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 publication 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. To effectively sort information for ease of use, the manual is organized into three categories (Table 1).

Table 1

Test Administration Manual organization

<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</td>
</tr>
<tr>
<td>pages 19–27</td>
<td>system, and the DLM testlets.</td>
</tr>
<tr>
<td>Assessment,</td>
<td>Provides information on the preassessment process, spring assessments, and</td>
</tr>
<tr>
<td>pages 28–99</td>
<td>preparation for future years.</td>
</tr>
<tr>
<td>Systems, pages</td>
<td>Provides an overview of Kite® Student Portal, with step-by-step instructions and</td>
</tr>
<tr>
<td>100–109</td>
<td>screenshots. Go to the EDUCATOR PORTAL USER GUIDE for detailed information on all</td>
</tr>
<tr>
<td></td>
<td>Educator Portal processes.</td>
</tr>
</tbody>
</table>

Go to the EDUCATOR PORTAL USER GUIDE for detailed information on all Educator Portal processes.
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 (Table 2).

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional supports for users</strong></td>
</tr>
<tr>
<td><strong>Local Technology Representative</strong></td>
</tr>
<tr>
<td>Kite® Student Portal installation</td>
</tr>
<tr>
<td>General computer support</td>
</tr>
<tr>
<td>Internet availability</td>
</tr>
<tr>
<td>Display resolution</td>
</tr>
<tr>
<td>Issues with sound, headphones, speakers, etc.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></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
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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 3).

Table 3

Changes in this version of the manual

<table>
<thead>
<tr>
<th>Topic</th>
<th>Starting Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated language</td>
<td>Throughout</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 four 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 (Table 4)
2. Fall Window (Table 5)
3. Spring Window (Table 6)
4. Preparing for Next Year (Table 7)

1. **BEFORE BEGINNING ASSESSMENTS**

Table 4

*Before beginning assessments checklist*

<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 this TEST ADMINISTRATION MANUAL</td>
</tr>
<tr>
<td>2. Read this TEST ADMINISTRATION MANUAL.</td>
<td></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 section How to Use the DLM Website, page 26 of this manual</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>See the Information for Parents section at <a href="https://www.dynamiiclearningmaps.org/about/tests#parents">https://www.dynamiiclearningmaps.org/about/tests#parents</a></td>
</tr>
</tbody>
</table>
### CHECKLISTS FOR TEST ADMINISTRATORS

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<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>Educator Resource Page at <a href="https://dynamiclearningmaps.org/erp_ie">https://dynamiclearningmaps.org/erp_ie</a></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, your password will reset on July 31, 2020. To set your password, select <strong>Forgot Password</strong> on the Educator Portal sign in screen.)</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. <strong>Test administrators will not be able to administer testlets if they do not read, agree to, and sign the security agreement each year.</strong></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. Test administrators will not be able to create plans in the Instruction and Assessment Planner until they successfully complete 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.</td>
<td>ACCESSIBILITY MANUAL on the state DLM webpage</td>
</tr>
<tr>
<td>10. Confirm with your assessment coordinator your state’s requirements for documenting DLM accessibility supports.</td>
<td>See the ACCESSIBILITY MANUAL appendix, if provided by your state, on the state DLM webpage</td>
</tr>
</tbody>
</table>
| 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. | See the section View and Check Student Data in the EDUCATOR PORTAL USER GUIDE |
<p>| 12. Record and submit the chosen supports in each student’s PNP Profile in Educator Portal. Test administrators will not be able to select accessibility supports in the PNP Profile until they are rostered to students for each subject for which they are responsible. | See the section, Complete PNP Profile, in the EDUCATOR PORTAL USER GUIDE |</p>
<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>13. 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></td>
<td><strong>Test administrators will not be able to create plans in the Instruction and Assessment Planner until the First Contact survey is submitted.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. Ensure technology personnel have installed Kite Student Portal 7.0 on assessment devices. For the 2020–2021 assessments, MACs and PCs that had 7.0 for 2019–2020 will continue to use Student Portal 7.0. 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></td>
<td>15. 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></td>
<td>16. Familiarize yourself and your students with DLM testlets.</td>
<td>Guide to Practice and Released Testlets on the DLM website.</td>
</tr>
<tr>
<td></td>
<td>a) Test administrators must consider how students communicate and which supports students use to communicate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Access practice activities and released testlets by using a demo login and the Practice First option in Student Portal.</td>
<td></td>
</tr>
<tr>
<td></td>
<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></td>
<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 5*

**Fall window checklist**

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. English Language Arts and Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Basics Concepts during Fall Window</td>
<td></td>
</tr>
<tr>
<td>a) Participation in the fall window is required.</td>
<td></td>
</tr>
<tr>
<td>b) Blueprint coverage for each subject is required during the window.</td>
<td></td>
</tr>
<tr>
<td>i. Follow state guidelines when choosing Essential Elements for instruction and assessment.</td>
<td>EDCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>ii. More than the minimum number of Essential Elements in each requirement may be selected for instruction and assessment.</td>
<td>Blueprints on the state DLM website</td>
</tr>
<tr>
<td>c) All test administration preparation occurs in the Instruction and Assessment Planner in Educator Portal.</td>
<td></td>
</tr>
<tr>
<td>d) All instruction is provided outside of Educator Portal.</td>
<td></td>
</tr>
<tr>
<td>e) All testing occurs in the Student Portal.</td>
<td></td>
</tr>
<tr>
<td>f) Student may receive 0 or 1 field test testlet after the blueprint requirements are met.</td>
<td></td>
</tr>
<tr>
<td>g) Student performance on the testlets contributes to the end-of-year Individual Student Score Reports. Field test testlets do not contribute to Individual Student Score Reports</td>
<td></td>
</tr>
<tr>
<td><strong>2. Science</strong></td>
<td></td>
</tr>
<tr>
<td>Basics Concepts during Fall Window</td>
<td></td>
</tr>
<tr>
<td>a) Participation in fall window is optional.</td>
<td></td>
</tr>
<tr>
<td>b) Blueprint coverage is not required during the window.</td>
<td></td>
</tr>
<tr>
<td>c) All test administration preparation occurs in the Instruction and Assessment Planner in Educator Portal.</td>
<td></td>
</tr>
<tr>
<td>d) All instruction is provided outside of Educator Portal.</td>
<td></td>
</tr>
<tr>
<td>e) All testing occurs in the Student Portal.</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>f) Student performance on the testlets does NOT contribute to the end-of-year Individual Student Score Reports.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Basic Steps in the Instruction and Assessment Planner</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>1. Access the Instruction and Assessment Planner in Educator Portal.</td>
<td></td>
</tr>
<tr>
<td>2. Complete and submit the First Contact survey and the Personal Needs and Preferences (PNP) Profile.</td>
<td></td>
</tr>
<tr>
<td>3. Select a subject to go to the Student View Page.</td>
<td></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. Select the Credentials icon in the Instruction and Assessment Planner to retrieve the student’s username 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>
<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></td>
<td>Step</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>13.</td>
<td>Use the Essential Element Status Report: Fall 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>
</tr>
<tr>
<td></td>
<td><strong>HINT:</strong> The Essential Elements Status Report: Fall is available from the opening of the fall window to the closing of the spring window.</td>
</tr>
<tr>
<td>14.</td>
<td>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>
</tr>
<tr>
<td></td>
<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>
</tr>
</tbody>
</table>

