: Select Criteria' form. The form has a navigation bar at the top with buttons for 'HOME', 'SETTINGS', 'MANAGE TESTS', 'REPORTS', and 'HELP'. Below the navigation bar is a 'View Test Sessions' button. The main form area is titled 'View Test Sessions: Select Criteria' and contains four dropdown menus: 'SCHOOL:*' (Keating Elementary ...), 'TESTING PROGRAM:*' (Summative), 'SUBJECT:' (Science), and 'GRADE:' (Grade 5). Below these dropdowns are two checkboxes: 'Include completed' and 'Include expired'. To the right of these checkboxes is a blue 'Search' button, which is highlighted with a red border, and a light blue 'View Tickets' button.

3. Select **Search**.
4. In the **Test Session Name** column, double click the testlet code where a Special Circumstance code is needed. The code includes the student's name. **Remember, a code must be entered for each subject.**

[View Test Sessions](#)

View Test Sessions: Select Criteria

SCHOOL:* TESTING PROGRAM:* SUBJECT: GRADE:

Include completed Include expired

<input type="checkbox"/>	Test Session Name	Tickets	Test Information	Test Progress ↓	State Studer
<input type="checkbox"/>	DLM- [redacted] -YE M 10.S-CP.1-5 IP			Testlet 8 of 8	
<input type="checkbox"/>	DLV [redacted] YE M 10.S-CP.1-5 DP			Testlet 8 of 8	
<input type="checkbox"/>	DLM- [redacted] -YE M 10.S-CP.1-5 IP			Testlet 8 of 8	

- The user is automatically taken to the **End Test Session: Select Student** screen. Select the **student** and scroll to the far right.

[Assessment Details](#) [Students](#) [Session Information](#) [Monitor](#)

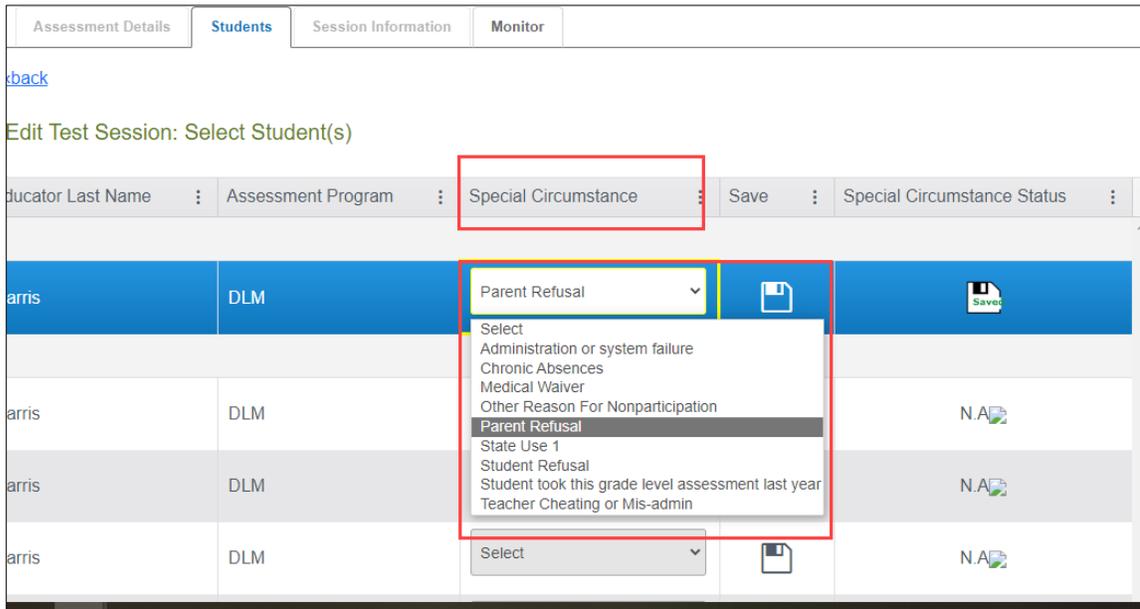
[back](#)

Edit Test Session: Select Student(s)

Locator Last Name	Assessment Program	Special Circumstance	Save	Special Circumstance Status
[redacted]	DLM	<input type="text" value="Select"/>		N.A.

