

**DYNAMIC<sup>®</sup>**  
LEARNING MAPS

# TEST ADMINISTRATION MANUAL 2021–2022

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INSTRUCTIONALLY EMBEDDED MODEL STATES

**Publication Date: 07/26/2021**

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.

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## 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*

<b>Category</b>	<b>Information Included</b>
Introduction, pages 20–28	Provides an orientation to the Dynamic Learning Maps® (DLM®) project, the assessment system, and the DLM testlets.
Assessment, pages 30–100	Provides information on the preassessment process, spring assessments, and preparation for future years.
Systems, pages 101–111	Provides an overview of Kite® Student Portal, with step-by-step instructions and screenshots. 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).

HINT: Print this page and keep it handy!

Table 2

### *Additional Supports for Users*

Local Technology Representative	Local Assessment Coordinator	Local Assessment Coordinator or Data Manager
Kite® Student Portal installation General computer support Internet availability Display resolution Issues with sound, headphones, speakers, etc.	How to use Student Portal and Educator Portal Training requirements Assessment questions Assessment scheduling Test invalidation requirements Student Individualized Educational Program (IEP) requirements Test window dates, extensions, requirements, etc. Testlet resets (may take up to 72 hours)	Data issues (rosters, enrollment, etc.)

### *WHEN CONTACTING THE DLM SERVICE DESK*

- **Do not send any Personally Identifiable Information (PII)** for a student via email or Live Chat in Educator Portal. 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 sent by Live Chat or email in your state.
- Do send
  - your contact information (email address and name)
  - your school's name (include the district if contacting state-level personnel)
  - error messages, including the testlet number if applicable to the problem

# TEST ADMINISTRATION MANUAL

## 2021–2022

### CONTENTS

<b>About This Manual.....</b>	<b>2</b>
<b>Finding Help .....</b>	<b>3</b>
When Contacting the DLM Service Desk .....	3
<b>Audience and Purpose .....</b>	<b>9</b>
<b>What’s New in This Version.....</b>	<b>9</b>
<b><i>CHECKLISTS FOR TEST ADMINISTRATORS.....</i></b>	<b><i>10</i></b>
<b>1. Before Beginning Assessments.....</b>	<b>10</b>
<b>1. Before Beginning Assessments.....</b>	<b>10</b>
<b>1. Fall Window .....</b>	<b>13</b>
<b>2. Spring Window.....</b>	<b>16</b>
<b>3. Preparing for Next Year.....</b>	<b>19</b>
<b><i>INTRODUCTION .....</i></b>	<b><i>20</i></b>
<b>About the Dynamic Learning Maps® Alternate Assessment System .....</b>	<b>20</b>
Students .....	20
Subjects.....	21
The Dynamic Learning Maps Foundations.....	21
Essential Elements .....	21
Blueprints.....	22
The Relationship Between English Language Arts and Mathematics Essential Elements, Nodes, and Mini-maps .....	22
Science .....	25
Essential Elements for Science.....	25
Science: The Relationship between the Blueprint, Essential Elements, and Linkage Levels .....	26
<b>About Kite® Student Portal and Educator Portal .....</b>	<b>27</b>
<b>How to Use the DLM Website .....</b>	<b>28</b>
Resources on the DLM Website .....	28
<b><i>HOW THE ASSESSMENT SYSTEM WORKS .....</i></b>	<b><i>30</i></b>
<b>Overview .....</b>	<b>30</b>
<b>Testlets .....</b>	<b>31</b>
<b>The Cycle of Instruction, Assessment, and Evaluation .....</b>	<b>32</b>

## ***GUIDELINES FOR USING THE INSTRUCTION AND ASSESSMENT PLANNER IN THE FALL WINDOW***

<b>.....</b>	<b>34</b>
<b>ELA and Mathematics in the Fall Window .....</b>	<b>34</b>
<b>Science Essential Elements in the Fall Window.....</b>	<b>35</b>
<b>Linkage Level Recommendations for the Fall Window .....</b>	<b>35</b>
<b>Review and Revise Choices in the Fall Window .....</b>	<b>35</b>
<b>Retrieve Instructional Information in the Fall Window .....</b>	<b>36</b>
Mini-maps .....	36
Professional Development Modules .....	36
Other Instructional Resources .....	37
<b>Assign a Testlet in the Fall Window .....</b>	<b>37</b>
<b>Schedule and Arrange Assessment Sessions.....</b>	<b>37</b>
<b>Prepare to Administer a Testlet .....</b>	<b>38</b>
Testlet Information Pages (TIPs) .....	38
TIPs for ELA Testlets .....	39
TIPs for Mathematics Testlets .....	40
TIPs for Science Testlets.....	40
Materials for ELA, Mathematics, and Science .....	40
<b>Duration of the Assessment Administration for ELA, Mathematics, and Science .....</b>	<b>41</b>
<b>Field Test Testlets .....</b>	<b>41</b>
ELA and Mathematics .....	41
Science .....	41
Additional Facts about Field Test Testlets .....	42
<b>Monitor Testing Progress for ELA and Mathematics During Each Window .....</b>	<b>42</b>
<b><i>BEFORE BEGINNING ASSESSMENTS .....</i></b>	<b><i>44</i></b>
<b>Key Steps .....</b>	<b>44</b>
<b>Complete the Security Agreement .....</b>	<b>45</b>
<b>Complete Training and Professional Development.....</b>	<b>46</b>
Required Test Administrator Training.....	48
Professional Development for Instructional Support .....	49
Supplemental Training.....	49
<b>Review Student Demographic Information .....</b>	<b>50</b>
<b>Access the Instruction and Assessment Planner .....</b>	<b>50</b>
<b>Complete or update the Personal Needs and Preferences Profile.....</b>	<b>51</b>
<b>Complete and Submit the First Contact Survey .....</b>	<b>51</b>
Linkage Level Recommendations for ELA, Mathematics, and Science .....	51
Fall Window .....	52
Spring Window for ELA and Mathematics .....	52
Spring Window for Science .....	52

Resources for Completing the First Contact Survey .....	52
<b>Prepare for Assessment With Practice Activities and Released Testlets .....</b>	<b>53</b>
Released Testlets .....	53
Practice Activities.....	54
Teacher Practice Activity.....	54
Student Practice Activity.....	55
Student Accounts for Practice Activities and Released Testlets .....	55
<b>Troubleshoot Access in Educator Portal .....</b>	<b>56</b>
No Access to the Instruction and Assessment Planner or Test Management .....	57
No Access to Create a Plan on the Student View Page in the Instruction and Assessment Planner .....	57
No Access to the Test Management Screen in Educator Portal or No Science Testlets Available .....	57
<b>INTRODUCTION TO DYNAMIC LEARNING MAPS TESTLETS .....</b>	<b>58</b>
<b>Computer-Delivered Testlets .....</b>	<b>59</b>
Overview .....	59
General Structure of Computer-Delivered Testlets .....	59
Computer-Delivered Item Types.....	63
Response Selection for Computer-Delivered Item Types .....	67
Computer-Delivered Assessment Arrangement .....	70
<b>Teacher-Administered Testlets.....</b>	<b>71</b>
Overview .....	71
General Structure of Teacher-Administered Testlets .....	71
Teacher-Administered Reading Testlets .....	71
Teacher Administered Writing Testlets .....	74
Teacher-Administered Mathematics Testlets.....	80
Teacher-Administered Science Testlets .....	82
Teacher-Administered Testlet Administration .....	84
Testlet Administration for Teacher-Administered English Language Arts, Mathematics, and Science .....	84
Teacher-Administered Reading Testlets .....	85
Teacher-Administered Mathematics Testlets.....	85
Teacher-Administered Science Testlets.....	86
<b>Accessibility Supports .....</b>	<b>86</b>
Language Translation .....	86
Sign Interpretation.....	87
Other Practices Allowed .....	87
<b>Testlets For Students Who Are Blind or Have Visual Impairments.....</b>	<b>88</b>
Form Types .....	88
Form Availability .....	88
Form Delivery.....	89
Tactile Graphics.....	90
Response Scoring for Braille .....	90
<b>Alternate Form-Visual Impairment Option for Students Who Are Blind or Have Visual Impairments .....</b>	<b>90</b>
TIPs for an Alternate Form-Visual Impairment Option Testlet .....	91
Teacher-Administered Alternate Form-Visual Impairment Option Testlets.....	91
Computer-Delivered Alternate Form-Visual Impairment Option Testlets.....	91
Administration of Alternate Form-Visual Impairment Option Testlets .....	91

<b>Practices Allowed.....</b>	<b>92</b>
Breaks .....	92
Individualized Student Response Mode .....	92
Special Equipment for Positioning.....	92
Navigation Across Screens .....	92
Test Administrator Response Entry for Students.....	92
Interactive Whiteboards .....	93
Alternate Representations of Response Options.....	93
Graphic Organizers.....	93
Blank Paper .....	93
Use of Reinforcement .....	93
Generic Definitions .....	94
<b>Practices Not Allowed .....</b>	<b>94</b>
<b><i>GUIDELINES FOR USING THE INSTRUCTION AND ASSESSMENT PLANNER IN THE SPRING WINDOW.....</i></b>	<b><i>95</i></b>
<b>Key Steps .....</b>	<b>95</b>
<b><i>SPRING WINDOW—ELA AND MATHEMATICS .....</i></b>	<b><i>96</i></b>
Select a Linkage Level.....	96
Individual Student Score Reports for ELA and Mathematics .....	96
<b><i>SPRING WINDOW – SCIENCE.....</i></b>	<b><i>97</i></b>
<b>Key Steps .....</b>	<b>97</b>
Testlet Information Pages (TIPs) for Science .....	98
Monitor Testing Progress During Spring Science Assessments.....	98
Individual Student Score Reports for Science .....	99
<b><i>PREPARE FOR NEXT YEAR .....</i></b>	<b><i>100</i></b>
Review Blueprints .....	100
<b><i>KITE STUDENT PORTAL USER GUIDE .....</i></b>	<b><i>101</i></b>
Kite Student Portal Assessment Devices.....	101
Internet Connectivity .....	101
Kite Student Portal Procedures .....	101
Access Practice Activities and Released Testlets .....	101
Begin Operational Assessment.....	104
Start a Testlet.....	104
Navigate in Kite Student Portal.....	107
Spoken Audio .....	108
Take a Break During Assessment .....	109
Complete a Testlet.....	110
Troubleshoot in Kite Student Portal .....	111

<b>REFERENCES .....</b>	<b>112</b>
<b>GLOSSARY .....</b>	<b>113</b>
<b>DYNAMIC LEARNING MAPS® APPENDIX .....</b>	<b>119</b>
<b>Appendix A. First Contact Survey (All Questions) .....</b>	<b>119</b>
Special Education .....	119
Sensory Capabilities .....	120
Motor Capabilities and Health .....	121
Computer Instruction.....	121
Communication.....	122
Language.....	125
Academic.....	125
<b>STATE APPENDICES.....</b>	<b>128</b>
<b>Document History .....</b>	<b>128</b>



## 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*

Topic	Starting Page
Updated the Security Agreement	46
Updated language	Throughout

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

## CHECKLISTS FOR TEST ADMINISTRATORS

HINT: Print the following pages and keep them handy!

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*

<input checked="" type="checkbox"/>	Step	Resources
	1. Confirm student eligibility to participate in the DLM alternate assessment.	Go to Participation Guidelines in the state appendix (if provided by your state) of this TEST ADMINISTRATION MANUAL
	2. Read this TEST ADMINISTRATION MANUAL.	
	3. Use the resources on your state's DLM webpage to become familiar with the DLM Alternate Assessment System, the subjects assessed, and the procedures to prepare for the assessment.	How to Use the DLM Website, page 28 of this manual
	4. Share information about the DLM alternate assessment with parents or guardians, preparing them for their students' assessment experience.	Go to the DLM website > About DLM dropdown > DLM Assessments > Information for Parents

## CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	5. Review the blueprints for each subject being tested to prepare for instruction and decide which Essential Elements will be appropriate for each student.	<a href="#">Instructional Resources</a>
	6. Activate your Educator Portal account by following the instructions in the Kite® activation email.	Go to the Activate Educator Portal Account section in the EDUCATOR PORTAL USER GUIDE
	7. Agree to the annual security agreement in Educator Portal.   Test administrators will not have access to any student data unless they agree to the security agreement.	
	8. Complete the Required Test Administrator Training and pass with a score of 80% or higher. Test administrators will not be able to create plans in the Instruction and Assessment Planner until they successfully complete training.	Guide to DLM Required Test Administrator Training
	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.	ACCESSIBILITY MANUAL on the state DLM webpage
	10. Confirm with your assessment coordinator your state's requirements for documenting DLM accessibility supports.	Go to the ACCESSIBILITY MANUAL appendix, if provided by your state, on the state DLM webpage
	11. Review student demographic information in Educator Portal for accuracy and contact your assessment coordinator for corrections. <ul style="list-style-type: none"> <li>• Ensure student data are correct.</li> <li>• Ensure roster data are correct.</li> </ul>	Go to the View and Check Student Data section in the EDUCATOR PORTAL USER GUIDE

## CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	12. Record and submit the chosen supports in each student's PNP Profile in Educator Portal.	Go to the Complete PNP Profile section in the EDUCATOR PORTAL USER GUIDE
	<div data-bbox="293 485 350 621" data-label="Image"> </div> 13. Complete and submit the First Contact survey in Educator Portal. Test administrators will not be able to create plans in the Instruction and Assessment Planner until the First Contact survey is submitted.	Go to the Complete the First Contact survey section in the EDUCATOR PORTAL USER GUIDE
	14. Ensure technology personnel have installed Kite Student Portal 8.0 on assessment devices. Macs and PCs with earlier versions of Student Portal must be updated. Chromebooks will update automatically. iPads will update automatically IF auto-updates is enabled.	Your assessment coordinator or technology personnel
	15. Watch the instructional and informational helplet to learn how to use the instructionally embedded assessments in the fall and spring windows.	<a href="#">Educator Resource Videos</a>
	16. Familiarize yourself and your students with DLM testlets. <ul style="list-style-type: none"> <li>• Test administrators must consider how students communicate and which supports students use to communicate.</li> <li>• Access practice activities and released testlets by using a demo login and the <b>Practice First</b> option in Student Portal.</li> <li>• Check to ensure that Student Portal works on the student's assessment device.</li> <li>• 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.</li> </ul>	Guide to Practice and Released Testlets on the DLM website.

## CHECKLISTS FOR TEST ADMINISTRATORS

### 1. FALL WINDOW

Table 5

*Fall Window Checklist*

☑	Step	Resources
	<b>English Language Arts and Mathematics</b> Basics concepts during fall window: <ol style="list-style-type: none"> <li>1. Participation in the fall window is required.</li> <li>2. Blueprint coverage for each subject is required during the window.               <ol style="list-style-type: none"> <li>a. Follow state guidelines when choosing Essential Elements for instruction and assessment.</li> <li>b. More than the minimum number of Essential Elements in each requirement may be selected for instruction and assessment.</li> </ol> </li> <li>3. Test administrators perform their administrative tasks in the Instruction and Assessment Planner in Educator Portal.</li> <li>4. All instruction is provided outside of Educator Portal.</li> <li>5. All testing occurs in the Student Portal.</li> <li>6. Student may receive 0 or 1 field test testlet in ELA and mathematics after the blueprint requirements are met.</li> <li>7. Student performance on the ELA and mathematics testlets contributes to the end-of-year Individual Student Score Reports. Field test testlets do not contribute to Individual Student Score Reports</li> </ol>	EDUCATOR PORTAL USER GUIDE  Blueprints on the state DLM website  Go to the TEST ADMINISTRATION MANUAL state appendix, if provided
	<b>Science</b> Basic concepts during fall window: <ol style="list-style-type: none"> <li>1. Participation in the fall window is optional.</li> <li>2. Blueprint coverage is not required during the window.</li> <li>3. Test administrators perform their administrative tasks in the Instruction and Assessment Planner in Educator Portal.</li> <li>4. All instruction is provided outside of Educator Portal.</li> <li>5. All testing occurs in the Student Portal.</li> </ol>	

## CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	6. Student may receive a field test testlet for any science Essential Element selected. 7. Student performance on the testlets does NOT contribute to the end-of-year Individual Student Score Reports.	
	<div style="border: 1px dashed black; padding: 10px; text-align: center;">             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.           </div>	EDUCATOR PORTAL USER GUIDE
	<b>Basic steps in the Instruction and Assessment Planner:</b> 1. Access the Instruction and Assessment Planner in Educator Portal.	EDUCATOR PORTAL USER GUIDE
	2. Complete and submit the First Contact survey and save selections in the Personal Needs and Preferences (PNP) Profile.	EDUCATOR PORTAL USER GUIDE
	3. Select a subject to go to the Student View Page.	EDUCATOR PORTAL USER GUIDE
	4. Select an Essential Element.	
	5. Use the professional development modules to help design instructional strategies for each Essential Element.	DLM Professional Development Modules
	6. After providing instruction and the student is ready for assessment, assign the testlet for the Essential Element in the Instruction and Assessment Planner.	EDUCATOR PORTAL USER GUIDE
	7. Select the Credentials icon in the Instruction and Assessment Planner to retrieve the student's username and password for Student Portal.	EDUCATOR PORTAL USER GUIDE
	8. Schedule locations and times for assessment sessions.	
	9. Administer the testlet in Student Portal.	EDUCATOR PORTAL USER GUIDE
	10. Review the assessment mastery results in the Instruction and Assessment Planner.	EDUCATOR PORTAL USER GUIDE
	11. Evaluate the student's progress and select the next Essential Element and linkage level to be used for instruction and assessment.	EDUCATOR PORTAL USER GUIDE

## CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	12. Repeat the above general steps (3–12) for the newly selected Essential Element.	EDUCATOR PORTAL USER GUIDE
	<p>13. 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.</p> <div data-bbox="362 510 1052 678" style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>HINT: The Essential Elements Status Report: Fall is available from the opening of the fall window to the closing of the spring window.</p> </div>	EDUCATOR PORTAL USER GUIDE
	<p>14. Alternate resources in Educator Portal for tracking the progress of students are the Monitoring Summary Report, Student Progress Report, Blueprint Coverage Report (ELA and mathematics only), Class Roster Report, Blueprint Coverage Summary extract (ELA and mathematics only), and DLM Instructionally Embedded Blueprint extract.</p> <div data-bbox="362 1014 1052 1318" style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>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.</p> </div>	EDUCATOR PORTAL USER GUIDE

## CHECKLISTS FOR TEST ADMINISTRATORS

### 2. SPRING WINDOW

Table 6

#### *Spring Window Checklist*

☑	Step	Resources
	<p><b>English Language Arts and Mathematics</b>  Basics concepts and detailed steps during the spring window are the same as the fall window.</p> <hr/> <p>NOTE: The First Contact survey needs to be submitted only one time each school year. The PNP Profile should be updated and saved as necessary to meet the students needs.</p> <hr/> <p><b>Science</b>  Basic concepts during spring window:</p> <ul style="list-style-type: none"> <li>• Participation in the spring window is required.</li> <li>• System assigns Essential Elements and linkage level and delivers the testlets.</li> <li>• All test administration occurs in the Test Management tab in Educator Portal (e.g., retrieving the Testlet Information Pages).</li> <li>• All instruction is provided outside Educator Portal.</li> <li>• All testing occurs in the Student Portal.</li> <li>• Student performance on the testlets contributes to the end-of-year Individual Student Score Reports.</li> <li>• Students may receive 0 or 1 field test testlet after all science operational testlets have been submitted.</li> </ul>	
	Detailed steps on accessing and navigating Test Management for science are provided in the EDUCATOR PORTAL USER GUIDE.	EDUCATOR PORTAL USER GUIDE
	<p>Basic steps for spring science:</p> <ol style="list-style-type: none"> <li>1. Access the Test Management tab in Educator Portal.</li> </ol>	EDUCATOR PORTAL USER GUIDE
	<ol style="list-style-type: none"> <li>2. Select and open the Testlet Information Page (TIP) for the testlet to be administered.</li> </ol>	EDUCATOR PORTAL USER GUIDE



## CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	<p>3. If needed, select the testlet's test ticket for the testlet name and the student's username and password.</p> <div data-bbox="362 352 1243 478" style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>HINT: The student's username and password for all subjects are the same for both windows.</p> </div>	<p>EDUCATOR PORTAL USER GUIDE</p>
	<p>4. Schedule locations and times for assessment sessions.</p>	<p>EDUCATOR PORTAL USER GUIDE</p>
	<p>5. Administer the testlet in Student Portal.</p>	<p>EDUCATOR PORTAL USER GUIDE</p>
	<p>6. Repeat the above general steps for each testlet.</p> <div data-bbox="362 827 1243 995" style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>HINT: After the submission of a completed science testlet, the Kite system will deliver the next science testlet in about 15 minutes.</p> </div>	

## CHECKLISTS FOR TEST ADMINISTRATORS

## Step

## Resources


EDUCATOR  
PORTAL  
USER GUIDE

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

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

<input type="checkbox"/>	Test Session Name ↑	Tickets	Test Information	Test Progress	Subject
<input type="checkbox"/>	DLM-			Testlet 5 of 9	Science
<input type="checkbox"/>	DLM-			Testlet 5 of 9	Science
<input type="checkbox"/>	DLM-			Testlet 2 of 9	Science
<input type="checkbox"/>	DLM-			Testlet 4 of 9	Science
<input type="checkbox"/>	DLM-			Testlet 3 of 9	Science

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

Take a testPractice FirstSign OutClose Kite

Please select a test to take.

Dynamic Learning Maps

Mathematics

Science

SP SCI HS.LS2-2 T 11733

Testlet 3 of 9

Take Test

A student's progress in science in the spring window can also be monitored using most of the Educator Portal reports and extracts mentioned in step 18 in the Fall Window section above. The Blueprint Coverage Summary report and extract will not have data for science.

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.

## CHECKLISTS FOR TEST ADMINISTRATORS

### 3. PREPARING FOR NEXT YEAR

Table 7

#### *Preparing for Next Year Checklist*

<input checked="" type="checkbox"/>	Step	Resources
	1. Evaluate accessibility supports with IEP teams and make decisions about supports and tools for next year.	Go to the ACCESSIBILITY MANUAL on the state DLM webpage
	2. Plan academic IEP goals with IEP teams for the upcoming year. Review the test blueprints for the next grade for the student.	DLM webpage > States > State DLM > website > Manuals and Blueprints tab > Blueprints for each subject: ELA, mathematics, and science

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## INTRODUCTION

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<b>About the Dynamic Learning Maps® Alternate Assessment System .....</b>	<b>20</b>
Students .....	20
Subjects .....	21
The Dynamic Learning Maps Foundations .....	21
English Language Arts and Mathematics .....	21
Essential Elements .....	21
Blueprints .....	22
The Relationship Between English Language Arts and Mathematics Essential Elements, Nodes, and Mini-maps .....	22
Science .....	25
Essential Elements for Science .....	25
Science: The Relationship between the Blueprint, Essential Elements, and Linkage Levels .....	26
<b>About Kite® Student Portal and Educator Portal .....</b>	<b>27</b>
<b>How to Use the DLM Website .....</b>	<b>28</b>
Resources on the DLM Website .....	28

### 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 subjects in grades 3–8 and high school. The department of education in each state determines which subjects and which grades to assess.

The DLM Alternate Assessment System was developed to provide accessibility by design and 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 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 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 2021, the ELA learning map model includes more than 2,000 nodes. The mathematics learning map model 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 all ELA and mathematics Essential Elements that are available for assessment, the [Instructional Resources](#) page on the DLM website provides documents describing linkage levels and nodes. An Excel workbook, titled Professional Development Modules Supporting Essential Elements, is also available on the [Instructional Resources](#) page. This workbook cross-references each Essential Element to the relevant professional development modules (Figure 1). The workbook includes one tab for ELA and one for mathematics.

Figure 1. Professional Development Modules Supporting Essential Elements workbook.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	
1	Grade	EE	Description	Foundational Modules										Modules Organized by Claims and Conceptual Areas																						
			<a href="http://dlmpd.com">http://dlmpd.com</a>	DLM Claims and Conceptual Areas	DLM Core Vocabulary and Communication	DLM Essential Elements	IEPs linked to the DLM Essential Elements	Standards of Mathematics Practice	Symbols	Universal Design for Learning	Who are the students with significant disabilities?	Algebraic Thinking	Basic Geometric Shapes and their Attributes	Calculate Accurately with Addition	Calculate Accurately with Division	Calculate Accurately with Multiplication	Calculate Accurately with Subtraction	Composing, Decomposing, and Comparing Numbers	Composing and Decomposing Shapes and Area	Counting and Cardinality	Exponents and Probability	Forms of Number	Fraction Concepts and Models PART 1	Fraction Concepts and Models PART 2	Functions and Rates	Measuring and Comparing Lengths	Organizing and Using Data to Answer Questions	Place Value	Properties of Lines and Angles	Time and Money	Perimeter and Volume and Mass	Patterns and Sequences	The Power of Ten-Frames	Units and Operations	Unitizing	
2																																				
3			Self-Directed Module #	10	17	2	7	5	8	3	0	39	25	27	47	42	31	24	40	6	34	19	22	23	46	28	48	21	50	36	43	45	15	20	18	
4	3	3.NBT.2	Demonstrate understanding of place value to tens.	✓	✓	✓	✓	✓	✓	✓	✓						✓					✓						✓					✓	✓		
5	3	3.NBT.3	Count by tens using models such as objects, base ten blocks, or money.	✓	✓	✓	✓	✓	✓	✓	✓			✓						✓		✓						✓					✓	✓		
6	3	3.NF.1-3	Differentiate a fractional part from a whole.	✓	✓	✓	✓	✓	✓	✓	✓											✓	✓	✓									✓	✓		
7	3	3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓				✓											✓	✓		
8	3	3.G.2	Recognize that shapes can be partitioned into equal areas.	✓	✓	✓	✓	✓	✓	✓	✓		✓										✓	✓												
9	3	M.C3.1	Tell time to the hour on a digital clock.	✓	✓	✓	✓	✓	✓	✓	✓																		✓							
10	3	3.MD.4	Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks	✓	✓	✓	✓	✓	✓	✓	✓														✓											
11	3	3.MD.3	Use picture or bar graph data to answer questions about data.	✓	✓	✓	✓	✓	✓	✓	✓		✓													✓										
12	3	3.OA.1-2	Use repeated addition to find the total number of objects and determine the sum.	✓	✓	✓	✓	✓	✓	✓	✓		✓									✓						✓						✓		
			Solve one-step real-world problems using																																	

## BLUEPRINTS

The DLM Consortium state education leaders selected a subset of Essential Elements for use in each grade 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

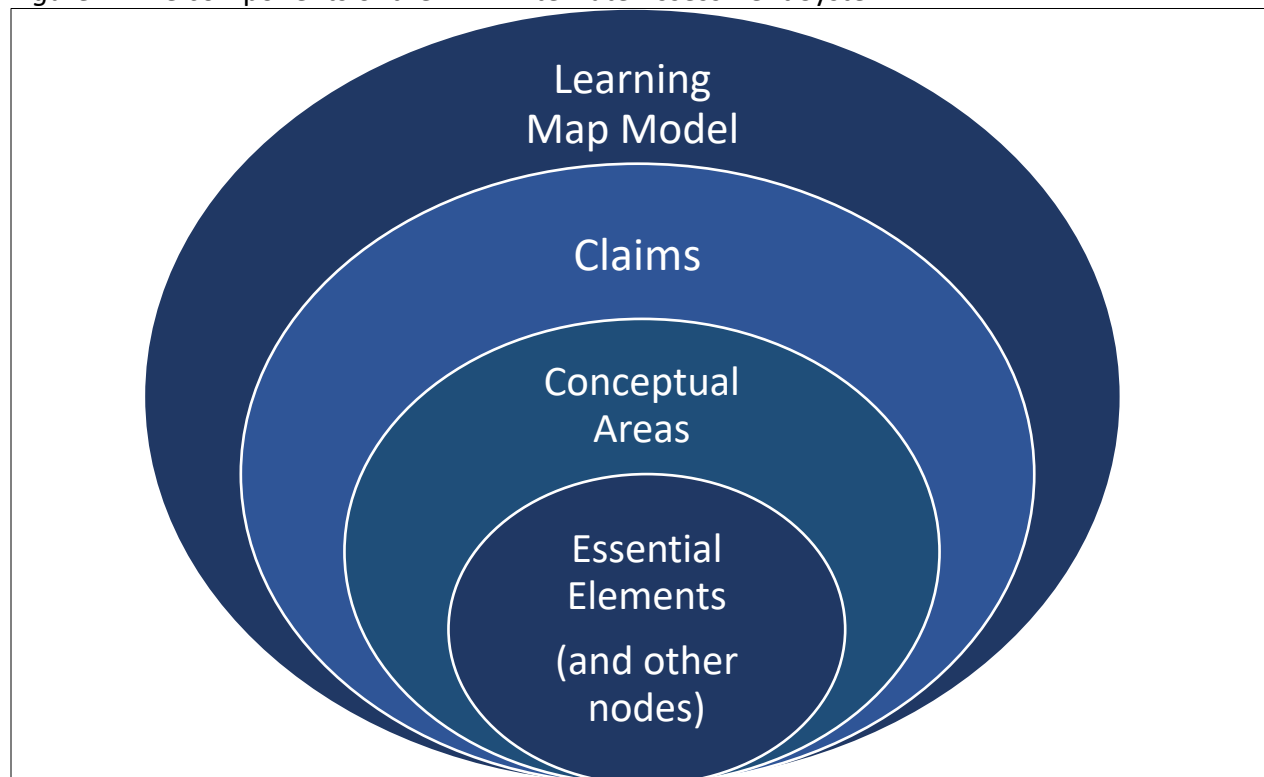
Understanding the DLM alternate assessment involves understanding the relationships among the components of the system. For ELA and mathematics, these components include the DLM learning map model, claims, conceptual areas, Essential Elements, nodes, linkage levels, and mini-maps.

Each DLM learning map model 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 learning map model so that the maps can drive the assessment system and support test administrators in setting instructional priorities for each grade. 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 learning map model and connect the maps to the overall claims. Conceptual areas are organized around common cognitive processes (Figure 2).

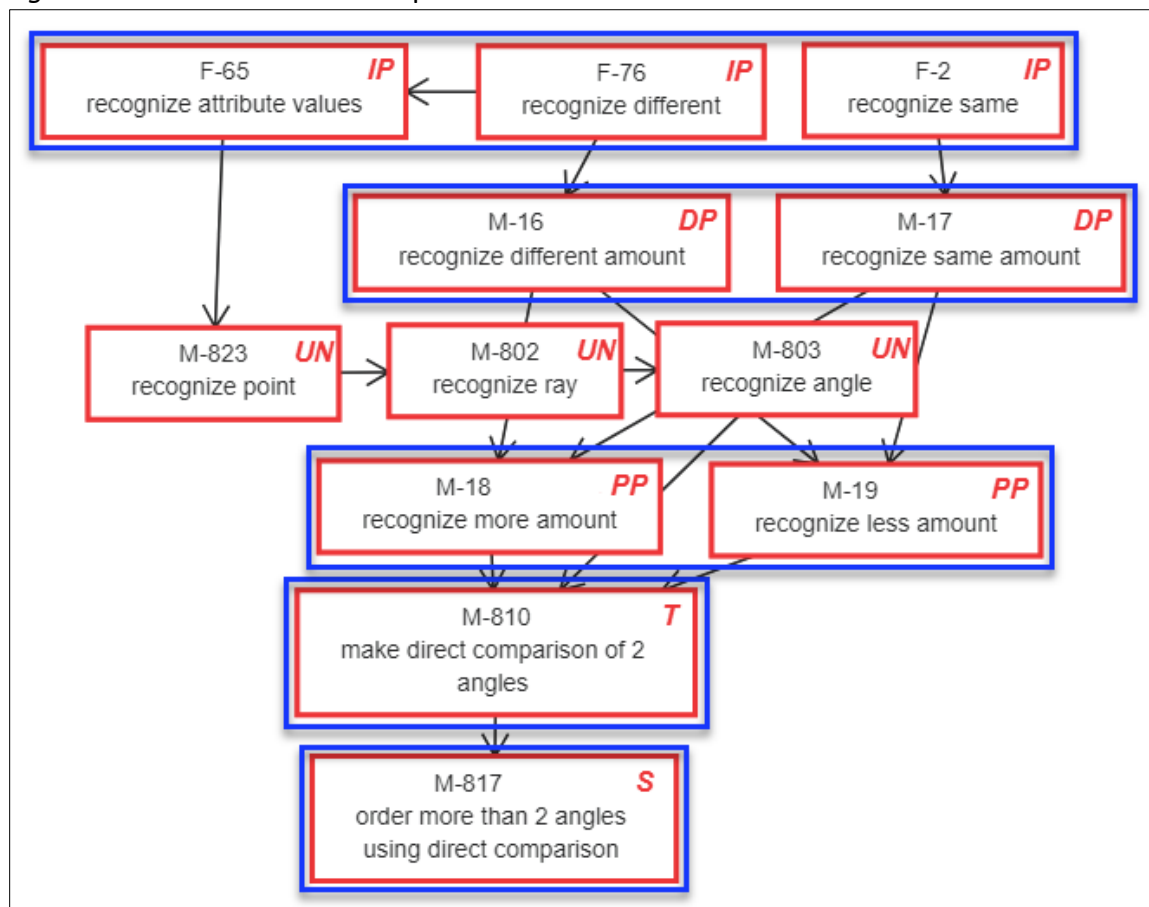
*Figure 2. The components of the DLM Alternate Assessment System.*



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 learning map model containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element.

Figure 3. Mathematics mini-map.



Each testlet spans a portion of the DLM learning map model 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 learning map model 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, reflecting foundational nodes in the DLM learning map model. These early foundational nodes connect to the Target nodes through one or more pathways in the DLM learning map model. Essential Elements that are tested at the Initial Precursor linkage level are typically intended for students who do not yet have symbolic communication, and the student does not directly interact with the testlet on the computer in Student Portal. Instead, the test administrator interacts with the testlet on the computer by following the testlet directions, observing the student's behavior, and then recording responses in the testlet.

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 these linkage levels may be either teacher-administered like those at the Initial Precursor linkage level, or they may be computer-delivered testlets, depending on the skill being tested.

Testlets at the Successor linkage level give students the opportunity to take the next step beyond the expectations described by the Essential Element at the Target linkage level. Testlets at the Successor linkage level are almost always computer-delivered directly to the student.

HINT: A PDF with each tested Essential Element and its associated mini-map is available for ELA and mathematics on the [Instructional Resources](#) page. These mini-maps show how students gain the knowledge and skills that help them achieve the Target linkage level for the Essential Element. Use the link to the [Instructional Resources](#) 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 most often 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 59.

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*

Essential Element: EE.MS-PS2-2
<b>Target level:</b> Investigate and predict the change in motion of objects based on the forces acting on those objects.
<b>Precursor level:</b> 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).
<b>Initial level:</b> Identify ways to change the movement of an object (e.g., faster, slower, stop).

[Instructional Activities](#) are available for science on the state’s DLM website. Filter by Teacher > Assessment Resources > Science.

Professional development modules for science can be accessed by selecting [Professional Development](#) at the top of the DLM website.

## ABOUT 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.



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

Kite Student Portal is the customized, secure interface that test administrators use to deliver the assessment to students. Educators and staff do not have accounts in Student Portal. Either the student will sign in using their own unique username and password, or their test administrator will sign in for them.