**EDUCATOR PORTAL USER GUIDE**
### 3. SPRING WINDOW

Table 6

**Spring window checklist**

<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.</td>
<td></td>
</tr>
<tr>
<td>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.&lt;br&gt;7. Students may receive 0 or 1 field test testlet when all science operational testlets have been submitted.</td>
<td></td>
</tr>
<tr>
<td>Detailed steps on accessing and navigating Test Management for science are provided in the <strong>EDUCATOR PORTAL USER GUIDE</strong>.</td>
<td></td>
</tr>
</tbody>
</table>

**Basic steps for spring science:**<br>1. Access the Test Management tab in Educator Portal.<br>2. Select and open the Testlet Information Page (TIP) for the testlet to be administered.<br>3. If needed, select the testlet’s test ticket for the testlet name and the student’s username and password.<br>

**HINT:** The student’s username and password for all subjects are the same for both windows.
### CHECKLISTS FOR TEST ADMINISTRATORS

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Schedule locations and times for assessment sessions.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<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:

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

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

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 7

Preparing for next year checklist

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Evaluate accessibility supports with IEP teams and make decisions</td>
<td>See the ACCESSIBILITY MANUAL on the state webpage</td>
</tr>
<tr>
<td></td>
<td>about supports and tools for next year.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Plan academic IEP goals with IEP teams for the upcoming year. Review</td>
<td>DLM webpage &gt; States &gt; State DLM &gt; website &gt; Manuals and Blueprints tab &gt;</td>
</tr>
<tr>
<td></td>
<td>the test blueprints for the next grade for the student.</td>
<td>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 was developed to provide accessibility by design and to be guided by the core beliefs that all students should have access to challenging, grade-level content, and that test administrators must adhere to the highest levels of integrity 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.
**Subjects**

The DLM alternate assessment is available for English language arts (ELA), 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 2020, 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 clarify 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, go to 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](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. This workbook cross-references each Essential Element to the relevant professional development modules. The workbook includes one tab for ELA and one for mathematics (Figure 1).
The DLM Consortium state education leaders selected a subset of Essential Elements for use in each grade level and subject. 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 (Figure 2).

*Figure 2. The components of the DLM Alternate Assessment System*

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 (Figure 3). 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:
- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- 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 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_ie). 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 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 creating professional development products for science.

Essential Elements for Science

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 school, 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 are called domains and 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:
- Initial
- Precursor
- Target

The highest science linkage level is the Target linkage level and is most aligned to the content of the grade-level standard. 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. Testlets at the Precursor linkage level and Target linkage level are computer-delivered and typically taken by the student on the computer. More information about teacher-administered and computer-delivered testlet types comes later in this manual, beginning on page 58.

Table 8 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 8**

*Middle school physical science Essential Element with corresponding linkage levels*

<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® STUDENT PORTAL AND EDUCATOR PORTAL

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

![Kite Logo]

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 username 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 usernames and passwords. Educators and staff do not have accounts in Student Portal.

![Kite Logo]

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 plus state-specific resources may also be available.

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

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

HINT: Bookmark your state page for quick access later.
**Resources on the DLM Website**

Table 9 lists DLM resources designed for test administrators. These resources are available on most state webpages.

Table 9

**DLM resources for test administrators**

<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>Educator Resource Page (webpage)</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 in Moodle <a href="https://training.dynamiclearningmaps.org/">https://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="https://dynamiclearningmaps.org/test-updates">https://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 (Table 10). 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.

Table 10

*ELA and mathematics requirements in the fall and spring windows*

<table>
<thead>
<tr>
<th>ELA and Mathematics in Fall and Spring Windows</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Blueprint requirements must be met 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 are available for some Essential Elements at upper linkage levels.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>

Science testlets are also available in both windows. During the fall window, the science assessment is optional but recommended (Table 11). The science assessment is required in the spring, and all students take testlets that cover the entire science blueprint (Table 12). Spring science assessment results are the only results that contribute to a student’s science end-of-year Individual Student Score Report.
Table 11

*Science requirements in the fall window*

<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>
<tr>
<td>• Braille forms for science are not available in this window.</td>
</tr>
<tr>
<td>• Results are <strong>not</strong> used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>

Table 12

*Science requirements in the spring window*

<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 testlet 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**

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 (Sinha ray et al., 2014).

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 58 and Teacher-Administered Testlets on page 70 in this manual.
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 same Essential Element and same 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

The DLM Alternate Assessment System was designed with each student’s unique needs in mind. These small testlets were created to be delivered to students over a period of several weeks to avoid placing undue stress upon the students and to also best meet their needs. The assessment also allows continued instruction to occur throughout the state’s assessment window.

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 instructionally embedded model of the Dynamic Learning Maps alternate assessment encourages this cyclical approach by giving teachers the opportunity to choose an Essential Element(s) and linkage level, develop and deliver instruction for the chosen Essential Element(s), and then assess the student when the teacher determines the student is ready (Figure 4).

Figure 4. Cyclical approach to assessments for the instructionally embedded assessment
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 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 if 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 are 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 close of each window. 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.

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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.

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SCIENCE ESSENTIAL ELEMENTS IN THE FALL WINDOW

Science Essential Elements are available for instruction and assessment in the fall window. However, testing them is optional and meeting the science blueprint is not required. In the fall window, test administrators follow the same process for science as they do for ELA and mathematics. They choose an Essential Element and linkage level, provide instruction, assess the student, and evaluate the results. Results of science assessments are found in the Essential Element Status Report and the Student Progress Report, but the results from the fall window for science are not included in the end-of-year Individual Student Score Reports.

---

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, mathematics, and science in the Instruction and Assessment Planner. The test administrator may select the system-recommended linkage level or choose a different one. The linkage level is intended to provide an appropriate challenge for the student and 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 selected 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 district assessment coordinator can cancel the testlet.

More than one testlet for a linkage level may be available for some Essential Elements. If more than one testlet is available, when the test administrator selects the linkage level again, the Begin Instruction button will appear, and the test administrator can proceed with additional instruction and testing. However, if another testlet at that linkage level is not available, the test administrator will see the message, “Testlets are not available for this linkage level at this time.”

RETRIEVE INSTRUCTIONAL INFORMATION IN THE FALL WINDOW

Instructional information is available for each Essential Element that a test administrator selects in the Instruction and Assessment Planner.

Minis

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 before the student is ready to be assessed on the Essential Element.

The mini-map is readily available within the Instruction and Assessment Planner by selecting 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 (https://dynamiclearningmaps.org/erp_ie) for ELA and math or (https://dynamiclearningmaps.org/sci_resources) for science.

Professional Development Modules

Professional Development modules are located on the DLM Professional Development website (https://dynamiclearningmaps.org/professional-development). These modules 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.

ASSIGN A TESTLET IN THE FALL WINDOW

After instruction is complete and the student is ready for assessment, the test administrator returns to the Instruction and Assessment Planner and assigns the testlet for the Essential Element at the selected linkage level. By choosing to assign a testlet to the student, the testlet and its Testlet Information Pages (TIPs) become available to the test administrator. Also, the teacher may decide not to assign a testlet for an Essential Element. By using this action, the Essential Element at that linkage level will revert to its original status.

