

DYNAMIC[®]
LEARNING MAPS

TEST ADMINISTRATION MANUAL 2021–2022

SCIENCE ONLY

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.

DYNAMIC LEARNING MAPS[®] CONSORTIUM
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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

Category	Information Included
Introduction, pages 16–20	Provides an orientation to the Dynamic Learning Maps® (DLM®) project, the assessment system, and the DLM testlets.
Assessment, pages 22–64	Provides information on the preassessment process, spring assessments, and preparation for future years.
Systems, pages 65–77	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 your 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 Educator Portal Live Chat. 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 email or Live Chat 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

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AUDIENCE AND PURPOSE

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

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
General updates and edits to language throughout the manual	Throughout
Security agreement updates in various places	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 quickly 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. Spring Assessments (Table 5)
3. Preparing for Next Year (Table 6)
4. Instructionally Embedded Assessments (optional, but recommended) (Table 7)



1. BEFORE BEGINNING ASSESSMENTS

Table 4

Before Beginning Assessments Checklist

<input checked="" type="checkbox"/>	Step	Resource
	1. Confirm your student's 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 in your state, and the procedures to prepare for the assessment.	How to Use the DLM Website, page 20 of this manual
	4. Share information about the DLM alternate assessment with parents or guardians, preparing them for their student's new assessment experience.	Information for Parents
	5. 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

CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resource
	<p>6. Agree to the annual security agreement in Educator Portal.</p> <div data-bbox="337 323 402 478">  </div> <p>Test administrators will not have access to any student data unless they agree to the security agreement.</p>	
	<p>7. Complete the Required Test Administrator Training and pass with a score of 80% or higher.</p>	<p>Complete Training and Professional Development, page 29 of this manual</p>
	<p>8. Review your state's guidelines on required and recommended professional development modules. Complete as needed.</p>	<p>TEST ADMINISTRATION MANUAL state appendix, if provided</p>
	<p>9. Read the ACCESSIBILITY MANUAL and work with IEP teams to determine the accessibility supports that should be selected for each student.</p>	<p>ACCESSIBILITY MANUAL on the state DLM webpage</p>
	<p>10. Confirm with your assessment coordinator your state's requirements for documenting DLM accessibility supports.</p>	
	<p>11. Record and save the chosen supports for each student in their Personal Needs and Preferences (PNP) Profile in Educator Portal. Ensure the selected supports are aligned with the student's IEP needs and preference.</p>	<p>Go to Complete PNP Profile in the EDUCATOR PORTAL USER GUIDE</p>
	<p>12. Review student demographic information in Educator Portal for accuracy:</p> <ul style="list-style-type: none"> a) Ensure student data are correct. b) Ensure roster data are correct. <p>Ask your assessment coordinator to make any needed corrections.</p>	<p>Access and Check Student Data in the EDUCATOR PORTAL USER GUIDE</p>
	<p>13. Submit the First Contact survey in Educator Portal.</p> <div data-bbox="337 1583 402 1738">  </div> <p>Students do not receive testlets until the First Contact survey is submitted.</p>	<p>Go to Complete the First Contact Survey in the EDUCATOR PORTAL USER GUIDE</p>

CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resource
	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 are enabled.	Your assessment coordinator or technology personnel
	15. Familiarize yourself and your students with DLM testlets. a) Access practice activities and released testlets by using a demo login credentials and the Practice First option in Student Portal. b) Check compatibility of a student's assessment devices and their assistive devices with Student Portal by using the practice activities and released testlets.	Guide to Practice Activities and Released Testlets on the state DLM website

2. SPRING ASSESSMENTS

Table 5

Spring Assessments Checklist

☑	Step	Resource
	1. Confirm student demographic information, PNP Profile settings, and First Contact survey responses.	Educator Portal > View Students > PNP Profile and First Contact survey
	2. Schedule locations and times for assessment sessions to ensure students complete all DLM testlets during the required spring assessment window.	Check with the Assessment Coordinator
	3. Retrieve the Testlet Information Page (TIP) as each testlet becomes available.	Educator Portal > Manage Tests > Select Test Management
	4. Retrieve student's username and password from Educator Portal. During the spring assessment window, they are in the Test Management section of Educator Portal in the Tickets column.	Educator Portal > Manage Tests > Select Test Management Go to Access Student Username and Password in the EDUCATOR PORTAL USER GUIDE

CHECKLISTS FOR TEST ADMINISTRATORS

<input checked="" type="checkbox"/>	Step	Resource
	5. Assess students on the first testlet.	Kite® Student Portal User Guide, page 64 of this manual; Start a Testlet, page 68 of this manual
	6. As each remaining testlet becomes available, retrieve the TIP, gather materials, and assess the student.	Educator Portal > Manage Tests > Select Test Management
	7. Use the Test Progress column in Educator Portal on the Test Management screen to confirm that all testlets are complete. Student Portal will also show testing progress (e.g., Testlet 3 of 9).	Educator Portal > Manage Tests > Select Test Management; EDUCATOR PORTAL USER GUIDE