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

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



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

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 navigating Educator Portal, use the EDUCATOR PORTAL USER GUIDE on the DLM website.

## HOW TO USE THE DLM WEBSITE

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

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

1. Go to the [DLM website](#).
2. Select **FOR STATES** in the top menu banner 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*

Resource	Purpose
TEST ADMINISTRATION MANUAL (PDF)	Supports test administrators in preparing themselves and students for assessment
EDUCATOR PORTAL USER GUIDE (PDF)	Supports test administrators in navigating Educator Portal to access assessment information including student data and reports
ACCESSIBILITY MANUAL (PDF)	Provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility supports available in Student Portal
<a href="#">Instructional Resources</a> (webpage)	Includes additional resources for educators and test administrators, such as test blueprints, tested Essential Elements and their associated mini-maps, a materials collection list for each subject for each window, and sample Testlet Information Pages (TIPs)
Guide to DLM Required Test Administrator Training (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the DLM <a href="#">Training Courses</a> website

Resource	Purpose
Guide to Practice Activities & Released Testlets (PDF)	Supports the test administrator in using practice activities and released testlets in Student Portal with student demo accounts
<a href="#">Test Updates</a> (webpage)	Provides breaking news on test administration activities; sign up to receive Test Updates and alerts when new resources become available

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## HOW THE ASSESSMENT SYSTEM WORKS

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<b>Overview .....</b>	<b>30</b>
<b>Testlets .....</b>	<b>31</b>
<b>The Cycle of Instruction, Assessment, and Evaluation .....</b>	<b>32</b>

### 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 should embed each ELA and mathematics testlet within instruction. In this way, assessment informs teaching and benefits students. 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*

<b>ELA and Mathematics in Fall and Spring Windows</b>
<ul style="list-style-type: none"><li>• Blueprint requirements must be met in each window</li><li>• Test administrator selects Essential Elements for instruction and assessment</li><li>• Test administrator may use the system recommended linkage level or select a different one</li><li>• At least one testlet at each linkage level for each Essential Element is available</li><li>• Braille forms are available for some Essential Elements at upper linkage levels</li><li>• Results are used for end-of-year Individual Student Score Reports</li></ul>

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). Results from the science assessments during the spring window contribute to a student's science end-of-year Individual Student Score Report.

Table 11

*Science Requirements in the Fall Window*

<b>Science in Fall Window</b>
<ul style="list-style-type: none"> <li>• Optional</li> <li>• Test administrator selects Essential Elements and uses the system recommended linkage level or selects a different one for instruction and assessment</li> <li>• At least one testlet at each linkage level for each Essential Element is available</li> <li>• Braille forms are not available in this window</li> <li>• Results are <b>not</b> used for end-of-year Individual Student Score Reports</li> </ul>

Table 12

*Science Requirements in the Spring Window*

<b>Science in Spring Window</b>
<ul style="list-style-type: none"> <li>• Required</li> <li>• Entire blueprint is covered</li> <li>• The system assigns both the Essential Elements and the linkage levels, and the test administrator cannot change them</li> <li>• The testlet assessment is adaptive</li> <li>• Braille forms are available for Essential Elements at the Target linkage level only</li> <li>• Results are used for end-of-year Individual Student Score Reports</li> </ul>

**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 (Sinharay 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, depending on the subject. Each testlet assesses only one Essential Element, except for the testlet assessing the writing Essential Elements. This testlet assesses all writing Essential Elements for the grade in a single writing testlet.

For more information about the contents of testlets, go to the sections Computer-Delivered Testlets on page 59 and Teacher-Administered Testlets on page 71 in this manual.

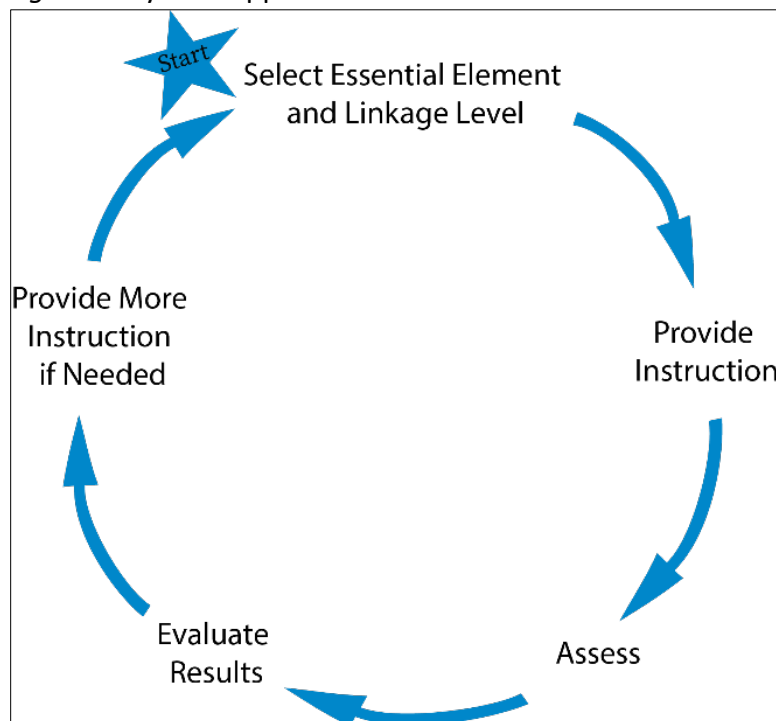
HINT: During the fall window, at least one assessment at each linkage level is available for each ELA, mathematics, and science Essential Elements. Once a student completes a testlet, another testlet at that same Essential Element and same linkage level may be available. If a testlet is not available 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 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 that were 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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## GUIDELINES FOR USING THE INSTRUCTION AND ASSESSMENT PLANNER IN THE FALL WINDOW

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<b>ELA and Mathematics in the Fall Window .....</b>	<b>34</b>
<b>Science Essential Elements in the Fall Window.....</b>	<b>35</b>
<b>Linkage Level Recommendations for the Fall Window .....</b>	<b>35</b>
<b>Review and Revise Choices in the Fall Window .....</b>	<b>35</b>
<b>Retrieve Instructional Information in the Fall Window.....</b>	<b>36</b>
Mini-maps.....	36
Professional Development Modules.....	36
Other Instructional Resources .....	37
<b>Assign a Testlet in the Fall Window .....</b>	<b>37</b>
<b>Schedule and Arrange Assessment Sessions.....</b>	<b>37</b>
<b>Prepare to Administer a Testlet .....</b>	<b>38</b>
Testlet Information Pages (TIPs) .....	38
TIPs for ELA Testlets.....	39
TIPS for Mathematics Testlets .....	40
TIPs for Science Testlets.....	40
Materials for ELA, Mathematics, and Science .....	40
<b>Duration of the Assessment Administration for ELA, Mathematics, and Science .....</b>	<b>41</b>
<b>Field Test Testlets .....</b>	<b>41</b>
ELA and Mathematics .....	41
Science .....	41
Additional Facts about Field Test Testlets .....	42
<b>Monitor Testing Progress for ELA and Mathematics During Each Window .....</b>	<b>42</b>

### 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 find out 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 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. A test administrator may choose to instruct and assess more Essential Elements than is required for blueprint coverage. However, 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 Use the Instruction and Assessment Planner section.

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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 is optional and meeting the science blueprint is not required. In the fall window, test administrators follow a similar 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 Instruction and Assessment Planner for ELA, mathematics, and science. The linkage level is intended to provide an appropriate challenge for the student and represent a good instructional target. The test administrator may select the system-recommended linkage level or choose a different one.

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.

### *MINI-MAPS*

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

- [Currently Tested Essential Elements for ELA](#)
- [Currently Tested Essential Elements for Math](#)
- [Currently Tested Essential Elements for Science](#)

### *PROFESSIONAL DEVELOPMENT MODULES*

Professional Development modules are located on the [DLM Professional Development](#) website. 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® Alternate Assessment 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. Each module is followed by a short quiz. After the educator passes the quiz, they receive a certificate of completion by email, which they should download and print for their records.

### *OTHER INSTRUCTIONAL RESOURCES*

Other instructional resources also can be accessed from the [DLM Professional Development](#) website. 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 Excel workbook titled Professional Development Modules Supporting Essential Elements, which is available on the [Instructional Resources](#) page. The tables in the workbook (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 becomes available in Student Portal, and its Testlet Information Page (TIP) becomes available in the Instruction and Assessment Planner. 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 unused 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 while testing using the **EXIT DOES NOT SAVE** button and return later to begin testing the Essential Element again. 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 59 and Teacher-Administered Testlets on page 70 of this manual.

For assessment time averages and ranges, go to Duration of the Assessment Administration on page 41 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 8.0
- the student's username and password; these are available in the Instruction and Assessment Planner and are the same for both windows and for 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
- TIP for the Essential Element

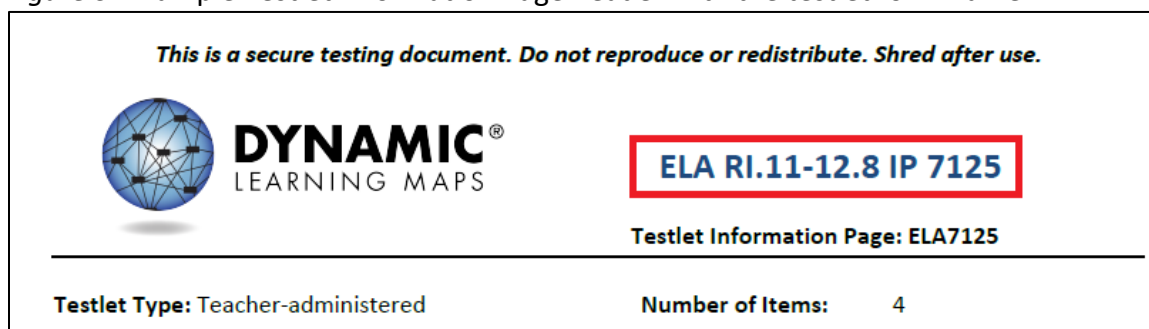
### *TESTLET INFORMATION PAGES (TIPs)*

Test administrators can find specific information for each testlet in its TIP. Test administrators access the TIP by selecting the icon 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 available for all three subjects in teacher-administered, computer-delivered, and braille. Go to [Instructional Resources](#) > select a subject > scroll to Testlets > Sample Testlet Information Pages.


HINT: During the spring window, the TIPs for science field test testlets are only available in the Test Management section of Educator Portal.

The testlet form name is included in the TIP (outlined in red in Figure 5). The following example is a TIP for an ELA assessment of reading informational text for grade 11 or 12 for a testlet at the Initial Precursor Level. The last four numbers is this testlet's ID: 7125.

Figure 5. Example Testlet Information Page header with the testlet form name.



This is a secure testing document. Do not reproduce or redistribute. Shred after use.

 **DYNAMIC**<sup>®</sup>  
LEARNING MAPS

**ELA RI.11-12.8 IP 7125**

Testlet Information Page: ELA7125

---

Testlet Type: Teacher-administered      Number of Items: 4

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. The materials for a computer-delivered testlet are typically all on the computer screens, except for students who are blind or have visual impairments.

The TIP also provides the following information for each testlet:

- **Materials Needed:** This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials 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:** This field contains a description of how the materials are used in the testlet to assess the skill. For example, the student will be able to indicate a specific object when the object's name is used.
- **Suggested Substitute Materials:** 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. Substitute materials are often allowed.
- **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 here. Testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or have visual impairments, have additional pages of instructions.
- **Alternate Text:** For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.

#### *TIPS FOR ELA TESTLETS*

TIPs for ELA testlets also provide the following information:

- the name of the text
- whether the text is informational or literature based
- whether the text is familiar or unfamiliar (familiar texts may be downloaded from the Instructional Resources page on the DLM website and used in classroom instruction prior to assessment)
- name of the grade-level text associated with the DLM alternate assessment text

Teacher-administered reading testlets use texts that should have been used during instruction and are familiar to students. 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 in [Instructional Resources](#). Choose a grade level to see all texts for that grade.

### *TIPS FOR MATHEMATICS TESTLETS*

TIPs for mathematics testlets also provide the following information:

- any specific mathematics terminology used in the testlet
- additional pages of instruction to set up mathematics testlets for students who are blind or visually impaired
- 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.

### *TIPS FOR SCIENCE TESTLETS*

TIPs for science testlets also include

- any materials needed prior to the assessment
- which 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.

### *MATERIALS FOR ELA, MATHEMATICS, AND SCIENCE*

Materials used in testlets should be familiar to the student and typically readily available. The 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 assessment. 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 stop testing and retrieve alternate materials. Student Portal can be inactive up to 90 minutes before timing out. Go to System Timeout on page 69 of this manual for more information about the 90-minute timeout.

A list of common materials used in testlets, particularly the teacher-administered testlets, is found for each subject in the Materials Collections list. Go to [Instructional Resources](#) > select the subject > Collections list. The list is first provided during the fall window and is then replaced by the one for the spring window. Review and become familiar with the list, but not everything on the list will be needed. That is why accessing the TIP ahead of time is so important, as the TIP lists the materials needed for the testlet.



## 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*

Subject	Average Duration in Minutes per Testlet
ELA Reading	10–15
ELA Writing	10–15
Mathematics	5–10
Science	5–15

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. The linkage level may be one above, one below, or the same as the operational Essential Element that was tested. The TIP for the field test testlets will be in the Test Management section of Educator Portal.

#### *SCIENCE*

In the fall window for science, covering the blueprint is not a requirement. Therefore, a field test testlet may be delivered at any time for any Essential Element selected by the test administrator. The linkage level may be one above, one below, or the same as the linkage level that the test administrator selected for the Essential Element. The TIP will be in the Instruction and Assessment Planner.

In the spring window, after completing all blueprint requirements for science, the student may receive one science field test testlet. The linkage level may be one above, one below, or the same as the operational Essential Element that was tested. The TIP for the field test is in the Test Management section of Educator Portal.

#### *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).

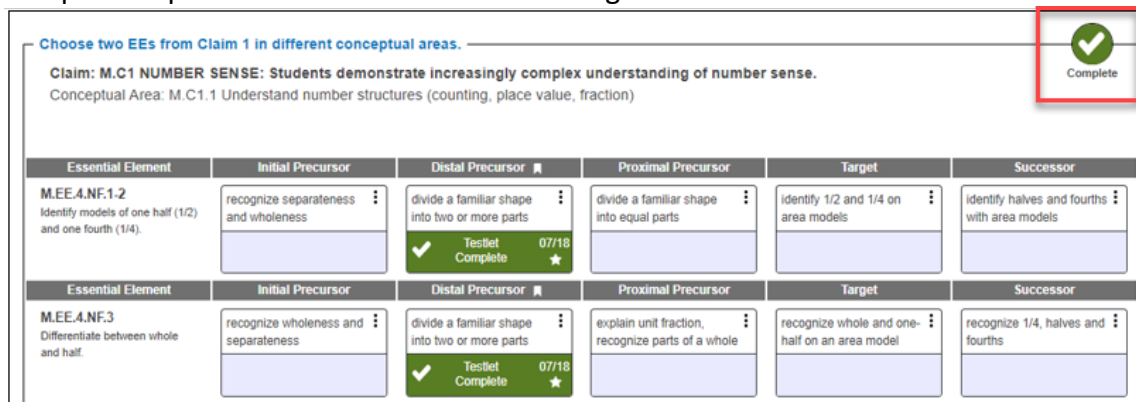
#### ADDITIONAL FACTS ABOUT FIELD TEST TESTLETS

- 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 in either subject (Figure 6).







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



Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
<b>M.EE.4.NF.1.2</b> Identify models of one half (1/2) and one fourth (1/4).	recognize separateness and wholeness	divide a familiar shape into two or more parts ✓ Testlet Complete 07/18 ★	divide a familiar shape into equal parts	identify 1/2 and 1/4 on area models	identify halves and fourths with area models
<b>M.EE.4.NF.3</b> Differentiate between whole and half.	recognize wholeness and separateness	divide a familiar shape into two or more parts ✓ Testlet Complete 07/18 ★	explain unit fraction, recognize parts of a whole	recognize whole and one-half on an area model	recognize 1/4, halves and fourths

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.

Atwood, Polly			
State ID: 54621347			
	 First Contact	 PNP Profile	 Credentials
	ELA	MATH	SCI
View/Create plans			
Blueprint requirements met	0 of 4	0 of 4	NA
Number of plans with instruction in progress	0	0	0
Testlets assigned and ready to test	0	0	0
Total number of testlets completed	0	0	0

## BEFORE BEGINNING ASSESSMENTS

<b>Key Steps .....</b>	<b>44</b>
<b>Complete the Security Agreement .....</b>	<b>45</b>
<b>Complete Training and Professional Development.....</b>	<b>46</b>
Required Test Administrator Training.....	48
Professional Development for Instructional Support .....	49
Supplemental Training.....	49
<b>Review Student Demographic Information .....</b>	<b>50</b>
<b>Access the Instruction and Assessment Planner .....</b>	<b>50</b>
<b>Complete or update the Personal Needs and Preferences Profile.....</b>	<b>51</b>
<b>Complete and Submit the First Contact Survey .....</b>	<b>51</b>
Linkage Level Recommendations for ELA, Mathematics, and Science .....	51
Fall Window .....	52
Spring Window for ELA and Mathematics .....	52
Spring Window for Science .....	52
Resources for Completing the First Contact Survey .....	52
<b>Prepare for Assessment With Practice Activities and Released Testlets .....</b>	<b>53</b>
Released Testlets .....	53
Practice Activities.....	54
Teacher Practice Activity.....	54
Student Practice Activity.....	55
Student Accounts for Practice Activities and Released Testlets .....	55
<b>Troubleshoot Access in Educator Portal .....</b>	<b>56</b>
No Access to the Instruction and Assessment Planner or Test Management .....	57
No Access to Create a Plan on the Student View Page in the Instruction and Assessment Planner .....	57
No Access to the Test Management Screen in Educator Portal or No Science Testlets Available .....	57

### 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*

Steps
1. Confirm student eligibility to participate in the DLM alternate assessment.
2. Share information about the DLM alternate assessment with parents or guardians, preparing them for their student's assessment experience.
3. Read this TEST ADMINISTRATION MANUAL.