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 and 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, 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 58 and Teacher-Administered Testlets on page 70 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 when administering an assessment in each window:

- assessment device loaded with Kite Student Portal 7.0
- the student’s credentials (student username and password). These are available in the Instruction and Assessment Planner and are the same for both windows and all subjects, including field test testlets.
- 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)**

Test administrators can find specific information for each testlet in the Testlet Information Pages (TIPs). 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 access the sample TIPs.

**HINT:** The TIP is available for all three subjects in the Instruction and Assessment Planner during the fall window. However, during both windows, the TIPs for field test testlets for ELA and mathematics are only available in the Test Management section of Educator Portal.

The testlet form name is included on the TIP (outlined in red in Figure 5). This is a TIP for an ELA assessment of reading informational text for grade 11 or 12 for a testlet at the Initial Precursor Level.

*Figure 5. Example Testlet Information Page header with testlet form name*
The TIP states whether a testlet is computer-delivered or teacher-administered and indicates the number of items on the testlet. The TIP for a teacher-administered testlet typically has more information regarding materials to use during testing than the TIP for a computer-delivered testlet, except for students who are blind or have visual impairments. The materials for a computer-delivered testlet are typically all on the computer screens.

The TIP also provides the following information for each testlet:

- **Materials Needed**: The materials needed field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials is 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**: The materials used 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. Sometimes in this section, a test administrator also will find the recommended key attributes of substitute materials.

- **Accessibility Supports Not Allowed**: Test administrators may usually use all supports they selected in the PNP Profile. They may also take advantage of the flexibility in testing described in the Practices Allowed and Practices Not Allowed sections of this manual. In the Accessibility Manual, test administrator can find more information in the section Supports: Allowed and Not Allowed. Also, the TIP will indicate when a 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 in the Other Comments field. Some testlets require special setup before test administration, such as some mathematics testlets designed for students who are blind or have visual impairments. In these cases, the TIP will 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 Specify**

- 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 and used in instruction prior to assessment.
  
  - 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_ie). Choose a grade level to see all texts for that grade.
TIPS FOR MATHEMATICS TESTLETS SPECIFY

- Any specific mathematics terminology used in the testlet.
- Whether calculator use is allowed for the testlet.
  - “Yes” means a student can 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.
- Additional pages of instruction to set up mathematics testlets for students who are blind or visually impaired.

TIPS FOR SCIENCE TESTLETS SPECIFY

- Picture-response cards at the Initial linkage level must be printed.
  - For the student to have the optimal experience, best practice is to print picture-response cards in color.
- Any materials needed prior to the assessment.

MATERIALS FOR ELA, MATHEMATICS, AND SCIENCE

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 if 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 68 of this manual for more information about the 90-minute timeout.

The Materials Collections is a list of common materials used in testlets, particularly the teacher-administered testlets. The list is first provided during the fall window and is then replaced by the one for the spring window. The lists are available for each subject being tested. To access the lists, go to your state’s Educator Resource page, Collection Lists, on DLM website (https://dynamiclearningmaps.org/).
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 the fall and spring window are in Table 13. These times do not include test preparation.

Table 13

Average duration of the assessment in minutes per testlet during the fall and spring window

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Duration in Minutes per Testlet</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Reading</td>
<td>10–15</td>
</tr>
<tr>
<td>ELA Writing</td>
<td>10–15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5–10</td>
</tr>
<tr>
<td>Science</td>
<td>5–15</td>
</tr>
</tbody>
</table>

Total time varies, depending on the number of Essential Elements necessary to meet the blueprint coverage requirements for the grade and the number of Essential Elements a test administrator chooses for assessment.

FIELD TEST TESTLETS

ELA and Mathematics

In both the fall and spring windows, 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 completing all blueprint requirements for science, the student may receive one science field test testlet.

Field Test Naming Conventions

In the fall window, the naming convention for field test testlets for ELA and mathematics will begin with FT FALL, i.e., FT FALL Math F-BF.2 T 456.

In the fall window, the naming convention for science Field Test Testlets will have an R towards the end of the testlet name, i.e., FALL SCI EL.ESS2-1 P R-789.

In the spring window, the naming convention for ELA, mathematics, and science field test testlets will begin with FT SP, i.e., FT SP ELA RL.3.1 IP 123.
**ADDITIONAL FACTS ABOUT FIELD TEST TESTLETS**

- The linkage level of the field test testlet may be one linkage level above, one below, or in some cases, the same.
- Access to the TIPS for the field test testlets are in the Test Management section of Educator Portal for ELA and mathematics during both the fall and the spring windows.
- The TIPS for science in the spring are in the Test Management section.
- A student’s credentials for field test testlets are the same as the credentials for operational testlets.
- The field test testlets are administered in Student Portal like operational testlets.

**MONITOR TESTING PROGRESS FOR ELA AND MATHEMATICS DURING EACH 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. See the checkmark at the top right of the screen when the blueprint has been met (Figure 6).

*Figure 6. Screenshot of the Instruction and Assessment Planner demonstrating completion of blueprint requirements during assessment*

The Student Activity Table will display the status of blueprint requirement completion for ELA and mathematics (Figure 7).
Figure 7. Status of blueprint requirement completion for ELA and mathematics in the Student Activity Table

<table>
<thead>
<tr>
<th>Essential Elements complete that count towards meeting blueprint requirements</th>
<th>0 of 7</th>
<th>3 of 8</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of plans with instruction in progress</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Testlets assigned and ready to test</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total number of testlets completed</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
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 in Table 14. 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 14

Key steps in preparing for the DLM alternate assessment

<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>3.   Read this Test Administration Manual.</td>
</tr>
<tr>
<td>Steps</td>
</tr>
<tr>
<td>-----------------</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 on 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. Make sure rosters have been created for the students to be tested. Assessment work for the students cannot continue until they are rostered to their test administrator.</td>
</tr>
<tr>
<td>12. Access the Instruction and Assessment Planner in the Manage Tests dropdown.</td>
</tr>
</tbody>
</table>
  a) Ensure all student data are correct.  
  b) Ensure all roster data are correct. |
| 14. Submit each student’s PNP Profile once it is updated, if needed. |
| 15. Submit each student’s First Contact survey once it is completed. |
| 16. Ensure that Kite® Student Portal 7.0 is installed on student assessment devices. See your technology personnel for help. |
| 17. Become familiar with DLM released testlets and practice activities.  
  a) Access practice activities and released testlets using student demo accounts.  
  b) Check compatibility of students’ assistive devices with Student Portal by allowing students ample time with practice activities and released testlets. |

**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 (Figure 8). For a step-by-step procedure, see the section Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE.
**Figure 8. Example of the Security Agreement text**

The **Kite** suite provides opportunities for flexible assessment administration. However, all assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2021 are secure tests.

