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.
ABOUT THIS MANUAL

Although this manual contains a large amount of information, it is important to read it in its entirety. In an effort to effectively sort information for ease of use, the manual is organized in three categories, outlined in the table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Information Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Provides an orientation to the Dynamic Learning Maps® (DLM®) project, the assessment system, and the DLM testlets.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Provides information on the pre-assessment process, spring assessments, and preparation for future years.</td>
</tr>
<tr>
<td>Systems</td>
<td>Provides an overview of Kite® Student Portal, with step-by-step instructions and screenshots. See the EDUCATOR PORTAL USER GUIDE for detailed information on all Educator Portal processes.</td>
</tr>
</tbody>
</table>
### FINDING HELP

When the information in this manual and resources from the 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>
<thead>
<tr>
<th>For these topics</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kite® Student Portal installation</td>
<td>Local technology representative</td>
</tr>
<tr>
<td>• General computer support</td>
<td></td>
</tr>
<tr>
<td>• Internet availability</td>
<td></td>
</tr>
<tr>
<td>• Display resolution</td>
<td></td>
</tr>
<tr>
<td>• Issues with sound, headphones, speakers, etc.</td>
<td></td>
</tr>
<tr>
<td>• How to use Student Portal and Educator Portal</td>
<td>Local assessment coordinator</td>
</tr>
<tr>
<td>• Training requirements</td>
<td></td>
</tr>
<tr>
<td>• Assessment questions</td>
<td></td>
</tr>
<tr>
<td>• Assessment scheduling</td>
<td></td>
</tr>
<tr>
<td>• Test invalidation requirements</td>
<td></td>
</tr>
<tr>
<td>• Student IEP requirements</td>
<td></td>
</tr>
<tr>
<td>• Assessment window dates, extensions, requirements, etc.</td>
<td></td>
</tr>
<tr>
<td>• Test resets (may take up to 72 hours)</td>
<td></td>
</tr>
<tr>
<td>• Data issues (rosters, enrollment, etc.)</td>
<td>Local assessment coordinator or data manager</td>
</tr>
</tbody>
</table>

When contacting the DLM Service Desk

- **Do not send any Personally Identifiable Information** (PII) for a student via email. Sending 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 in your state.
- **Do send**
  - your contact information (email address and name)
  - your school name (include the district if contacting state-level personnel)
  - error messages, including the testlet number if applicable to the problem
TEST ADMINISTRATION MANUAL 2019-2020

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Sensory Capabilities

Motor Capabilities and Health

Computer Instruction

Communication

Language

Academic

STATE APPENDICES

Document History
AUDIENCE AND PURPOSE

The Test Administration Manual for the Dynamic Learning Maps® (DLM®) alternate assessment provides test administrators with the key knowledge and tools needed to prepare for and administer the assessment. Test administrators (e.g., educators, examiners, proctors, or teachers) prepare students for and administer the assessments to them.

WHAT’S NEW IN THIS VERSION

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Updates to Checklists for Test Administrators</td>
<td>10</td>
</tr>
<tr>
<td>New section The Cycle of Instruction, Assessment, and Evaluation</td>
<td>30</td>
</tr>
<tr>
<td>New section Guidelines for Using the Instruction and Assessment Planner in the Fall Window</td>
<td>32</td>
</tr>
<tr>
<td>New Section Guidelines for Using the Instruction and Assessment Planner In the Spring window</td>
<td>90</td>
</tr>
</tbody>
</table>

To learn about updates to test administration resources, such as this manual, subscribe to Test Updates on the DLM website (http://dynamiclearningmaps.org/test-updates).
The following checklists detail the critical steps for test administrators to follow. Refer to the checklists while reading this manual and while preparing for the Dynamic Learning Maps® (DLM®) alternate assessment. Follow the provided links to go to topics in this guide for more information or to access other resources. The checklists are organized into five sets of tasks for different parts of the school year. This section is a general overview. Specific step-by-step guidance on how to use the system is provided in the EDUCATOR PORTAL USER GUIDE.

1. Before Beginning Assessments
2. Fall Window
3. Spring Window
4. Preparing for Next Year

### 1. Before Beginning Assessments

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Confirm student eligibility to participate in the DLM alternate assessment.</td>
<td>See Participation Guidelines in the state appendix (if provided) in the TEST ADMINISTRATION MANUAL</td>
</tr>
<tr>
<td>2. Read this Test Administration Manual.</td>
<td>See the section How to Use the DLM Website, page 27 of this manual</td>
</tr>
<tr>
<td>3. Use the resources on your state’s DLM webpage to become familiar with the DLM system, the content assessed, and the procedures to prepare for the assessment.</td>
<td>See the Information for Parents section at <a href="http://www.dynamiclearningmaps.org/about/tests#parents">http://www.dynamiclearningmaps.org/about/tests#parents</a></td>
</tr>
<tr>
<td>4. Share information about the DLM alternate assessment with parents or guardians, preparing them for their students’ assessment experience.</td>
<td>Educator Resource Page at <a href="https://dynamiclearningmaps.org/erp_ie">https://dynamiclearningmaps.org/erp_ie</a></td>
</tr>
<tr>
<td>5. Review the blueprints for each subject being tested to prepare for instruction and decide which Essential Elements will be appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>6. Activate your Educator Portal account by following the instructions in the Kite® activation email. You will not receive an activation email until your data manager uploads your information into Educator Portal. (If you already have an Educator Portal account, skip this step.)</td>
<td>See the section Activate Educator Portal Account in the Educator Portal User Guide</td>
</tr>
<tr>
<td>7. Complete the annual security agreement in your Educator Portal profile. Test administrators will not be able to create plans in the Instruction and Assessment Planner if they do not read, agree to, and sign the security agreement each year.</td>
<td>See the section Complete Security Agreement in the Educator Portal User Guide</td>
</tr>
<tr>
<td>8. Complete the Required Test Administrator Training.</td>
<td>Guide to DLM Required Test Administrator Training</td>
</tr>
<tr>
<td>9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine which accessibility supports are to be provided for each student taking the DLM alternate assessment. Record and submit the chosen supports in each student’s PNP Profile in Educator Portal.</td>
<td>ACCESSIBILITY MANUAL on the state DLM webpage; See the section Complete PNP Profile in the Educator Portal User Guide</td>
</tr>
<tr>
<td>10. Confirm with your assessment coordinator your state’s requirements for documenting DLM accessibility supports. Make sure the supports in Kite Student Portal align with the student’s IEP needs and preferences.</td>
<td>See the ACCESSIBILITY MANUAL appendix, if provided by your state, on the state DLM webpage</td>
</tr>
<tr>
<td>11. Review student demographic information in Educator Portal for accuracy and contact Assessment Coordinator for corrections. a) Ensure student data are correct. b) Ensure roster data are correct.</td>
<td>See the section View and Check Student Data in the Educator Portal User Guide</td>
</tr>
</tbody>
</table>
### CHECKLISTS FOR TEST ADMINISTRATORS

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Submit completed and updated First Contact survey in Educator Portal.</td>
<td>See the section Complete the First Contact survey in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>13. Ensure technology personnel have installed Kite Student Portal on assessment devices. MACs and PCs must be reinstalled before testing. Chromebooks will update automatically. iPads will update automatically IF auto-updates is turned on.</td>
<td>Your assessment coordinator or technology personnel</td>
</tr>
<tr>
<td>14. Watch the instructional and informational helplet to learn how to use the instructionally embedded assessments in the fall and spring windows.</td>
<td>Educator Resource Video Page <a href="https://dynamiclearningmaps.org/erp/videos">https://dynamiclearningmaps.org/erp/videos</a></td>
</tr>
<tr>
<td>15. Familiarize yourself and your students with DLM testlets.</td>
<td>Guide to Practice and Released Testlets on the DLM website.</td>
</tr>
<tr>
<td>a) Test administrators must consider how students communicate and which supports students use to communicate.</td>
<td></td>
</tr>
<tr>
<td>b) Access practice activities and released testlets by using a demo login and the <strong>Practice First</strong> option in Student Portal.</td>
<td></td>
</tr>
<tr>
<td>c) Check to ensure that Student Portal works on the student’s assessment device. Student assessment devices include Windows and MAC desktops, laptops, iPads, Chromebooks, etc.</td>
<td></td>
</tr>
<tr>
<td>d) Check compatibility of a student’s assistive technology device by allowing the student to use their device with the practice activities and released testlets in Student Portal. Assistive devices include switches, eye gaze devices, whiteboards, etc.</td>
<td></td>
</tr>
</tbody>
</table>
## 2. Fall Window

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **1. English Language Arts and Mathematics** Basics Concepts during Fall Window  
   a) Participation in the fall window is required.  
   b) Blueprint coverage for each subject is required during the window.  
     i. Follow state guidelines when choosing Essential Elements for instruction and assessment.  
     ii. More than the minimum number of Essential Elements in each requirement may be selected for instruction and assessment.  
   c) All test administration preparation occurs in the Instruction and Assessment Planner in Educator Portal.  
   d) All instruction is provided outside of Educator Portal.  
   e) All testing occurs in the Student Portal.  
   f) Student performance on the testlets contributes to the end-of-year Individual Student Score Reports.  |
| **2. Science** Basic Concepts during Fall Window  
   a) Participation in fall window is optional.  
   b) Blueprint coverage is not required during the window.  
   c) All test administration preparation occurs in the Instruction and Assessment Planner in Educator Portal.  
   d) All instruction is provided outside of Educator Portal.  
   e) All testing occurs in the Student Portal.  
   f) Student performance on the testlets does NOT contribute to the end-of-year Individual Student Score Reports.  |
| EDUCATOR PORTAL USER GUIDE | Blueprints on the state DLM website | See the TEST ADMINISTRATION MANUAL state appendix, if provided |
### Basic Steps in the Instruction and Assessment Planner

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access the Instruction and Assessment Planner in Educator Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>2. Complete and submit the First Contact survey and the Personal Needs and Preferences (PNP) Profile.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>3. Select a subject to go to the Student View Page.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>4. Select an Essential Element.</td>
<td></td>
</tr>
<tr>
<td>5. Use the professional development modules to help design instructional strategies for each Essential Element.</td>
<td>DLM Professional Development Modules (dlmpd.com)</td>
</tr>
<tr>
<td>6. After providing instruction and the student is ready for assessment, assign the testlet for the Essential Element in the Instruction and Assessment Planner.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>7. Click the Credentials icon in the Instruction and Assessment Planner to retrieve the student’s user name and password for Student Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>8. Schedule locations and times for assessment sessions.</td>
<td></td>
</tr>
<tr>
<td>9. Administer the testlet in Student Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>10. Review the assessment mastery results in the Instruction and Assessment Planner.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>11. Evaluate the student’s progress and select the next Essential Element and linkage level to be used for instruction and assessment.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
</tbody>
</table>

**HINT:** Detailed steps for accessing and navigating the Instruction and Assessment Planner for ELA, mathematics, and science are provided in the Educator Portal User Guide.
<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Repeat the above general steps (3–12) for the newly selected Essential Element.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>13. Use the fall Essential Element Status Report to review the status of each Essential Element tested, its mastery status, and the status of blueprint coverage during the fall window for each student.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td><strong>HINT:</strong> The fall Essential Elements Status Report is available from the opening of the fall window to the closing of the spring window.</td>
<td></td>
</tr>
<tr>
<td>14. Alternate resources in Educator Portal for tracking the progress of students are the Monitoring Summary Report, Student Progress Report, Blueprint Coverage Report (ELA and mathematics only), Class Roster Report, Blueprint Summary extract (ELA and mathematics only), and DLM Instructionally Embedded Blueprint extract.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td><strong>HINT:</strong> All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them.</td>
<td></td>
</tr>
</tbody>
</table>
3. Spring Window

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English language arts and mathematics</strong>&lt;br&gt;Basics concepts and detailed steps during the spring window are the same as the fall window.&lt;br&gt;NOTE: The First Contact survey and PNP Profile do not need to be completed again before the spring window.</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong>&lt;br&gt;Basic Concepts during Spring Window&lt;br&gt;1. Participation in spring window is required.&lt;br&gt;2. System assigns Essential Elements and linkage level and delivers the testlets.&lt;br&gt;3. All test administration occurs in the Test Management tab in Educator Portal (e.g., retrieving the Testlet Information Pages).&lt;br&gt;4. All instruction is provided outside Educator Portal.&lt;br&gt;5. All testing occurs in the Student Portal.&lt;br&gt;6. Student performance on the testlets contributes to the end-of-year Individual Student Score Reports.</td>
<td></td>
</tr>
<tr>
<td>Detailed steps on accessing and navigating Test Management for science are provided in the EDUCATOR PORTAL USER GUIDE.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
</tbody>
</table>

**Basic Steps for Spring Science**

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access the Test Management tab in Educator Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>2. Select and open the Testlet Information Page (TIP) for the testlet to be administered.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>3. If needed, select the testlet’s test ticket for the testlet name and the student’s user name and password.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td><strong>HINT:</strong> The student’s user name and password for all subjects are the same for both windows.</td>
<td></td>
</tr>
<tr>
<td>4. Schedule locations and times for assessment sessions.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
</tbody>
</table>
### CHECKLISTS FOR TEST ADMINISTRATORS

<table>
<thead>
<tr>
<th>Step</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5. Administer the testlet delivered in Student Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>6. Repeat the above general steps for each testlet.</td>
<td></td>
</tr>
</tbody>
</table>

**HINT:** After the submission of a completed science testlet, the Kite system will deliver the next science testlet in about 15 minutes.

The completion of science testlets can be tracked in two ways:

1. Educator Portal > Manage Tests > Test Management > Test Progress column

   ![Educator Portal Screenshot](image1)

2. Student Portal on the screen where a testlet is selected.

   ![Student Portal Screenshot](image2)

A student’s progress in science in the spring window can also be monitored using the Educator Portal reports and extracts mentioned in step 14 in the Fall Window section above.

**HINT:** All reports are secure documents, containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them.
4. Preparing for Next Year

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>1. Evaluate accessibility supports with IEP teams and make decisions about supports and tools for next year.</td>
<td>See the ACCESSIBILITY MANUAL on the state webpage</td>
</tr>
<tr>
<td></td>
<td>2. Plan academic IEP goals with IEP teams for the upcoming year. Review the test blueprints for the next grade for the student.</td>
<td>DLM webpage &gt; States &gt; State DLM &gt; website &gt; Manuals and Blueprints tab &gt; Blueprints for each subject: ELA, mathematics, and science</td>
</tr>
</tbody>
</table>
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ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

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

STUDENTS

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

Students taking the DLM alternate assessment require extensive, direct instruction, and
substantial supports to achieve measurable gains. These students learn academic content
aligned to grade-level content standards but at reduced depth, breadth, and level of complexity.

Seek guidance from your assessment coordinator about your state’s participation guidelines and eligibility requirements.

**SUBJECTS**

The DLM alternate assessment is available for ELA (reading and writing), mathematics, and science in grades 3–8 and high school. Check with your assessment coordinator or look on your DLM state webpage for the subjects and specific grades your state assesses.

**THE DYNAMIC LEARNING MAPS FOUNDATIONS**

**English Language Arts and Mathematics**

ELA and mathematics each use a fully developed learning map model. The DLM maps are highly connected representations of how students acquire academic skills as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in either ELA or mathematics, as well as important foundational skills that provide a foundation for academic skills. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of June 2019, the ELA map includes more than 2,000 nodes. The mathematics map includes more than 2,300 nodes, and both subject maps include more than 150 foundational nodes associated with them. More than 10,000 connections exist between the nodes in the combined maps.

**ESSENTIAL ELEMENTS**

The DLM content standards are called Essential Elements and are the learning targets used for the assessments. The purpose of the Essential Elements is to build a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities who often have multiple disabilities.

Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations as identified in college and career readiness standards. The DLM maps for ELA and mathematics clarifies how students can reach the academic targets specified in the Essential Elements. For each Essential Element, small collections of nodes are identified earlier in the map, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels. For more information, see The Relationship Between English Language Arts and Mathematics Essential Elements, Nodes, and Mini Maps on page 21 of this manual.

For all ELA and mathematics Essential Elements that are available for assessment, the Educator Resource Page (https://dynamiclearningmaps.org/erp_ie) on the DLM website provides documents describing linkage levels and nodes. An Excel workbook, Professional Development Modules Supporting Essential Elements, is also available on the Educator Resource Page (https://dynamiclearningmaps.org/erp_ie). This workbook
cross-references each Essential Element to the relevant professional development modules. The workbook includes one tab for ELA and one for mathematics. Below is a screenshot of a portion of the workbook.

**BLUEPRINTS**

The DLM Consortium state education leaders selected a subset of Essential Elements for use in each grade level and subject area. These subsets are called the testing blueprints. The ELA and mathematics’ blueprints also contain a minimum number of Essential Elements for testing from specific ELA and mathematics claims and conceptual areas to use during the fall and spring windows. During those windows, test administrators are guided by the blueprint requirements in making their Essential Element choices for instruction and assessment. The requirements help test administrators address the full breadth of blueprint coverage for students during each window.

**THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE ARTS AND MATHEMATICS ESSENTIAL ELEMENTS, NODES, AND MINI MAPS**

Understanding the DLM alternate assessment involves understanding the relationships among the components of the system. For ELA and mathematics, these components include the DLM maps, claims, conceptual areas, Essential Elements, nodes, linkage levels, and mini maps.
Each DLM map is a large and complex representation of how students develop academic knowledge and skills. These maps highlight multiple potential pathways that students may follow to develop the knowledge and skills.

Claims organize the DLM maps so that the maps can drive the assessment system and support test administrators in setting instructional priorities at each grade level. The DLM claims are broad statements about what students are to learn and what the assessments measure.

Sub-areas of the claims, called conceptual areas, identify large areas of conceptually related skills in the DLM maps and connect the maps to the overall claims. Conceptual areas are organized around common cognitive processes, as presented in the diagram below.

Essential Elements represent grade-level targets for students with the most significant cognitive disabilities. Essential Elements are embedded in the DLM maps and are related to small clusters of nodes within the maps called mini maps.

The following image is an example of a mathematics mini map with nodes associated with one Essential Element. The nodes are identified by their linkage levels. Linkage levels are a small section of the DLM map containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element.
Each testlet spans a portion of the DLM map that contains nodes at one linkage level. Each linkage level contains one or more nodes related to an identified Essential Element. Linkage levels precede, correspond to, or go beyond the expectation expressed in the Essential Element. Linkage levels specify a student’s performance in relation to the grade-level target.

ELA and mathematics each have five linkage levels.

1. Initial Precursor (IP)
2. Distal Precursor (DP)
3. Proximal Precursor (PP)
4. Target (T)
5. Successor (S)

The mini maps also include untested nodes. These untested nodes are designated with a UN. Although not tested for an Essential Element, they are still important as part of the pathway.

Linkage levels are identified by starting with the nodes in the DLM map that most closely match the Target linkage level for the Essential Element. Target linkage level testlets are developed based on the nodes that correspond to the Essential Element. When the Target nodes are determined, multiple pathways on the map are carefully
inspected to identify nodes that link directly to the Target but precede or extend beyond it.

Testlets at the Initial Precursor linkage level contain nodes that represent the least complex skills. Testlets developed at this level typically reflect foundational nodes in the DLM map. These early foundational nodes connect to the Target nodes through one or more pathways in the DLM map. Testlets at the Initial Precursor linkage level are typically intended for students who do not yet have symbolic communication. Test administrators administer the Initial Precursor testlets, observe the student’s behavior as directed by the testlet, and then record responses in the testlet in Student Portal.

Testlets at the Distal Precursor and Proximal Precursor linkage levels allow students to develop the knowledge, skills, and understandings needed to reach the Target. Testlets at the Successor linkage level give students the opportunity to take the next step beyond the expectations described by the Essential Element.

**HINT:** A PDF document with each tested Essential Element and its associated mini map is available for ELA and mathematics on the Educator Resource Page (https://dynamiclearningmaps.org/erp_im). These mini maps show how students gain the knowledge and skills that help them achieve the Target linkage level for the Essential Element. Find the link to the Educator Resource Page for ELA and mathematics (https://dynamiclearningmaps.org/erp_im) on your state page on the DLM website.

**SCIENCE**

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

Phase I of science development included a 2016 spring operational assessment based on alternate science content standards at three levels of complexity for three grade bands. Phase II, which is in progress, includes the development of a learning map model for science. Additionally, DLM staff are also developing professional development products for science.
**Science Essential Elements**

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

Science Essential Elements are at grade bands: elementary, middle, and high school. Each grade band’s assessment is designed to assess a specific set of Essential Elements. The Essential Elements included in the blueprint for each grade band are listed in blueprint documents available on your state’s page on the DLM website.

**Science: The Relationship Between the Blueprint, Essential Elements, and Linkage Levels**

In the DLM science blueprint, the major science content areas, called domains, are assessed across all grade bands. The domains in the DLM science blueprint are physical science, life science, and Earth and space science. Within each domain, three to four core ideas have been selected for use in instruction and assessment. Core ideas are the key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and complexity. Each core idea is further narrowed into topics. Essential Elements were developed from the content in the domains, core ideas, and topics.

Essential Elements specify academic learning targets. In science, each Essential Element has three linkage levels:

1. Initial
2. Precursor
3. Target

The highest linkage level is the Target linkage level and is aligned to the content of the grade-level standards. The Initial and Precursor linkage levels are less complex than the Target linkage level and provide access to the Target linkage level at a reduced depth, breadth, and level of complexity. Testlets at the Initial linkage level are typically intended for students who do not yet have symbolic communication. For testlets at the Initial linkage level testlets, the test administrator observes the student’s behavior as directed by the Educator Directions in the testlet. The test administrator then records responses for the student in Student Portal. Testlets at the Precursor linkage level allow students to develop the knowledge, skills, and understanding needed to reach the Target linkage level.

The following is an example of a middle-school physical science Essential Element with the corresponding linkage levels. Notice the reduced breadth, depth, and complexity of
the expectation from level to level as well as the embedded practice, which focuses on carrying out investigations.

<table>
<thead>
<tr>
<th>Essential Element: EE.MS-PS2-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target level:</strong> Investigate and predict the change in motion of objects based on the forces acting on those objects.</td>
</tr>
<tr>
<td><strong>Precursor level:</strong> Investigate and identify ways to change the motion of an object (e.g., change an incline’s slope to make an object go slower, faster, farther).</td>
</tr>
<tr>
<td><strong>Initial level:</strong> Identify ways to change the movement of an object (e.g., faster, slower, stop).</td>
</tr>
</tbody>
</table>

ABOUT THE KITE® SYSTEM AND EDUCATOR PORTAL

The Kite system was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities, who often have multiple disabilities. Educators and students use two of the four applications in the Kite system.

Students have accounts in Kite Student Portal.

Kite Student Portal is the customized, secure interface test administrators use to deliver the assessment to students. Students log in with their own unique user name and password, which the test administrator provides. Once Student Portal is launched, students are prevented from accessing websites or other applications during the assessment. Practice activities and released testlets are also available through Student Portal with demo user names and passwords. Educators and staff do not have accounts in Student Portal.

Staff and educators have accounts in Kite Educator Portal.

Kite Educator Portal is the administrative application in which staff and educators manage student data and retrieve reports. Users can access Educator Portal via https://educator.kiteaai.org. For information on working within Educator Portal, see the DATA MANAGEMENT MANUAL or the EDUCATOR PORTAL USER GUIDE on the DLM website (https://dynamiclearningmaps.org/).

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators are available on the DLM website. The DLM Consortium provides resources and state-specific resources may also be available.

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

2. Hover over the States tab to reveal a list of states.
3. Select your state.

HINT: Bookmark your state page or save it to your favorites for quick access later.
**RESOURCES ON THE DLM WEBSITE**

The following table lists DLM resources designed for test administrators. These resources are available on most state webpages.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEST ADMINISTRATION MANUAL (PDF)</strong></td>
<td>Supports test administrators in preparing themselves and students for assessment</td>
</tr>
<tr>
<td><strong>EDUCATOR PORTAL USER GUIDE (PDF)</strong></td>
<td>Supports test administrators in navigating Educator Portal to access assessment information, including student data and reports</td>
</tr>
<tr>
<td><strong>ACCESSIBILITY MANUAL (PDF)</strong></td>
<td>Provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility supports available in Student Portal</td>
</tr>
<tr>
<td><strong>Educator Resource Page (webpage)</strong></td>
<td>Includes additional resources for educators and test administrators, such as test blueprints, tested Essential Elements and their associated mini maps, materials collections lists for each window, and sample Testlet Information Pages (TIPs)</td>
</tr>
<tr>
<td><strong>Guide to DLM Required Test Administrator Training (PDF)</strong></td>
<td>Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Training modules are located in Moodle (<a href="http://training.dynamiclearningmaps.org/">http://training.dynamiclearningmaps.org/</a>).</td>
</tr>
<tr>
<td><strong>Guide to Practice Activities &amp; Released Testlets (PDF)</strong></td>
<td>Supports the test administrator in using practice activities and released testlets in Student Portal with student demo accounts</td>
</tr>
<tr>
<td><strong>Test Updates Page (webpage)</strong></td>
<td>Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available. <a href="http://dynamiclearningmaps.org/test-updates">http://dynamiclearningmaps.org/test-updates</a></td>
</tr>
</tbody>
</table>
OVERVIEW

The Dynamic Learning Maps® (DLM®) alternate assessment is designed to help plan and track a student’s learning throughout the year. The assessment occurs in two windows, the fall and spring.

ELA and mathematics assessments are required during both the fall and spring windows. Test administrators embed each ELA and mathematics testlet within instruction. In this way, assessment informs teaching and benefits students. Additionally, the ELA and mathematics testlets taken by a student during both the fall and spring windows contribute to a student’s end-of-year Individual Student Score Report.

Science testlets are also available in both windows. During the fall window, the science assessment is optional but recommended. The science assessment is required in the spring, and all students take testlets that cover the entire science blueprint. Spring science assessment results are the only results that contribute to a student’s science end-of-year Individual Student Score Report.

<table>
<thead>
<tr>
<th>ELA and Mathematics in Fall and Spring Windows</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Required to meet blueprint requirements in each window</td>
</tr>
<tr>
<td>• Test administrator selects Essential Elements for instruction and assessment</td>
</tr>
<tr>
<td>• Test administrator uses the system recommended linkage level or selects a different one.</td>
</tr>
<tr>
<td>• At least one testlet at each linkage level for each Essential Element is available.</td>
</tr>
<tr>
<td>• Braille forms for some Essential Elements at upper linkage levels are available.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science in Fall Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Optional</td>
</tr>
<tr>
<td>• Test administrator selects Essential Elements and uses the system recommended linkage level or selects a different one for instruction and assessment.</td>
</tr>
<tr>
<td>• At least one testlet at each linkage level for each Essential Element is available.</td>
</tr>
</tbody>
</table>
- Braille forms are not available in this window.
- Results are NOT used for end-of-year Individual Student Score Reports.

<table>
<thead>
<tr>
<th>Science in Spring Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Required</td>
</tr>
<tr>
<td>• Entire blueprint is covered using nine testlets (ten testlets in states with end-of-instruction biology in high school).</td>
</tr>
<tr>
<td>• The system assigns both the Essential Elements and the linkage levels, and the test administrator cannot change them.</td>
</tr>
<tr>
<td>• The assessment is adaptive.</td>
</tr>
<tr>
<td>• Braille forms are available for some Essential Elements at the Target linkage level available.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>

**TESTLETS**

The DLM alternate assessment is delivered in testlets in Kite® Student Portal. Each testlet includes an engagement activity at the beginning of the testlet followed by three to nine items. Each testlet assesses only one Essential Element, except for writing testlets. Writing is assessed using a combination of two to six Essential Elements in a single writing testlet.

For more information about the contents of testlets, see the sections Computer-Delivered Testlets on page 56 and Teacher-Administered Testlets on page 68 in this manual. Also, see the section Writing Testlets on page 75 of this manual for more information about writing testlets.

**HINT:** During the fall window, at least one assessment at each linkage level is available for each ELA, mathematics, and science Essential Element. Once a student completes a testlet, more testlets at that Essential Element and linkage level may be available. If a testlet is not available for the Essential Element and linkage level, the test administrator will be notified with a message when selecting the linkage level.

**THE CYCLE OF INSTRUCTION, ASSESSMENT, AND EVALUATION**

Students with the most significant cognitive disabilities are best able to demonstrate what they know and can do when a cyclical approach to their instruction, assessment, and evaluation is used, as opposed to being assessed at the end of a semester or school year on a mass of instruction they must recall from prior weeks and months. The
Essential Elements that meet the blueprint requirements for ELA and mathematics can be thoughtfully and strategically combined in units at the teacher’s discretion for instruction and then assessed at the appropriate time following instruction throughout the fall window. This cycle of instruction, assessment, and evaluation is repeated again during the spring window. The same set of Essential Elements taught and assessed during the fall window can be used for the spring window, or other Essential Elements from the blueprint can be chosen based on the teacher’s professional judgment of the student’s academic needs. The student’s Essential Element Status Report or the Student Progress Report may be used at any time within the cycle to evaluate if additional instruction is needed or the student is ready to move on to another linkage level or Essential Element.
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ELA AND MATHEMATICS IN THE FALL WINDOW

During the fall window, students are required to meet the blueprint requirements for ELA and mathematics using the instructionally embedded assessments. Instruction and testing is cyclical during the window. The test administrator selects an Essential Element for instruction, uses the system-recommended linkage level or selects a different one, and then provides instruction to the student outside of Educator Portal. When the test administrator believes the student is ready to demonstrate their understanding of the Essential Element to the best of their ability, the test administrator assigns the testlet. The testlet becomes available in Student Portal, and the test administrator delivers it.
The test administrator then checks the Instruction and Assessment Planner to see if the student mastered the Essential Element at the linkage level tested. After evaluating the results, the test administrator makes decisions about the next Essential Element and linkage level based on the student’s instructional needs, the IEP, and the need to meet the blueprint requirements during the window. The test administrator selects an Essential Element and linkage level, begins the instruction, assigns the testlet, assesses the student in Student Portal, and evaluates the results. The cycle repeats until the blueprint requirements are met. Bunch testing several Essential Elements at the end of the window is strongly discouraged.

Essential Elements that are available for assessment are in the current blueprints found in the Instruction and Assessment Planner and the DLM webpage for each state. Within the blueprint options and the blueprint coverage requirements, the test administrator selects Essential Elements on which to provide instruction to a student, followed by assessment. The blueprint coverage requirements must be met by the end of each window. The Essential Elements selected are to be based on the student’s learning targets, IEP, grade level and test blueprint requirements. This decision is typically a local decision. However, some states provide additional state-specific requirements. Check with your assessment coordinator.

Although a test administrator may choose to instruct and assess more Essential Elements than the required, before the close of the window, the blueprint requirements must be met.

NOTE: Some states have additional requirements. Check with your assessment coordinator about requirements for your state. (Supporting procedures for Educator Portal are in the EDUCATOR PORTAL USER GUIDE, in the section Use the Instruction and Assessment Planner.)

SCIENCE ESSENTIAL ELEMENTS IN THE FALL WINDOW

Science Essential Elements are available for instruction and assessment in the fall window. However, they are optional and meeting the science blueprint is not required in the fall window. Test administrators follow the same process as for ELA and mathematics, choosing Essential Elements and the linkage level, assessing and evaluating the results. Results of science assessments are found in the Essential Element Status Report and the Student Progress Report.

LINKAGE LEVEL RECOMMENDATIONS FOR THE FALL WINDOW

At the beginning of the fall window, the results of the First Contact survey are used by the Kite system to recommend a linkage level for each Essential Element in the blueprints for ELA and mathematics in the Instruction and Assessment Planner. The First Contact survey is also used to recommend a linkage level for science Essential
The test administrator may select the system recommendation or select a
different one. The linkage level is intended to provide an appropriate challenge for the
student and also represent a good instructional target.

HINT: The test administrator will not be able to select an Essential Element or
linkage level until submitting the student’s First Contact survey.

**REVIEW AND REVISE CHOICES IN THE FALL WINDOW**

In the fall window, test administrators may review and revise their choice(s) of Essential
Elements for all subjects for a student on the Student View Page in the Instruction and
Assessment Planner. The test administrator may decide to not proceed in testing the
student on a particular Essential Element or linkage level after instruction. The selected
Essential Element or linkage level can be changed up until the test administrator has
assigned the testlet. If an assigned testlet needs to be canceled, the test administrator will
need to contact the district assessment coordinator.

If the student was already tested on the Essential Element at the same linkage level,
another testlet may or may not be available. If a testlet is not available, the message
“Testlets are not available for this linkage level at this time” will display in place of the
Begin Instruction button when the test administrator clicks on the linkage level.

**RETRIEVE INSTRUCTIONAL INFORMATION IN THE FALL WINDOW**

For each Essential Element that a test administrator selects in the Instruction and
Assessment Planner, instructional information is available.

**MINI MAPS**

The mini map is a resource that shows the link between the grade-level standard and the
Essential Element. The Essential Element is first described and then further broken
down into linkage level descriptions. The Essential Element is then broken down further
into nodes with the description of each node and how one node is connected to the next
node. Using the nodes, a teacher can build skills during instruction with the student
until the student is ready to be assessed on the Essential Element.

The mini map is readily available within the Instruction and Assessment Planner by
clicking the mini map icon for the Essential Element. However, if the testing window
has not yet opened, the mini maps can also be found on the DLM state website on the
Educator Resources Page.