3. PREPARING FOR NEXT YEAR

Table 6

Preparing for Next Year Checklist

<input checked="" type="checkbox"/>	Step	Resource
	1. Evaluate accessibility supports with IEP teams and make decisions about supports for next year.	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.	Blueprints (state DLM webpage)

CHECKLISTS FOR TEST ADMINISTRATORS

4. INSTRUCTIONALLY EMBEDDED ASSESSMENTS (OPTIONAL, BUT RECOMMENDED)

Table 7

Instructionally Embedded Assessment Checklist

☑	Step	Resources
	<p>Basic concepts during the instructionally embedded assessment window:</p> <ol style="list-style-type: none"> 1. Participation in this window is optional. 2. Blueprint coverage is not required during this window. 3. All test administration preparation occurs in the Instruction and Assessment Planner section of Educator Portal. 4. All instruction is provided outside of Educator Portal. 5. All testing occurs in the Student Portal. 6. Student performance on testlets during this window does not predict nor guarantee students' overall performance during the required spring assessment window. 7. Student performance on the testlets does NOT contribute to the end-of-year Individual Student Score Reports. <div data-bbox="362 1171 984 1434" style="border: 1px dashed black; padding: 10px; margin-top: 20px;"> <p>HINT: Detailed steps for accessing and navigating the Instruction and Assessment Planner for science are provided in the EDUCATOR PORTAL USER GUIDE.</p> </div>	EDUCATOR PORTAL USER GUIDE
	<p>Basic steps:</p> <ol style="list-style-type: none"> 1. Review the student's demographic information and ensure the student is rostered in the correct grade and subject. 	
	<ol style="list-style-type: none"> 2. Submit the First Contact survey, which is a requirement. Complete the PNP Profile as needed. 	
	<ol style="list-style-type: none"> 3. Select an Essential Element in the Instruction and Assessment Planner in Educator Portal. 	EDUCATOR PORTAL USER GUIDE
	<ol style="list-style-type: none"> 4. Accept the system-recommended linkage level for the Essential Element or select a different one. 	EDUCATOR PORTAL USER GUIDE

CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	5. Access the mini-map in the Instruction and Assessment Planner and develop instructional strategies for the Essential Element.	EDUCATOR PORTAL USER GUIDE
	6. Instruction on the selected Essential Element is provided by the test administrator outside of Educator Portal.	
	7. Use the professional development modules to help with instructional strategies for each Essential Element.	Modules on the DLM Professional Development website
	8. After instruction has been provided and the student is ready for assessment, assign the testlet for the Essential Element in the Instruction and Assessment Planner.	EDUCATOR PORTAL USER GUIDE
	9. 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
	10. Schedule locations and times for assessment sessions.	
	11. Administer the testlet in Student Portal.	EDUCATOR PORTAL USER GUIDE
	12. Review the assessment mastery results in the Instruction and Assessment Planner.	EDUCATOR PORTAL USER GUIDE
	13. 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
	14. Repeat the above general steps (3–13) for the newly selected Essential Element.	EDUCATOR PORTAL USER GUIDE
	15. Use the fall Essential Element Status Report to review the status of each Essential Element tested and its mastery status for each student. <div style="border: 1px dashed black; padding: 10px; margin-top: 10px;"> <p>HINT: The fall Essential Elements Status Report is available from the opening of the fall window to the closing of the spring window. It is available per student per subject.</p> </div>	EDUCATOR PORTAL USER GUIDE

CHECKLISTS FOR TEST ADMINISTRATORS

<input checked="" type="checkbox"/>	Step	Resources
	16. Alternate resources for tracking the progress of students are in the Educator Portal reports and extracts during the fall instructionally embedded assessment window. Some of these resources display results for multiple students at one time. Additional resources include Monitoring Summary Report, Student Progress Report, Class Roster Report and DLM Test Administrator Monitoring extract.	EDUCATOR PORTAL USER GUIDE

HINT: All reports are secure documents containing student Personally Identifiable Information (PII). If downloaded or printed, they must be securely stored or destroyed after using them.

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ABOUT THE DYNAMIC LEARNING MAPS® ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in the DLM assessed subjects in grades 3–8 and high school. The department of education in each state determines the subjects and grades that are assessed.

The DLM system was developed to provide accessibility by design and to be guided by the core beliefs that all students should have access to challenging, grade-level content, and that test administrators must adhere to the highest levels of integrity both in providing instruction and in administering the assessment based on this challenging content.

STUDENTS

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

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

SUBJECTS

The DLM alternate assessment is available for English language arts (ELA), mathematics, and science in grades 3–8 and high school. This manual is specific to science only. Check with your assessment coordinator or look on your DLM state webpage for the grades assessed in your state.

THE DEVELOPMENT OF THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT FOR SCIENCE

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

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. Several professional development modules have been created and more are in progress.