Test administrators and other educational staff who support implementation are responsible for following the Kite test security standards:

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

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

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

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 requirements are not done, test administrators will not have access to the Instruction and Assessment Planner or Test Management sections of Educator Portal, and they 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**

The DLM Consortium provides required training for test administrators, professional development for instructional support, and supplemental training (Table 15).
Table 15

Available training and professional development

<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 help users become more familiar with Educator Portal navigation tools.</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>
</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**

Test administrator training is required for any educator administering the DLM alternate assessment. State policy determines

- which roles are automatically enrolled for the required training
- which courses to offer (New Test Administrator Required Training, Returning Test Administrator Required Training, or both)
- which course format to use (self-directed, facilitated, or both)

Test administrators access the Required Test Administrator Training in an online educational platform called Moodle (Modular Object-Oriented Dynamic Learning Environment). Test administrators each have their own unique Moodle username and password. Although states can customize several aspects of training, the course content is consistent across the consortium states.

In all states, educators assigned the Educator Portal role of Teacher will be automatically enrolled in Moodle for required training. Some states also require other educator roles to be automatically enrolled (i.e., district and building assessment coordinators).

Test administrators who will be administering the DLM alternate assessments for the first time are enrolled in the New Required Test Administrator Training course. Test administrators who administered the assessments in the immediately preceding year are typically enrolled in the Returning Required Test Administrator Training course. A returning test administrator is identified from Educator Portal records. Sometimes a state may require both new and returning test administrators to take the course for new test administrators.

**HINT:** See the Guide to DLM Required Test Administrator Training located on the DLM website for complete information.

The training for new test administrators consists of four modules that must be completed in order. When the test administrator first logs into Moodle, only the first module in the course is initially available. Each module ends with a post-test, which must be passed at 80% or higher before the next module becomes available. If a post-test is not passed, test administrators may repeat the module and its post-test as many times as needed until a score of 80% or higher is achieved for the module. When all modules are successfully completed, the participants receive a certificate of completion, which they are strongly advised to download, save, and print.

Below are the four required modules in the New Test Administrator Training course.

1. Overview of the Dynamic Learning Maps Alternate Assessment
2. Understanding and Delivering Testlets in the DLM Alternate Assessments
3. Test Administration and Scoring
4. Preparing to Administer the Assessment

The Returning Test Administrator Training course consists of only one module, which takes about one hour. This module is a review of and aligns to the four modules in the course for new
test administrators. The returning course ends with a post-test. The post-test must be passed at 80% or higher on the first attempt. If unsuccessful, additional training on the applicable section(s) will be required. The additional training may take 30 minutes or up to 2.5 hours, depending on the section(s) that must be repeated. When this module is successfully completed, the participants receive a certificate of completion, which they are strongly advised to download, save, and print.

The New Test Administrator Required Training is available in a self-directed format, a facilitated format, or both formats, depending on the state’s decision. All post-tests must be completed in Moodle, even if required training is delivered in the facilitated format. Training for returning test administrators is available only in the self-directed format. Along with the required training, states may also include in Moodle one or two additional short helplet videos to assist test administrators.

More information about the contents of each module, training formats, and procedures for completing required training is provided in the Guide to DLM Required Test Administrator Training, located on the DLM website.

**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 DLM 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.
- Educators across the consortium are encouraged to collaborate by using the DLM Instructional Supports Facebook page ([https://www.facebook.com/groups/495523254149676/](https://www.facebook.com/groups/495523254149676/))

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 materials include short helplet videos on common Educator Portal procedures and best practices (e.g., Getting Started in Educator Portal and Access Test Tickets and TIPs). These are available for test administrators on their DLM website page (http://www.dynamiclearningmaps.org/erp/videos).

**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 my 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?
- Is each student rostered to the correct DLM subjects assessed in my state?
- Do any student records have 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 grade-appropriate testlets. |

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

**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 (BRF) if available for the Essential Element and if braille was selected in the student’s PNP Profile.
• Retrieve the credentials for the student (username and password).
• Review testlet results.
• Print the Essential Element Status Report.

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

COMPLETE AND SUBMIT 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 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 Complete the Personal Needs and Preferences Profile section in the EDUCATOR PORTAL USER GUIDE.

COMPLETE AND SUBMIT THE FIRST CONTACT SURVEY

Educators with the Educator Portal role of District Test Coordinator, Building Test Coordinator, or Teacher can complete the First Contact survey. The educator responds to questions about each student that go beyond basic demographics, covering a variety of areas, including communication, academic skills, and attention.

Answers to survey questions in the below sections of the First Contact survey are used to provide an optimal system recommendation between the student and linkage level for each Essential Element in the blueprint for each subject being tested.

• expressive communication
• reading skills
• writing skills
• math skills
• science skills (for states testing DLM science)
The Kite system will need 24 hours to process the data gathered and determine the recommended linkage level for each Essential Element. If the First Contact survey is submitted at least 24 hours before the opening of the fall window, all Essential Elements will have the recommended linkage levels ready, and the test administrator can begin their selection process immediately that day. The test administrator can accept the system recommended linkage level or select a different one.

In the spring window, linkage levels recommendations for most ELA Essential Elements and all mathematics Essential Elements are based on the student’s performance for that Essential Element if it was assessed during the fall window. However, if an ELA or mathematics Essential Element was not assessed during the fall window, the linkage level recommendation is then based on data from the student’s First Contact survey. In the spring window, the test administrator may accept the system recommendation or select a different linkage level for each ELA and mathematics Essential Elements.

NOTE: During both the fall window and the spring window, the linkage level recommendation for the writing Essential Elements is always based on the test administrator’s selections in the writing section of the student’s First Contact survey and never on the student’s performance on any previously tested Essential Elements in either the window.

Science testing during the spring window is different from science testing in the fall window and is also different from ELA and mathematics in the spring window. For science in the spring window, neither the Essential Elements nor the linkage levels are selected by the test administrator. Instead, in the Test Management section of Educator Portal, the Kite system assigns science Essential Elements from the science blueprint. The Kite system also assigns the linkage levels. The test administrator cannot change either of these.

The process is as follows:

1. The system assigns the linkage level for the first science Essential Element to be tested. This assignment is based on the test administrator’s entries about the student in the science portion of the First Contact survey and not based on results from the fall window.
2. After the student submits the first science testlet, the system evaluates the student’s performance and then adapts, determining the linkage level assignment for the next science Essential Elements being tested.
3. The system assignment continues until all nine science Essential Elements have been administered to the student.

NOTE: In states testing high school biology, students will be tested over a biology Essential Element, making a total of ten Essential Elements to be tested.

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

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 111 for the definition of released testlets):

- Practice activities are designed to familiarize users with how testlets appear 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 operational DLM testlets.

Access practice activities and released testlets using Student Portal in the practice section. Use demo student usernames and passwords 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. These may be helpful to show parents and guardians. Student Portal does not need to be installed on a computer to access 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 (Figure 9).

Figure 9. Screenshot from Kite Student Portal that demonstrates a released testlet name ELA.RI.3.2.S
The following describes the labels from the image (Table 16).

Table 16

**Definitions behind a released testlet name**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Section and Level Code</th>
<th>Linkage Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts, reading informational text (ELA.RI)</td>
<td>3</td>
<td>2, identify details in a text.</td>
<td>S, successor</td>
</tr>
</tbody>
</table>

To determine the Essential Element and skills assessed in a particular released testlet, use the label in conjunction with the Currently Assessed Essential Elements resources located on the Educator Resource Pages for ELA and Mathematics or the science Essential Elements and linkage levels are on the Educator Resource Page for Science.