Steps
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.
5. Gain access to Educator Portal.
6. Agree to the security agreement in Educator Portal.
7. Complete the Required Test Administrator Training.
8. Review state-specific guidelines on required and recommended professional development modules. Complete as needed.
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.
10. Review state-specific requirements for documenting DLM accessibility supports.
11. Make sure your students are rostered to you. Assessment work for the students cannot continue until they are rostered to their test administrator.
12. Access the Instruction and Assessment Planner in the Manage Tests dropdown.
13. Review student demographic information in Educator Portal for accuracy. Ask the assessment coordinator to make any needed corrections. <ul style="list-style-type: none"> <li>a) Ensure all student data are correct.</li> <li>b) Ensure all roster data are correct.</li> </ul>
14. Update and save each student's Personal Needs and Preferences (PNP) Profile, if needed.
15. Submit each student's First Contact survey once it is completed.
16. Ensure that Kite® Student Portal 8.0 is installed on student assessment devices. Go to your technology personnel for help.
17. Become familiar with DLM practice activities and released testlets. <ul style="list-style-type: none"> <li>a) Access practice activities and released testlets using student demo accounts.</li> <li>b) Check compatibility of students' assistive devices with Student Portal by allowing students ample time with practice activities and released testlets.</li> </ul>

## 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 and agree to the security agreement annually (Figure 8).

Figure 8. Example of the Security Agreement text.

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

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

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

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

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

Save

At the bottom of the page, there are links for "Live Chat", "© 2021. University of Kansas.", and "Site Map".

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

Contact 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*

<b>Required Test Administrator Training</b>	<b>Professional Development for Instruction</b>	<b>Supplemental Training</b>
<ul style="list-style-type: none"> <li>• The training covers critical content for managing and delivering the DLM alternate assessment.</li> <li>• Test administrators will not be able to deliver testlets until they have completed training.</li> <li>• States decide which format(s) to offer for new test administrator training: self-directed or facilitated. All returning test administrator training is self-directed.</li> <li>• Successful completion is a score of 80% or higher on the post-test.</li> </ul>	<ul style="list-style-type: none"> <li>• The modules support academic instruction for students who take the DLM alternate assessment.</li> <li>• The modules are strongly recommended.</li> <li>• Most modules are focused on instruction for students at the Target linkage level. However, some resources are available for the most chosen Essential Elements to help teachers with students who take the assessments at the Initial and Distal Precursor linkage levels.</li> <li>• A few recorded webinars around instruction are available.</li> <li>• States and districts may recommend or require specific modules.</li> <li>• States decide which format(s) to offer (self-directed or facilitated).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Supplemental training is strongly recommended.</li> </ul>

---

NOTE: Your district assessment coordinator may provide a training plan tailored to your state and for training beyond what is provided by the DLM Consortium.

---

### *REQUIRED TEST ADMINISTRATOR TRAINING*

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

- the roles in Educator Portal that are automatically enrolled for the required training
- the courses that are offered (New Test Administrator Required Training, Returning Test Administrator Required Training, or both)
- the course format that is to be used (self-directed, facilitated, or both)

Test administrators access the Required Test Administrator Training in an online educational platform from the [Training Courses](#) website. Test administrators each have their own unique username and password. 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 required training.

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: Go to 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 signs in to [Training Courses](#), only the first module in the course is initially available. Each module ends with a post-test, which must be passed with a score of 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, participants receive a certificate of completion, which they are strongly advised to download, save, and print.

The four required modules in the New Test Administrator Training course are as follows:

1. Overview of the Dynamic Learning Maps Alternate Assessment
2. Testlets
3. The Instructionally Embedded Model
4. Becoming Familiar with DLM Resources

The Returning Test Administrator Training course consists of only one module, which takes approximately one hour. This module is a review of the four modules in the course for new test administrators. The returning course ends with a post-test. The post-test must be with a score of 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, 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 administrator's decision. All post-tests must be completed on [Training Courses](#), 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 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 Alternate Assessment System. A variety of content and multiple methods to access the materials are available.
- 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 [DLM Instructional Supports Facebook](#).
- 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 at <https://dlmpd.com/>.

#### *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). Go to your state's DLM website > filter by Teacher role > Assessment Resources > scroll to [Educator Resource 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. Check with your assessment coordinator for specific guidance on the deadlines to review student demographic information and the procedures for correcting records.

Questions to ask include the following:

- Do all of 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 grade-appropriate testlets to be delivered in Student Portal.

## 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' instruction and then 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 and save them.
- 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 TIP for the testlet.
- Access the Braille Ready File (BRF) if available for the Essential Element and if applicable for the student.
- Retrieve the credentials for the student (username and password).
- Review testlet results.

- Print the Essential Element Status Report for each student in each applicable subject, if desired.

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

## COMPLETE OR UPDATE 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 as an appendix in the ACCESSIBILITY MANUAL on their DLM state website. 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. Go to 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

### *LINKAGE LEVEL RECOMMENDATIONS FOR ELA, MATHEMATICS, AND SCIENCE*

The First Contact survey is a series of items that go beyond basic demographics, covering a variety of areas, including communication, academic skills, and attention. The test administrator enters the responses for each eligible student to whom they are rostered.

Responses to the survey items 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. The items are categorized into following sections:

- expressive communication
- reading skills
- writing skills
- math skills
- science skills

### *FALL WINDOW*

When the fall window opens, the test administrator can easily access the First Contact survey and respond to the items in it. The data is analyzed and used to recommend the linkage level for each ELA, mathematics, and science Essential Element in the Instruction and Assessment Planner. Test administrators can begin the Essential Elements selection process immediately after submitting the survey and can accept the system-recommended linkage level or select a different one.

### *SPRING WINDOW FOR ELA AND MATHEMATICS*

The student's performance on most ELA and all mathematics Essential Elements that were tested in the fall window determines the recommended linkage level for those Essential Elements in the spring window. If an Essential Element was not tested during the fall window, the data from the student's First Contact survey is used to recommend the linkage level. The test administrator may accept the system recommendations or select a different one for each ELA and mathematics Essential Elements. The linkage level recommendation in the spring window for the writing Essential Elements is different from the other ELA Essential Elements.

During the spring window, the linkage level recommendation for the writing Essential Elements is **always** based on the test administrator's responses to the writing items in the student's First Contact survey and never on the student's performance on the writing testlet from the fall window.

### *SPRING WINDOW FOR SCIENCE*

Science testing during the spring window is different from science testing in the fall window, and it is also different from ELA and mathematics in the spring window. For science in the spring window, the Kite system assigns the order in which the science Essential Elements are tested and assigns the linkage levels for each Essential Element. The test administrator cannot change either of those. All Essential Elements from the blueprint are tested. All test administration tasks are in the Test Management section of Educator Portal (i.e., downloading the TIP and test ticket, accessing the BRF file if applicable, etc.).

In addition, science assessments are adaptive in the spring window. The process is as follows:

1. The system assigns the first science Essential Element to be tested and its linkage level.
2. The student is administered the testlet for that Essential Element in Student Portal. The system evaluates the student's performance on the testlet and then adapts, determining the linkage level assignment for the next science Essential Elements to be tested.
3. The system assignment continues until all science Essential Elements from the blueprint are tested.

### *RESOURCES FOR COMPLETING THE FIRST CONTACT SURVEY*

Use the following resources for step-by-step instructions and guidance in completing the First Contact survey and the PNP Profile. Test administrators can choose to complete these tasks in one of two places: by selecting the icons on the View Student screen in Educator Portal before

the opening of the fall window or by selecting the icons in the Instruction and Assessment Planner after the opening of the fall window.

- **EDUCATOR PORTAL USER GUIDE:** Complete the First Contact Survey section.
- **A complete list of First Contact survey questions:** appendix of this manual.
- **The Personal Learning Profile helplet video:** a demonstration on how to complete the First Contact survey and the PNP Profile. It is available on the [Educator Resource Videos](#) page of your state's DLM website.

## 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 113 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 PDF 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 selected from a variety of Essential Elements and linkage levels from grade 3 through high school. Each testlet contain items that align to Essential Elements at a designated linkage level.

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.



Table 16. describes the labels from the image.

Table 16.

*Definitions Behind a Released Testlet Name*

Subject	Grade	Section and Level Code	Linkage Level
English language arts, reading informational text (ELA.RI)	3	2, identify details in a text.	S, successor

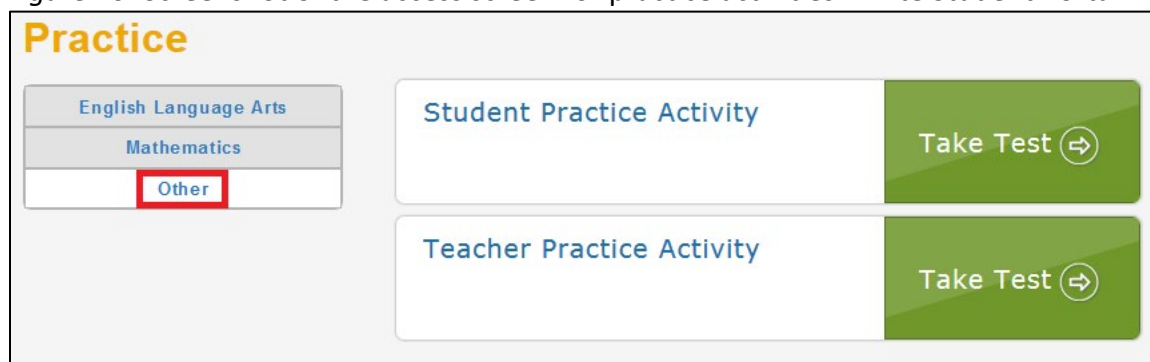
To determine the Essential Element and skills assessed in a particular released testlet, use the label in conjunction with the Currently Assessed Essential Elements resources located on the [Instructional Resource](#) pages for ELA, mathematics, and science.

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

*PRACTICE ACTIVITIES*

Sign in to Student Portal with the practice account credentials (Figure 10). Select **Other**.

*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 presymbolic 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 prior to the assessment. The TIP lists those materials. Remember that substitutions can be made as necessary unless expressly noted in the TIP. Directions for how to prepare for the testlet are also provided as Educator Directions on the first screen(s) of the testlet.

HINT: The practice activities do not include 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 94 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*

Name	Password	PNP Profile Supports Turned On
demo.sue29	wall3	None*
demo.sue28	sand3	<b>Spoken audio:</b> Voice source = synthetic, Read at start = false, Spoken preference = text and graphics, Audio for directions only = false  <b>Contrast color:</b> Green text on white background
demo.sue30	swept	<b>Switch:</b> scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity**
demo.sue31	topic	2× magnification
demo.sue33	void7	4× magnification and reverse contrast
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	<b>Switch:</b> scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2**
demo.sue36	stop3	<b>Spoken Audio:</b> voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false
demo.sue37	after	5× magnification

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, go to Access Practice Activities and Released Testlets on page 101 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

- rosters have been created that link their students to them.
- they have passed all Required Test Administrator Training modules with a passing score of 80% on each post-test

Users with the role of Teacher in Educator Portal will receive the following error message:

“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.”

### *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 plans 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, the test administrator has passed required test administration training, their students' First Contact survey is submitted, 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 spring science field test testlets. The same requirements for using the Instruction and Assessment Planner described in the previous paragraph apply to the Test Management section of Educator Portal.

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## INTRODUCTION TO DYNAMIC LEARNING MAPS TESTLETS

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<b>Computer-Delivered Testlets .....</b>	<b>59</b>
Overview .....	59
General Structure of Computer-Delivered Testlets .....	59
Computer-Delivered ELA Reading Testlet Structure .....	60
Computer-Delivered Mathematics Testlet Structure .....	61
Computer-Delivered Science Testlet Structure .....	62
Computer-Delivered Item Types .....	63
Response Selection for Computer-Delivered Item Types .....	67
No Response Option .....	68
System Timeout .....	69
Computer-Delivered Assessment Arrangement .....	70
Maximize Student Interaction with the Computer-Delivered Testlet .....	70
Maximize Student Independence .....	70
<b>Teacher-Administered Testlets .....</b>	<b>71</b>
Overview .....	71
General Structure of Teacher-Administered Testlets .....	71
Teacher-Administered Reading Testlets .....	71
Structure of Teacher-Administered Reading Testlets .....	72
Alternate Text for Reading Testlets .....	74
Teacher Administered Writing Testlets .....	74
Pictures, Symbols, or Use of a Word Bank .....	76
Writing Topic .....	76
Test Administration Tasks in Writing Testlets .....	77
Retention of the Writing Product .....	80
Teacher-Administered Mathematics Testlets .....	80
Structure of Teacher-Administered Mathematics Testlets .....	80
Teacher-Administered Science Testlets .....	82
Structure of Teacher-Administered Science Testlets .....	82
Teacher-Administered Testlet Administration .....	84
Testlet Administration for Teacher-Administered English Language Arts, Mathematics, and Science .....	84
Teacher-Administered Reading Testlets .....	85
Teacher-Administered Mathematics Testlets .....	85
Teacher-Administered Science Testlets .....	86
<b>Accessibility Supports .....</b>	<b>86</b>
Language Translation .....	86
Sign Interpretation .....	87
Other Practices Allowed .....	87
<b>Testlets For Students Who Are Blind or Have Visual Impairments .....</b>	<b>88</b>
Form Types .....	88
Form Availability .....	88
Form Delivery .....	89
Tactile Graphics .....	90
Response Scoring for Braille .....	90
<b>Alternate Form-Visual Impairment Option for Students Who Are Blind or Have Visual Impairments .....</b>	<b>90</b>
TIPs for an Alternate Form-Visual Impairment Option Testlet .....	91

Teacher-Administered Alternate Form-Visual Impairment Option Testlets.....	91
Computer-Delivered Alternate Form-Visual Impairment Option Testlets.....	91
Administration of Alternate Form-Visual Impairment Option Testlets .....	91

## **Practices Allowed..... 92**

Breaks .....	92
Individualized Student Response Mode .....	92
Special Equipment for Positioning.....	92
Navigation Across Screens.....	92
Test Administrator Response Entry for Students.....	92
Interactive Whiteboards .....	93
Alternate Representations of Response Options.....	93
Graphic Organizers.....	93
Blank Paper .....	93
Use of Reinforcement.....	93
Generic Definitions .....	94

## **Practices Not Allowed ..... 94**

## **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.

---

**NOTE:** Teacher-administered testlets will be described on page 71 of this manual

---

Computer-delivered testlets in the Dynamic Learning Maps® (DLM®) alternate assessment are the 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.

**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 × 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 English language arts (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.

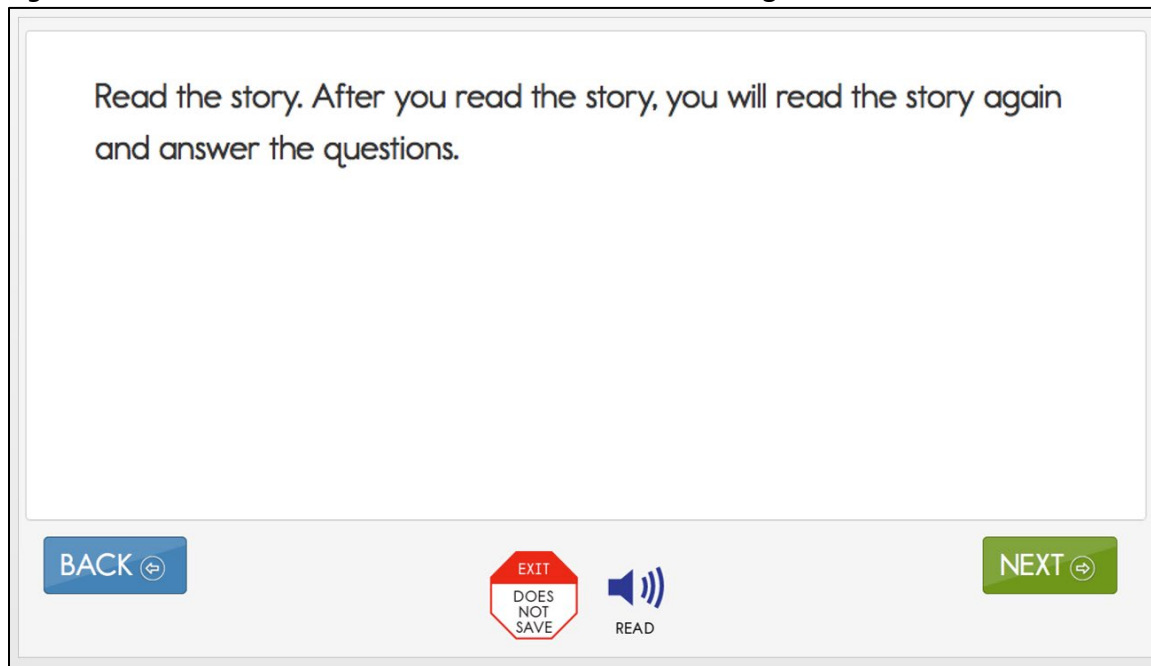
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NOTE: Occasionally an item is embedded within a text that is not directly assessing reading comprehension of the text itself. Instead, the item is addressing the linkage level skill for the Essential Element being assessed.