NOTE: Roles that do not have permission to apply special circumstance codes will not have the Special Circumstance column.

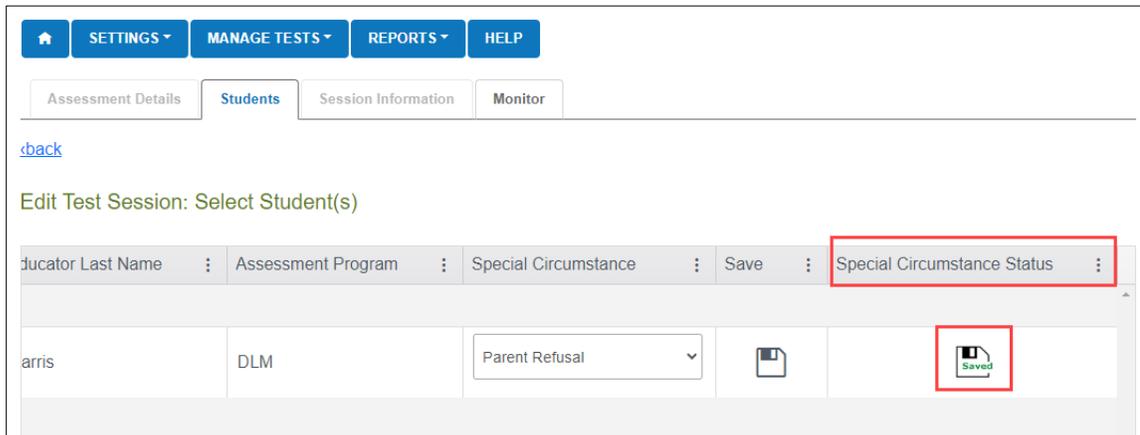
6. Select the arrow in the dropdown menu and select the applicable special circumstance code. The sample user chose Parent Refusal.



7. Select **Save**.



8. The test session and subject are updated as indicated by the icon with the word **SAVED** displayed in the Special Circumstances Status column.



9. To edit an applied code, follow the same steps used to enter a code:
 - Go to the Special Circumstance dropdown menu.
 - Choose a different code. (In the following screenshot, the user changed from Parent Refusal to Medical Waiver.)
 - Select the save icon.

- Observe the icon with the word, “Saved” that displays in the Special Circumstance Status Column.

Edit Test Session: Select Student(s)

ducator Last Name	Assessment Program	Special Circumstance	Save	Special Circumstance Status
arris	DLM	Medical Waiver		

10. To delete an applied code,

- Scroll to the dropdown list of Special Circumstance codes.
- At the top of the list, choose the word, “Select”.
- Select the save icon.
- Observe the word, “Saved” that displays in the Special Circumstance Status column.

Edit Test Session: Select Student(s)

ducator Last Name	Assessment Program	Special Circumstance	Save	Special Circumstance Status
arris	DLM	Select		
arris	DLM	N.A.		N.A.
arris	DLM	N.A.		N.A.

NOTE: A Special Circumstance Code must be entered, edited, or deleted before the close of Spring Assessment Window.

ON-DEMAND SPECIAL CIRCUMSTANCE CODE EXTRACT

For states that allow the use of Special Circumstance Codes during their spring assessment window, the DLM On-Demand Special Circumstance extract is available for monitoring the codes that are added during the window (Figure 1). The extract is available to the same roles that have permission to add the codes. To learn how to access this extract, go to the EDUCATOR PORTAL USER GUIDE > Access Reports and Extracts.

Figure 1. Screenshot of the DLM On-Demand Special Circumstance File in the list of extracts.

Data Extracts
 Note: Student data extracts include Personally Identifiable Information (PII), take appropriate precaution to protect saved files.