**PROFESSIONAL DEVELOPMENT MODULES**

The Professional Development Modules are a resource that focus on teaching and
learning in the areas of English language arts, mathematics, and science, while also
providing important information regarding components of the Dynamic Learning
Map® system. The modules are part of the instructional professional development system. The modules are available in two formats, self-directed and facilitated. The self-directed modules are short (30-45 minutes on average) and focus on a single topic. The facilitated versions have videos, activities, and handouts and are designed for a group.

OTHER INSTRUCTIONAL RESOURCES

Other instructional resources also can be accessed from the DLM Professional Development website (https://dynamiclearningmaps.org/professional-development). The teacher will find text resources, communication supports, writing resources, lesson supports, and resources to provide teachers with enhanced descriptions of the Initial and Distal Precursors for the most frequently used Essential Elements.

When reviewing the Professional Development modules, consider using the tables found at: Professional Development Modules Supporting Essential Elements (xlsx) (https://dynamiclearningmaps.org/sites/default/files/documents/ERP/ee_pd_cross_reference.xlsx). These tables (one tab each for ELA and one for mathematics) cross-reference specific professional development modules to Essential Elements, giving teachers the ability to further enhance instruction on specific Essential Elements. See Professional Development on the DLM website for access to the modules (https://dynamiclearningmaps.org/professional-development).

ASSIGN A TESTLET IN THE FALL WINDOW

After instruction has been provided on the chosen Essential Element and linkage level, and the test administrator believes the student is ready to be tested, the test administrator returns to the Student View Page in the Instruction and Assessment Planner and assigns the testlet. It then becomes available for the student in Student Portal.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

The test administrator schedules the testing sessions for all three subjects during both windows. Several sessions during each window will likely be needed, including additional make-up sessions in case students are absent or not engaged in the assessment on the originally scheduled days. Testing should be scheduled throughout the window – not bunched at the end of the window.

Evaluating a student’s current behavior is very important in assessment. Not every day is a good day to assess. Therefore, use professional judgment and reschedule the assessment when needed. If the student gets tired or distracted during a testlet sooner than expected, allow the student to complete and submit the testlet and then stop testing. Another option, if allowed in your state, is to stop testing using the EXIT DOES NOT SAVE button and return later. However, if EXIT DOES NOT SAVE is chosen, the student’s responses up to that point will not be saved.
Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. However, the space must be quiet, free from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 56 and Teacher-Administered Testlets on page 68 of this manual.

For assessment time averages and ranges, see Duration of the Assessment Administration on page 39 of this manual.

**PREPARE TO ADMINISTER A TESTLET**

Test administrators need the following supplies when administering an assessment in each window:
- assessment device with Kite Student Portal loaded
- student username and password (the student’s credentials are available in the Instruction and Assessment Planner and are used for all three subjects. The credentials are the same for both windows and all subjects.)
- assistive devices appropriate to the student (if needed)
- headphones for computer-Spoken Audio if other students are in the room (if needed)
- Testlet Information Page (TIP) for the Essential Element

**TESTLET INFORMATION PAGES (TIPS)**

Testlet Information Pages (TIPS) provide test administrators with specific information for each testlet. Test administrators access the TIP when a testlet is assigned to a student. Test Administrators must review the TIP before beginning the student’s assessment. After the testlet has been delivered to the student, the TIP is no longer available in the Instruction and Assessment Planner. If a TIP was printed, it must be securely destroyed. Sample TIPS are found on the DLM state website under Resources for Educators and District Staff > Educator Resource Page for English Language Arts and Mathematics or Educator Resource Page for Science. Once the page has been opened, scroll to the bottom of the page to view the sample TIPS.

**HINT:** The TIP is available for all three subjects in the Instruction and Assessment Planner during the fall window. However, the TIPS for field test testlets for ELA and mathematics are only available in the Test Management section of Educator Portal during both windows.
The testlet form name is included on the TIP (outlined in red in the image below). This is a TIP for an ELA assessment of reading informational for grade 11 or 12 for a testlet at the Initial Precursor Level.

The TIP states whether a testlet is computer-delivered or teacher-administered and indicates the number of items on the testlet. The TIP also provides the following information for each testlet:

- **Materials Needed**: This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials will be provided. For example, the materials may be three different small objects that are familiar to the student, each of which has a single word name (e.g., ball, pencil, and bag).
- **Materials Used**: This field contains a description of how the materials are used in the testlet to assess the skill. For example, the student will be able to indicate a specific object when the object’s name is used.
- **Suggested Substitute Materials**: Substitute materials are often allowed. This section indicates whether materials may be substituted and sometimes recommends key attributes of substitute materials.
- **Accessibility Supports Not Allowed**: Although a test administrator may usually use all PNP Profile supports and take advantage of the flexibility described in the Practices Allowed and Practices Not Allowed sections of this manual, see the list of Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL for more information. Also, the TIP will indicate when a particular support is not allowed (e.g., calculator or if other limits are included like when definitions or translation are not allowed).
- **Other Comments**: If a testlet has other unique instructions, they will appear here. Testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or have visual impairments, have additional pages of instructions.
- **Alternate Text**: For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided in in the Testlet Information Page.
TIPs for ELA testlets also provide the following information:

- the name of the text
- whether the text is informational or literature based
- whether the text is familiar or unfamiliar (Familiar texts may be downloaded from the Educator Resource Page on the DLM website [dynamiclearningmaps.org] and used in instruction prior to assessment.)
- the name of the grade-level text for which the DLM alternate assessment text is associated

TIPs for mathematics testlets also include the following information:

- any specific mathematics terminology used in the testlet
- whether calculator use is allowed for the testlet
  - “Yes” means a student is allowed to use a calculator if the student is accustomed to using a calculator for instruction. Some items in the testlet may not require a calculator, but the test administrator does not have to remove the calculator once it has been given for the testlet.
  - “No” means a student cannot use a calculator for any portion of the testlet.
  - “Not Applicable” means the items do not involve computation, and a calculator does not need to be provided.

Some testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or who have visual impairments, include additional pages of instructions.

**Testlet Information Pages for Science Testlets**

| HINT: Check the state’s DLM webpage to see if the state tests DLM science. |

TIPs for teacher-administered science testlets at the Initial linkage level are often accompanied by picture-response cards. These are found on the TIP and must be printed prior to test administration. Best practice is to print picture-response cards in color.

**Materials**

Materials used in testlets are typically easily available and should be familiar to the student. The Testlet Information Page (TIP) includes descriptions of the general material properties that are needed to correctly assess the Essential Elements at a linkage level. Materials that are not listed may be substituted as long as they meet the general requirements for that Essential Element. Also, if a testlet assigned to the student contains materials that are not appropriate for that student, substitutions can be made.

Materials for the testlet must be collected prior to the assessment session. However, if the student has begun a testlet, and the materials are not working as anticipated, test
administrators can retrieve alternate materials. Student Portal can be inactive up to 90 minutes before timing out. See System Timeout on page 66 of this manual for more information about the 90-minute timeout.

The Educator Resource Page on the DLM website (https://dynamiclearningmaps.org/erp_im) provides lists of common materials, called Materials Collections, used in testlets specific to either the fall or spring windows. They are provided individually for each subject.

**Familiar Texts**

Teacher-administered reading testlets use texts that are familiar to students and that were used during instruction. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided on the Educator Resource Page (https://dynamiclearningmaps.org/erp_im). Choose a grade level to see all texts for that grade.

**Duration of the Assessment Administration for ELA, Mathematics, and Science**

The time to complete a testlet varies depending on each student’s unique needs. However, the average duration of the assessment in minutes per testlet during either window are in the following chart. These times do not include test preparation.

<table>
<thead>
<tr>
<th>Fall Window Time Duration per Testlet in Minutes</th>
<th>Subject</th>
<th>Average Duration in Minutes per Testlet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1 of the table</td>
<td>ELA Reading</td>
<td>10–15</td>
</tr>
<tr>
<td>Column 2 of the table</td>
<td>ELA Writing</td>
<td>10–15</td>
</tr>
<tr>
<td>Column 3 of the table</td>
<td>Mathematics</td>
<td>5–10</td>
</tr>
<tr>
<td>Column 4 of the table</td>
<td>Science</td>
<td>5–15</td>
</tr>
</tbody>
</table>

Total time for the assessment during the fall and spring windows for ELA and mathematics varies, depending on the number of testlets required to meet blueprint coverage requirements and the Essential Elements a test administrator chooses for assessment.

**Field Test Testlets**

**ELA and Mathematics**

In the fall window, and again in the spring window, after completing the blueprint requirements for ELA and mathematics, the student may receive one field test testlet in each of those subjects.
**SCIENCE**

In the spring window, after all required operational science testlets are completed, the student may receive one science field test testlet.

The Testlet Information Pages for field test testlets for all subjects are accessed in the Test Management section of Educator Portal. A student’s credentials continue to be the same for field test testlets. The field test testlets are administered in Student Portal like operational testlets.

**MONITOR TESTING PROGRESS FOR ELA AND MATHEMATICS IN THE FALL WINDOW**

Each student is expected to meet blueprint requirements for ELA and mathematics in both the fall and spring window. Progress toward meeting blueprint requirements can be monitored by test administrators in the Instruction and Assessment Planner.

Also, the Student Activity Table will display the status of blueprint requirement completion for ELA and mathematics.
BEFORE BEGINNING ASSESSMENTS

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KEY STEPS

Test administrators are to prepare for the Dynamic Learning Maps® (DLM®) alternate assessments by completing the steps below. Gray-shaded steps are described in more detail in this section of this manual. Other steps are defined in the other DLM resources listed in the Checklists for Test Administrators on page 9 of this manual.

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Confirm student eligibility to participate in the DLM alternate assessment.</td>
</tr>
<tr>
<td>2. Share information about the DLM alternate assessment with parents or guardians, preparing them for their student’s assessment experience.</td>
</tr>
<tr>
<td>Steps</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>3. Read this Test Administration Manual.</td>
</tr>
<tr>
<td>4. Use the resources on your state’s DLM webpage to become familiar with the DLM Consortium, the assessed subjects, and the procedures to prepare for the assessment.</td>
</tr>
<tr>
<td>5. Gain access to Educator Portal.</td>
</tr>
<tr>
<td>6. Complete the security agreement in your Educator Portal profile.</td>
</tr>
<tr>
<td>7. Complete the Required Test Administrator Training.</td>
</tr>
<tr>
<td>8. Review state-specific guidelines on required and recommended professional development modules. Complete as needed.</td>
</tr>
<tr>
<td>9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine which accessibility supports must be provided for each student taking the DLM alternate assessment. Adjust supports in students’ IEPs as necessary.</td>
</tr>
<tr>
<td>10. Review state-specific requirements for documenting DLM accessibility supports.</td>
</tr>
<tr>
<td>11. Access the Instruction and Assessment Planner in the Manage Tests dropdown.</td>
</tr>
<tr>
<td>a. Ensure all student data are correct.</td>
</tr>
<tr>
<td>b. Ensure all roster data are correct.</td>
</tr>
<tr>
<td>13. Submit each student’s PNP Profile once it is updated, if needed.</td>
</tr>
<tr>
<td>14. Submit each student’s First Contact survey once it is completed.</td>
</tr>
<tr>
<td>15. Ensure that Kite® Student Portal is installed on student assessment devices. See your technology personnel for help.</td>
</tr>
<tr>
<td>16. Become familiar with DLM released testlets and practice activities.</td>
</tr>
<tr>
<td>a. Access practice activities and released testlets using student demo accounts.</td>
</tr>
<tr>
<td>b. Check compatibility of students’ assistive devices with Student Portal by allowing students ample time with practice activities and released testlets.</td>
</tr>
</tbody>
</table>
COMPLETE THE SECURITY AGREEMENT

Test administrators are expected to deliver the DLM alternate assessment with integrity and to maintain the security of testlets. In Educator Portal, test administrators must read, agree to, and sign the security agreement annually. For a step-by-step procedure, see the section Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE. See the text of the Security Agreement below.

NOTE: If DLM staff discover that a user’s account has been accessed by someone other than the account owner, the user account will be considered compromised and will be locked until the state assessment administrator requests the account be opened again.

In addition to the Security Agreement, test administrators must complete the Required Test Administrator Training. Required Test Administrator Training will be described in the next section of this manual. If either of these are not done, test administrators will not have access to the Instruction and Assessment Planner or Test Management sections of Educator Portal and will not be able to deliver any testlets to students.

NOTE: See your assessment coordinator for additional guidance on test security in your state and district and for procedures for reporting assessment irregularities.

COMPLETE TRAINING AND PROFESSIONAL DEVELOPMENT

This section provides a brief overview of DLM training and professional development. See the Guide to DLM Required Test Administrator Training on the DLM website for complete information.
The DLM Consortium provides required training for test administrators, professional development for instructional support, and supplemental training. The following table compares these three categories.

<table>
<thead>
<tr>
<th>Required Test Administrator Training</th>
<th>Professional Development for Instruction</th>
<th>Supplemental Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The training covers critical content for managing and delivering the DLM alternate assessment.</td>
<td>• The modules address topics to support academic instruction for students who take the DLM alternate assessment.</td>
<td>• The training includes a variety of topics to supplement use of the DLM materials and system navigation.</td>
</tr>
<tr>
<td>• Test administrators will not be able to deliver testlets until they have completed training.</td>
<td>• The modules are strongly recommended.</td>
<td>• Supplemental training is strongly recommended.</td>
</tr>
<tr>
<td>• States decide which format(s) to offer for new test administrator training: self-directed or facilitated. All returning test administrator training is self-directed.</td>
<td>• Most modules are focused on instruction for students at the Target linkage level. However, some resources are available for the most commonly chosen Essential Elements to help teachers with students who take the assessments at the Initial and Distal Precursor linkage levels.</td>
<td></td>
</tr>
<tr>
<td>• Successful completion is a score of 80% or higher on the post-test.</td>
<td>• A few recorded webinars around instruction are available.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• States and districts may recommend or require specific modules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• States decide which format(s) to offer: self-directed or facilitated.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: See your district assessment coordinator for a training plan tailored to your state and for training beyond that provided by the DLM Alternate Assessment (DLM) Consortium.
**REQUIRED TEST ADMINISTRATOR TRAINING**

State policy determines who takes required training courses, which courses to offer, and the format of the courses. In some states, other staff, such as building assessment coordinators, must take the required training.

Training is required for anyone who will administer the DLM alternate assessment. New test administrators must successfully complete four modules with a passing score on each module’s post-test before administering the DLM alternate assessment. Total training time is approximately 2.5 hours. Returning test administrators complete one module with a passing score.

The Guide to DLM Required Test Administrator Training provides complete instructions and information about the training. Go to the state DLM website > Manuals dropdown and scroll down to the guide.

**PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL SUPPORT**

- Professional development for instruction is strongly encouraged. Modules focus on teaching and learning in the areas of English language arts, mathematics, and science. They also provide important information regarding components of the Dynamic Learning Map system. The DLM Consortium offers a variety of content and multiple methods to access the materials.
- 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.
- Facilitated modules for groups cover the same content as self-directed modules.
- Some recorded webinars on instruction are available for teachers.
- Instructional resources also supply lesson supports, writing resources, and additional resources to provide a teacher with enhanced descriptions of the Initial Precursor and Distal Precursor for the most frequently used Essential Elements. This support provides a clear connection between the Initial Precursor and Distal Precursor linkage levels and the Target linkage level.
- The DLM Instructional Supports Facebook page ([https://www.facebook.com/groups/495523254149676/](https://www.facebook.com/groups/495523254149676/)) encourages collaboration among educators across the consortium. Most educators are required to participate in regular, ongoing professional development. Some states give continuing education credits for the DLM professional development modules. Print the certificate emailed upon completion of any module to provide documentation to your assessment coordinator to receive possible continuing education credits. The professional development website is found at [https://dynamiclearningmaps.org/professional-development](https://dynamiclearningmaps.org/professional-development).

**SUPPLEMENTAL TRAINING**

Supplemental training and materials include short helplet videos on common Educator Portal procedures and best practices for test administrators. The materials are on the
Educator Resource Videos page (https://dynamiclearningmaps.org/erp/videos) on the DLM website (e.g., Getting Started in Educator Portal and View Test Test Tickets and TIPs).

**REVIEW STUDENT DEMOGRAPHIC INFORMATION**

Test administrators must have an accurate list of students for whom they are responsible. Before each assessment window, test administrators must review the student names that appear on their rosters in Educator Portal. Questions to ask include the following:

- Do all eligible students appear on my list of students?
- Are any students on my list who are not assigned to me or not eligible for the DLM alternate assessment?
- Is each student assigned to the correct grade level?
- Does each student have a roster record for the correct DLM subjects assessed in the state?
- Do my students' records include any typos or misspellings?

If any errors are discovered, ask the assessment coordinator to make the corrections. Some of this student information will appear on the student’s end-of-year Individual Student Score Report (e.g., the student’s name and grade). Having the information presented correctly will be important to students and their parents or guardians.

Detailed procedures for checking this information are in the Manage Student Data section of the Educator Portal User Guide.

**HINT:** The correct grade and subject must be provided for the system to deliver the appropriate testlets.

Check with your assessment coordinator for specific guidance on the deadlines to review student demographic information and the procedures for correcting records.