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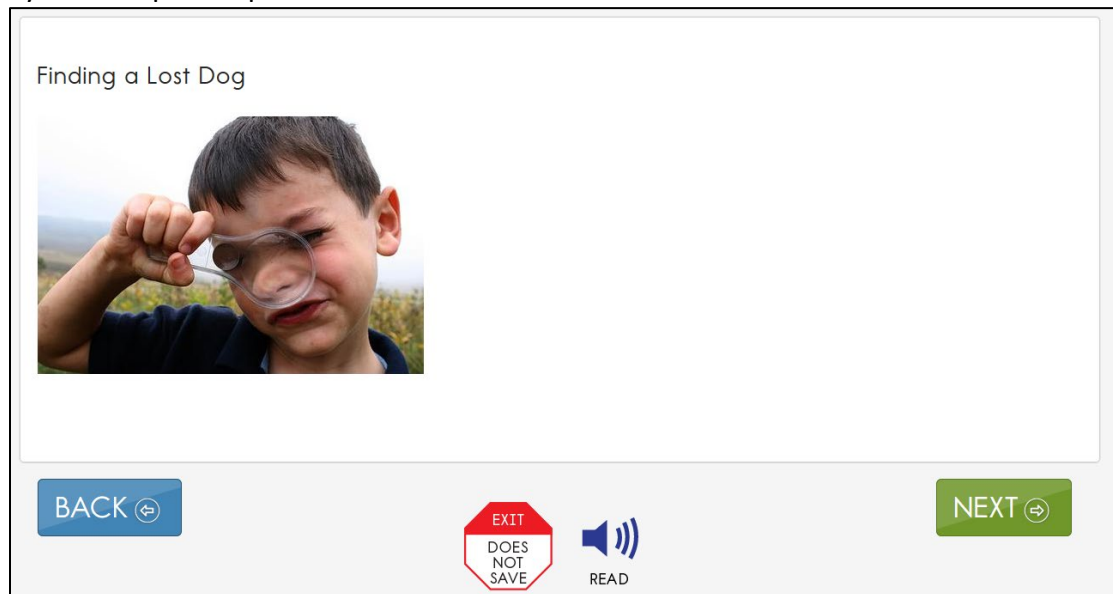
The first screen in ELA reading testlets directs students to read the text (Figure 11).

*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 Personal Needs and Preferences (PNP) Profile (Figure 12). For all testlets, test administrators are permitted to read aloud to students.

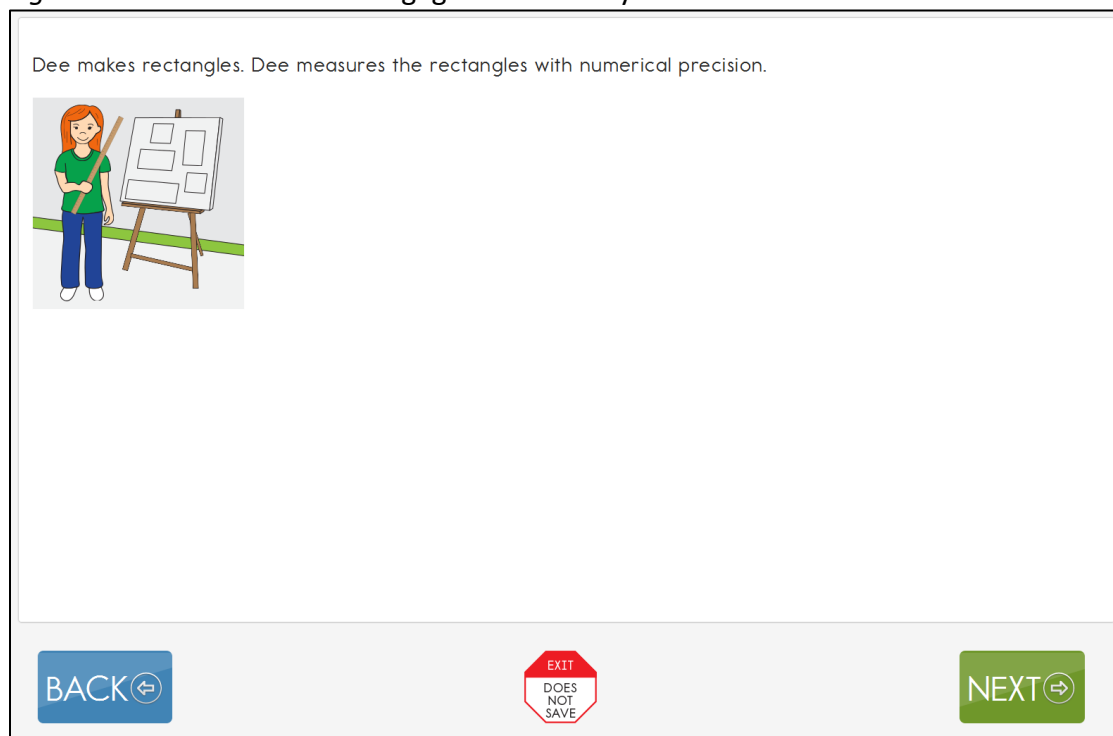
*Figure 12.* Screenshot of an ELA reading testlet in Kite Student Portal with the text read aloud by the computer option.



### 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.

*Figure 13.* Screenshot of an engagement activity in a mathematics testlet in Kite Student Portal.



## Computer-Delivered Science Testlet Structure

---

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

---

Each science testlet bundles together an engagement activity at the beginning of the testlet followed by three to five items. Science engagement activities can be one of four types:

- The first type of engagement activity is simply a single screen with one or two pictures along with a short sentence that introduces the science topic to be assessed. The items in this testlet will assess the Essential Element topic, not the engagement screen itself.
- A second type of engagement activity describes a scenario which taps prior knowledge or experience, introduces the concept to be addressed, and provides context for the items. The items in this testlet type will assess information in the engagement activity and the Essential Element topic.
- A third type of engagement activity may be designed around a science story featuring an experiment or classroom activity that is presented twice, with items embedded within the second presentation of the activity or at the end of the second presentation. The items in this testlet type will assess information in the engagement activity and the Essential Element topic.
- The last type is a short silent video (up to 30 seconds) and is only found a very few testlets at the upper grade bands and the upper linkage levels. Students view the short video and then respond to three items that include still-frame photos from the video. The entire video clip is completely soundless. However, even without audio, the video player will display the speaker icon and volume setting on the video, so it appears the option to change the volume of the audio is available. The items in this testlet type assess information in the video and in the Essential Element topic.

The following is an example of a science story. The instructions at the beginning of the testlet describe to 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.

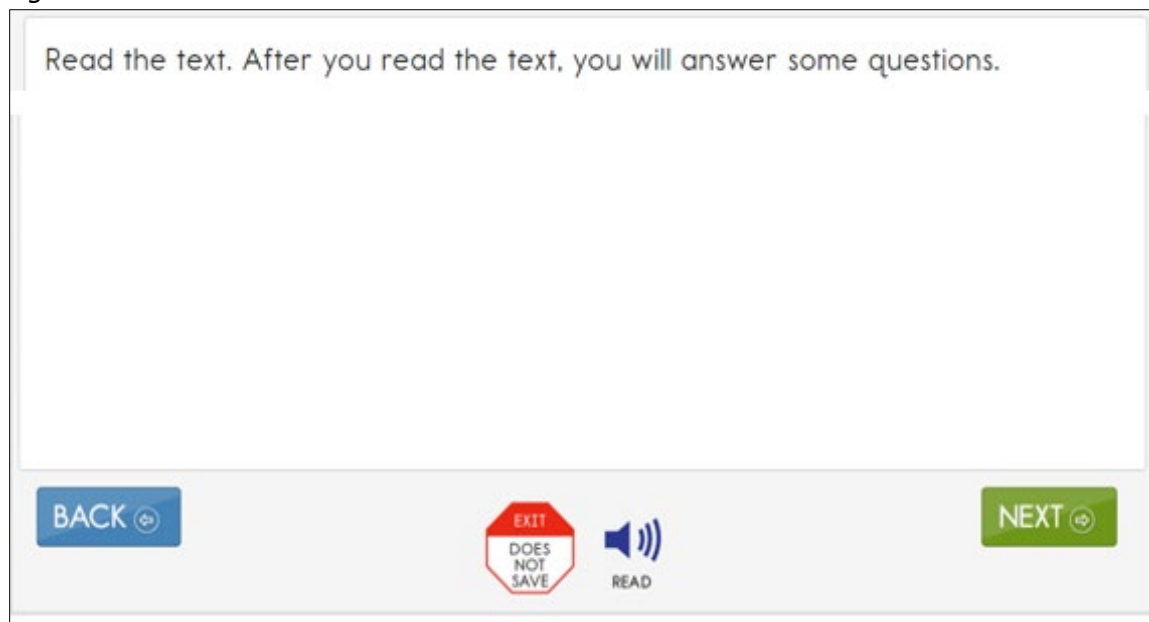
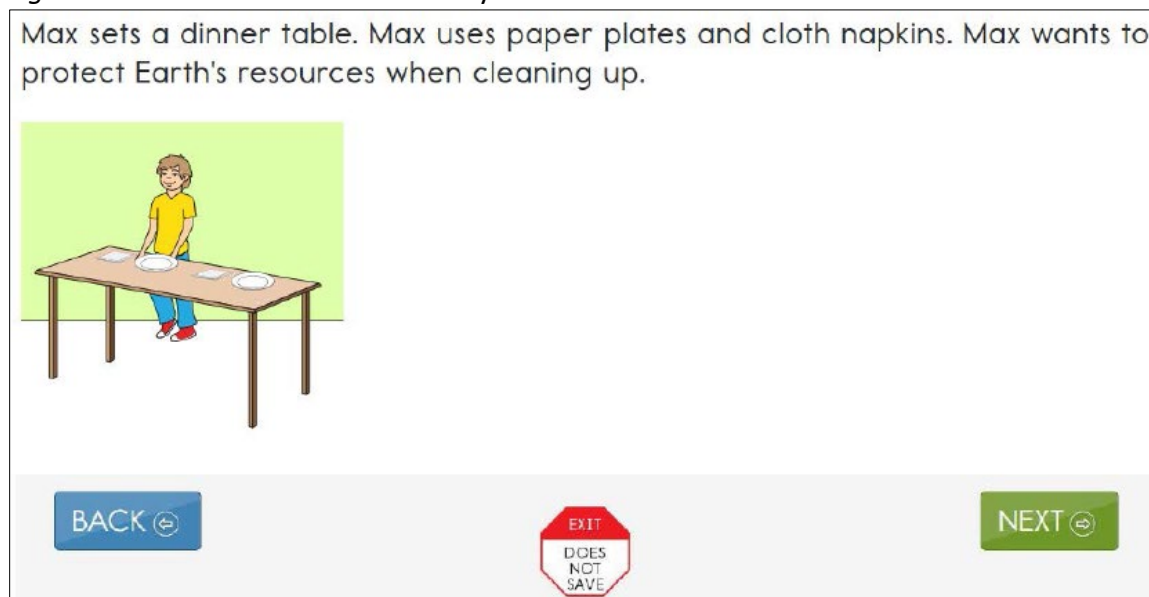


Figure 15 is from a testlet where a short story is presented only once to the student. Although not shown, the testlet items follow the story on the next screen of the testlet.

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



### 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:

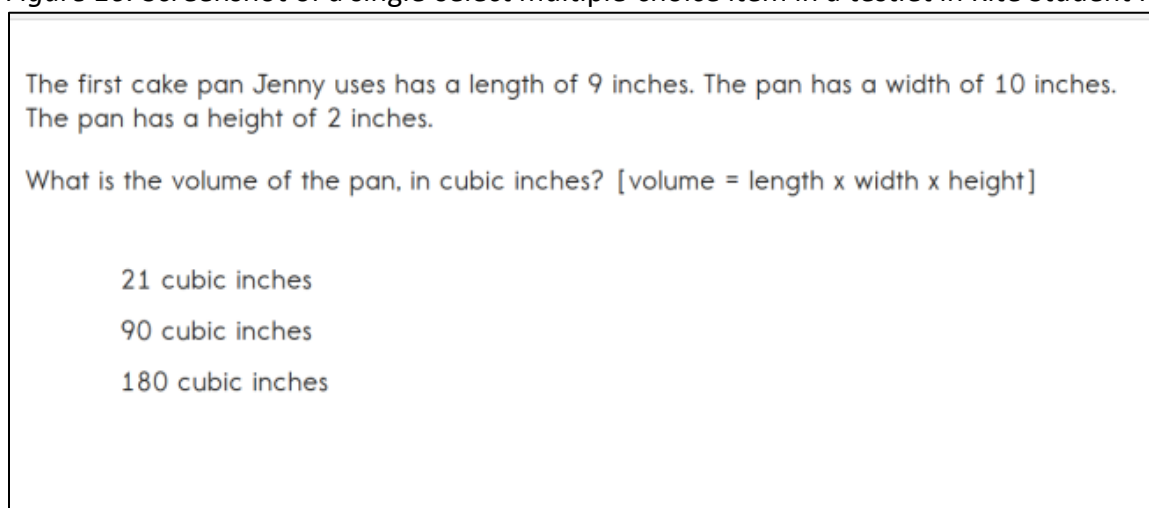
- single-select multiple choice
- multiple choice-multi-select

- 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 and released testlets 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.



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

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

21 cubic inches

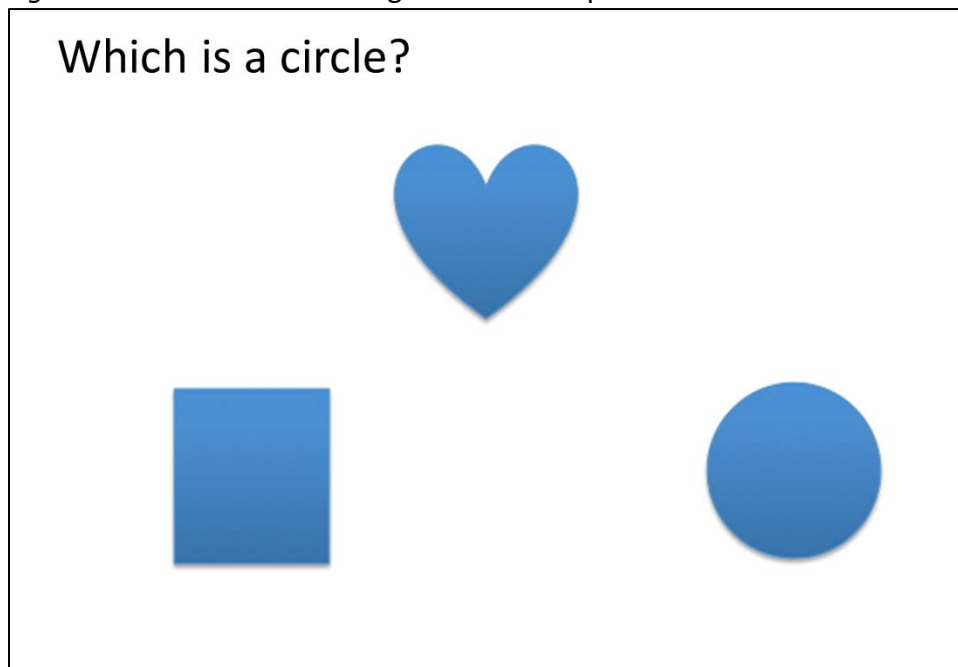
90 cubic inches

180 cubic inches

Students may also experience single-select multiple-choice items with image response choices (Figure 17).

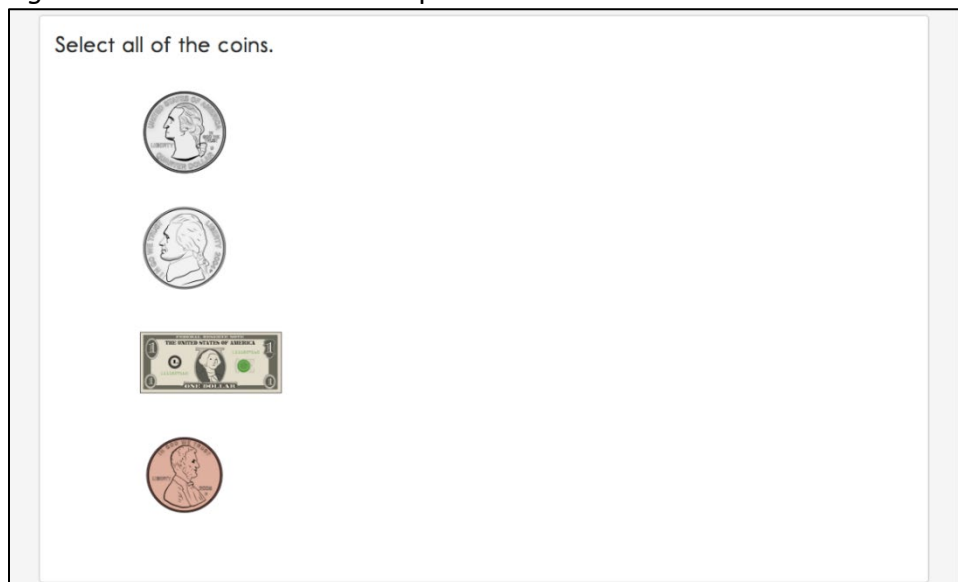


Figure 17. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal.



Multiple-choice multi-select items provide students with the opportunity to make more than one response choice (Figure 18).

Figure 18. Screenshot of a multiple choice multi-select item in a testlet in Kite Student Portal.



In some items, students may be asked to match responses from two lists (Figure 19).

Figure 19. Screenshot of a matching item in a testlet in Kite Student Portal.

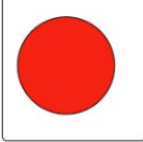
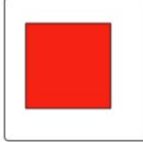
Match the character to their story.

Mad Hatter	<i>The Wonderful Wizard of Oz</i>
Long John Silver	<i>Treasure Island</i>
Tin Woodman	<i>Alice's Adventures in Wonderland</i>
	<i>The Jungle Book</i>

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.

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

Put one shape into each box.

The final type of computer-delivered item that students might experience 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 21.* Screenshot of a select-text item in a testlet in Kite Student Portal.