Extract	Description	Requested	File	Action
Current Enrollment	Current enrollment information for active students.	05/03/2022 05:03 PM	csv	New File
Custom Files	To Upload DLM Custom Files			New File
DLM Exited Students	List of students who were exited anytime during the previous year's assessments	06/14/2021 11:51 AM	X	
DLM General Research File (GRF)	General Research File from the most recent year with final student assessment results for each rostered subject. Data Detail EE Crosswalk	05/03/2022 05:10 PM	X	New File
DLM Incident File	List of students who may have experienced test administration incidents during previous year's assessments.			New File
DLM On-Demand Special Circumstance File	List of students who are assigned special circumstance codes during the current year's assessments.	05/03/2022 05:05 PM	csv	New File
DLM Special Circumstance File	List of students who were assigned special circumstance codes during previous year's assessments.	06/14/2021 12:13 PM	X	

END-OF-YEAR REPORTS AND EXTRACTS

At the end of the year, in states that use DLM special circumstance codes, the state assessment administrator will receive a Special Circumstance Code file with the list of students who had a special circumstance code added to a testlet during the spring assessment window (Figure 2). The SAA should review the file when reviewing their GRF and make decisions about invalidations.

Even if a special circumstance code is added to a test session during the spring assessment window, the student will still receive an end-of-year Individual Student Score Report, unless the state chooses to invalidate the student's record in the General Research File (GRF) during the state's two-week review window.

The DLM On-Demand Special Circumstance File is available to the SAA, DTC, and the BTC roles depending on state policy. The DLM Special Circumstance File is the end-of-year file for the SAA role only.

Figure 2. Screenshot showing the two special circumstance files.

[Home](#)
[SETTINGS ▾](#)
[MANAGE TESTS ▾](#)
[REPORTS ▾](#)
[DASHBOARD](#)
[HELP](#)

Data Extracts

Note: Student data extracts include Personally Identifiable Information (PII), take appropriate precaution to protect saved files.

Extract	Description	Requested	File	Action
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DLM Incident File	List of students who may have experienced test administration incidents during previous year's assessments.			New File
DLM On-Demand Special Circumstance File	List of students who are assigned special circumstance codes during the current year's assessments.	05/03/2022 05:05 PM		New File
DLM Special Circumstance File	List of students who were assigned special circumstance codes during previous year's assessments.	06/14/2021 12:13 PM		

2022-23 New York State Alternate Assessment (NYSAA): Individual Student Score Reports

The NYSAA measures student knowledge of the Essential Elements in the academic areas of English Language Arts (ELA), mathematics, and/or science. The Essential Elements are alternate achievement standards that are reduced in depth, breadth, and complexity from the State's grade-level academic achievement standards. They have been adopted by the State for students with the most severe cognitive disabilities.

Individual Student Score Reports consist of two parts: a Performance Profile, which summarizes skill mastery for related content (e.g., a specific conceptual area or domain) and for the subject overall, and a Learning Profile, which describes the skills, as they relate to each Essential Element, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. A student-specific score report is available for each subject a student was assessed on.

Individual Student Score Reports are now available for students in your school who participated in one or more testlets of the New York State Alternate Assessment (NYSAA) in English Language Arts (ELA), mathematics, and/or science. These are for teacher use only.

Performance Profile

The Performance Profile provides a report of the student's overall performance in a subject. Please note that there is no exact correlation between mastering a particular linkage level on a specific Essential Element and the overall performance level in the subject.

The bar graphs on the Performance Profile demonstrate the student's mastery of skills for groups of related Essential Elements (e.g., conceptual areas).

Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of skill mastery is based on what the student demonstrated on the DLM assessments at the time the assessment was administered. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the Target level, and that is to be expected.
- The number of skills mastered does not mean that a student answered a certain percent of items correctly.

- The amount of white space on the Learning Profile does not necessarily reflect a lack of instruction. The DLM assessment is adaptive and is designed so students are assessed at a linkage level that is an appropriate level of challenge for them.
- Students with the most significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's Learning Profile, including additional academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).
- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student will not have an Individual Student Score Report.

You may use these results to support teachers by

- helping them consider how the results can be used and the limitations of the data
- identifying areas of needed professional development to strengthen instruction
- identifying areas of academic skills where instruction may be focused
- reflecting on how a student's overall performance informs the IEP

Learning Profile

A Student Learning Profile Report describes the student's mastery of certain skill levels for each assessed Essential Element.

For every Essential Element in English Language Arts and mathematics, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. For every Essential Element in science, there are skills at three linkage levels: Initial, Precursor and Target. These levels are shown in columns on the Learning Profile. The Target level represents the grade-level expectation for students with the most significant cognitive disabilities. Each student is assessed on one linkage level for all Essential Elements on the blueprint, with the exception of Writing. Students are typically not assessed at every linkage level and may not be assessed on every Essential Element.