**EVALUATE AND CHOOSE ACCESSIBILITY SUPPORTS IN THE PERSONAL NEEDS AND PREFERENCES PROFILE**

The DLM alternate assessment offers a variety of accessibility supports. The ACCESSIBILITY MANUAL describes a six-step process for evaluating and choosing appropriate supports for each student.

Most states provide guidelines that their IEP teams are required to use when making decisions about accessibility supports for a student during testing. Some states provide their state-specific guidelines on their DLM website as an appendix in the ACCESSIBILITY MANUAL. Accessibility supports in the student’s PNP Profile in Educator Portal include those required to meet the student’s needs in their IEP and other supports for which a student may show a preference but are not required in the IEP. The selected supports
then become available during testing. Test administrators are to review accessibility supports with the IEP team at least once per year.

If the original PNP Profile selections do not allow the student to fully access the content of the testlets as expected, the test administrator may adjust accessibility features listed in the PNP Profile between testlets in an effort to provide more appropriate supports. See the ACCESSIBILITY MANUAL for help in choosing and changing PNP Profile settings. The assessment coordinator can provide further IEP guidance if needed.

Procedures for choosing and saving the PNP Profile settings in Educator Portal are in the section Complete the Personal Needs and Preferences Profile in the EDUCATOR PORTAL USER GUIDE.

**ACCESS THE INSTRUCTION AND ASSESSMENT PLANNER**

The Instruction and Assessment Planner is a section in Educator Portal where test administrators create plans for their students and assign testlets. In the Instruction and Assessment Planner, the test administrator will do the following:

- Review student data information to ensure students are rostered correctly and their demographic information is accurate.
- Submit the First Contact survey.
- Choose supports in the PNP Profile.
- Select Essential Elements from the testing blueprint for instruction and testing.
- Select the appropriate linkage level.
- Access the mini map for instructional support.
- Assign a testlet.
- Access the Testlet Information Page for the testlet.
- Access the Braille Ready File if available for the Essential Element and if braille was selected in the student’s PNP Profile.
- Retrieve the credentials for the student: user name and password.
- Review testlet results.
- Print the Essential Element Status Report.

Step-by-step procedures are available in the section Use the Instruction and Assessment Planner in the EDUCATOR PORTAL USER GUIDE.

**COMPLETE EACH STUDENT’S PERSONAL NEEDS AND PREFERENCES (PNP) PROFILE**

Test administrators select supports in the PNP Profile that best meet a student’s needs during test administration. Some supports are required because they are part of the student’s IEP. However, other supports are available to meet a student’s preferences. See the ACCESSIBILITY MANUAL for more information about available supports. Use the EDUCATOR PORTAL USER GUIDE for step-by-step procedures for completing the profile.
COMPLETE OR UPDATE FIRST CONTACT SURVEY SETTINGS

The First Contact survey gathers detailed information about learner characteristics that goes beyond basic demographics. The survey covers a variety of areas, including communication, academic skills, and attention. Whether completing the survey for the first time for a new student or updating the survey in subsequent years for returning students, test administrators must submit the First Contact survey for each student prior to being able to create plans in the Instruction and Assessment Planner. At any time a student experiences dramatic changes in expressive communication capacity, the test administrators can edit responses in the First Contact survey and resubmit it.

These sections of the First Contact survey provide an optimal match between student and testlet during the initial DLM assessment experience:

- Expressive communication
- Reading skills
- Mathematics skills
- Writing skills
- Science skills (for states testing DLM science)

The procedure for completing the First Contact survey is in the section Complete the First Contact Survey in the EDUCATOR PORTAL USER GUIDE. You may also view the Personal Learning Profile helplet video on the Educator Resource Videos page of the DLM website (https://dynamiclearningmaps.org/erp/videos). A complete list of First Contact survey questions is included in the appendix of this manual.

The results of the First Contact survey are used to recommend the linkage level for every Essential Element in the Instruction and Assessment Planner for all subjects during the fall window. During the spring window, the linkage level recommendation for an ELA or mathematics Essential Element that was tested in the fall window is based on performance on that Essential Element. If an Essential Element is selected that was not assessed during the fall window, the First Contact survey information will be used to recommend a linkage level. The test administrator may select a different linkage level for ELA and mathematics during either the fall or spring window.

For science testlets, the information from a student’s First Contact survey will be used to recommend a linkage level for the fall window. The test administrator may select a different linkage level, if desired. However, in the spring window, the information from a student’s First Contact survey will be used to assign the linkage level of the first science testlet the system delivers to a student. The test administrator will not be able to override the system assigned science testlet linkage level in the spring window.
**PREPARE FOR ASSESSMENT WITH PRACTICE ACTIVITIES AND RELEASED TESTLETS**

The DLM Consortium provides two practice activities and many released testlets to support educators and students preparing for the assessment. (See the Glossary on page 107 for the definition of released testlets.)

- Practice activities are designed to familiarize users with how testlets look in Student Portal. One practice activity is for test administrators, and the other is for students.
- Released testlets are similar in content and format to real DLM testlets.

Access practice activities and released testlets through Student Portal in the practice section. Use demo login information provided in this manual to complete both types of activities as many times as desired.

**HINT:** Some released testlets are available in PDF format on the DLM website (https://dynamiclearningmaps.org/). Student Portal does not need to be installed on a computer to view these testlets.

If you have questions or technical problems with the practice activities or released testlets, contact your assessment coordinator or local technology personnel.

**RELEASED TESTLETS**

Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels from grade 3 through high school. Remember that testlets contain items that align to Essential Elements at designated linkage levels.

In Student Portal, released testlets are identified by subject, Essential Element, and linkage level.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Section &amp; Level Code</th>
<th>Linkage Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.RI (reading informational text)</td>
<td>3</td>
<td>2. (Identify details in a text)</td>
<td>S (Successor)</td>
</tr>
</tbody>
</table>

In the above image, the labels are:
To determine the Essential Element and skills assessed in a particular released testlet, use the label in conjunction with the Currently Assessed Essential Elements subject resources located on the Educator Resource Pages for ELA and Mathematics (https://dynamiclearningmaps.org/erp_im), which is listed under Resources for Educators and District Staff on your DLM state page. The science Essential Elements and linkage levels are on the Educator Resource Page for Science (https://dynamiclearningmaps.org/sci_resources), which is listed under Resources for Educators and District Staff on your DLM state page.

The following sections describe the step-by-step procedure to access practice activities and released testlets.

**Practice Activities Access**

After logging into Student Portal with the practice account credentials, select **Other** to access practice activities.

**Teacher Practice Activity**

The teacher practice activity is a tutorial on testlets that are administered directly by the teacher. Teacher-administered testlets are used when the student has pre-symbolic communication and cannot interact directly with the computer or when the content is difficult to assess on the computer (e.g., some higher linkage level mathematics testlets).

In this type of testlet, the teacher reads the instructions aloud on the testlet screens and follows them. The teacher enters the student’s responses to activities or exchanges that occur outside the system.

Most teacher-administered testlets require test administrators to gather materials to be used in the assessment. Directions for how to prepare for the testlet are provided as Educator Directions on the first screen(s) of the testlet.

**HINT:** All operational testlets have Testlet Information Pages (TIPs). The TIP lists information about a teacher-administered testlet, including materials needed.
**STUDENT PRACTICE ACTIVITY**

The student practice activity is a tutorial designed for student practice in navigating a testlet. Computer-delivered testlets are used when the content can be assessed directly by computer and students can directly interact with the system and select their own responses, using assistive devices or other supports as needed.

Students may navigate using a mouse, Tab and Enter keys on a keyboard, or switches. Students may navigate forward and backward within a testlet as needed before submitting responses. If students can engage with the content but cannot advance the screens or input responses independently, a student and teacher may practice with the teacher navigating the screens and recording the student responses on their behalf. Specific allowable supports and practices to avoid are described further in Practices Not Allowed on page 89 of this manual.

Several types of items are available in student practice activities:

- Multiple-choice items, in which the student selects one or more correct responses
- Sorting items, in which the student selects and moves objects from one place to another. Some items require students to click the selection and the destination. Others require students to drag and drop an image. Students who use switches may need help navigating some of these screens.
- Matching items, in which students identify how pairs of items are related

**STUDENT ACCOUNTS FOR PRACTICE ACTIVITIES AND RELEASED TESTLETS**

Practice activities and released testlets are available through several practice student accounts.

Each practice account has certain PNP Profile settings, as described in the ACCESSIBILITY MANUAL. The supports are summarized in the table below.

Each practice account below is enrolled in all available ELA and mathematics practice activities and released testlets.

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.sue28</td>
<td>sand3</td>
<td>Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contrast color: Green text on white background</td>
</tr>
<tr>
<td>demo.sue29</td>
<td>wall3</td>
<td>None’</td>
</tr>
<tr>
<td>demo.sue30</td>
<td>swept</td>
<td>Single-switch: scan speed = 4 seconds, autoscan = manual override, autorepeat scan frequency = infinity</td>
</tr>
</tbody>
</table>
### English Language Arts and Mathematics Practice Activity Accounts

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.sue31</td>
<td>topic</td>
<td>2x magnification</td>
</tr>
<tr>
<td>demo.sue33</td>
<td>void7</td>
<td>4x magnification and invert color choice</td>
</tr>
<tr>
<td>demo.sue34</td>
<td>nine7</td>
<td>Color overlay (green)</td>
</tr>
<tr>
<td>demo.sue35</td>
<td>jar71</td>
<td>Single-switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2</td>
</tr>
<tr>
<td>demo.sue36</td>
<td>stop3</td>
<td>Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false.</td>
</tr>
<tr>
<td>demo.sue37</td>
<td>after</td>
<td>5x magnification</td>
</tr>
<tr>
<td>demo.lisa.25</td>
<td>bank9</td>
<td>N/A; Writing testlets are available with this account.</td>
</tr>
</tbody>
</table>

*No special settings are required for two-switch users. Use Tab to navigate and Enter to select.

**Two-switch users may use any of the above demo logins except demo.sue30 and demo.sue35 because those two logins are designated especially for practice for single-switch scanning users.

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

Practice activities are also available for science.

### Science Practice Activity Accounts

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.lisa.40</td>
<td>quite</td>
<td>None</td>
</tr>
<tr>
<td>demo.lisa.41</td>
<td>inch8</td>
<td>Color overlay (green)</td>
</tr>
</tbody>
</table>
| demo.lisa.42  | self5    | Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false
|               |          | Contrast color = green text on white background |
| demo.lisa.43  | cast9    | Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false |
| demo.lisa.44  | toss8    | Single-switch: scan speed = 4 seconds, autoscan = manual override, autorepeat scan frequency = infinity |
Science Practice Activity Accounts

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.lisa.45</td>
<td>cusp4</td>
<td>Single-switch: scan speed = 5 seconds, initial delay = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>seconds, autorepeat scan frequency = 2</td>
</tr>
<tr>
<td>demo.lisa.46</td>
<td>daze4</td>
<td>2x magnification</td>
</tr>
<tr>
<td>demo.lisa.47</td>
<td>brave</td>
<td>4x magnification and invert color choice</td>
</tr>
<tr>
<td>demo.lisa.48</td>
<td>toner</td>
<td>5x magnification</td>
</tr>
</tbody>
</table>

*No special settings are required for two-switch users. Use Tab to navigate and Enter to select. Two-switch users may use any of the demo logins above except demo-lisa.44 and demo.lisa.45 because those two logins are designated especially for practice for single-switch scanning users.

For step-by-step directions on access practice and released testlets in Student Portal, go to Access Practice Activities and Released Testlets on page 98 of this manual.

**TROUBLESHOOT ACCESS IN EDUCATOR PORTAL**

Avoid Common Pitfalls

Save time and avoid errors by making sure you have completed these steps before beginning to assess students.

**NO ACCESS TO THE INSTRUCTION AND ASSESSMENT PLANNER OR TEST MANAGEMENT**

Users with the role of teacher in Educator Portal will not have access to the Instruction and Assessment Planner or the Test Management screen in Educator Portal until the following requirements are met:

- All Required Test Administrator Training modules are completed with a passing score on each post-test.
- The security agreement in Educator Portal is read, agreed to, and signed.

Users with the role of Teacher in Educator Portal who have not completed each requirement will receive one of the following error messages:

- Access to the Instruction and Assessment Planner and Test Management is restricted due to incomplete Required Test Administrator Training. Test administrators must complete all Required Test Administrator Training before receiving access to the Instruction and Assessment Planner and Test Management.
- Access to the Instruction and Assessment Planner and Test Management is restricted because the user has not accepted and completed the annual security agreement. All previously accepted security agreements expired during the first week of August. Test administrators must read, sign, and accept this year’s security agreement in
Educator Portal before receiving access to the Instruction and Assessment Planner and Test Management.

- Access to the Instruction and Assessment Planner and Test Management is restricted due to missing annual requirements. All previously accepted security agreements expired during the first week of August. Test administrators must read, sign, and accept this year’s security agreement in Educator Portal and complete all Required Test Administrator Training before receiving access to the Instruction and Assessment Planner and Test Management.

**No Access to Create a Plan on the Student View Page in the Instruction and Assessment Planner**

Test administrators will not have access to create a plan or assign testlets to students on the Student View Page in the Instruction and Assessment Planner until the test administrator completes and submits a student’s First Contact survey. Click the First Contact survey icon in the Student Activity Table. Once the test administrator completes and submits the First Contact survey, they will be have access to the Student View page and can begin creating plans for instruction and assessment.

**No Access to the Test Management Screen in Educator Portal or No Science Testlets Available**

The Test Management section of Educator Portal is used for spring science testlets and access to the Testlet Information Pages (TIPs) for field test testlets from either the fall or spring window. A student’s First Contact survey must be submitted before the Test Management section of Educator Portal can be accessed. Additionally, the student must be rostered to the test administrator for science and must be rostered to the grades being assessed in your state for science.

**Testlet Assignment in the Fall and Spring Windows**

In the fall window, the test administrator assigns testlets for all three subjects using the Instruction and Assessment Planner section of Educator Portal. During the spring window, the test administrator assigns testlets for ELA and mathematics using the Instruction and Assessment Planner section of Educator Portal. The system assigns all science testlets in the Test Management section of Educator Portal during the spring window.
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COMPUTER-DELIVERED TESTLETS

OVERVIEW

Testlets delivered directly to students via the computer are designed with the assumption that students can interact independently with a computer, using special devices (such as alternate keyboards, touch screens, or switches) as necessary. Computer-delivered testlets in the Dynamic Learning Maps® (DLM®) alternate assessment are most common at the upper linkage levels, where the content being assessed is appropriate for delivery through the computer. Reading, mathematics, and science assessments include computer-delivered testlets.

All testlets at the Initial Precursor linkage level in ELA and mathematics, the initial linkage level for science, and all writing testlets are always Teacher-Administered testlets. They are described in Teacher-Administered Testlets on page 68 of this manual. Some students may function at upper linkage levels but cannot interact directly with the computer due to physical limitations. In these cases, the test administrator may navigate the screen for the student and enter the student’s responses.
HINT: Screenshots in the following sections of this manual demonstrate how a testlet should appear on an assessment device. If a testlet is difficult to view on the assessment device, check the device’s display settings and the screen resolution. The screen resolution should be 1024 by 768. Also, check the student’s PNP Profile settings to ensure the most appropriate settings have been selected. After doing this, if the issues cannot be resolved, contact your technology personnel or your assessment coordinator.

**GENERAL STRUCTURE OF COMPUTER-DELIVERED TESTLETS**

Testlets in ELA, mathematics, and science are delivered differently based on research about effective instructional practices for students with the most significant cognitive disabilities. However, testlets in all subjects begin with an engagement activity to motivate students, activate prior knowledge, and prepare students for the cognitive process required in the items.

**Computer-Delivered ELA Testlet Structure**

Students taking DLM ELA testlets are assessed on both reading and writing skills. During a reading testlet, students participate in two readings of a text. The first reading serves as the engagement activity and provides students with an opportunity to build a mental representation of the entire text before responding to items. The second reading includes items embedded within the text or placed at the end of the text, as appropriate. Items are embedded within texts even when the items do not assess reading comprehension.

The first screen in ELA testlets directs students to read the text, read the text again, and then respond to items. Although some students taking computer-delivered testlets may require support to navigate from one screen to the next or to enter their responses, most students at the upper linkage levels will independently read the text and respond to the items.
Students will then read through the text, as shown below. They may have the text read aloud by the computer if Spoken Audio is selected in the student’s PNP Profile. For all testlets, test administrators are permitted to read aloud to students.

**Computer-Delivered Mathematics Testlet Structure**

Mathematics testlets start with an engagement activity that provides a context for the items. The engagement activity does not require a response. Mathematics testlets are built around a common scenario or activity to investigate related facets of student understanding of the targeted content as shown.
Computer-Delivered Science Testlet Structure

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

Science testlets begin with an engagement activity, just like testlets in ELA and mathematics. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Science testlets may be designed around a science story featuring an experiment or classroom activity. The story is presented twice; items are either embedded within the second presentation or presented at the end of it. In other science testlets, a short science story is presented a single time to provide context for the items, and all items appear thereafter.