- ELA and Mathematics: [https://dynamiclearningmaps.org/erp_ie](https://dynamiclearningmaps.org/erp_ie)
- Science: [https://dynamiclearningmaps.org/sci_resources](https://dynamiclearningmaps.org/sci_resources)

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

**Practice Activities**

Access practice activities by selecting *Other* after logging into Student Portal with the practice account credentials (Figure 10).

*Figure 10. Screenshot of the access screen for practice activities in Kite Student Portal*

**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 test administrator enters the student’s responses to activities or exchanges
that occur outside the system. The test administrator may go forward and backward within a testlet as much as needed before submitting the responses.

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. Testlet Information Pages (TIPs) list materials to gather prior to the assessment. Remember that substitutions can be made as necessary unless expressly noted in the TIP.

**HINT:** The practice activities do not include Testlet Information Pages (TIPs); however, all operational testlets do have TIPs. Information about a teacher-administered testlet, including materials needed, are listed in the (TIP) for each testlet.

**STUDENT PRACTICE ACTIVITY**

The student practice activity is a tutorial designed for students to practice 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, selecting their own responses and 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 the Practices Not Allowed section on page 92 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 select 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 Table 17.

These accounts are available for all ELA and mathematics practice activities and released testlets.
Table 17

Released testlet logins

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.sue29</td>
<td>wall3</td>
<td>None*</td>
</tr>
<tr>
<td>demo.sue28</td>
<td>sand3</td>
<td><strong>Spoken audio:</strong> 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><strong>Contrast color:</strong> Green text on white background</td>
</tr>
<tr>
<td>demo.sue30</td>
<td>swept</td>
<td><strong>Switch:</strong> scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity**</td>
</tr>
<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 reverse contrast</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><strong>Switch:</strong> scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2**</td>
</tr>
<tr>
<td>demo.sue36</td>
<td>stop3</td>
<td><strong>Spoken Audio:</strong> 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>
</tbody>
</table>

Released testlets are available for ELA reading, mathematics, science, and practice activities. Demo.sue29 is also available for ELA writing and science.

*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.

For step-by-step directions on access practice and released testlets in Student Portal, see Access Practice Activities and Released Testlets on page 100 of this manual.

TROUBLESHOOT ACCESS IN EDUCATOR PORTAL

Avoid Common Pitfalls

Save time and avoid errors by completing these steps before assessing 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:

- Complete all Required Test Administrator Training modules with a passing score of 80% on each post-test.
- Read, agree to, and sign the security agreement in Educator Portal.

NOTE: Test administrators will not have access to the Instruction and Assessment Planner or Test Management until rosters are created to link students to the test administration.

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. You 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 in the Instruction and Assessment Planner until the students are rostered to the test administrator for each subject being tested, test administrators have completed and submitted their students’ First Contact survey, and the window is open. Once these requirements have been met, test administrators will have access to the Student View page and can begin creating plans for instruction and assessment for their students.
**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 for access to the field test testlet Testlet Information Pages (TIPs) for both the fall and spring window for ELA and mathematics. The same requirements for using the Instruction and Assessment Planner described in the previous paragraph apply to the Test Management section of Educator Portal.

**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. In the spring window for science, the test administrator uses the Test Management section of Educator Portal system. The system assigns all testlets.
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COMPUTER-DELIVERED TESTLETS

Overview

Testlets delivered directly to students via a computer are designed with the assumption that students can interact independently with the computer. The student can use 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 70 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 x 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 each 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 Reading Testlet Structure**

Students taking DLM ELA testlets are assessed on both writing and reading skills. Although a writing testlet is always teacher-administered, a reading testlet can be either teacher-administered or computer-delivered, depending on the student.

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 reading testlets directs students to read the text (Figure 11). The student is then directed to read the text a second time and then respond to items. Although some students taking computer-delivered reading 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.

*Figure 11. Screenshot of the instructions for an ELA reading testlet in Kite Student Portal*
Students will then read through the text. They may have the text read aloud by the computer if Spoken Audio is selected in the student’s PNP Profile (Figure 12). For all testlets, test administrators are permitted to read aloud to students.

Figure 12. Screenshot of an ELA reading testlet in Kite Student Portal with the text read aloud by the computer option

Computer-Delivered Mathematics Testlet Structure
Mathematics testlets start with an engagement activity that provides a context for the items (Figure 13). 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 follows. The instructions at the beginning of the testlet tells students what they will be doing in this testlet (Figure 14). In this science story, the student is to read the text and answer some questions.
Figure 14. Screenshot of the instructions for a science testlet in Kite Student Portal

Read the text. After you read the text, you will answer some questions.

Figure 15 is from a testlet where a short story is presented only once to the student. Although not shown, the testlet items follow the story on the next screen of the testlet.

Figure 15. Screenshot of a short story in a science testlet in Kite Student Portal

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 access a short (less than 30 seconds) video and then respond to three items that include still-frame photos from the video. These videos have no audio. The entire video clip is soundless. However, even without audio, the video player will
likely display the speaker icon and volume setting on the video so it appears the option to change the volume of the audio is available.

**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
- multiple-choice-multi-select
- 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 (Figure 16). All science testlets are single-select multiple-choice items.

*Figure 16. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal*

![Image of a single-select multiple-choice item](image-url)
Students may also see single-select multiple-choice items with image response choices (Figure 17).

*Figure 17. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal*

Which is a circle?

Multiple-choice multi-select items provide students with the opportunity to make more than one response choice (Figure 18).
In some items, students may be asked to match responses from two lists (Figure 19).

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 Figure 20, 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.
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 highlighted in transparent yellow (Figure 21). To clear a selection, the student selects it again.

Figure 20. Screenshot of a drag and drop item in a testlet in Kite Student Portal

Figure 21. Screenshot of a select text item in a testlet in Kite Student Portal
Response Selection for Computer-Delivered Item Types

The procedures for selecting item responses in computer-delivered testlets are the same for all subjects. When the student first accesses an item, the responses will appear as shown in Figure 22.

Figure 22. Screenshot of an item in a testlet in Kite Student Portal

Once a student selects a response, a box appears around the response choice (Figure 23). The student can select NEXT or BACK to navigate through the testlet screens. The response choice will stay selected.

Figure 23. Screenshot of a selected response to an item in Kite Student Portal
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 (Figure 24).

*Figure 24. Screenshot of the selection of a new response to an item in Kite Student Portal*

![Screenshot of the selection of a new response to an item in Kite Student Portal](image)

**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 must still be submitted for the student. If the student can produce 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 are 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: Your session is about to expire. Select Extend Session to continue where you left off. Time Remaining: XX mins and XX seconds (Figure 25).
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.

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 (Sinharay 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 student interaction and student independence.

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.

**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 Figure 26.
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 are to continually monitor students, 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
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 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 student 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 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://www.dlmpd.com/).

Figure 27 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.

Figure 27. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Educator Portal

In reading testlets, Educator Directions also appear between parts of the testlet (Figure 28). The following 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.
Figure 28. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Educator Portal

Alternate Text for Reading Testlets
When administering a testlet to a student who uses human read-aloud support and 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, then read the alternate text description exactly as it appears on the TIP.