Choose the word that is a number.

Sam likes . Sam has  dogs. Sam  with his dogs.

BACK

EXIT  
DOES  
NOT  
SAVE

NEXT

#### *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.

What does this text tell about?

how to pet a nice dog  
how to feed a hungry dog  
how to find a lost dog

BACK

EXIT  
DOES  
NOT  
SAVE

READ

NEXT

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.

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK

EXIT  
DOES NOT SAVE

READ

NEXT

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.

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK

EXIT  
DOES NOT SAVE

READ

NEXT

### 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

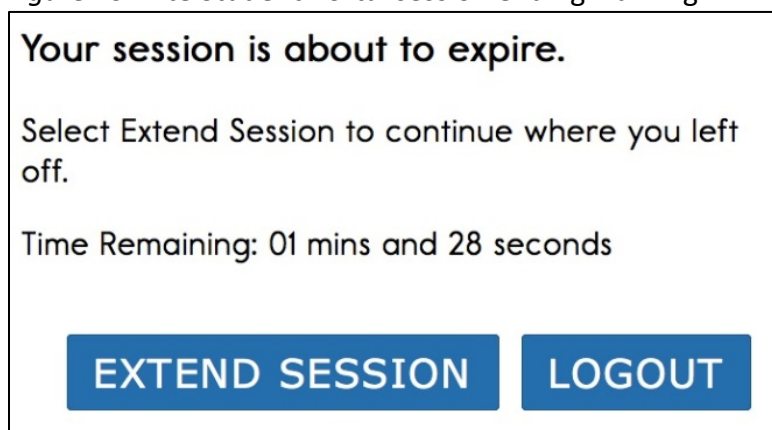
must still be submitted for the student. If the student can produce an intentional response but does not do so (e.g., due to distractions or behavior problems), if state policy allows, the test administrator can use the **EXIT DOES NOT SAVE** button and begin the testlet again when the student is more 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).

Figure 25. Kite Student Portal session ending warning.



- 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 should maximize the student's independence and interaction with the computer.

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 to be conducted in a group setting.

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

The arrangement is to maximize student interaction with the testlet using 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.

*Figure 26.* Seating arrangement of test administrator and student during assessment administration.



If the test administrator sits next to a student who can use the mouse without assistance, the test administrator should 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.
- Science testlets at the Initial linkage level usually have picture response cards that must be printed ahead of time and used during testing. Best practice is to print these 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 learning map model 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: Text cannot be substituted with pictures or words from a word bank. Go to Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL.

The test administrator engages 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 must refrain from using shared reading strategies and instead focus on administering the items that are embedded in the second reading or placed at its conclusion.

### Structure of Teacher-Administered Reading Testlets

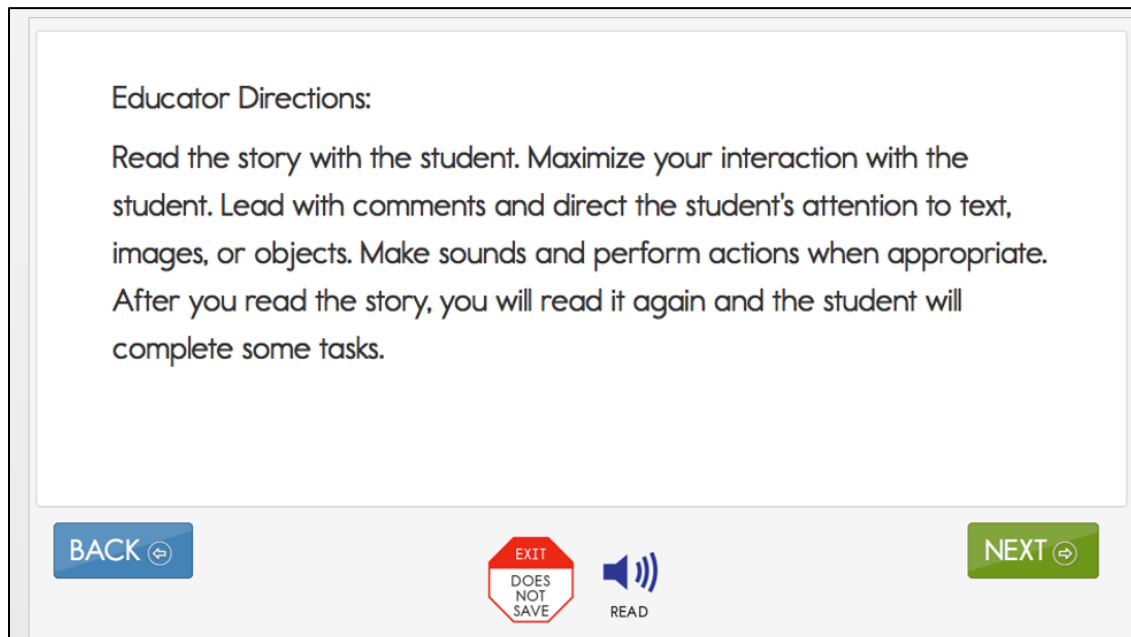
Teacher-administered reading testlets follow the same structure as computer-delivered reading testlets. First, the text is presented in its entirety. The test administrator reads the text aloud using shared reading strategies to maximize student engagement. Then, the text is presented again with items 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, go to the professional development module called Shared Reading that is available on the [Professional Development](#) page of the DLM website.

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.

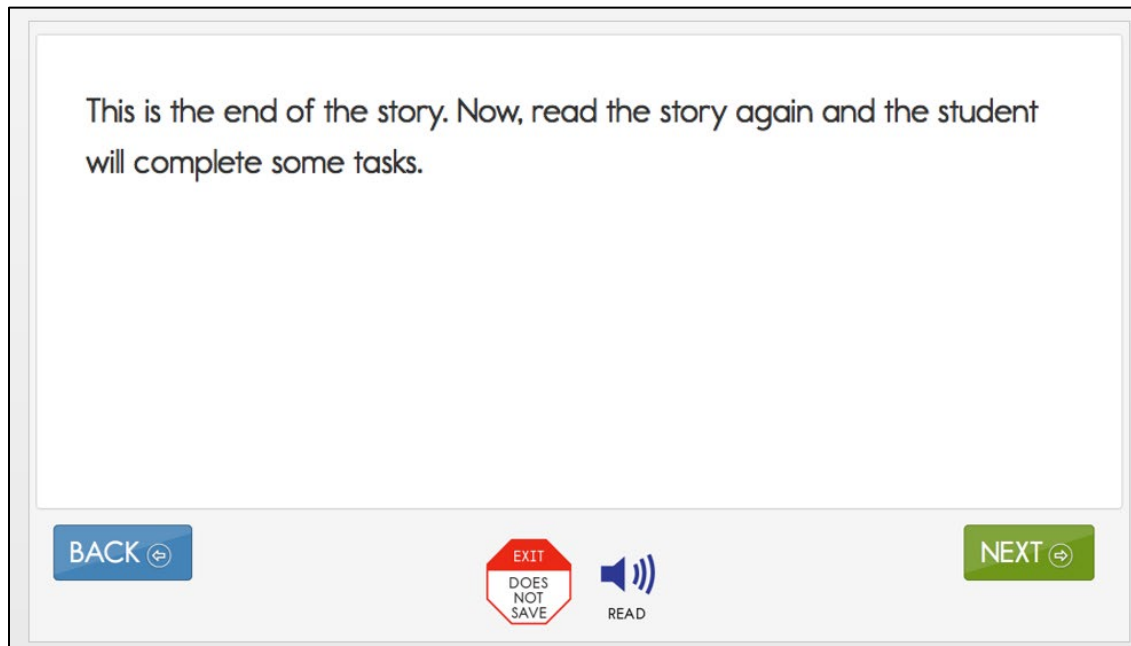


Figure 27. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Student Portal.



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 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 Student 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 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 in the TIP.

### *TEACHER ADMINISTERED WRITING TESTLETS*

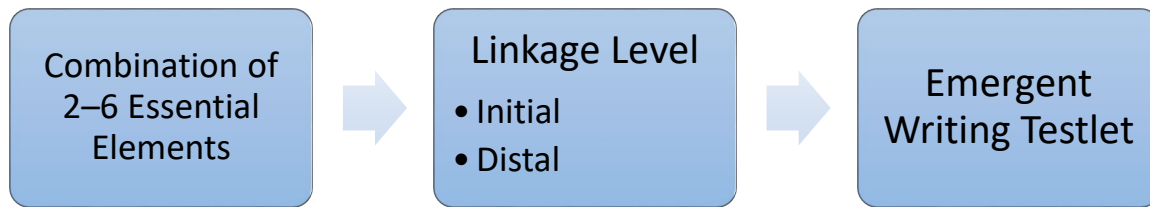
Every day in our classrooms, all students, including those with the most significant cognitive disabilities, are being prepared for life beyond their school years. A student’s ability to communicate about their needs and wants is essential for safety and fulfillment in their adult life. Their ability 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 [Currently Tested Essential Elements in English Language Arts](#) page under [Instructional Resources](#).

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 one 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 recommended by the system for the student is determined by the test administrator’s responses to items 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.

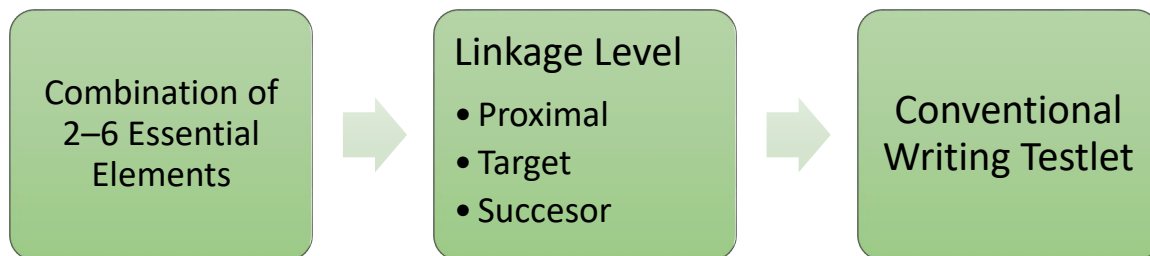
- Emergent Writing testlets are a combination of the Initial and Distal Precursor linkage levels (Figure 29).

Figure 29. Process for an 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 (Figure 30).
- 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 both the fall and spring window, the system-recommended linkage level for the writing testlet is determined solely using information from the test administrator's responses to the writing items in the student's First Contact survey. Performance from testlets assessing other Essential Elements is not used to recommend the linkage level of the writing testlet.
- Writing testlet results are only provided in the end-of-year Individual Student Score Report Results. Results from writing testlets are not available individually during either the fall or 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
  - 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 (Ronski & 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 Figure 32 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 selected symbols other than letters.
- Did not communicate or write about the topic.

**Figure 32. Response screen in a Writing testlet in Kite Student Portal.**

After the student has finished writing, choose the highest level that describes your evaluation of the final product. Spelling is not evaluated in this item.

- ☐ 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 selected symbols other than letters
- ☐ Did not communicate or write about the topic

When student performance does not exactly match any response option, the test administrator selects the option that best matches the student performance (Table 18).

**Table 18**

*Student Performance and Test Administrator Responses During an Assessment*

<b>Student's Performance</b>	<b>Test Administrator's Response</b>
The student wrote complete sentences about the topic using at least two descriptive words.	The test administrator selects the response, "Wrote facts, details, or other information related to the topic."
The student wrote incomplete sentences but still conveyed ideas and information about the topic using at least two descriptive words.	The test administrator selects the response, "Wrote facts, details, or other information related to the topic."
The student did not write anything about a topic.	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.

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 policy decision made at the state or local level. The assessment coordinator can provide information about the policy 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 electronically 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*

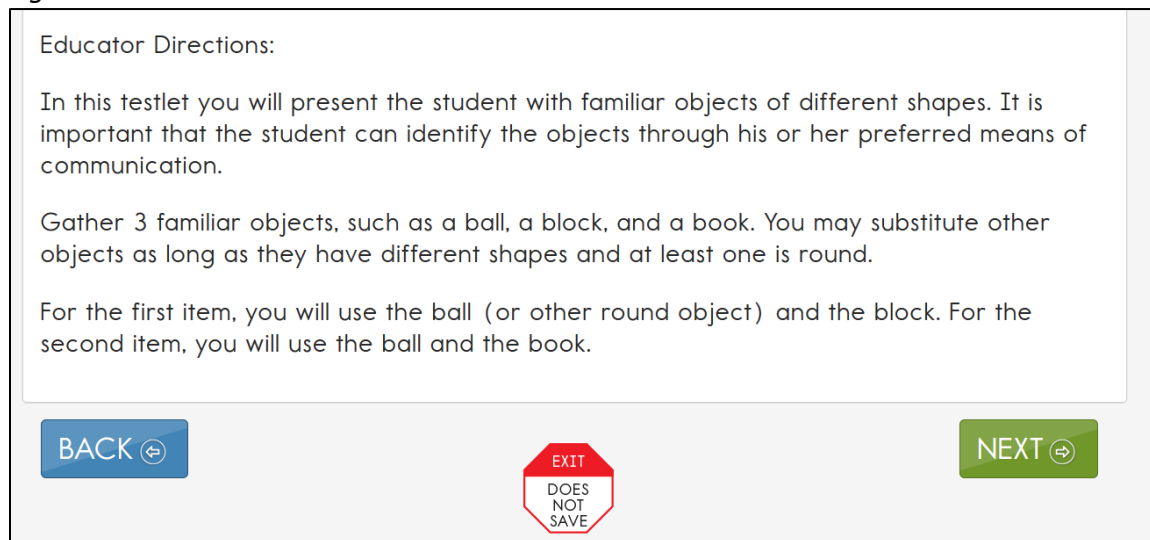
In mathematics, the Initial Precursor level is always a teacher-administered testlet. Some higher linkage level testlets in mathematics are also teacher-administered because the tested content requires assessment outside Student Portal. An example is a procedural node that asks the student to measure 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, the test administrator will 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.*

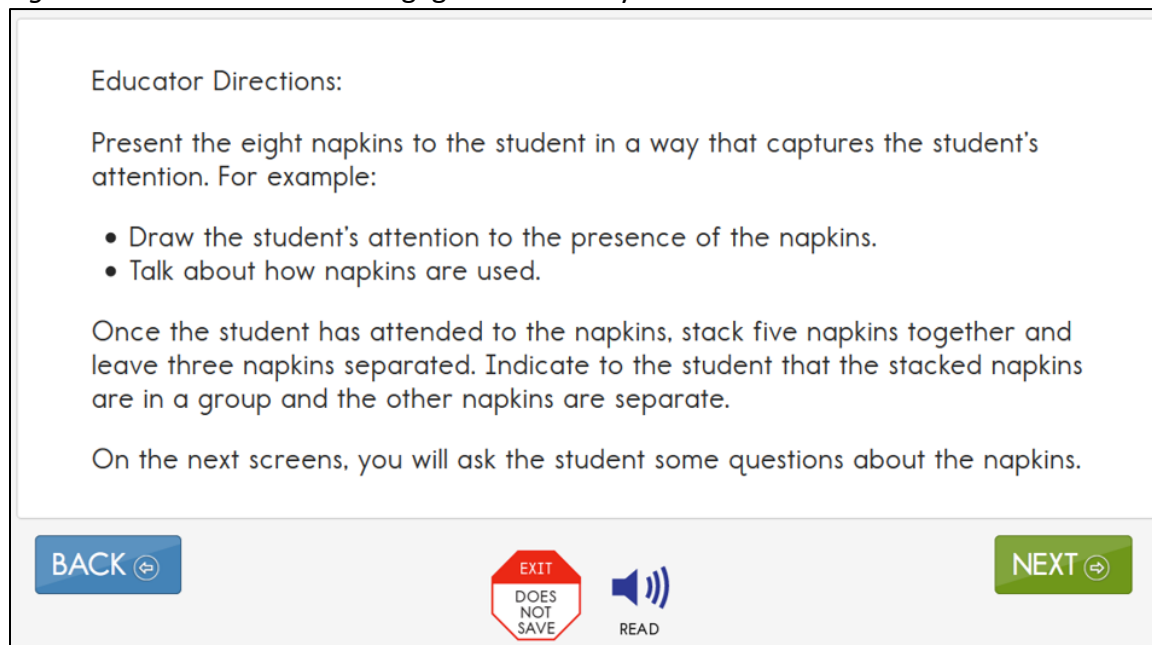


First, the directions tell the test administrator, in a general way, what will happen in the testlet. Then, the directions specify any materials that need to be collected. More information about the materials and recommended substitutions are in the TIP, which the test administrator must access before 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.