An example of a science story is shown below. The instructions at the beginning of the testlet tells students what they will be doing in this testlet. In this science story, the student is to read the text and answer some questions.

Dee makes rectangles. Dee measures the rectangles with numerical precision.
The image below is from a testlet where a short story is presented only once to the student. The items in the testlet, although not shown in this image, follow the story on the next screen of the testlet.

Max sets a dinner table. Max uses paper plates and cloth napkins. Max wants to protect Earth’s resources when cleaning up.

**Video-Based Testlets**

Some science testlets in the upper grade bands and the upper linkage levels may include a video in the engagement activity. Students will view a short (less than 30 seconds) video and will then respond to three items that include still-frame photos from the video.
**COMPUTER-DELIVERED ITEM TYPES**

Students may encounter a variety of item types when taking computer-delivered testlets. Most testlets are designed for students to interact directly with the computer. Item types include the following:

- single-select multiple choice
- multi-select multiple choice
- matching
- sorting
- select text

In general, the DLM alternate assessment uses the most straightforward item type that allows for quality assessment of the Essential Element. For this reason, complex item types are used only occasionally at upper linkage levels. The previously described practice activities include one or more examples of the above item types.

The most common type of computer-delivered item is a single-select multiple-choice item with text response choices, as shown below. All science testlets are single-select multiple-choice items.

The first cake pan Jenny uses has a length of 9 inches. The pan has a width of 10 inches. The pan has a height of 2 inches.

What is the volume of the pan, in cubic inches? [volume = length x width x height]

21 cubic inches
90 cubic inches
180 cubic inches
Students may also see single-select multiple-choice items with image response choices, as shown below.

Which is a circle?

Multi-select multiple-choice items provide students with the opportunity to make more than one response choice, as shown in the following example.
In some items, students may be asked to match responses from two lists, as in the example below.

**Match the character to their story.**

Students may also encounter items asking them to sort words or images into categories. For students who use a mouse to interact with the computer, the system uses a drag-and-drop format to sort items. In the example below, the student selects the circle and then drags it into a box on the right, either by selecting the mouse button and moving the mouse or, if taking the assessment on an iPad or interactive whiteboard, by touching the object and dragging it to the desired location. Students who are unable to use the drag-and-drop format may direct the test administrator to sort the items.

**Put one shape into each box.**
The final type of computer-delivered item that students might see is select text. Select-text items are used only in some ELA assessments. Response choices are marked with a box around the word, phrase, or sentence. After the student makes a selection, the outline around the word, phrase, or sentence becomes bold and is highlighted in transparent yellow, as shown in the example below.

**COMPUTER-DELIVERED TESTLET COMPLETION**

The procedures for completing computer-delivered testlets are the same for all subjects. When the student first views an item, the responses will appear as shown in the item below.
Once a student selects a response, a box appears around the response choice. The student is able to select NEXT or BACK to navigate through the testlet screens. The response choice will stay selected.

If the student wants to change a response at any time during the testlet, they may go back to the screen that displays that item and simply select another response choice.

**No Response Option**

All testlets at the lowest linkage level and a few teacher-administered testlets at higher linkage levels include *No response* as a response option. However, not all testlets include *No response* as one of the options. If an item does not offer the *No response*
option, and the student does not respond to the item in the testlet, the test administrator leaves the item unanswered. Whether **No response** is available for selection or if the item is left unanswered, the item is scored as incorrect. When a student has not responded to any items in a testlet, the testlet is still to be submitted for the student. If the student is capable of producing an intentional response but does not do so (e.g., due to distractions or behavior problems), if state policy allows, the test administrator can use the **EXIT DOES NOT SAVE** button and begin the testlet again when the student is more engaged.

**System Timeout**

The DLM alternate assessment is administered individually and is not timed. Students may take as much time as needed and may work in settings that are most appropriate for them. In other words, any flexibility in location and assessment time that the student needs is permissible. For example, the student may take as many breaks as needed throughout the completion of a testlet. During the administration of a testlet, Student Portal can sit inactive for as long as 90 minutes before timing out. After 88 minutes and 30 seconds of inactivity in the testlet, the system provides the student with this warning message.

![Warning Message]

- If the student does nothing and no activity occurs before the countdown reaches 0, the system logs the student out of the testlet and returns to the login screen. The testlet status returns to Unused, and the system retains no answers.
- If the student selects Extend Session, the system disregards the idle time, closes the prompt, and returns to the screen where the student had been working.
- If the student selects Logout, the system logs the student out of the testlet and returns to the login screen. The testlet status returns to Unused, and the system retains no answers.

Students with the most significant cognitive disabilities who qualify for the DLM alternate assessment require extensive, repeated, and individualized instruction and ongoing supports that are not temporary or transient. These students often have difficulty retaining information in working memory for extended periods of time. Therefore, testlets were created to be brief: containing only a few items, each testlet
begins with an engagement activity designed to activate prior knowledge, motivate the students, and provide a context. While DLM test-administration procedures are designed to be flexible and allow students to take breaks during a testlet, most students who experience an extended interruption during test administration have difficulty retaining information in working memory after the interruption. Research has shown that an extended interruption during test administration can adversely affect student performance (Sinha ray et al., 2014). Thus, Student Portal was designed to time out after an extended period of inactivity without retaining the responses, allowing the student to begin the assessment afresh when ready.

**COMPUTER-DELIVERED ASSESSMENT ARRANGEMENT**

Prior to test administration, evaluate how to arrange the computer or other assessment devices for the student and test administrator. All arrangements for computer-delivered testlets are to do two things: maximize both student interaction and student independence for conciseness.

Assessing students in a familiar environment is helpful, but the test administrator must ensure that the student is able to concentrate without distractions from other students. Assessing students with the most significant cognitive disabilities is to be individualized and not be conducted in a group setting, as is done with standardized assessment for students who take general education assessments.

**Maximize Student Interaction with the Computer-Delivered Testlet**

The arrangement is to maximize student interaction with the testlet through the computer or other assessment devices based on the student’s needs. For instance, if the test administrator sits with a student, the student is to sit directly in front of the computer and the test administrator is to sit off to the side, as shown in the image.

![Image of test administrator assisting student]

If the test administrator sits next to a student who is able to use the mouse without assistance, the test administrator is to sit on the side of the student opposite from the mouse so the student has space to move the mouse and the test administrator is not tempted to move the mouse for the student. A student who takes the assessment on an iPad may be able to hold the iPad and respond to items independently. If not, the test
administrator may hold the iPad in a position that provides maximum visibility for the student.

**Maximize Student Independence**

Although test administrators must monitor students at all times, the assessment arrangement is to maximize student independence and minimize test administrator involvement. For students who may need assistance during the assessment, the test administrator is to sit close to the student to monitor the assessment. On the other hand, if the student is able to work independently, the test administrator can keep more distance while making sure the student takes enough time and responds to all items.

**TEACHER-ADMINISTERED TESTLETS**

**Overview**

Some testlets (e.g., all writing testlets, all testlets at the lowest linkage level, and some mathematics testlets at higher linkage levels) are designed to be administered directly by the test administrator. The testlets are still delivered in Student Portal, but the test administrator plays a more direct role than in computer-delivered testlets. In teacher-administered testlets, the test administrator is responsible for setting up the assessment, delivering it to the student, and recording responses in the testlet in Student Portal.

**General Structure of Teacher-Administered Testlets**

All teacher-administered testlets have some common features.

- A Testlet Information Page (TIP) is provided with each testlet, which the teacher must review before beginning the assessment. Since the test administrator must gather the needed materials to be ready for test administration, the TIP can be reviewed several hours or even days before testing.
- The TIP may have pictures that need to be printed ahead of time (e.g., science testlets at the Initial linkage level). Best practice is to print pictures in color.
- Directions and scripted statements guide the test administrator through the administration process.
- The testlet includes an engagement activity and items.
- The test administrator enters responses for the student.

**Teacher-Administered English Language Arts Reading Testlets**

In teacher-administered reading testlets, items focus on the cognitive skills that precede conventional literacy. These items are not traditional reading-comprehension questions, but rather are designed to assess the skills identified in the DLM map as critical precursors to reading for meaning. These types of items are embedded in the context of a shared reading and are intended to mirror early literacy instruction. Items assess skills such as identifying familiar materials or identifying words that describe familiar people. Shared reading strategies that an educator might use during the first reading of a text include the following:
• encouraging engagement and interaction
• discussing words
• connecting words or pictures to student background knowledge and experience
• labeling and pointing out pictures
• modeling concepts about print (reading left to right, one-to-one correspondence between a spoken and written word, etc.)
• pointing out rhymes, syllables, and sounds in words
• asking questions to further engage students
• modeling how to communicate using students’ communication methods
• using a think-aloud process to model how to decide whether to make a comment
• incorporating objects to help make connections

HINT: Pictures or words from a word bank cannot be substituted for text. See Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL.

The test administrator is to engage in shared reading strategies with the student during the first reading of the text in a reading testlet. During the second reading of the text, the test administrator is to refrain from using shared reading strategies and instead is to focus on administering the items that are embedded in the second reading or placed at its conclusion.

Structure of Teacher-Administered Reading Testlets

Teacher-administered reading testlets follow the same structure as computer-delivered reading testlets. First, the text is presented in its entirety. However, unlike computer-delivered testlets, the test administrator reads the text aloud using shared reading strategies to maximize student engagement. Then, the text is presented again with items either embedded within the reading or placed at its conclusion. This type of testlet is often used at the Initial Precursor level, where students do not have the skills to directly interact with the computer. Teacher-administered testlets are also used for some testlets at higher linkage levels in the lower grades when the student is working with a familiar text.

For more information about shared reading strategies, see the professional development module called Shared Reading that is available on the Professional Development page of the DLM website (https://dynamiclearningmaps.org/professional-development).

Below is an example of the directions provided on the first screen in a teacher-administered reading testlet. This screen provides hints about a shared reading strategy. After this screen, the story screens begin.
In reading testlets, Educator Directions also appear between parts of the testlet. Below is an example of a transition screen displayed after the test administrator has read a text with the student for the first time. The transition screen tells the test administrator that the first reading is over and that the second reading is about to begin. During the second reading, the student will respond to items embedded within the second reading or placed at its conclusion.

Alternate Text for Reading Testlets

When administering a testlet to a student who uses human read-aloud support and also requires verbal descriptions of images, use the alternate text available in supplemental pages of the Testlet Information Page (TIP). Each page of the TIP shows the onscreen text and images for the first and second presentations of the text. Descriptions of the images are printed below the picture and are labeled Alt Text (e.g., a picture of a dog is
presented and below the picture are the words, “Alt Text: a dog”). For students who require verbal descriptions of the images, read the text on the screen, and then read the alternate text description exactly as it appears on the TIP.

**TEACHER-ADMINISTERED MATHEMATICS TESTLETS**

In mathematics, the Initial Precursor level is always a teacher-administered testlet. Some higher linkage level testlets in mathematics are also teacher-administered because the tested content requires assessment outside Student Portal. An example is a procedural node that asks the student to measure volume. Recognizing three-dimensional objects and manipulating them onscreen requires keen perceptual and motor skills, neither of which are essential to the student’s cognitive understanding of how to measure volume. Test administrators directly administer these types of testlets to make them accessible for students who are blind, who have visual impairments, or who have physical disabilities that impact the student’s ability to take the testlet onscreen.

**Structure of Teacher-Administered Mathematics Testlets**

All teacher-administered mathematics testlets are similar in their structure. They include instructions to the test administrator called Educator Directions. An example of Educator Directions for an Initial Precursor mathematics testlet is in the image below. First, the directions tell the test administrator, in a general way, what will happen in the testlet. Then, the directions specify any materials that need to be collected. More information about the materials and recommended substitutions are on the TIP, which the test administrator must access before test administration. The test administrator may make substitutions as long as the substitutions do not change what the testlet measures and the materials are still grouped as indicated in the testlet. The last part of the directions page outlines the needed materials, which items need the materials, and in what order the item presents the materials.

---

**Educator Directions:**

In this testlet you will present the student with familiar objects of different shapes. It is important that the student can identify the objects through his or her preferred means of communication.

Gather 3 familiar objects, such as a ball, a block, and a book. You may substitute other objects as long as they have different shapes and at least one is round.

For the first item, you will use the ball (or other round object) and the block. For the second item, you will use the ball and the book.

---

**BACK**  **EXIT**  **NEXT**
In addition, both types of teacher-administered mathematics testlets contain an engagement activity, which occurs when the test administrator presents the materials used in the testlet and engages the student in exploring the materials. An example of an engagement activity in a teacher-administered mathematics testlet is shown below.

**TEACHER-ADMINISTERED SCIENCE TESTLETS**

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

In science, teacher-administered testlets are at the Initial linkage level. Initial linkage level science testlets are structured as a series of statements that the teacher reads to the student and are often accompanied by picture-response cards. Picture-response cards must be printed from the TIP before test administration, and best practice is to print them in color. Some Initial testlets specify the use of other materials.

**Structure of Teacher-Administered Science Testlets**

All teacher-administered science testlets are similar in structure. Teacher-administered testlets include instructions to the test administrator called Educator Directions. An example of Educator Directions for an Initial linkage level science testlet is below. First, the directions tell the test administrator, in a general way, what will happen in the testlet. The directions will specify any materials that must be collected. More information about the materials and recommended substitutions are located on the TIP. The test administrator may substitute materials as long as the substitutions do not change what the testlet measures. The last part of the directions page outlines the needed materials, which items need the materials, and in what order the item presents the materials.
Additionally, teacher-administered science testlets contain an engagement activity, in which the test administrator presents picture-response cards or materials and engages the student in exploring the materials. An example of an engagement activity in a teacher-administered science testlet is shown below.

**TEACHER-ADMINISTERED TESTLET ADMINISTRATION**

Teacher-administered testlets are standardized. Anything in quotes and bold print is to be presented verbatim to the student. There are two exceptions to this rule. The first is when the student uses sign language interpretation or language translation supports as
allowable and as described in the ACCESSIBILITY MANUAL and on the TIP. The second exception is when a substitution has been made for a particular material. The test administrator must then use the name of the substituted materials when reading the item to avoid confusing the student.

**TEACHER-ADMINISTERED ENGLISH LANGUAGE ARTS READING, MATHEMATICS, AND SCIENCE TESTLET ADMINISTRATION**

Two specific instructions for presenting items or directions to students are SHOW and SAY. However, because of hearing and vision limitations, some students will not be able to see what is shown and others will not be able to hear what is said. SHOW means that an educator presents the materials to the student, using sensory modalities appropriate for that student. SAY may require nonverbal communication appropriate for the student’s sensory modalities, such as signing.

Below is an example of an item screen that may be embedded in the second reading of an ELA text. The Educator Directions tell how to interact with the student. The test administrator reads the lines presented in bold after SAY directly to the student. The administrator also performs the actions described after SHOW for the student.

```
Educator Directions:
SAY: “Tom had an adventurous day.”
SAY: “Which word has a similar meaning to adventurous?”
Read each answer option aloud to the student.
Record student response:

exciting
running
```

All teacher-administered items have response options that reflect possible student responses to the statement or questions in the item. The test administrator evaluates the student’s response, chooses the best description of what was observed, and records the choice in the testlet. The test administrator must be familiar with the student’s typical modes of expressive communication because any mode for communicating a response is acceptable.
**Writing Testlets**

To meet blueprint requirements, a student will complete a writing testlet in each the fall and spring window. All writing testlets are teacher-administered, and each writing testlet assesses a combination of two to six Essential Elements, depending on the grade. Information about each writing Essential Element is available on the Educator Resource Page for ELA and Mathematics under the heading Tested Essential Elements (https://dynamiclearningmaps.org/erp_im). The student works outside Student Portal and interacts with the test administrator. Only the test administrator interacts with Student Portal regarding the writing testlet.

In the fall window, the system recommended linkage level for the writing testlet is determined using information about the student from the First Contact survey responses. Then the student’s performance on the writing testlet in the fall window determines the recommended linkage level for the spring window writing testlet. If for some reason, the student did not take a writing testlet in the fall window, then the First Contact survey responses are used to recommend the linkage level for the writing testlet in the spring window.

An emergent writing testlet is designed for a student who does not yet have or is working on early symbolic understanding. The emergent-level writing testlets is a combination of the Initial Precursor and Distal Precursor linkage levels.

A conventional writing testlet is for students at the Proximal Precursor, Target, or Successor linkage level for the assessed Essential Elements. Students who are conventional writers have symbolic understandings and can use writing tools to communicate. Conventional writing testlets are a little more typical of a traditional writing assessment.
For writing testlets at any linkage level, students use the orthography-based tools they use for writing in everyday instruction. Many students taking the DLM alternate assessment will need a test administrator to assist them in obtaining a writing tool that offers students access to all 26 letters of the alphabet.