Teacher Administered Writing Testlets

Every day in our classrooms, all students, including those with the most significant cognitive disabilities, are being prepared for life beyond their school years. A student’s ability to communicate about their needs and wants is essential for safety and fulfillment in their adult life. Their ability to communicate includes being able to write in some meaningful way.

Therefore, writing Essential Elements and writing assessments were developed. Information about each writing Essential Element is available on the Educator Resource Page under the heading Tested Essential Elements (https://dynamiclearningmaps.org/erp_ie).

The DLM writing testlets assess students’ mastery of the precursor skills that lead to writing and their ability to communicate using 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 writing testlets all have some common features.
• Writing testlets are always teacher-administered and are required for every student in every grade.
• To meet blueprint requirements, each student receives a writing testlet in the fall and again in the spring window.
• Writing testlets assess a combination of two to six writing Essential Elements, depending on the grade.
• The student always works outside Student Portal and interacts with the test administrator. Only the test administrator interacts with the testlet in Student Portal.
• Writing testlets are at one of two levels, emergent or conventional.
• The level of the writing testlet the student receives is determined by the test administrator’s responses to questions in the writing portion of the First Contact survey only. This is true for both fall and spring window assessments. Performance on the previously submitted testlets is not used to determine the linkage level for the writing testlet.
• Emergent Writing testlets are used for students who do not yet have or are working on early symbolic understanding.
• Students in grades 3–8 who are assigned the Emergent Writing testlet are assessed on only the writing process. These students are not expected to produce a written product.
• Students in high school who are assigned the Emergent Level writing testlets are also tested on the writing process but, additionally, these students are expected to produce a written product as well.
• Emergent Writing testlets are a combination of the Initial and Distal Precursor linkage levels.

Figure 29. Process for an Emergent Writing testlet

Combination of 2–6 Essential Elements

Linkage Level
• Initial
• Distal

Emergent Writing Testlet

• Students who have symbolic understanding and can use more traditional writing tools to communicate take a writing testlet that combines linkage levels at the Proximal Precursor, the Target, and the Successor linkage levels. Writing testlets at this level are called a Conventional Writing testlets because these testlets are a little more typical of a traditional writing assessment.
• Students who take the Conventional Writing testlets are assessed on the writing process and they are also expected to produce a written product.
Figure 30. Process for a Conventional Writing testlet

In the fall window, the system recommended linkage level for the writing testlet is determined using information from the test administrator’s responses to the writing questions in the student’s First Contact survey.

In the spring window, the recommended linkage level for the writing testlet is based solely on data from the First Contact survey. Results from writing testlets are not available during either the fall or the spring window. Writing testlet results are only provided in the end-of-year Individual Student Score Report.

If the student did not take a writing testlet during the fall window, the test administrator’s responses to the writing questions in the student’s First Contact survey are used to recommend the linkage level of the writing testlet in the spring window.

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. For both the Emergent and Conventional Writing testlets, students are to use the orthography-based tools they use for writing during everyday instruction.

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 both levels of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic 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, students also write about familiar topics. If able, they independently select a subject on which to write. The topic is to be an informational one 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 following image, 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.

Figure 31. Screenshot of the Educator Directions for a writing testlet in Kite Student Portal

Educator Directions:

SAY: "You are going to write about a person, place, or object today. What would you like to write about?"

Give the student time to make a choice about a topic used in shared reading and during instruction. If the student is unable to select a topic, select a topic for the student to write about. When the student is ready to begin, select "NEXT."
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 following image, 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 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.

Figure 32. Response screen in a Writing testlet in Kite Student Portal
When student performance does not exactly match any response option, the test administrator selects the option that best matches the student performance (Table 18).

Table 18

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

- look at the writing the student produced
- evaluate the student’s writing product
- 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 written 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.

Sometimes, for research and technical documentation, DLM staff may request test administrators to submit their student’s final written product. If this request occurs, the test
administrators and their assessment coordinators will be informed in advance about how to submit the student’s final written product.

**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. 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, test administrators directly administer these types of testlets to make them accessible. Also, some higher linkage level mathematics testlets are completely teacher-administered to make them accessible to the student.

**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. Figure 33 is an example of Educator Directions for an Initial Precursor mathematics testlet.

*Figure 33. Screenshot of Educator Directions in a teacher-administered mathematics testlet*

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 if the substitutions do not change what is being measured in the testlet, and the materials are still grouped as indicated in the testlet directions. The last part of the directions page outlines the needed materials, which items need the materials, and in what order the materials are presented in the item.
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. Figure 34 is an example of an engagement activity in a teacher-administered mathematics testlet.

Figure 34. Screenshot of an engagement activity in a teacher-administered mathematics testlet

Teacher-Administered Science Testlets

In DLM 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. For the student’s optimal testing experience, 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. Figure 35 is an example of Educator Directions for an Initial linkage level science testlet.
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 if 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. Figure 36 is an example of an engagement activity in a teacher-administered science testlet.
**Figure 36. Screenshot of an engagement activity in a teacher-administered science testlet in Kite Educator Portal**

![Educator Directions:]

Present the pictures to the student in a way that captures the student's attention. For example,

- draw the student's attention to the presence of the pictures.
- talk about what people do with the pictures.
- encourage the student to touch the pictures.

Once the student has attended to the pictures, set all of the pictures aside and continue to the next screen.

---

**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.

**Testlet Administration for Teacher-Administered English Language Arts, Mathematics, and Science**

Two specific instructions for presenting items or directions to students are SHOW and SAY. However, because of hearing and vision limitations, some students may not be able to hear what is said, and other may not be able to see what is shown. 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.

Figure 37 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 read directly to the student the lines presented in bold after SAY. The administrator also performs the actions for the student, described after SHOW for the student.
All teacher-administered items have response options that reflect possible student responses to the statement or questions in the item. Test administrator evaluate the student’s response, choose the best description of what was observed, and record the choice in the testlet. Test administrator must be familiar with the student’s typical modes of expressive communication because any mode for communicating a response is acceptable.

**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 access to direction 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, the test administrator is the only one who needs to access 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. Reviewing the Testlet Information Page (TIP) for mathematics testlets at the lowest linkage levels ahead of time is
vital because information in the TIP prepares the test administrator for testing the student. In mathematics testlets, the test administrator directions also 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. 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. The following describes some supports in more detail.

**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
- accept responses in either English or the student’s native language
NOTE: 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 should be familiar to the student and have been used during instruction.

**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 90 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 are available for science for some testlets at the upper linkage levels in the spring window. These forms are available in uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what is made available by a state. The test administrator selects the appropriate braille form in the student’s PNP Profile. DLM braille forms also include Nemeth code for mathematics 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 Customization for Each Student section in the ACCESSIBILITY MANUAL.

**Form Availability**

Braille forms and alternate forms are not available for all Essential Elements and linkage levels (Table 19). Based on availability, a student will receive one of three forms of a testlet as shown in the following list:
• A limited number of braille forms are available. See the following table for the subjects, grades, linkage levels, and window availability.

• A limited number of alternate forms are also available during the fall and the spring windows.

• 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.

Table 19

Availability of braille forms for each subject, grade, linkage level, and 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:

• If a braille form is available, the system will deliver it.