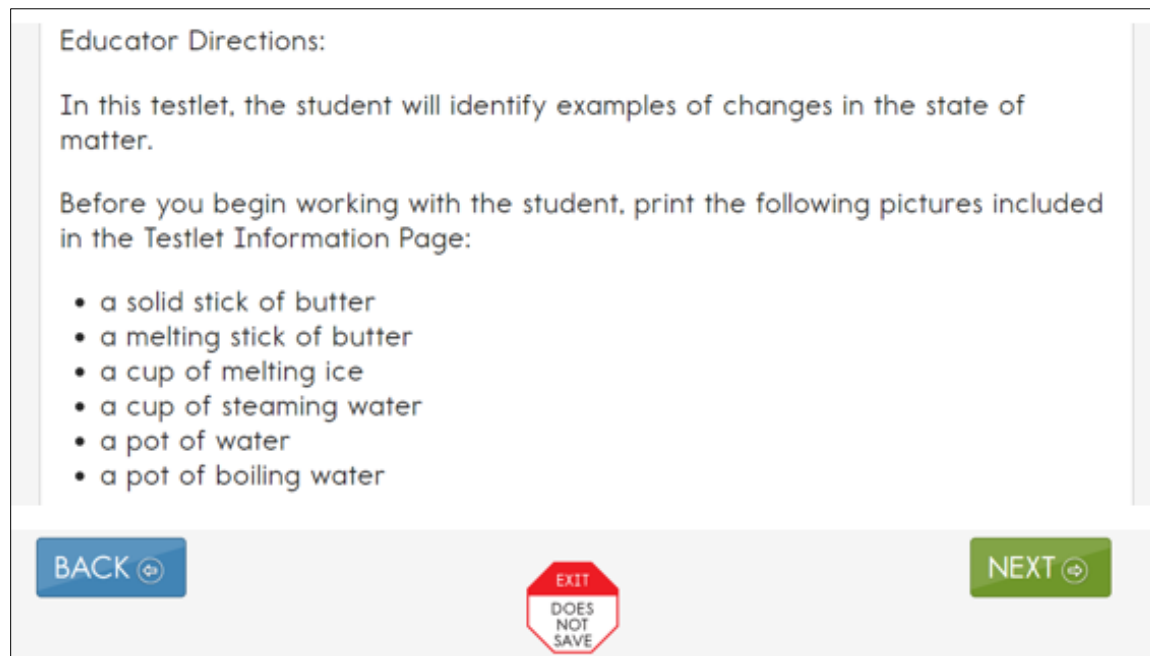
#### *TEACHER-ADMINISTERED SCIENCE TESTLETS*

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. Also, some Initial testlets specify the use of other materials.

#### **Structure of Teacher-Administered Science Testlets**

All teacher-administered science testlets are similar in structure. They include instructions to the test administrator called Educator Directions. Figure 35 is an example of Educator Directions for an Initial linkage level science testlet.

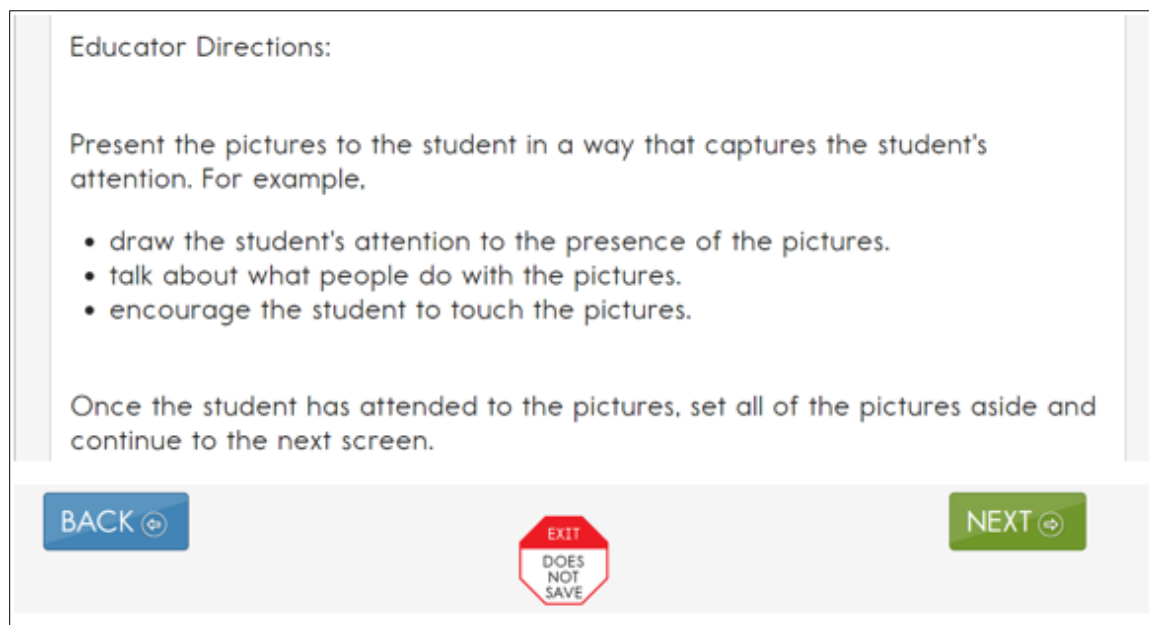
Figure 35. Screenshot of Educator Directions for an Initial linkage level science testlet in Kite Student Portal.



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 in 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 Student Portal.



#### *TEACHER-ADMINISTERED TESTLET ADMINISTRATION*

Teacher-administered testlets are standardized. Anything in quotes and bold print is to be presented verbatim to the student. Two exceptions to this rule are

- when the student uses sign language interpretation or language translation supports as allowable and as described in the ACCESSIBILITY MANUAL and on the TIP
- when a material is substituted; 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 reads 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.

*Figure 37. Screenshot of an item screen that may be embedded in the second reading of an ELA text in Kite Student Portal.*

Educator Directions:

SAY: "Tom had an adventurous day."

SAY: "Which word has a similar meaning to adventurous?"

Read each answer option aloud to the student.

Record student response:

exciting

running

BACK ←

EXIT  
DOES  
NOT  
SAVE

NEXT →

All teacher-administered items have response options that reflect possible student responses to the statement or questions in the item. The test administrator evaluates the student's response, chooses the best description of what was observed, and records the choice in the testlet. The test administrator must be familiar with the student's typical modes of expressive communication because most modes for communicating a response are 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 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 well, 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 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 test administrator will use to administer several items. The materials used are to be both familiar to and comfortable for the student. The directions on the TIP and at the beginning of the testlet indicate when materials may be substituted. Whenever substituting materials, test administrators must modify the script to include the name of the actual materials used.

### *TEACHER-ADMINISTERED SCIENCE TESTLETS*

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

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The assessment arrangement for science testlets is like 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 that is measured by a particular testlet.

The test administrator will receive a TIP for each testlet. The TIP includes information about exceptions to the general rule of allowable translations. 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

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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.

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### *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 sign into 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 Go to Practices Allowed and Practices Not Allowed, beginning on page 92 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 testlets at the Target linkage levels in the spring window only.

Braille forms are available in

- uncontracted Unified English Braille (UEB) for ELA and science
- uncontracted English Braille American Edition (EBAE) for ELA and science
- Nemeth code for mathematics

Each state assessment administrator selects whether UEB, EBAE, or both are offered in the state. Nemeth code is included, as needed. In the student's PNP Profile, the test administrator selects the appropriate braille form for the student.

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 Form-Visual Impairment, is suitable for a student with a visual impairment who does not read braille.

### *FORM AVAILABILITY*

Braille forms and the Alternate Form-Visual Impairment option 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. Go to the following table for the subjects, grades, linkage levels, and window availability.



- A limited number of the Alternate Form-Visual Impairment option are also available during the fall and the spring windows.
- Standard forms are always available for the assessment.

HINT: When braille or the Alternate Form-Visual Impairment option 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*

Subject	Grades	Linkage Levels	Window
ELA and mathematics	3–5	Target and Successor	fall and spring
ELA and mathematics	6–8 and high school	Proximal Precursor, Target, and Successor	fall and spring
Science	3–8 and high school	Target	spring

#### *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.

The forms are delivered as follows:

- If a braille form is available, the system will deliver it.
- If a braille form is not available, the system will check for an Alternate Form-Visual Impairment option to deliver.
- If neither a braille form nor an Alternate Form-Visual Impairment option is available, the system will deliver a standard form.

HINT: When appropriate, 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. Go to the section Retrieve Braille Ready File section in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve, download, and emboss 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. Go to the TIP for each testlet to learn about allowable objects.

### *RESPONSE SCORING FOR BRAILLE*

When a braille form of the assessment is available for an Essential Element, the BRF icon will be visible for the Essential Element in the Instruction and Assessment Planner. The BRF form will need to be downloaded, embossed locally, and provided to the student. The test administrator will have an equivalent, computer-based version of the testlet in Student Portal. As the student responds to each item on their embossed paper version of the testlet, the test administrator inputs the student's responses into the testlet in Student Portal. The testlet is submitted, and the responses are scored by the system in the same way as non-braille forms. For ELA and mathematics, the test administrator can select the next Essential Element for instruction and assessment in both the fall and spring window. For science, braille forms are not available in the Instruction and Assessment Planner in the fall window.

In the spring window, some braille forms are available for science, and the BRF icon will be in the Test Management section of Educator Portal. Science testlets are adaptive, and after the first testlet is submitted, the next one will take up to 15 minutes to arrive. If the next testlet delivered is a BRF file, the testlet will need to be embossed. The time for this process will need to be considered in the test administration time.

When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process to use.

### **ALTERNATE FORM-VISUAL IMPAIRMENT OPTION FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS**

Testlets are especially designed for students taking the DLM alternate assessment and most 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. The Alternate Form-Visual Impairment option is assigned only for certain Essential Elements and linkage levels and only if the test administrator selected the Alternate Form-Visual Impairment option in the student's PNP Profile.

When the Alternate Form-Visual Impairment option is delivered, the testlet 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).

#### *TIPS FOR AN ALTERNATE FORM-VISUAL IMPAIRMENT OPTION TESTLET*

If a standard form testlet includes images on the screen, the TIP will have an alternate text page with prewritten language that mirrors the text that the computer would read with Spoken Audio. This alternate text is included just for images since the teacher would be able to read the stem and answer options to the student if they are only text on the screen. A testlet with images also include information in the TIP, which instructs the teacher how to use manipulatives to replicate the images on the screen into tactile options for the students. Instructions on the BVI page of the TIP informs the teacher when to present certain manipulatives (e.g., prior to asking the question, after asking the question).

#### *TEACHER-ADMINISTERED ALTERNATE FORM-VISUAL IMPAIRMENT OPTION TESTLETS*

The TIP for a teacher-administered Alternate Form-Visual Impairment option will list materials that may require some advanced preparation by the test administrator. Special materials are recommended, but other familiar materials may be substituted as described in the Materials section on page 40 of this manual. Details are provided on the TIP.

#### *COMPUTER-DELIVERED ALTERNATE FORM-VISUAL IMPAIRMENT OPTION TESTLETS*

The TIP for a computer-delivered Alternate Form-Visual Impairment option will list materials that may require some advanced preparation by the test administrator. The test administrator will use the materials to represent the onscreen content directly to the student. Substitutions are allowed as directed in the TIP.

#### *ADMINISTRATION OF ALTERNATE FORM-VISUAL IMPAIRMENT OPTION 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.
- If any substitute materials are being used, change the object language in the testlet to match. 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.

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

## 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 in 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 5× 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 securely destroyed along with the TIP.

### *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 in 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 listed are provided for a student, some states require that a description of those supports be provided using 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.

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## GUIDELINES FOR USING THE INSTRUCTION AND ASSESSMENT PLANNER IN THE SPRING WINDOW

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### 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 97.

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

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Table 20

*Key Steps for ELA and Mathematics during the Spring Window*

ELA and Mathematics in Spring Window
<ul style="list-style-type: none"><li>• Testing is required to meet blueprint requirements.</li><li>• Test administrator selects Essential Elements for instruction and assessment.</li><li>• Can choose same or different Essential Elements as the fall window.</li><li>• The test administrator can use the system-recommended linkage level or select a different one.</li><li>• Linkage level recommendations for Essential Elements in the spring window are based on student performance on the Essential Element if it was tested in the fall window. Otherwise, the recommendation in the spring window is based on First Contact survey data.</li><li>• At least one testlet at each linkage level for each Essential Element is available.</li><li>• 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.</li><li>• Results from writing testlets are not available during either window but only provided in the end-of-year Individual Student Score Report.</li><li>• Results from both windows are used for end-of-year Individual Student Score Reports.</li></ul>

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.

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## SPRING WINDOW—ELA AND MATHEMATICS

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For ELA and mathematics, the process in the spring window is the same 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 though a writing testlet is required in the fall window, the linkage level recommendation for the writing Essential Elements in the spring window 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 required operational testlets in the fall and spring windows, 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.

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

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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 make the reports available in Educator Portal.



## SPRING WINDOW – SCIENCE

<b>Key Steps .....</b>	<b>97</b>
Testlet Information Pages (TIPs) for Science .....	98
<b>Monitor Testing Progress During Spring Science Assessments.....</b>	<b>98</b>
<b>Individual Student Score Reports for Science .....</b>	<b>99</b>

### KEY STEPS

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

Table 21

#### *Key Steps for Science during the Spring Window*

Steps
1. Recheck student demographic information.
2. Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment.
3. Schedule locations and times for assessment sessions.
4. Administration tasks for science are in the Test Management tab in Educator Portal.
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.
6. Using Student Portal, assess student on the first testlet.
7. As other testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal.
8. Become familiar with DLM released testlets and practice activities. <ul style="list-style-type: none"> <li>• Access practice activities and released testlets using demo student accounts.</li> <li>• Check compatibility of students' assistive devices with Student Portal by allowing students ample time with practice activities and released testlets.</li> </ul>

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 determines the order in which the Essential Elements are assessed and the linkage level for each. The test administrator cannot change either one. 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*

Science in Spring Window
<ul style="list-style-type: none"> <li>• Testing is required to meet science blueprint requirements.</li> <li>• Essential Elements are assigned by the Kite<sup>®</sup> system.</li> <li>• Linkage levels are system assigned, based on the First Contact survey responses entered by the test administrator.</li> <li>• Administration tasks are in the Test Management section of Educator Portal.</li> <li>• TIPs are accessed in Test Management.</li> <li>• Results are used for end-of-year Individual Student Score Reports.</li> </ul>

*TESTLET INFORMATION PAGES (TIPs) FOR SCIENCE*

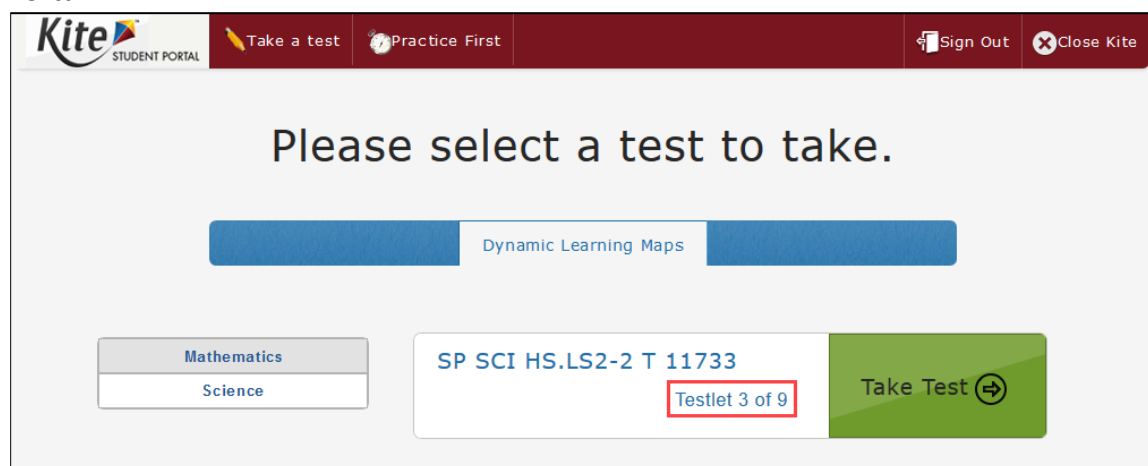
The test administrator will retrieve the TIP in the Test Management section in Educator Portal. The student takes each science testlet in Student Portal. Once the student finishes the testlet and submits it, the next science testlet becomes available in approximately 15 minutes. Detailed information about the TIP is available in the section Testlet Information Pages (TIPs) on page 38 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 where the testlet is opened. A message will indicate the specific testlet (e.g., Testlet 3 of 9; 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 5 of 9, indicating the available science testlet is the fifth of nine required testlets for science for the grade; Figure 39).

*Figure 39. Screenshot of Test Management screen in Educator Portal.*

<input type="checkbox"/>	Test Session Name ↑	Tickets	Test Information	Test Progress	Subject
<input type="checkbox"/>	[REDACTED]			Testlet 6 of 9	English Language
<input type="checkbox"/>	[REDACTED]			Testlet 5 of 9	Science

## INDIVIDUAL STUDENT SCORE REPORTS FOR SCIENCE

The scoring system for the DLM alternate assessment is different from that of traditional alternate assessments. Students are not given raw scores, percentage-correct scores, or scale scores. Instead, the system combines a student's responses on operational testlets using a complex algorithm to determine which linkage levels the student has likely mastered. Summative results are determined from this linkage level mastery data. Science summative outcomes are based on the Essential Elements assessed only during the required spring window.

The EDUCATOR PORTAL USER GUIDE contains information on how to access Individual Student Score Reports in Educator Portal. Go to the Access Reports and Data Extracts section.

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## PREPARE FOR NEXT YEAR

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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*

Step
1. Evaluate accessibility supports (Personal Needs and Preferences [PNP] Profile settings) with IEP teams and make decisions about supports for next year.
2. Plan academic IEP goals with IEP teams. Use sources of information and resources when planning a student's IEP goals such as the blueprints for the next grade in which the student will be enrolled.

### REVIEW BLUEPRINTS

IEP teams are to review the provided blueprints for the next grade 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.

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## KITE STUDENT PORTAL USER GUIDE

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<b>Kite Student Portal Assessment Devices.....</b>	<b>101</b>
<b>Internet Connectivity .....</b>	<b>101</b>
<b>Kite Student Portal Procedures .....</b>	<b>101</b>
Access Practice Activities and Released Testlets .....	101
<b>Begin Operational Assessment.....</b>	<b>104</b>
Start a Testlet.....	104
Navigate in Kite Student Portal.....	107
Spoken Audio .....	108
Take a Break During Assessment .....	109
Complete a Testlet.....	110
Troubleshoot in Kite Student Portal .....	111

HINT: Kite® Student Portal is accessed with the student’s credentials (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. Go to the [Kite® Suite](#) page on the DLM website for the 2021–2022 Kite Installation Guides.

### 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 questions or issues.

### KITE STUDENT PORTAL PROCEDURES

#### *ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS*

HINT: Student Portal 8.0 must be installed before accessing practice activities or released testlets. Download directions for each type of device are available on the [Kite Suite](#) webpage on the DLM website.