The DLM writing testlets assess students’ ability to communicate using writing and their mastery of the precursor skills that lead to writing. These skills focus on understanding letters and words and the expression of ideas through words. Testlet response options that refer to “writing” or “the student wrote” can include any method the student uses for writing.

The following supports are allowed for writing testlets:
- pens, pencils, markers, crayons
- whiteboards
- traditional keyboards using word-processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word-processing software
- alternate keyboard (e.g., on-screen or switch-enabled keyboard)
- alternate pencils, including alphabet flip charts
- eye-gaze displays of letters
- letter-by-letter dictation of any sort
- word-prediction software
  - Word prediction is an intelligent word-processing feature that can alleviate writing breakdowns for a range of students simply by reducing the number of keystrokes necessary for typing words. It removes motor barriers to typing to reduce the gap between generating ideas and capturing them in writing.

The following supports are not allowed for writing testlets:
- whole-word or sentence dictation
  - In order to test the full criteria of writing Essential Elements, students are not allowed to dictate whole words or sentences.
- speech-to-text software
- selection of pictures or words from a word bank

**Pictures, Symbols, or Use of a Word Bank**

Pictures, symbols, or words from a word bank are not allowed and may not be substituted for words in a sentence. This practice is forbidden because the meaning that an individual assigns to a picture or symbol depends upon the individual’s motivation, neurological and developmental status, sensory abilities, cognitive, communication, and language skills, and world experience (Mineo Mollica, 2003). Furthermore, the ability to learn the meaning of pictures or symbols is directly related to an individual’s understanding of the word associated with the picture or symbol. In other words, individuals who understand the meaning of the spoken word learn the associated
picture or symbol rather easily while individuals who do not understand the spoken word need more time to learn the meaning of the picture or symbol (Romski & Sevcik 1996, 2005). Because students who participate in the DLM alternate assessment have universally impaired cognitive and language skills, it is not possible to ensure that each student’s understanding of pictures and symbols introduced in the assessment will match the intended meaning.

**Writing Topic**

For all writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic about which to write. The testlet does not include preselected topics for writing assessments.

- In Emergent Writing testlets at the Initial Precursor and Distal Precursor linkage levels, the students often choose from a list of topics that they have been exposed to during instruction.
- In Conventional Writing testlets at the Proximal Precursor, Target, and Successor linkage levels, students also write about familiar topics. If able, they independently select a subject on which to write. The subject is to be an informational topic that is relevant to instruction and familiar to the student.

**Test Administration Tasks in Writing Testlets**

The test administrator has two types of tasks in writing testlets. The first type of task requires the test administrator to evaluate a process used in writing. The testlet has items that are presented to the test administrator as the student works through the tasks in the writing testlet. The second type of task found in most writing testlets requires the test administrator to evaluate the student’s final writing product.

For the first type of task, test administrators will perform the following tasks:

1. Give the student a verbal prompt from the onscreen Educator Directions. As apparent in the image below, the verbal prompt may be “SAY: ‘You are going to write about a person, place, or object today. What would you like to write about?’”
2. The test administrator may present the student with a list of familiar topics that have been used during instruction, or the student may think of a topic without any prompting.

3. The testlet screen prompts the test administrator to ask the student to engage in writing tasks.
   * For step 3, an example of a verbal prompt may be “SAY: ‘Write about (topic) using words that describe (topic).’”
   * The test administrator says the prompt aloud to the student, inserting the actual topic selected for the writing testlet.

4. The test administrator is directed to wait and observe the student’s writing process in response to the prompt.

5. The test administrator evaluates the student’s behavior according to the description in the response options. The test administrator then chooses the description that best matches the student’s writing process.

EXAMPLE: If the student’s behavior could be described by two response options, the test administrator selects the response option that represents the higher of the two options. In the image below, if the student wrote some words related to the topic and some words that were not related to the topic, the test administrator has two response options from which to select: “Wrote at least one word related to the topic,” or “Wrote a word or words that were not related to the topic.” In this case, the test administrator would select the higher of the two options: “Wrote at least one word related to the topic.” The response options in the image below are as follows:

- Wrote facts, details, or other information related to the topic
- Communicated about facts, details, or other information related to the topic, but did not write
- Wrote at least one word related to the topic
- Wrote a word or words that were not related to the topic
- Wrote letters
- Wrote marks or symbols other than letters
- Did not communicate or write about the topic

When student performance does not exactly match any response option, the test administrator selects the option that best matches the student performance.

<table>
<thead>
<tr>
<th>Student’s Performance</th>
<th>Test Administrator’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student wrote complete sentences about the topic using at least two descriptive words.</td>
<td>The test administrator selects the response, “Wrote facts, details, or other information related to the topic.”</td>
</tr>
<tr>
<td>The student wrote incomplete sentences but still conveyed ideas and information about the topic using at least two descriptive words.</td>
<td>The test administrator selects the response, “Wrote facts, details, or other information related to the topic.”</td>
</tr>
<tr>
<td>The student did not write anything about a topic.</td>
<td>The test administrator selects the response, “Did not communicate or write about the topic. If that response is not available, the test administrator would choose, “No response” if available or leave the item blank.”</td>
</tr>
</tbody>
</table>

The second type of task found in most writing testlets requires the test administrator to evaluate the student’s final writing product. The evaluation items may be in single-select or multi-select multiple-choice format. The test administrator completes this task only after the student has finished writing. The test administrator will

1. look at the writing the student produced
2. evaluate the student’s writing product
3. choose the description that matches the highest level of the student’s writing

HINT: This task can be completed without the student present, but the task must be completed within the same assessment session. The evaluation cannot be completed if a testlet times out, after using EXIT DOES NOT SAVE, or by logging in later.

Retention of the Writing Product

Retention of a student’s writing product is a state or local decision. The assessment coordinator can provide information about those requirements, e.g., how long to store and where to store student’s writing product.

On occasion for research and technical documentation, DLM staff may request submission of final writing products. If this request occurs, the test administrators and their assessment coordinators will be informed in advance about how and where to submit the student’s final writing product.

**Teacher-Administered Reading Testlets**

For teacher-administered reading testlets, the student, test administrator, and computer screen should be arranged in a triangle. Both the student and test administrator need to see or have access to the text during the shared reading activity. The test administrator is to have the best view of directions pages and item screens. When the item screens appear, the test administrator needs to be able to enter responses easily. The triangle arrangement usually works, but the test administrator may need to shift position slightly so that screens containing the ELA text can easily be displayed to both student and test administrator. Leave space near the student for any manipulatives that will be used.

**Teacher-Administered Mathematics Testlets**

For teacher-administered testlets in mathematics, regardless of linkage level, the test administrator is the only one who needs to view the screen to receive directions, read prompts, and enter responses. The ideal arrangement is for the student and test administrator to face one another, and the test administrator can look at the computer screen off to the side.

In mathematics, the test administrator directions list materials the educator will use to administer several items. The materials used are to be both familiar to and comfortable for the student. The directions on the Testlet Information Page (TIP) and at the beginning of the testlet indicate when materials substitutions may be made. Whenever substituting materials, test administrators must modify the script to include the name of the actual materials used.
**TEACHER-ADMINISTERED SCIENCE TESTLETS**

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

The assessment arrangement for science testlets is similar to the arrangement used for mathematics testlets. Only the test administrator interacts with Student Portal. The student works outside Student Portal and interacts with the test administrator. In science, picture-response cards must be printed from the TIP before test administration, and best practice is for the picture-response cards to be printed in color.

**ACCESSIBILITY SUPPORTS**

Accessibility supports that are appropriate for use during teacher-administered and computer-delivered testlets are fully described in the ACCESSIBILITY MANUAL. Some supports are described in more detail below.

**Language Translation**

Because the disability-related cognitive and communication challenges for students with the most significant cognitive disabilities are unique and because English learners speak a wide variety of languages, the DLM alternate assessment does not provide translated forms of testlets. Instead, the DLM alternate assessment supplies test administrators with instructions regarding allowable supports based on each student’s unique combination of language-related and disability-related needs and on the specific construct measured by a particular testlet.

The test administrator will receive a Testlet Information Page (TIP) for each testlet. The TIP includes information about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the test administrator may not define terms for the student on that testlet.

Some states do not allow language translation. Check with your district assessment coordinator about language translation.

Unless exceptions are noted, test administrators may do the following:

- translate the text
- simplify testlet instructions
- translate words on demand
- provide synonyms or definitions.
  - (Student Portal does not offer a digital dictionary. Students may use their version of a dictionary if needed, such as word lists and communication symbols. This dictionary is to be familiar to the student and have been used during instruction.)
- accept responses in either English or the student’s native language
**Sign Interpretation**

Students who are deaf or hard of hearing and who participate in the DLM alternate assessment may require additional supports beyond those available via the PNP Profile. Support needs may be different for computer-delivered testlets than for teacher-administered testlets.

Teacher-administered testlets direct the test administrator how to organize and present the content to the student. Scripted directions tell the test administrator what to say or sign. The test administrator will need to determine if the student can understand a direct translation of the script or if the student will need an interpretation of the directions. If interpretation is needed, advance planning may be necessary. Test administrators may log in to Student Portal before beginning the assessment to plan and prepare for appropriate procedures to use with students who are deaf or hard of hearing. If the need for interpretation is likely, test administrators logs in to Student Portal, launches the test, and reviews the screens to evaluate the need for interpretation. If administration will take place later, the test administrator uses the **EXIT DOES NOT SAVE** button (if allowed in your state) to leave the testlet.

For teacher-administered testlets, test administrators may do any of the following:

- translate the text (American Sign Language, Signed Exact English, or individualized)
- translate words on demand (e.g., English to American Sign Language)
- provide synonyms and definitions except when specifically forbidden on the TIP (e.g., when the item assesses knowledge of vocabulary)
- accept responses in the student’s sign language system (American Sign Language, Signed Exact English, or individualized) or through the student’s communication device
- reread the text if the student indicates a need

**Other Practices Allowed**

Students who participate in the DLM alternate assessment have access to many accessibility supports. Test administrators may also be flexible with some aspects of testlet delivery. However, testlet delivery must be standardized in certain ways. This section describes general principles for additional allowable practices when the accessibility supports included in the PNP Profile do not meet the student’s needs. When possible, the additional supports are to be consistent with the student’s current needs as documented in the IEP.

When making decisions about additional supports for computer-delivered testlets, test administrators must follow IEP team decisions and these two general principles.

- **Provide flexibility in student access and response mode.** For example, standard administration procedures define typical arrangements for the test administrator, student, and computer across different types of testlets. However, the test administrator may need to adapt the physical arrangement based on a student’s
physical needs and use of special equipment. Another example of this flexibility is the substitution of materials as needed for the testlet.

- **Maintain consistency in the student’s interaction with the concept being measured.** All students do not have to interact with identical materials or respond using the same response mode, but all students do complete the same cognitive or linguistic task. Therefore, test administrators cannot rephrase questions or rearrange items. Simplified instructions, definitions, and flexible response modes are allowable supports for all students except when specifically excluded by the TIP. TIPs provide specific instructions for materials substitution to help the test administrator maintain this consistency.

To determine whether a support or practice is allowed see Practices Allowed and Practices Not Allowed, beginning on page 87 of this manual. Also, additional help can be found using the following tables in the **ACCESSIBILITY MANUAL**:

- Practices not Allowed in Administering Testlets
- Allowable Practices and Accessibility Supports for Students with Individualized Student Response Modes

**TESTLETS FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS**

**FORM TYPES**

The DLM Alternate Assessment System supplies braille forms for some ELA and mathematics testlets during both the fall and the spring window. Braille forms for science testlets are only available during the spring window. These forms are available in uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student’s PNP Profile. DLM braille forms also include Nemeth code as needed.

The DLM alternate assessment is designed to assess students’ knowledge, skills, and understanding of the Essential Elements, not their ability to use braille. Therefore, braille is to be selected only if the student is proficient in reading braille. Braille is not to be selected for emerging braille readers. Other options, such as alternate forms, are suitable for a student with a visual impairment who does not read braille.

For a student who reads braille, choosing braille (UEB or EBAE) plus Alternate Form—Visual Impairment in the PNP Profile in Educator Portal provides the widest range of access. For a student with a visual impairment who does not read braille, choose only Alternate Form—Visual Impairment.

To make a change regarding braille or alternate forms during assessment, consult the section Customization for Each Student section in the **ACCESSIBILITY MANUAL**.
**FORM AVAILABILITY**

Braille forms and alternate forms are not available for all Essential Elements and are not at all linkage levels. Based on availability, a student will receive one of three forms of a testlet as shown in the following list:

1. A limited number of braille forms are available. See the table below for the grades, linkage levels, subject, and window availability.
2. A limited number of alternate forms are also available during the fall and the spring windows.
3. Standard forms are always available for the assessment.

---

**HINT:** When braille or Alternate Form—Visual Impairment are selected in the PNP Profile, other supports may also be used, such as Spoken Audio, magnification, and human read aloud.

---

See the table below for information about the availability of braille forms for each subject, grade, and linkage level during the spring window.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grades</th>
<th>Linkage Levels</th>
<th>Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA and mathematics</td>
<td>3–5</td>
<td>Target and Successor</td>
<td>fall and spring</td>
</tr>
<tr>
<td>ELA and mathematics</td>
<td>6–8 and high school</td>
<td>Proximal Precursor, Target, and Successor</td>
<td>fall and spring</td>
</tr>
<tr>
<td>science</td>
<td>3–8 and high school</td>
<td>Target</td>
<td>spring</td>
</tr>
</tbody>
</table>

**FORM DELIVERY**

The test administrator marks options in the PNP Profile to have the system deliver a braille or alternate form when available. In the PNP Profile, braille is selected under the Language and Braille tab, while Alternate Form—Visual Impairment is marked under the Other Supports tab.

When the PNP Profile is marked with both braille and Alternate Form—Visual Impairment, the forms are delivered as follows:

1. If a braille form is available, the system will deliver it.
2. If a braille form is not available, the system will check for an alternate form to deliver, if Alternate Form – Visual Impairment setting was marked in the student’s PNP Profile.
3. If neither a braille form nor an alternate form is available, the system will deliver a standard form.

HINT: When appropriate, Testlet Information Pages (TIPS) contain information about appropriate adaptations for delivering the testlet, including alternate text descriptions of pictures and/or graphics for the test administrator to read to the student.

When the system delivers a braille form, it arrives in Educator Portal as a Braille Ready File (BRF) for the test administrator to emboss. See the section Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the BRF.

Braille forms are transcribed to be as similar as possible to online standard testlets, but they may contain some minor changes to help the students more easily access or understand the information.

- Page numbers are included on all testlets to help with organization.
- Response options are lettered to help students communicate their responses so that test administrators can input the responses in Student Portal.
- Science texts are double-spaced to help students whose braille-tracking skills are not yet strong.

**Tactile Graphics**

Tactile graphics are a means of conveying non-textual information to people who are blind or have visual impairments. Tactile graphics may include tactile representations of pictures, maps, graphs, diagrams, and other images.

Tactile graphics are not included with the DLM braille forms. Instead, the DLM alternate assessment typically uses objects for concrete representations of content. The test administrator may use familiar objects or create tactile graphics to represent graphics that appear on screen. See the TIP for each testlet to learn about allowable objects.

**Response Input**

When the system assigns a testlet, the braille form will need to be embossed locally and provided to the student. Student Portal will also have a computer-based version of the testlet equivalent to the braille version the student receives. As students take the braille testlet on the embossed paper version, they indicate each response to the test administrator as they normally would on other braille assignments during instruction. The test administrator inputs each student response into the testlet in Student Portal. Responses are scored by the system in the same way as non-braille forms.

**Alternate Forms for Students Who Are Blind or Have Visual Impairments**

Most standard testlets designed for students taking the DLM alternate assessment are accessible for students who are blind or have visual impairments. However, certain
Essential Elements are difficult to assess online for students who have visual impairments, even with supports such as Spoken Audio. For these specific Essential Elements and linkage levels, the system will assign an alternate testlet form. Alternate forms are assigned only for certain Essential Elements and linkage levels and only when the test administrator selects Alternate Form—Visual Impairment in the PNP Profile.

Alternate form testlets will contain the letters BVI (Blind Visual Impairment) in both the test ticket and Student Portal testlet name (e.g., SP BVI SCI MS.PS1-2 P 10455).

**TEACHER-ADMINISTERED ALTERNATE-FORM TESTLETS**

Teacher-administered testlets require the test administrator and student to complete tasks outside of Student Portal, with the test administrator recording responses in the testlet in Student Portal. These testlets will use materials that may require some advanced preparation by the test administrator. Special materials for use with students who are blind or have visual impairments are recommended, but other familiar materials may be substituted as described in section Materials on page 38 of this manual. Those details are provided on the TIP.