A Student Learning Profile Report provides one piece of evidence to help inform instruction of NYSAA students and helps to build a bridge between the alternate achievement standards, the State assessment, and teaching.

Class and School Level Results

The Class Results report provides a summary of results for all students who were rostered to the teacher. The report lists individual students, the number of Essential Elements tested, number of skills mastered, and their final achievement level.

Each school receives Class Results reports for every teacher with students enrolled in the DLM alternate assessment. The students are arranged alphabetically by grade level. All subjects are included on the report.

REPORT DATE: 06-10-2022

End of Year Report
Class Results 2021-22



TEACHER NAME: Janice Walker
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: 1234
STATE: DLM State

Student Name	Grade	Subject	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Sigler, Alice	6	ELA	16	12	47	At Target
		Math	11	5	37	Approaching Target
		Science	9	3	9	Approaching Target
Sims, John	6	ELA	16	14	70	Advanced
		Math	11	8	30	At Target
		Science	9	7	21	Advanced
Daly, Joy	8	ELA	17	4	42	Emerging
		Math	15	2	33	Emerging

Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

The School Results reflected above are not New York specific and shown only as an example.

The School Results report contains the same information as the Class Results report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade and then by teacher and student in alphabetical order.

Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete a single item in any testlet in any subject of the assessment, the student is included, but with dashes in place of results.

- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- Remember that total skills mastered is based on what the student demonstrated on the DLM assessments. A student may have demonstrated similar skills during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the at Target level, and that is to be expected.
- These results provide a summary of overall performance in the grade/subject at the class and school level. More useful information for instructional planning is located in each student's Individual Student Score Report.

District- and State- Level Results

The District Results report provides one table of results. Each row shows the number of students assessed at that grade and subject and the number of students who achieved at each performance level. The last column indicates the percent of students at the *at target* or *advanced* levels. The State Results report has the same formatting and provides the same type of information for all student records in the state.

Hints for Interpreting Final District and State Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete any items in any testlet in any subject, the student is not included in these results.
- Reports include only valid student records as determined by state-level review of results.
- These reports provide a high-level summary of all students at the district or state level. More useful information for instructional planning is located in each student's Individual Student Score Report.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the at target level, and that is to be expected.

How Reports Are Distributed

Individual Student Score Reports are available through the Dynamic Learning Maps (DLM) Educator Portal platform. The reports will only contain information pertaining to the testlets that the student completed. The Performance Profile would indicate the student has a zero on performance or no levels mastered for Essential Elements not assessed and the Learning Profile would indicate a student was not assessed on these Essential Elements.

An Educator Portal user with the role of District Superintendent, District Test Coordinator (DTC), Building Test Coordinator (BTC) or Teacher will have access to Individual

Student Score Reports (Learning and Performance Profile Reports) for students who were assessed the previous spring. To access the reports, the authorized user logs into Educator Portal.

Educator Portal users with the role of District Superintendent, DTC or BTC will select Alternate Assessment from the Reports dropdown menu. Next the authorized user selects the End-of-Year tab and Student (Individual) or Students (Bundled).

Educator Portal users with the role of Teacher will have access to Student Learning Profile Reports for students who are rostered to them for the current school year's assessment. Teachers will have access to the reports by logging into the Educator Portal platform and selecting the Student Report Archive from the Reports tab dropdown.

Questions regarding the Individual Student Score Reports may be directed to the Office of State Assessment at emscassessinfo@nysed.gov.

Parent & Family Resources

DO YOU HAVE QUESTIONS?

Contact the New York State Education Department's Office of State Assessment at:

518-474-5902

or email:

EMSCASSESSINFO@nysed.gov

For more information:

VISIT THE NYSED WEB PAGES AT:

<http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>

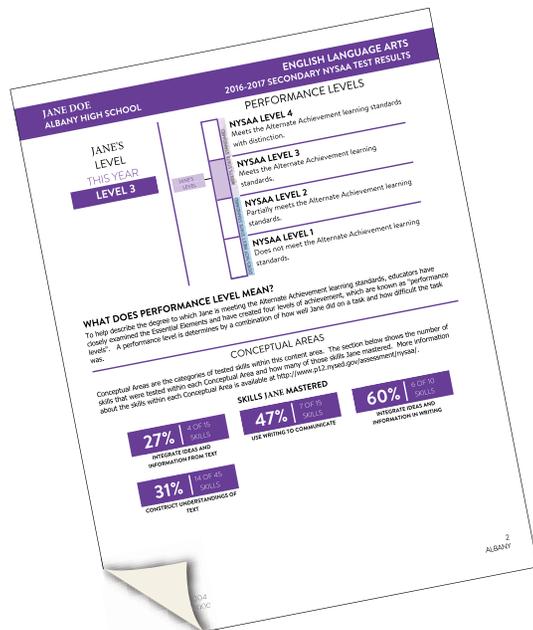
AND

Office of Special Education at:

<http://www.p12.nysed.gov/specialed/>



A Parent's Quick Guide to the New York State Alternate Assessment (NYSAA)



New York State Education Department
89 Washington Avenue
Albany, New York 12234

(518) 474-5902
FAX (518) 474-1989



New York State Education Department

What is the New York State Alternate Assessment (NYSAA)?

The NYSAA is part of the New York State testing program that measures student performance on alternate achievement standards in the areas of English language arts (ELA), mathematics, and science for students with the most severe cognitive disabilities. These standards are reduced in complexity from the learning standards.

What do we mean by students with the most severe cognitive disabilities?

“Students with the most severe cognitive disabilities” can be defined as students who have limited cognitive abilities, combined with behavioral and/or physical limitations, and who require highly specialized educational, social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.

Who should take the NYSAA?

Only students with the most severe cognitive disabilities are eligible to take the NYSAA. The Committee on Special Education (CSE) determines whether a student with a severe cognitive disability is eligible to take the NYSAA, based on the following criteria:

- The student has a severe cognitive disability, significant deficits in communication/ language, and significant deficits in adaptive behavior; **and**
- The student requires a highly specialized educational program that facilitates the acquisition, applications, and transfer of skills across natural environments (home, school, community, and/or workplace); **and**
- The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.



The NYSAA measures student performance in:

English language arts (ELA), mathematics, and science

ELA, mathematics, and science will be assessed using Dynamic Learning Maps (DLM) alternate assessment system. DLM is a computer-delivered, adaptive assessment that measures student knowledge on Essential Elements. Essential Elements are alternate achievement standards that are reduced in depth and breadth from the learning standards. In ELA and mathematics, students are assessed annually in grades 3-8 and once at the secondary level prior to exiting high school. In science, students are assessed in grades 4 and 8 and once at the secondary level prior to exiting high school.

Scores

What are NYSAA scores used for?

NYSAA scores show you and your child's teacher how your child is progressing on grade-level alternate achievement standards. These scores can help:

- Clearly identify your child's strengths and needs; **and**
- Provide information to allow for meaningful discussions surrounding your child's Individualized Education Program (IEP); **and**
- Set instructional priorities that inform your child's functional and academic goals and short-term objectives; **and**
- Identify your child's most effective method of communication across multiple settings.



Recursos para las familias

¿TIENE ALGUNA PREGUNTA?

Póngase en contacto con la Oficina de Evaluación Estatal del Departamento de Educación del Estado de Nueva York (NYSED) en:

518-474-5902

o email:

EMSCASSESSINFO@nysed.gov

Para más información:

VISITE LAS PÁGINAS EN LA RED DE NYSED EN:

<http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>

Y

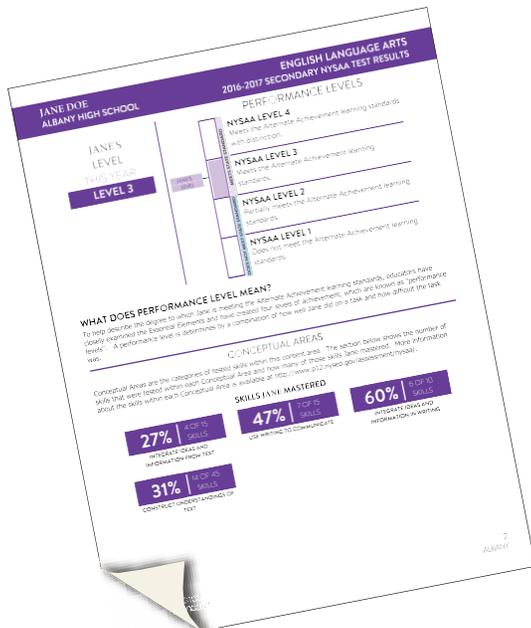
Oficina de Educación Especial en:

<http://www.p12.nysed.gov/specialed/>



Reporte para los padres: Los resultados de NYSAA de su hijo/a

La escuela de su hijo/a enviará a su hogar un Reporte de Puntaje Individual de las áreas en que su hijo/a fue evaluado/a. Estos resultados pueden ser utilizados como punto de partida para ayudarlos a comprender el progreso de su hijo/a.