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**.

The login screen for the Kite Student Portal. It features a background of a blue sky with white clouds and several colorful kites (yellow, blue, red). The portal logo is at the top center. Below the logo, it says "Welcome Back!". There are two input fields: "USERNAME" and "PASSWORD". At the bottom, there is a blue button labeled "SIGN IN" with a right-pointing arrow icon. A small copyright notice "© 2018 University of Kansas. All Rights Reserved." is at the bottom right.

3. Select **PRACTICE FIRST**.

The dashboard of the Kite Student Portal. At the top left is the Kite Student Portal logo. At the top right is a "Sign Out" button. The main heading says "Welcome back, First1095593!". Below this are two large buttons: "TAKE A TEST" (green) and "PRACTICE FIRST" (blue). The "PRACTICE FIRST" button is highlighted with a red rectangular border. Both buttons have a right-pointing arrow icon. A small copyright notice "© 2018 University of Kansas. All Rights Reserved." is at the bottom center.

4. Select the appropriate subject and scroll through the pages to select a test. Several pages of testlets will be available. Select **TAKE TEST** for the desired practice activity or released testlet.

Please select a practice test to take.

Dynamic Learning Maps

English Language Arts	Sci Student Practice Activity	Take Test ➡
Mathematics	Sci Teacher Practice Activity	Take Test ➡
Other	Student Practice Activity	Take Test ➡
Science		

5. Select **BEGIN**.

Choose BEGIN to start.

GO BACK

BEGIN ➡

6. Continue with the testlet using the **BACK** and **NEXT** buttons to navigate. To discontinue testing 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

---

**NOTE:** Do not attempt to administer a single testlet on multiple devices. 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.

---

To sign in to Student Portal and begin an operational assessment, the assessment window must be open, and the student's credentials (username and password) must be used. The student's credentials will be the same for all DLM alternate assessments, including all testlets for all subjects administered during the fall and spring windows and all field test testlets.

The student's credentials are available in Educator Portal and can be accessed in the Instruction and Assessment Planner after the fall window opens. Select the Credential icon to access and print the student's username and password.

Hint: Step-by-step directions on how to access a student's username and password before the opening of the fall window are described in detail in the View Student Username and Password section in the EDUCATOR PORTAL USER GUIDE.

**Reminder:** Before the test administrator can access the student's username and password, two requirements must be met:

- The student must be rostered to the test administrator.
- The test administrator must successfully complete the Required Test Administrator Training.

## *START A TESTLET*

To administer a DLM alternate operational 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**.

The login screen features a background of a blue sky with several colorful kites. A central white box contains the 'Kite STUDENT PORTAL' logo at the top. Below the logo, it says 'Welcome Back!'. There are two input fields: 'USERNAME' and 'PASSWORD'. At the bottom of the box is a blue button with the text 'SIGN IN' and a right-pointing arrow icon. A small copyright notice '© 2018 University of Kansas. All Rights Reserved.' is at the bottom right of the page.

3. Select **TAKE A TEST**.

The dashboard has a dark red header bar with the 'Kite STUDENT PORTAL' logo on the left and a 'Sign Out' button on the right. The main content area says 'Welcome back, First1095593!'. Below this are two large buttons: a green one with a pencil icon and the text 'TAKE A TEST' with a right-pointing arrow, and a blue one with a stopwatch icon and the text 'PRACTICE FIRST' with a right-pointing arrow. The green button is highlighted with a red rectangular border. A small copyright notice '© 2018 University of Kansas. All Rights Reserved.' is at the bottom center.

4. Select **TAKE A TEST** for the desired test. All testlets in all subjects that the test administrator assigned will be available.

5. Select **BEGIN**.

Choose BEGIN to start.

A screenshot of a user interface. At the top, the text "Choose BEGIN to start." is displayed. Below this text is a large, empty rectangular area. At the bottom of the screen, there are two buttons. The button on the left is blue with a white left-pointing arrow icon and the text "GO BACK". The button on the right is green with a white right-pointing arrow icon and the text "BEGIN". The "BEGIN" button is highlighted with a red rectangular border.







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

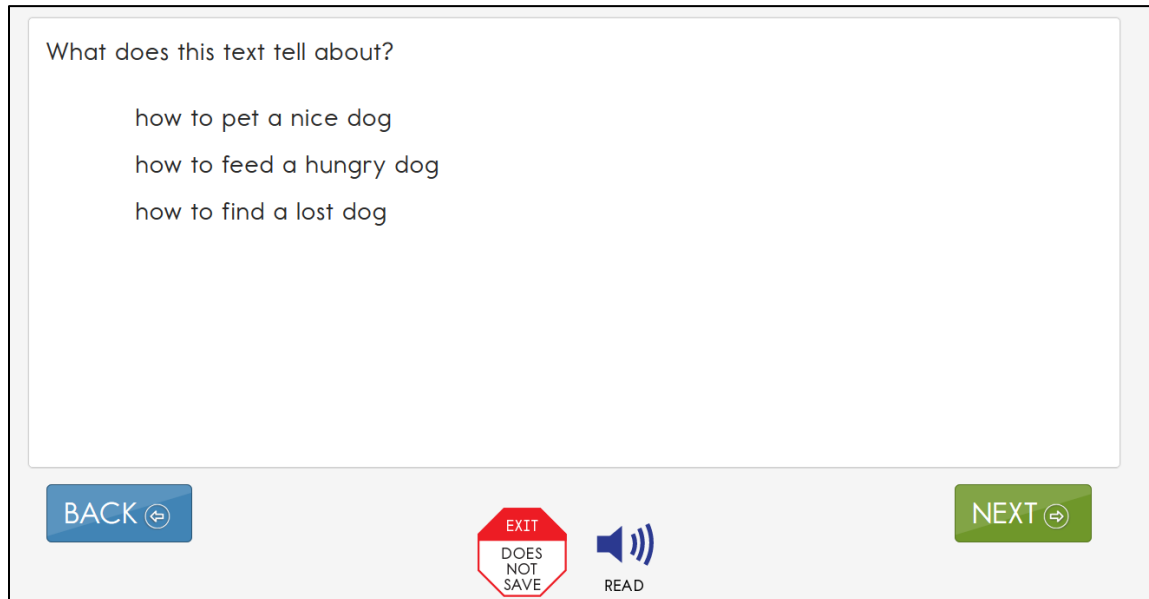
*Kite Student Portal Navigation Buttons*

Button	Action
	Return to the previous screen.
	Go to the next screen.
	<p>This button appears if the test administrator selected the Spoken Audio option in the student's Personal Needs and Preferences (PNP) Profile. This is a synthetic voice.</p> <p>Select the icon or the word <b>READ</b> to begin the read aloud option. Select again to stop the option.</p>
	Exit the testlet without saving responses. Upon returning, the student will start at the beginning of this testlet.
	Go back to review or change responses for this testlet.*
	Save responses and end this testlet.*

\* Available on the review screen at the end of the testlet. Go to the review screen under Complete a Testlet on page 110 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.



#### *SPOKEN AUDIO*

When Spoken Audio is enabled in a student's PNP Profile, a **READ** button will appear at the bottom of the screen. To start the Spoken Audio, students may select the **READ** button to start the Spoken Audio (Figure 41).

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



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

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



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 button changes back to **READ** and the icon becomes uncrossed again. To resume the synthetic voice reading, the student selects **READ** and the Spoken Audio resumes.

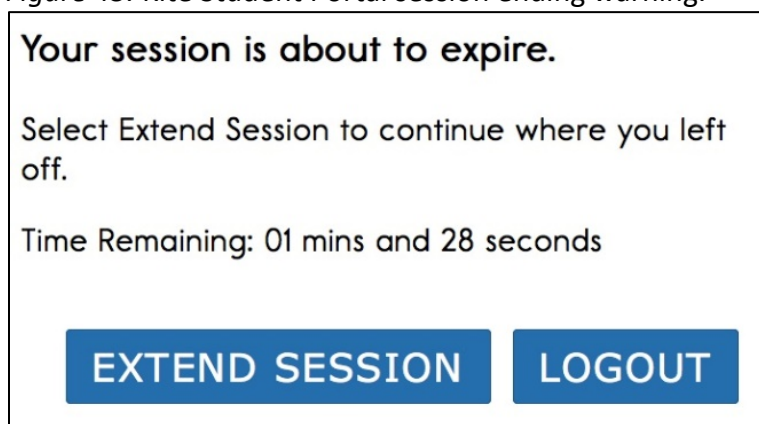
Additionally, while the synthetic voice is reading, the sentences or response options on the screen are highlighted in yellow, one sentence or one response option at a time. If the student wants to hear the sentences or response options again or have the highlighting display for them, the students may 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.*



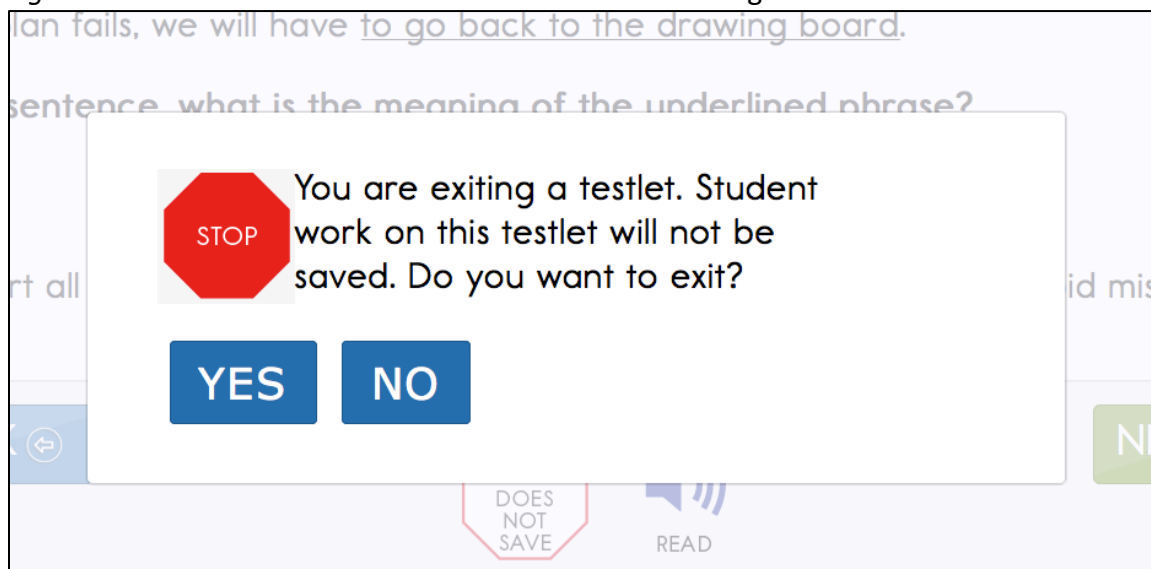
- Take a break between testlets. After selecting **END** at the conclusion of a testlet, log out of Student Portal. Log back in when the student is ready to take the next testlet.
- Stop in the middle of a testlet using the **EXIT DOES NOT SAVE** button (allowed only in some states). No student responses 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 confirmation message when choosing **EXIT DOES NOT SAVE** (Figure 45).

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

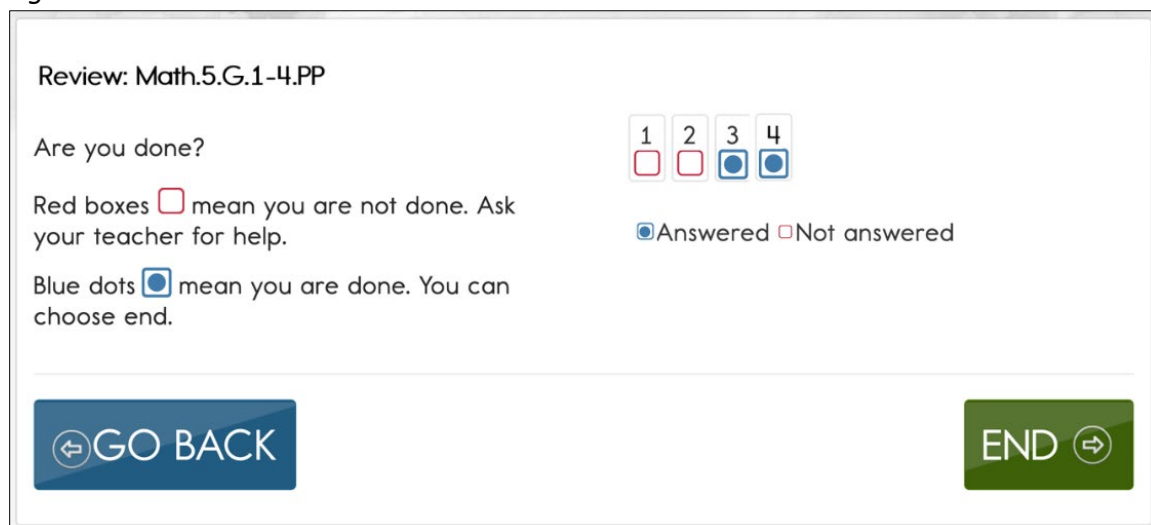


- Select **YES** to exit the testlet without saving the student's work. When the student returns to the testlet, the testlet will start at the beginning.
- Select **NO** to continue with the testlet rather than exiting. If you continue, you can save the work at the end of the testlet by selecting **END** on the final 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.

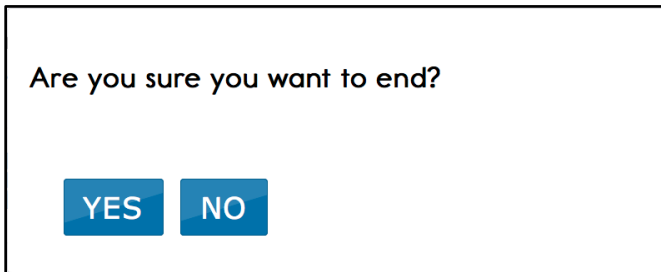


To complete the testlet, follow these steps:

1. Select **END**



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



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 encounter scroll bars even when magnification was not selected in the PNP Profile, the student’s display has technology issues. Contact your district technology staff for help.

For more help with common Student Portal problems, go to the [Troubleshooting Kite Errors](#) page on the DLM website.

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## GLOSSARY

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

Term	Description
<b>claim</b>	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.
<b>conceptual area</b>	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.
<b>connection</b>	ELA and mathematics: The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.
<b>core idea</b>	<p>Science: The key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication.</p> <p>For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.</p>
<b>display enhancements</b>	Options that change the testlet appearance on the student's device screen, including magnification, overlay color, invert color choice, and contrast color.
<b>domain</b>	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.
<b>Educator Portal</b>	Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring or tracking results. Users can access Educator Portal using any supported browser via <a href="https://educator.kiteaai.org/">https://educator.kiteaai.org/</a> . For information on working within Educator Portal, access the DATA

MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.

**engagement activity** An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items. The engagement activity for some science testlets at the upper linkage levels include a short video without audio.

**Essential Elements** Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the grade-level expectations identified in K–12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K–12.

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

In the fall window, data gathered from the core questions from the survey are used to **recommend** the linkage level for each Essential Element for all subjects. In addition to the core questions, data gathered from the science questions are used to **recommend** the linkage level for each science Essential Element.

In the spring assessment window, data gathered from the core questions are also used to **recommend** the linkage level for any ELA and mathematics Essential Elements that were not tested during the fall window.

In the spring assessment window for science, data gathered from the core questions plus the science questions are used to **assign** the linkage level of the student’s first science testlet.

In both windows, data gathered from the core questions plus data from the writing questions are used to **recommend** the linkage level for the writing testlet.

**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.

**Instructionally embedded assessment**

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 login credentials for the practice activities and released testlets are unique to each one. Access the [TEST ADMINISTRATION MANUAL](#) for more information about Student Portal.

**linkage level**

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

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

	Precursor, and Target. Linkage levels 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.
<b>materials</b>	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 <a href="#">Instructional Resources</a> .
<b>node</b>	ELA and mathematics: A representation in the DLM learning map model of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
<b>Personal Learning Profile</b>	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.
<b>Personal Needs and Preferences (PNP) Profile</b>	Student-specific information that informs Kite Student Portal about an individual student's personal needs and preferences for each testlet. The PNP Profile includes information the system needs to make the student's user interface in Student Portal compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.
<b>plan</b>	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. Science is administered from the Test Management section of Educator Portal in the spring window.
<b>released testlets</b>	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.
<b>Student Activity Table</b>	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.

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## DYNAMIC LEARNING MAPS® APPENDIX

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### 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 hard of hearing

##### Classification of Hearing Impairment

- Mild (26–40 dB loss)
- Moderate (41–55 dB loss)
- Moderately Severe (56–70 dB loss)
- Severe (71–90 dB loss)
- Profound (91+ dB loss)
- Unknown

##### Hearing: Mark all that apply

- Uses personal or classroom amplification (e.g., personal FM device)
- Uses unilateral hearing aid
- Uses bilateral hearing aid
- Has cochlear implant
- Uses oral language
- Uses sign language

#### **Vision**

##### Vision

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

##### Classification of Visual Impairment: Mark all that apply

- Low Vision (acuity of 20/70 to 20/200 in the better eye with correction)



- Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction)
- Light Perception Only
- Totally Blind
- Cortical Visual Impairment

Vision: Mark all that apply

- Requires enlarged print
- Requires tactile media (objects, tactile graphics, and tactile symbols)
- Requires or uses Braille
  - 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 Braille) or Electronic (e.g., Mountbatten Braille) 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**

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## STATE APPENDICES

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### DOCUMENT HISTORY

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NOTE: Page numbers are valid ONLY for the date and version noted (Table 25). They may change in future versions.

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Table 25

*Document History*

Date	Section Name/Summary of Changes	Starting Page
7/26/2021	Updated the Security Agreement	46
7/26/2021	Updated language	Throughout