**COMPUTER-DELIVERED ALTERNATE-FORM TESTLETS**

Computer-delivered testlets for students who are blind or have visual impairments begin with an instruction screen for the test administrator and continue with content for the student to access. These testlets may require test administrators to use materials to represent the onscreen content directly to the student. Needed materials are listed on the Testlet Information Page (TIP), and substitutions are allowed as directed on the TIP.

**ADMINISTRATION OF ALTERNATE-FORM TESTLETS**

The general procedures for administering alternate form testlets are the same as those described in the previous sections. In addition, test administrators may find the following options particularly helpful when administering alternate form testlets:

- If the student also has a physical disability that makes manipulating objects difficult, take direction from the student or act on the student’s behalf by manipulating materials and selecting the responses the student has indicated.
- Provide human read aloud or system-Spoken Audio, including alternate text, for images onscreen, and describe any materials presented to the student that represent images shown on the screen.
- Change the object language in the testlet to match any substitute materials being used. For example, if the testlet uses *cakes* in fractional pieces and the student has been learning fractions using *pizzas*, pizzas may be substituted. Then also change *cake* to *pizza* when reading the text aloud.

**PRACTICES ALLOWED**

Items in the DLM testlets are designed to assess student knowledge, skills, and understanding related to the Essential Elements. To meet this goal, test administrators
will need to use their best judgment and be flexible while administering the assessment, including providing supports beyond PNP Profile options. The following supports are allowed in computer-delivered and teacher-administered testlets, unless exceptions are noted on the TIP.

**Breaks**

Students may take breaks during or between testlets. Test administrators need to use their best judgment about the use of breaks. The goal is to complete a testlet in a single session; however, breaks may be needed when the student is fatigued, disengaged, or having behavioral problems that may interfere with a valid assessment of what the student knows and can do.

**Individualized Student Response Mode**

The items in the teacher-administered testlets do not limit responses to certain types of expressive communication; therefore, all response modes are allowed. Test administrators may need to represent response options outside the system to maximize the student’s ability to respond. For example, for students who use eye-gaze technology to communicate, test administrators may represent the response options in an alternate format or layout to ensure the student can indicate a clear response.

**Special Equipment for Positioning**

Some students may need special equipment to access the assessment material, such as a slant board for positioning or hook-and-loop objects on a communication board. Test administrators use the equipment to maximize the student’s ability to provide a clear response.

**Navigation Across Screens**

For students who have difficulty interacting directly with the computer because of a lack of experience, limited fine motor skills, or use of interactive devices, the test administrator may help students navigate across screens or enter the responses that students selected during the assessment.

**Test Administrator Response Entry for Students**

If a student is unable to enter a response into the computer but can indicate a response in some other fashion, such as through eye gaze, manipulatives, or verbalization, the test administrator may enter the response into the testlet on behalf of the student. Again, this system for responding to items is to be consistent with the student’s usual means of expressing choices.

**Interactive Whiteboards**

If a student has a severe visual impairment and needs a larger presentation of content than provided by the 5x-magnification setting, the test administrator may use an interactive whiteboard or projector or a magnification device that works with the computer screen to enlarge the assessment to the needed size.
Some students do not have the fine motor skills they need to be able to select a response option on the screen of a typical average-sized computer device. When this occurs, the test administrator may project the testlet on a large whiteboard screen. Using the large display on the whiteboard screen allows students to use their gross motor skills to indicate their response options.

**Alternate Representations of Response Options**

Representing the response options in an alternate format is allowed, as long as the representation does not favor one response over another. For instance, the correct response cannot always be closest to the student or in the same position each time.

Text-based response options may not be represented by pictures or objects. For example, if the onscreen response options are pictures of a circle, a square, and a triangle, the educator may represent the response options using shapes on a communication board or objects that are shapes. However, response options that are words (i.e., text) may not be represented by pictures or objects.

**Graphic Organizers**

If the student is accustomed to using specific graphic organizers, manipulatives, or other supports during instruction, the use of those supports is allowable during the DLM alternate assessment.

**Blank Paper**

If the student requires blank lined or unlined paper, it may be provided to the student. However, once the student has written anything on it, the paper then becomes a secure assessment document. At the conclusion of the assessment session, the paper must be turned in to the assessment coordinator along with the TIP used during the testing session. The assessment coordinator will securely dispose of or shred the secure materials.

**Use of Reinforcement**

Natural or direct reinforcement may be used to promote appropriate participation in the administration of the assessment. Tangible reinforcement (e.g., stickers, tokens) or social reinforcement (e.g., praise, high fives) may be used to promote appropriate on-task behavior. These types of reinforcement can be used only for appropriate and continued participation but cannot be used to sway or lead the student to the correct response.

**Generic Definitions**

If the student does not understand the meaning of a word used in the assessment, the test administrator may define the term generically and allow the student to apply that definition to the item in which the term was used. Exceptions to this general rule are noted on the Testlet Information Page (TIP) for specific testlets.
PRACTICES NOT ALLOWED

Although many supports and practices are allowable for computer-delivered and teacher-administered testlets, some practices are not allowed. These practices include the following:

- repeating the item activity after a student has responded or in any other way prompting the student to choose a different response
- using physical prompts or hand-over-hand guidance to direct the student to the correct response
- removing response options or giving hints to the student
- rearranging objects to prompt the correct response (e.g., putting the correct response closer to the student)

For questions regarding whether a support is allowable, test administrators must contact their assessment coordinator. If supports outside of those that the DLM Consortium has listed are provided for a student, some states require that a description of those supports be provided through a state reporting system. To avoid invalidating the student’s assessment, follow state-specific guidelines and get approval from the assessment coordinator before using other supports.
GUIDELINES FOR USING THE INSTRUCTION AND ASSESSMENT PLANNER IN THE SPRING WINDOW

KEY STEPS

The key steps for the spring window for ELA and mathematics are the same as the fall window. Key steps for science in the spring window are found on page 92.

NOTE: If needed, updates can be made to the First Contact survey and the PNP Profile before the spring window. However, neither need be completed again.

Specific step-by-step procedures with screen shots for using the Instruction and Assessment Planner are provided in the EDUCATOR PORTAL USER GUIDE. They will not be provided in this manual.

<table>
<thead>
<tr>
<th>ELA and Mathematics in Spring Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Required to meet blueprint requirement</td>
</tr>
<tr>
<td>• Test administrator selects Essential Elements for instruction and assessment</td>
</tr>
<tr>
<td>• Can choose same or different Essential Elements as the fall window.</td>
</tr>
<tr>
<td>• Test administrator uses the system recommended linkage level or selects a different one.</td>
</tr>
<tr>
<td>• Linkage level recommendations for Essential Elements in spring are based on student performance from the fall window or on First Contact survey.</td>
</tr>
<tr>
<td>• At least one testlet at each linkage level for each Essential Element is available.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>
SPRING WINDOW – ELA AND MATHEMATICS

For ELA and mathematics, the process is the same in the spring window as described in the fall window earlier in this manual. One difference is in how linkage levels are recommended in the spring.

SELECT A LINKAGE LEVEL

As mentioned on page 34 in this manual, in the fall window, the system recommends a linkage level for each Essential Element in the blueprint for ELA and mathematics based on the First Contact survey that the test administrator completed for the student. The test administrator may use the system recommended linkage level or select another.

In the spring window, the system-recommended linkage level for ELA and mathematics Essential Elements is based on student performance during the fall window if the Essential Element was assessed during the fall window. However, for any ELA and mathematics Essential Elements that were not assessed during the fall window, the linkage level recommendation is based on the First Contact survey. Again, the test administrator may use the system recommended linkage level or select another.

FIELD TEST TESTLETS FOR ELA AND MATHEMATICS IN THE SPRING WINDOW

After the student has met the blueprint requirements for ELA and mathematics during the spring window, the student may receive one field test testlet in each of those subjects. The Testlet Information Pages for those field test testlets are accessed in the Test Management section of Educator Portal. A student’s user name and password continue to be the same for field test testlets. The field test testlets are administered in Student Portal like the other testlets. The Instruction and Assessment Planner has a hyperlink to the Test Management section.

INDIVIDUAL STUDENT SCORE REPORTS FOR ELA AND MATHEMATICS

The scoring system for the DLM alternate assessment is different from that of traditional alternate assessments. Students are not given raw scores, percentage-correct scores, or scale scores. Instead, the system combines a student’s responses on operational testlets using a complex algorithm to determine which linkage levels the student has likely mastered. Summative results are determined from this linkage level–mastery data.

ELA and mathematics summative outcomes are based on all the Essential Elements assessed during both the fall and spring windows. Access to the Individual Student Score Reports is in Educator Portal. Some states have the district or building test coordinator provide the reports to test administrators.
SPRING WINDOW – SCIENCE

Key Steps................................................................................................................................. 92
Testlet Information Pages (TIPs) for Science.................................................................93
Field Test Testlets for Science in Spring Window .........................................................93

Monitor Testing Progress During Spring Science Assessments .................. 94
Individual Student Score Reports for Science ............................................................ 94

KEY STEPS

Below are the key steps for science during the spring window.

NOTE: If needed, updates can be made to the First Contact survey and the PNP Profile before the spring window. However, neither need be completed again.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recheck student demographic information. The First Contact survey and PNP Profile setting may be edited if necessary, but not required.</td>
</tr>
<tr>
<td>2.</td>
<td>Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment.</td>
</tr>
<tr>
<td>3.</td>
<td>Schedule locations and times for assessment sessions.</td>
</tr>
<tr>
<td>4.</td>
<td>Ensure that Kite Student Portal is installed on student assessment devices. See your technology personnel for help.</td>
</tr>
<tr>
<td>5.</td>
<td>Access the Test Management tab in Educator Portal for science in the spring window.</td>
</tr>
<tr>
<td>6.</td>
<td>Retrieve the Testlet Information Page (TIP) for the first testlet in Test Management. Gather needed materials before beginning the assessment, including printing the picture-response cards when needed.</td>
</tr>
<tr>
<td>7.</td>
<td>Retrieve student’s username and password.</td>
</tr>
<tr>
<td>8.</td>
<td>Using Student Portal, assess student on the first testlet.</td>
</tr>
</tbody>
</table>
### Step

9. As other testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal.

10. Become familiar with DLM released testlets and practice activities.
   - Access practice activities and released testlets using student demo accounts.
   - Check compatibility of students’ assistive devices with Student Portal by allowing students ample time with practice activities and released testlets.

Unlike the fall window for science, which was optional and administered from the Instruction and Assessment Planner, science in the spring window is required and is administered in the Test Management section of Educator Portal. During the spring window, the system assigns the science Essential Element and linkage level, one testlet at a time. The test administrator cannot change the Essential Elements or override the linkage levels assigned. Step-by-step guidance for using the Test Management section of Educator Portal is found in *THE EDUCATOR PORTAL USER GUIDE*.

<table>
<thead>
<tr>
<th>Science in Spring Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Testing is required to meet science blueprint requirements.</td>
</tr>
<tr>
<td>• Essential Elements are assigned by the Kite® system.</td>
</tr>
<tr>
<td>• Linkage levels are system assigned, based on the First Contact survey responses entered by the test administrator.</td>
</tr>
<tr>
<td>• Administration tasks are in the Test Management section of Educator Portal.</td>
</tr>
<tr>
<td>• Testlet Information Pages (TIPs) are accessed in Test Management.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>

**Testlet Information Pages (TIPs) for Science**

The test administrator will retrieve the Testlet Information Page (TIP) in the Test Management section in Educator Portal. The student takes each science testlet in Student Portal. Once the student finishes the testlet and submits it, the next science testlet becomes available in about 15 minutes. Detailed information about the TIP is available in the section Testlet Information Pages (TIPs) on page 36 of this manual.

**Hint:** The TIPs for science testlets during the spring window are available through the Test Management section of Educator Portal. Once the testlet has been administered, the TIP is no longer available.

**Field Test Testlets for Science in Spring Window**

After the student has completed all required science testlets in the spring window, the student may receive one field test testlet. The Testlet Information Pages for field test
Testlets are accessed in the Test Management section of Educator Portal. A student’s user name and password continue to be the same for field test testlets. The field test testlets are administered in Student Portal like the other testlets.

**MONITOR TESTING PROGRESS DURING SPRING SCIENCE ASSESSMENTS**

Testing progress on science testlets can be monitored in two places. The first place is in Student Portal on the screen with a message about the specific testlet (e.g., Testlet 3 of 9 for science).

The second place is on the Test Management screen in Educator Portal where the Test Progress column will indicate a specific testlet (e.g., Testlet 3 of 9, indicating the available testlet is the eighth of nine required for science for the grade).

**INDIVIDUAL STUDENT SCORE REPORTS FOR SCIENCE**

The scoring system for the DLM alternate assessment is different from that of traditional alternate assessments. Students are not given raw scores, percentage-correct scores, or scale scores. Instead, the system combines a student’s responses on operational testlets using a complex algorithm to determine which linkage levels the student has likely mastered. Summative results are determined from this linkage level–mastery data.

Science summative outcomes are based only on Essential Elements assessed during the spring window.

The Educator Portal User Guide contains information on how to access Individual Student Score Reports in Educator Portal. See the section, Access Reports and Data Extracts. Each state determines which roles are allowed access to the student reports in Educator Portal. In most states, test administrators receive the Individual Student Score
Reports for their students from their district or building assessment coordinators instead of in Educator Portal.
PREPARE FOR NEXT YEAR

Test administrators and IEP teams need to make certain decisions when preparing for the following school year. Two steps are described in this section.

<table>
<thead>
<tr>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate accessibility supports (PNP Profile settings) with IEP teams and make decisions about supports for next year.</td>
</tr>
<tr>
<td>2. Plan academic IEP goals with IEP teams. Use sources of information and resources when planning a student’s IEP goals such as the blueprints for the next grade in which the student will be enrolled.</td>
</tr>
</tbody>
</table>

REVIEW BLUEPRINTS

IEP teams are to review the provided blueprints for the next grade level as one source of information to plan the academic goals and prioritize the Essential Elements that will be taught the following year. Blueprints are available through your state’s DLM webpage.
KITE STUDENT PORTAL ASSESSMENT DEVICES

Dynamic Learning Maps® (DLM®) alternate assessments may be administered on a variety of devices. See the Kite® Suite page on the DLM website (https://dynamiclearningmaps.org/kite) for specific information.

Using multiple assessment devices to administer a single testlet is not recommended. This means is that a student is not to begin testing on one device and then attempt to complete the testlet on another device.

INTERNET CONNECTIVITY

An Internet connection is required to deliver assessments using Student Portal. Contact the assessment coordinator or local technology personnel for help with Internet connectivity.

KITE STUDENT PORTAL PROCEDURES

HINT: Students access Kite Student Portal with their own usernames and passwords. Staff and educators do not have accounts in Student Portal.
**Access Practice Activities and Released Testlets**

HINT: Student Portal must be installed before accessing practice activities or released testlets. Download information is available on the Kite page of the DLM website: [http://dynamiclearningmaps.org/kite](http://dynamiclearningmaps.org/kite).

To access DLM practice activities and released testlets, follow these steps.

1. Click the Student Portal icon on the testing device.

2. Enter the practice student username and password. Click **SIGN IN**.

3. Click **PRACTICE FIRST**.

![Student Portal Icon](image)

![Welcome Back Screen](image)
4. Select the appropriate subject and scroll through the pages to select a test. Click **Take Test** for the desired practice activity or released testlet.

![Practice Test Selection](image)

**Practice**

- English Language Arts
- Mathematics
- Other

To try a different student profile or a different released testlet or practice activity, complete a testlet or click **EXIT DOES NOT SAVE** to return to the welcome screen. Then sign out and sign back in with a different username and password.

**BEGIN OPERATIONAL ASSESSMENT**

To begin the operational assessment, first confirm that you have the student’s username and password to log in to Student Portal. Each student’s username and password are the same for all of their DLM alternate assessments for both windows. These are available in three places:

1. The first place a test administrator can view the student’s user name and password is in Educator Portal on the View Student screen. The test administrator gains this access as soon as the security agreement is signed, the Required Test Administrator Training is successfully completed, and the student is rostered to the test administrator.

2. The second place is in the Instruction and Assessment Planner in Educator Portal after the window opens. The test administrator can click the credentials icon to view
the student’s login information, which is available as soon as the student is rostered to the teacher.

3. For science in the spring window and for field test testlets, the student’s login information will be available in Educator Portal on the Test Management screen in the Test Ticket Column once the assessment window opens and the first testlet is assigned. Remember, the user name and password are the same for all subjects.

**START A TESTLET**

To administer a DLM alternate assessment, follow these steps.

1. Click the Kite Student Portal icon on the testing device.

2. Enter the student’s username and password. Click **SIGN IN**.

3. Click **TAKE A TEST**.
4. Click **Take Test** for the desired test. Only one testlet is visible at a time.

![Take Test Button](image1.png)

5. Click **BEGIN**.

![BEGIN Button](image2.png)

**HINT:** iPads have an auto-lock feature preventing users from using other apps while Student Portal is in use.

---
**Navigate in Kite Student Portal**

Navigate in Student Portal with these buttons.