Guía rápida de la Evaluación Alternativa del Estado de Nueva York (NYSAA) para los padres



New York State Education Department
89 Washington Avenue
Albany, New York 12234

(518) 474-5902
FAX (518) 474-1989

New York State Education Department

¿Qué es la Evaluación Alternativa del Estado de Nueva York (NYSAA)?

La NYSAA es una parte del programa de evaluación del estado de Nueva York que mide las destrezas de los estudiantes en base a estándares de logros académicos alternos en las áreas de Artes del lenguaje en inglés (ELA), matemáticas y ciencias para los estudiantes con las discapacidades cognitivas más severas. Estos estándares son los de menor complejidad de entre los estándares de aprendizaje.

¿A qué nos referimos al hablar de estudiantes con las discapacidades cognitivas más severas?

“Los estudiantes con las discapacidades cognitivas más severas” pueden ser definidos como los estudiantes que tienen habilidades cognitivas limitadas, además de limitaciones de comportamiento y/o físicas, y quienes requieren servicios altamente especializados en educación, sociales, psicológicos y médicos con el fin de maximizar todo su potencial para lograr que participen de manera útil y significativa en la sociedad y alcancen su realización personal.

¿Quiénes deben tomar la NYSAA?

- Solo los estudiantes con las discapacidades cognitivas más severas tienen derecho a tomar la NYSAA. El Comité de Educación Especial (CSE) determina si un estudiante con una discapacidad cognitiva severa tiene derecho a tomar la NYSAA, basándose en los siguientes criterios:
- El estudiante tiene una discapacidad cognitiva severa, déficits significativos en comunicación/lenguaje, y déficits significativos en comportamiento adaptativo; y
- El estudiante requiere de un programa educativo altamente especializado que facilite la adquisición, aplicaciones y transferencia de destrezas de un ambiente natural a otro (hogar, escuela, comunidad y/o lugar de trabajo); y
- El estudiante requiere sistemas de apoyo educativo, tales como tecnología de asistencia, servicios de cuidado personal, servicios de salud/médicos o intervención en el comportamiento.



La NYSAA mide las destrezas del estudiante en: Artes del lenguaje en inglés (ELA), matemáticas y ciencias

Las artes del lenguaje en inglés, las matemáticas y las ciencias serán evaluadas mediante el sistema de evaluación alternativa llamado Mapas Dinámicos de Aprendizaje (conocido por sus siglas en inglés, DLM, Dynamic Learning Maps). DLM es una evaluación adaptativa a través de una computadora que mide los conocimientos del estudiante en los Elementos Esenciales. Los Elementos Esenciales son estándares alternativos de logros académicos que son los de menor profundidad y alcance de entre los estándares de aprendizaje. En ELA y matemáticas, los estudiantes son evaluados anualmente en los grados 3–8 y una vez en el nivel superior antes de terminar la escuela secundaria. En ciencias, los estudiantes son evaluados en los grados 4 y 8 y una vez en el nivel superior antes de terminar la escuela secundaria.

Puntajes

¿Para qué son utilizados los puntajes de la NYSAA?

Los puntajes de la NYSAA le muestran a usted y al maestro cómo está progresando su hijo/a en los estándares de logros académicos al nivel de su grado actual. Estos puntajes pueden ayudar a:

- Identificar claramente las fortalezas y necesidades de su hijo/a; y
- Proporcionar información que permita conversaciones significativas entorno al Programa de Educación Individualizada (IEP) de su hijo/a; y
- Establecer prioridades de enseñanza que informen acerca de las metas prácticas y académicas de su hijo/a y objetivos a corto plazo; e
- Identificar el método de comunicación más efectivo de su hijo/a en ambientes múltiples.