• If a braille form is not available, and Alternate Form-Visual Impairment was selected in the student’s PNP Profile, the system will check for an alternate form to deliver.

• 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 adaptations for delivering the testlet, including alternate text descriptions of pictures and 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 Scoring**

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 the Materials section on page 38 of this manual. Details are provided on the Testlet Information Page (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 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 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 computer 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 the student being able to demonstrate what they know and can do.
**Individualized Student Response Mode**

The items in the teacher-administered testlets do not limit response modes 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, the student’s method 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 if 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 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 (Table 20). Key steps for science in the spring window are found on page 96.

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 20

Key steps for ELA and mathematics during the spring window

<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>• All writing Essential Elements for each grade are assessed in one writing testlet per grade. The First Contact survey is used to recommend the linkage level.</td>
</tr>
<tr>
<td>• Results from writing testlets are not available during either window but only provided in the end-of-year Individual Student Score Report.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>

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

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, the linkage level recommendation for any ELA and mathematics Essential Element that was not assessed during the fall window is based on the test administrator’s responses in the student’s First Contact survey. Again, the test administrator may use the system recommended linkage level or select another.

The writing Essential Elements are unique. Even if the student took a writing testlet in the fall window, the linkage level recommendation for the writing Essential Elements in the spring is based on the test administrator’s responses in the writing section of the student’s First Contact survey.

INDIVIDUAL STUDENT SCORE REPORTS FOR ELA AND MATHEMATICS

The scoring system for the Dynamic Learning Maps® (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 the Essential Elements assessed during both the fall and spring windows.

NOTE: Summative outcomes for Science are based only on the science Essential Elements assessed during the spring assessment window.

Individual Student Score Reports are uploaded in Educator Portal. States decide which roles have access to the reports. Some states have the district or building test coordinator provide the reports to test administrators rather than in Educator Portal.
SPRING WINDOW – SCIENCE

**KEY STEPS**

Table 21 has the key steps for science during the spring window.

Table 21

*Key steps for science during the spring window*

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recheck student demographic information.</td>
</tr>
<tr>
<td>2. Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment.</td>
</tr>
<tr>
<td>3. Schedule locations and times for assessment sessions.</td>
</tr>
<tr>
<td>4. Administration tasks for science are in the Test Management tab in Educator Portal.</td>
</tr>
<tr>
<td>5. 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 for testlets at the Initial linkage level.</td>
</tr>
<tr>
<td>6. Using Student Portal, assess student on the first testlet.</td>
</tr>
<tr>
<td>7. As other testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal.</td>
</tr>
<tr>
<td>8. 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>

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 from the Test Management section of Educator Portal (Table 22). 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 22

**Key steps for science during the spring window**

<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>• 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 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 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. |

**Monitor Testing Progress during Spring Science Assessments**

Testing progress of spring 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; Figure 38).
Figure 38. Screenshot of monitoring student assessment progress by subject in Kite Student Portal

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; Figure 39).

Figure 39. Screenshot of Test Management screen in Educator Portal

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 from testlets taken during both the fall and spring window. 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 Access Reports and Data Extracts section.
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 Table 23.

Table 23

*Preparation for the following school year*

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evaluate accessibility supports (PNP Profile settings) with IEP teams and make decisions about supports for next year.</td>
</tr>
<tr>
<td>2.</td>
<td>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 USER GUIDE

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Internet Connectivity ........................................................................................................ 100

Kite Student Portal Procedures .......................................................... 101
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HINT: Students access Kite® Student Portal with their own username and password. 
Staff and educators do not have accounts in Student Portal.

KITE STUDENT PORTAL ASSESSMENT DEVICES

Student Portal can be downloaded on a variety of devices to administer the Dynamic Learning 
Maps® (DLM®) alternate assessment. See the Kite® Suite page on the DLM website for more 
information (https://dynamiclearningmaps.org/kite).

However, using multiple devices to administer a single testlet is not recommended. This means 
a student should not start a testlet on one device and then attempt to complete the same 
testlet on another device.

If the testlet cannot be finished on one device, use EXIT DOES NOT SAVE to discontinue the 
testlet (no answers will be saved). Begin the testlet again on a different device.

INTERNET CONNECTIVITY

An internet connection is required to deliver assessments using Kite Student Portal. Your 
assessment coordinator or technology personnel can help with Internet connectivity.
KITE STUDENT PORTAL PROCEDURES

ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

HINT: Student Portal 7.0 must be installed before accessing practice activities or released testlets. For versions of Student Portal older than 7.0 (e.g., KITE Client versions), the older versions must be uninstalled before Student Portal 7.0 is installed. Download directions for each type of device are available on the Kite Suite webpage on the DLM website (https://dynamiclearningmaps.org/kite).

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

1. Select the **Kite Student Portal** icon on the testing device.

2. Enter the demo student username and password. Select **SIGN IN**.

![Kite Student Portal](https://dynamiclearningmaps.org/kite)
3. Select PRACTICE FIRST.

4. Select the appropriate subject and scroll through the pages to select a test. Select TAKE TEST for the desired practice activity or released testlet.

5. Select BEGIN.

6. Continue with the testlet using the BACK and NEXT buttons to navigate. To stop in the middle of a testlet, select EXIT DOES NOT SAVE.

To try a different student profile or a different released testlet or practice activity, complete and end the testlet or select 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 log in to Student Portal and begin the operational assessment, the assessment window must be open and the test administrator must have the student’s username and password. The student’s username and password will be the same for all DLM alternate assessments, including all testlets administered during the fall window, all testlets assigned during the spring window, and all field test testlets administered.

Before the test administrator can access the student’s username and password, three requirements must be met:

- The test administrator must read, agreed to, and sign the security agreement.
- The test administrator must successfully complete the Required Test Administrator Training.
- The student must be rostered to the test administrator.

The student’s username and password will be the same for all subjects and for all field test testlets. They are available in Educator Portal and can be accessed in three places:

- Before the opening of the fall window, a test administrator can access but not print the student’s username and password on the View Student screen.
- After the fall window opens, on the Instruction and Assessment Planner tab, select the Credential Icon to both access and print the student’s username and password. Credentials for the spring window are the same as for the fall window.
- For science testlets in the spring window, the credentials are available in the test ticket column in Test Management.

Hint: Step-by-step directions on how to access a student’s username and password in each of the above scenarios are described in detail in the View Student Username and Password section in the EDUCATOR PORTAL USER GUIDE.

START A TESTLET

To administer a DLM alternate assessment, follow these steps.

1. Select the Kite Student Portal icon on the testing device.
2. Enter the student’s username and password. Select **SIGN IN**.

3. Select **TAKE A TEST**.

4. Select **Take Test** for the desired test. Only one testlet is visible at a time.

5. Select **BEGIN**.
HINT: Student Portal on iPads have an auto-lock feature that prevent users from using other apps while Student Portal is in use.

**Navigate in Kite Student Portal**

Navigate in Student Portal with the buttons introduced in Table 24.