<table>
<thead>
<tr>
<th>Button</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible on each test screen (See the example below.)</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="BACK" /></td>
<td>Return to the previous screen.</td>
</tr>
<tr>
<td><img src="image" alt="NEXT" /></td>
<td>Go to the next screen.</td>
</tr>
<tr>
<td><img src="image" alt="READ" /></td>
<td>Read the text aloud. This button appears when the student has Spoken Audio enabled in the Personal Needs and Preferences (PNP) Profile.</td>
</tr>
<tr>
<td><img src="image" alt="EXIT" /></td>
<td>Exit the testlet without saving responses. Upon return, the student will start at the beginning of this testlet.</td>
</tr>
</tbody>
</table>

Available on the review screen at the end of the testlet. (See the review screen under Complete a Testlet on page 105 of this manual.)

| ![GO BACK](image)    | Go back to review or change responses for this testlet.                      |
| ![END](image)       | Save responses and end this testlet.                                      |
The following image shows the buttons available on each testlet screen.

![Testlet Screen](image)

**Spoken Audio**

When spoken (synthetic) audio is enabled in a student’s PNP Profile, a READ button with an icon will appear at the bottom of the screen next to the EXIT DOES NOT SAVE button. To start the Spoken Audio, students may click either READ or the icon to start the Spoken Audio, since they work in unison.

As soon as Spoken Audio is enabled, a diagonal red line appears across the icon and the word READ changes to PAUSE.

The synthetic voice continues reading until all sentences or response options on the screen have been read or the student clicks PAUSE.

If the student clicks PAUSE, the Spoken Audio stops. The icon changes back to READ, and the icon becomes uncrossed again. To begin the synthetic voice reading again, the student clicks READ and the Spoken Audio resumes.

Additionally, while the synthetic voice is reading, the sentences or response options on the screen are highlighted in yellow, one sentence or one response option at a time. If the student wants to hear the sentences or response options again or see the highlighting of them, the students may select READ repeatedly to reactivate Spoken Audio on any individual screen as many times as needed. Once the student is ready to move on, the student clicks the NEXT button to move to the next screen and begin the process again.
**TAKE A BREAK DURING ASSESSMENT**

DLM testlets have no time limits or limits on the use of breaks during assessment. A student may take a break during an assessment in one of three ways:

Take a short break (up to 90 minutes).

After 88 minutes and 30 seconds of inactivity in the testlet, the system provides this warning message: EXTEND SESSION or LOGOUT. After the 90 seconds expire, Student Portal closes the session automatically and does not save responses.

1. **Take a break between testlets.**
   After clicking **END** at the conclusion of a testlet, log out of Student Portal. Log back in when the student is ready to take the next testlet.

2. **Stop in the middle of a testlet using the EXIT DOES NOT SAVE button (allowed only in some states).**
   When available, this button appears on every testlet screen.

3. **Click YES to exit the testlet without saving the student’s work.** When the student returns to the testlet, the testlet will start at the beginning.
4. Click NO to continue with the testlet rather than exiting. If you continue, you can save the work at the end of the testlet by clicking END on the review screen.

COMPLETE A TESTLET

This review screen appears at the end of a testlet.

To complete the testlet, follow these steps:

1. Click END.

2. This confirmation message asks, “Are you sure you want to end?”

3. Click YES. (You will not be able to return to the testlet after clicking YES.)

4. Click Close Kite.

5. Click YES in response to “Are you sure you want to exit?”

TROUBLESHOOT IN KITE STUDENT PORTAL

If you see scroll bars when magnification is not selected in the PNP Profile, the student’s display has technology issues. Try using a different device to correct the situation or contact your district technology staff for help.

For more help with common Student Portal problems, see the Troubleshooting Kite Errors page at http://dynamiclearningmaps.org/kite-troubleshooting.
REFERENCES


http://dx.doi.org/10.1097/00001163-200507000-00002

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

**card**
A cell on the Student View Page 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. Core ideas 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, inverted color choice, and contrast color.
domain

Science: The major science content areas assessed. The domains assessed across all grade bands are physical science, life science, and Earth and space science.

Educator Portal

The administrative application where staff and educators manage student data and retrieve reports. Users can access Educator Portal via https://educator.kiteaai.org/. For information on working within Educator Portal, see the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.

engagement activity

An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts 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.

Essential Elements

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. Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.

First Contact survey

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

Core questions from the First Contact survey are used to recommend the linkage level for each Essential Element during the fall window. Core questions are also used during the spring window for any Essential Elements that were not tested during the fall window.
**initialization**  
The process by which a student’s existing information is used to determine the point in the DLM learning map where the student enters the assessment for the first time.

**Instruction and Assessment Planner**  
A part in Educator Portal where test administrators perform assessment functions for a student during both the fall and spring windows. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most data about the student can be accessed from the Instruction and Assessment Planner, including mastery of an Essential Element at the tested linkage level and indications when the blueprint requirements are met.

**Instructionally Embedded Assessment**  
Assessment that occurs throughout instruction in both the fall and spring windows.

**Kite® Student Portal**  
A secure customized application used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal. 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. See 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 a particular Essential Element. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.
**materials**  Any objects, manipulatives, and tools used during an assessment. Materials lists are specific for each subject during each window. The lists are found on each state’s DLM website under Educator Resources.

**node**  ELA and mathematics: A representation in the DLM learning maps 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. The PNP Profile includes information the system needs to make the student’s user interface 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**  Created in the Instruction and Assessment Planner in Educator Portal. A plan includes the educator-selected Essential Element and educator-selected linkage level and leads to the educator-assigned testlet for ELA, mathematics, and science during the fall window and ELA and mathematics during the spring window.

**released testlets**  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.
**stem**  The beginning part of the item that presents a problem to solve or an item to respond to. The stem may also include other relevant information in the item. A multiple choice item is a common example in the DLM alternate assessment, consisting of a stem and a set of response options from which to choose.

**Student Activity Table** A page in the Instruction and Assessment Planner in Educator Portal. During both the fall and spring windows, test administrators use the Student View Page for several instruction and assessment actions for each student. The page displays details about one student at a time for each Essential Element and linkage levels in the blueprint for the subject. The test administrator will perform several actions such as creating a plan and assigning a testlet. The system will automatically display information about the student’s testing progress such as mastery of the Essential Element at the linkage level and completion of the blueprint requirements.

**Student View Page** A page in the Instruction and Assessment Planner in Educator Portal that displays details about one student at a time for each Essential Element and linkage level. During both the fall and spring windows, test administrators use the Student View Page for several instruction and assessment actions for each student. The test administrator will perform several actions such as creating a plan and assigning a testlet. The system will automatically display information about the student’s testing progress such as mastery of an Essential Element at the linkage level tested.

**technology-enhanced items** Computer-delivered test items that require a specialized interaction, such as click and drag. A technology-enhanced item is any item that is not answered using direct selection.
testlet  A short assessment that begins with an engagement activity and includes three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student’s knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element except for the writing testlet, which assesses all writing Essential Elements together in one testlet. Testlets are either teacher-administered or computer-delivered. More specific information is found in the TEST ADMINISTRATION MANUAL.

Testlet Information Page (TIP)  A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.

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

Computer-delivered testlets require fewer materials than the teacher administered testlets.
APPENDIX A. FIRST CONTACT SURVEY (ALL QUESTIONS)

Current. No changes since 3/10/16.

The questions asked in the First Contact survey are included here. The test administrator completes the First Contact survey in Educator Portal. Only users with an Educator Portal role of District Test Coordinator, Building Test Coordinator, or Teacher have permission to enter student information in the First Contact survey. Other roles have permission only to view.

Asterisks indicate items that are required for all states. Other questions may be required based on state-specific directions.

HINT: The status Not Applicable is possible in the First Contact survey column, but it is not common. However, because this option is so rare, check that you are logged in as a DLM user and that the student’s information has been loaded properly into the system.

SPECIAL EDUCATION

Special Education Services

Select the student’s Primary Disability

- autism
- deaf-blindness
- deafness
- developmental delay
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment, including blindness
- non-categorical
• eligible individual

Educational Placement: Choose the option that best describes the student’s educational placement. “Regular Class” means a typical classroom, not a resource room or separate class.

• 80% or more of the day in Regular Class
• 40% - 79% of the day in Regular Class
• Less than 40% of the day in Regular Class
• Separate School: includes public or private separate day school for students with disabilities, at public school expense
• Residential Facility: includes public or private separate residential school for students with disabilities, at public school expense
• Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

SENSORY CAPABILITIES

Hearing
Hearing
• No hearing loss suspected/documentued
• Questionable hearing but testing inconclusive
• Deaf or hard of hearing

Classification of Hearing Impairment
• Mild (26-40 dB loss)
• Moderate (41-55 dB loss)
• Moderately Severe (56-70 dB loss)
• Severe (71-90 dB loss) 5. Profound (91+ dB loss)
• Unknown

Hearing: Mark all that apply
• Uses personal or classroom amplification (e.g., personal FM device)
• Uses unilateral hearing aid
• Uses bilateral hearing aid
• Has cochlear implant
• Uses oral language
• Uses sign language
Vision

Vision
• No vision loss suspected or documented
• Normal vision with glasses or contact lenses
• Blind or low vision, including vision that is not completely corrected with glasses or contact lenses
• Questionable vision but testing inconclusive

Classification of Visual Impairment Mark all that apply
• Low Vision (acuity of 20/70 to 20/200 in the better eye with correction.)
• Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction.)
• Light Perception Only
• Totally Blind
• Cortical Visual Impairment

Vision: Mark all that apply
• Requires enlarged print
• Requires tactile media (objects, tactile graphics, and tactile symbols)
• Requires or uses Braille
  o Uncontracted Braille
  o Contracted Braille
  o UEB

Technological Visual Aids: Mark all that apply
• Screen magnification device (fits over standard monitor) or software (e.g., Closeview for Mac, ZoomText)
• CCTV
• Screen reader and/or talking word processor
• Manual (e.g., Perkins Brailler) or Electronic (e.g., Mountbatten Brailler) Braille writing device
• Device with refreshable Braille display

Motor Capabilities and Health

Arm/Hand Control and Health
Arm and hand control: Mark all that apply
- Uses two hands together to perform tasks
- Uses only one hand to perform tasks
- Requires physical assistance to perform tasks with hands
- Cannot use hands to complete tasks even with assistance

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment?
- No
- Yes

**COMPUTER INSTRUCTION**

**Computer Use and Instruction**

Computer Use: Select the student’s primary use of a computer during instruction
- Accesses a computer independently
- Accesses a computer independently given assistive technology
- Uses a computer with human support (with or without assistive technology)
- This student has not had the opportunity to access a computer
- This student cannot access a computer with human or assistive technology support

Why has this student not had the opportunity to access a computer during instruction?
- Student’s disability prevents the student from accessing a computer
- The equipment is unavailable
- Student refuses to try to use a computer
- I (or other educators) at this school have not had the opportunity to instruct the student on computer usage

Computer access during instruction: Mark all that apply
- Standard computer keyboard
- Keyboard with large keys or alternative keyboard (e.g., Intellikeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- Standard mouse or head mouse
- Eye gaze technology (e.g., Tobii, EyeGaze Edge)
- Scanning with switches (one or two-switch scanning)

Level of attention to computer-directed instruction
- Generally sustains attention to computer-directed instruction
• Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention
• Demonstrates little or no attention to computer-directed instructional activities

Level of attention to teacher-directed instruction
• Generally sustains attention to teacher-directed instruction
• Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention
• Demonstrates little or no attention to teacher-directed instructional activities

**COMMUNICATION**

Expressive Communication
*Does the student use speech to meet expressive communication needs?*

• Yes
• No

*Choose the highest statement that describes the student’s expressive communication with speech*

• Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
• Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person’s attention, asking/answering questions, and commenting)
• Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

*Does the student use sign language in addition to or in place of speech to meet expressive communication needs?*

• Yes
• No

*Choose the highest statement that describes the student’s expressive communication with sign language*
• Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)

• Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person’s attention, asking/answering brief questions, and commenting)

• Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Select the student’s primary sign system

• American Sign Language (ASL)
• Signed Exact English (SEE)
• Hybrid or idiosyncratic/personalized signing system

Alternate Communication

*Does the student use augmentative or alternative communication in addition to or in place of speech or sign language to meet expressive communication needs?*

• Yes
• No

*Choose the highest statement that describes the student’s expressive communication with augmentative or alternative communication

• Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)

• Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person’s attention, asking/answering brief questions, commenting)

• Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

Augmentative or alternative communication

How many symbols does the student choose from when communicating? (choose the highest that applies)
• 1 or 2 at a time
• 3 or 4 at a time
• 5 to 9 at a time
• 10 or more at a time

What types of symbols does the student use? (choose all that apply)
• Real objects
• Tactual symbols
• Photos
• Line drawing symbol sets (Boardmaker, PCS, Symbol Stix, other)
• Text Only

What voice output technology does the student use? (choose all that apply)
• Single message devices (e.g., BIGmac)
• Simple devices (e.g., GoTalk; QuickTalker; SuperTalker)
• Speech generating device (e.g., Tobii-DynaVox, PRC/PrentkeRomich)
• None

If the student does not use speech, sign language, or augmentative or alternative communication, which of the following statements best describes the student’s expressive communication? Choose the highest statement that applies
• Uses conventional gestures (e.g., waving, nodding and shaking head, thumbs up/down), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language
• Uses only unconventional vocalizations (e.g., grunts), unconventional gestures (e.g., opening mouth wide to indicate hunger), and/or body movement to communicate intentionally
• Exhibits behaviors that may be reflexive and are not intentionally communicative but can be interpreted by others as communication (e.g., crying, laughing, reaching for an object, pushing an object away)

**Receptive Communication**

Receptive communication: MARK EACH ONE to show how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”
A. Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
B. Can perform simple actions, movements or activities when asked (e.g., comes to teacher’s location, gives an object to teacher or peer, locates or retrieves an object)
C. Responds appropriately in any modality (sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "do you want some ice cream?")
D. Responds appropriately in any modality (sign, gestures, facial expressions) to single words that are spoken or signed
E. Responds appropriately in any modality (sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
F. Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

**LANGUAGE**

**Primary Language**

Is English the student’s primary language?
- Yes
- No

Is English the primary language spoken in the student’s home?
- Yes
- No
- Unknown

Is English the primary language used for the student’s instruction?
- Yes
- No

**ACADEMIC**

*Reading Skills – Entire Section is Required*

Reading skills: MARK EACH ONE to show how consistently the student uses each skill.
1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”
A. Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)
B. Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)
C. Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)
D. Reads words, phrases, or sentences in print or Braille when symbols are provided with the words
E. Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
F. Reads text presented in print or Braille without symbol support but WITHOUT comprehension
G. Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
H. Explains or elaborates on text read in print or Braille

Reading Skills

Student’s approximate instructional level of reading text with comprehension (print or braille): Mark the highest one that applies

- Above third grade level
- Above second grade level to third grade level
- Above first grade level to second grade level
- Primer to first grade level
- Reads only a few words or up to pre-primer level
- Does not read any words when presented in print or Braille (not including environmental signs or logos)

*Math Skills Entire Section is required

Math skills: MARK EACH ONE to show how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”

A. Creates or matches patterns of objects or images
B. Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)
C. Sorts objects by common properties (e.g., color, size, shape)
D. Counts more than two objects
E. Adds or subtracts by joining or separating groups of objects
F. Adds and/or subtracts using numerals
G. Forms groups of objects for multiplication or division
H. Multiplies and/or divides using numerals
I. Uses an abacus
J. Uses a calculator
K. Tells time using an analog or digital clock
L. Uses common measuring tools (e.g., ruler or measuring cup)
M. Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities

*Writing Skills Entire Section is Required

Indicate the highest level that describes the student’s writing skills. Choose the highest level that the student has demonstrated even once during instruction, not the highest skill demonstrated consistently.

Writing includes any method the student uses to write using any writing tool that includes access to all 26 letters of the alphabet. Examples of these tools include paper and pencil, traditional keyboards, alternate keyboards and eye-gaze displays of letters.

A. Writes paragraph length text without copying using spelling (with or without word prediction)
B. Writes sentences or complete ideas without copying using spelling (with or without word prediction)
C. Writes words or simple phrases without copying using spelling (with or without word prediction)
D. Writes words using letters to accurately reflect some of the sounds
E. Writes using word banks or picture symbols
F. Writes by copying words or letters
G. Scribbles or randomly writes/selects letters or symbols

*Science Skills Entire Section is required (This section is only visible for states administering the DLM science assessment.)

Science skills: MARK EACH ONE to show how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark “More than 80%.”

A. Sorts objects or materials by common properties (e.g., color, size, shape)
B. Identifies similarities and differences
C. Recognizes patterns
D. Compares initial and final conditions to determine if something changed.
E. Uses data to answer questions.
F. Identifies evidence that supports a claim.
G. Identifies cause and effect relationships.
H. Uses diagrams to explain phenomena.

End of Survey
**STATE APPENDICES**

**DOCUMENT HISTORY**

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

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