Table 24

*Kite Student Portal navigation buttons*

<table>
<thead>
<tr>
<th>Button</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACK</td>
<td>Return to the previous screen.</td>
</tr>
<tr>
<td>NEXT</td>
<td>Go to the next screen.</td>
</tr>
<tr>
<td>READ</td>
<td>This button appears when the test administrator selected the Spoken Audio option in the student’s Personal Needs and Preferences (PNP) Profile. This is a synthetic voice. Select the icon or the word <strong>READ</strong> to begin the read aloud option. Select again to stop the option.</td>
</tr>
<tr>
<td>EXIT DOES NOT SAVE</td>
<td>Exit the testlet without saving responses. Upon returning, the student will start at the beginning of this testlet.</td>
</tr>
<tr>
<td>GO BACK</td>
<td>Go back to review or change responses for this testlet.*</td>
</tr>
<tr>
<td>END</td>
<td>Save responses and end 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 108 of this manual.
Figure 40 shows the buttons available on each testlet screen.

**Figure 40. Screenshot of the available buttons on each testlet screen in Kite Student Portal**

![Figure 40](image)

**Spoken Audio**

When Spoken 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 select either **READ** or the icon to start the Spoken Audio (Figure 41).

**Figure 41. Screenshot of the READ button in a testlet in Kite Student Portal**

![Figure 41](image)

As soon as Spoken Audio is enabled, a diagonal red line appears across the icon and the word **READ** changes to **PAUSE** (Figure 42).

**Figure 42. Screenshot of the PAUSE button in a testlet in Kite Student Portal**

![Figure 42](image)

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

If the student selects **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 selects **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 selects the NEXT button to move to the next screen.

**Take a Break During Assessment**

DLM testlets are not timed and breaks are not limited during assessment. A student may take a break during an assessment in the following 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 (Figure 43).

*Figure 43. Kite Student Portal session ending warning*

**Your session is about to expire.**

Select Extend Session to continue where you left off.

Time Remaining: 01 mins and 28 seconds

[EXTEND SESSION][LOGOUT]

- Take a break between testlets.
- After selecting 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.
- Stop in the middle of a testlet using the EXIT DOES NOT SAVE button (allowed only in some states). No student responses will be saved and the testlet reverts to unused. When available, the button appears on every testlet screen (Figure 44).

*Figure 44. Screenshot of the EXIT DOES NOT SAVE button in Kite Student Portal*
The user receives a message when choosing **EXIT DOES NOT SAVE** (Figure 45).

*Figure 45. Screenshot of the EXIT DOES NOT SAVE message in Kite Student Portal*

- Select **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.
- Select **NO** to continue with the testlet rather than exiting. If you continue, you can save the work at the end of the testlet by selecting **END** on the review screen.

**COMPLETE A TESTLET**

A review screen appears at the end of a testlet. Figure 46 is an example of a mathematics testlet at the Proximal Precursor linkage level. The student did not respond to two of the items. The screen provides an opportunity for the student to go back to those items again unless they were purposefully left unanswered.

*Figure 46. Screenshot of the review screen at the end of a testlet in Kite Student Portal*
To complete the testlet, follow these steps:

1. Select **END**

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

   ![Confirmation Message]

   Are you sure you want to end?

   **YES**  **NO**

3. Select **YES**. You will not be able to return to the testlet after selecting **YES**.
4. Select **Close Kite**.
5. Select **YES** in response to “Are you sure you want to exit?”

**Troubleshoot in Kite Student Portal**

If you cannot see scroll bars even when magnification was 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 [https://dynamiclearningmaps.org/kite-troubleshooting](https://dynamiclearningmaps.org/kite-troubleshooting).
REFERENCES


## GLOSSARY

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>claim</td>
<td>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.</td>
</tr>
<tr>
<td>conceptual area</td>
<td>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.</td>
</tr>
<tr>
<td>connection</td>
<td>ELA and mathematics: The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.</td>
</tr>
<tr>
<td>core idea</td>
<td>Science: The key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication. For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.</td>
</tr>
<tr>
<td>display enhancements</td>
<td>Options that change the testlet appearance on the student’s device screen, including magnification, overlay color, invert color choice, and contrast color.</td>
</tr>
<tr>
<td>domain</td>
<td>Science: The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.</td>
</tr>
</tbody>
</table>
**Educator Portal**  Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring/tracking results. Users can access Educator Portal using any supported browser via [https://educator.kiteaai.org/](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 without audio.

**Essential Elements**  Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the grade-level expectations identified in K-12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K-12.
**First Contact survey**  
A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance.

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

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

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

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

**Instruction and Assessment Planner**  
A part in Educator Portal where test administrators perform assessment functions for a student during both the required fall and spring windows. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most data about the student can be accessed from the Instruction and Assessment Planner, including indication of mastery of an Essential Element at the tested linkage level and indication of when the blueprint requirements are met for each subject tested.
Instruction and assessment are closely integrated with assessment functions being performed throughout instruction in both the required fall and spring windows. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during each window, including a mastery indication for a tested Essential Element at a linkage level.

**Kite Student Portal**

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

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

In addition to operational testing in the Student Portal, practice activities and released testlets can be administered using Student Portal. The log in 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 the science Essential Elements. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.

**materials**

Any objects, manipulatives, and tools used during an assessment. Materials Collection lists are specific for each subject during each window. The lists are found on each state’s DLM website under Educator Resources.
**node**

ELA and mathematics: A representation in the DLM learning 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 in Student Portal compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.

**plan**

A plan is created in the Instruction and Assessment Planner in Educator Portal. A plan includes the educator-selected Essential Element and educator-selected linkage level and leads to the educator-assigned testlet for ELA, mathematics, and science during the fall window and ELA and mathematics during the spring window.

**released testlets**

A released testlet is a publicly available, sample DLM assessment. Released testlets may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. New released testlets are added periodically.

**Student Activity Table**

A page in the Instruction and Assessment Planner in Educator Portal. The Student Activity Table provides an at-a-glance overview for all students rostered to the test administrator in the subjects in which the students are being tested during either the fall or spring window. The data in the Student Activity Table populates based on test administrator’s actions taken on the Student View Page for each student, i.e., how many testlets were administered and whether the students have met blueprint requirements.

The table also includes three icons providing easy access to the First Contact survey, PNP Profile, and the student’s credentials.
**Student View Page**
A page in the Instruction and Assessment Planner in Educator Portal that displays details about one student at a time for each Essential Element and linkage level. During both the required fall and spring windows, test administrators use the Student View Page for several actions for each student, i.e., creating a plan and assigning a testlet. The system will display information about the student’s testing progress, including whether the student achieved mastery of an Essential Element at the linkage level tested. The system will also indicate on the Student View Page when the student meets blueprint requirements.

**testlet**
A short assessment that begins with an engagement activity and includes three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student’s knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element except for the writing testlet, which assesses all writing Essential Elements together in one testlet. Testlets are either teacher-administered or computer-delivered. More specific information is found in the **Test Administration Manual**.

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

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

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

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

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

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% to 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/documented
• Questionable hearing but testing inconclusive
• Deaf or heard 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)
• 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

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
  Uncontracted Braille
  Contracted Braille
  UEB

Technological Visual Aids: Mark all that apply

Screen magnification device (fits over standard monitor) or software (e.g., Close view 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% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 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% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 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% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 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% to 20% of the time = Almost never, (2) 21% to 50% of the time = Occasionally, (3) 51% to 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
## DOCUMENT HISTORY

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

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<tbody>
<tr>
<td>07/23/2020</td>
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