ESSENTIAL ELEMENTS FOR SCIENCE

The DLM content standards are called Essential Elements and are the learning targets used for the science assessment. 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 those content standards to the academic expectations for students with the most significant cognitive disabilities.

BLUEPRINTS FOR SCIENCE

Testing blueprints are a subset of Essential Elements that are used to develop assessments and were selected by DLM Consortium state education leaders along with DLM staff. In the spring assessment window, students are tested over all Essential Elements in the science blueprint. The science blueprint is in two versions. The version used in your state is on the DLM website for your state.

- [Blueprint Science Phase I – General](#): for those states instructing and assessing the general science Essential Elements in all grades
- [Blueprint Science Phase I with Biology \(DE, DC, and MD Only\)](#): for states instructing and assessing the general education science Essential Elements in grades 3–8 and biology Essential Elements in high school

GRADE BANDS

From the blueprints, the science assessments are designed to assess a specific set of Essential Elements. They are in grade-band performance expectations by the end of each grade band.

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

Ask your assessment coordinator about the grade(s) that are being assessed in your state.

SCIENCE 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, small testlets were created. The testlets are brief, containing only a few items, and begin with an engagement activity designed to activate prior knowledge, motivate the student, and provide context (Sinharay et al., 2014).

The testlets are created to be delivered to students over a period of several weeks, avoiding undue stress for the students and to best meet their needs. Each testlet assesses one Essential Element and allows for continued instruction to occur throughout the state's assessment windows. Assessing the student is to be individualized, not conducted in a group setting, and not bunch tested at the end of an assessment window. The testlets are either computer-delivered or teacher-administered.

THE RELATIONSHIP BETWEEN THE SCIENCE BLUEPRINT, ESSENTIAL ELEMENTS, LINKAGE LEVELS, AND TESTLETS

Blueprints > Domain > Core Idea > Topic > Essential Element > Linkage Level > Testlet.

In both DLM science blueprints, the major assessed science subjects are called domains and are assessed across all grade bands. The domains are

- physical science
- life science
- Earth and space science

Each domain is broken down into core ideas, which are the key organizing principles in science and are taught over multiple grades at increasing levels of depth and sophistication. Three to four core ideas in each domain have been selected for instruction and assessment.

Each core idea is further narrowed into one to three topics, which have embedded practices. Each topic is further broken down into one or two Essential Elements, which are specific academic learning targets.

Each Essential Element is available in three levels of complexity used for instruction and assessment. These are called linkage levels. The linkage levels are

- Initial linkage level
- Precursor linkage level
- Target linkage level

The highest linkage level is the Target linkage level, which is most aligned to the content of the grade-level standard. The Precursor and Initial linkage levels are less complex than the Target linkage level and provide access to the Target linkage level at a reduced depth, breadth, and complexity.

Essential Elements tested at the Initial linkage level are typically intended for students who do not yet have symbolic communication. In these testlets, the test administrator follows the testlet directions, observes the student's behavior in response to the items in the testlet, and then records the student's responses in the testlet in Student Portal. The student does not directly interact with the computer.

Essential Elements tested at the Precursor linkage level are a little more complex than those at the Initial linkage level, and they allow students to develop the knowledge, skills, and understanding needed to reach the Target linkage level. Testlets at the Precursor linkage level

and Target linkage level are usually computer-delivered and taken by the student on the computer.

For more information about the contents of testlets, go to the sections Computer-Delivered Testlets on page 40 and Teacher-Administered Testlets on page 47 of this manual.

Table 8 is an example of a middle-school physical science forces and motion Essential Element with the corresponding linkage levels. Notice the reduced breadth, depth, and complexity of the expectation from level to level. Also, the embedded practice is included, which focuses on carrying out investigations.

Table 8

Example of a Middle-School Physical Science Essential Element with the Corresponding Linkage Levels

Essential Element: EE.MS-PS2-2
Target level: Investigate and predict the change in motion of objects based on the forces acting on those objects.
Precursor level: 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).
Initial level: 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 webpage. 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 signs in using their own unique username and password, or their test administrator signs 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

The DLM Consortium provides resources on the DLM website for all states. State-provided resources may also be available.

To access resources for your state, follow these steps:

1. Go to the [DLM website](#).
2. Select **FOR STATES** in the top menu banner to reveal a drop-down 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 that are designed for test administrators. These resources are available on most state webpages.

Table 9

DLM Resources for Test Administrators

Resource	Purpose
TEST ADMINISTRATION MANUAL (this manual)	Supports test administrators in preparing themselves and students for assessment.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports test administrators and other district educators 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.
Science Resources (webpage)	Includes additional resources for educators and test administrators, such as tested Essential Elements.
Guide to DLM Required Test Administrator Training (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the Test Administrator Training website.
Test Updates (webpage)	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available.

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OVERVIEW

The Dynamic Learning Maps® (DLM®) alternate assessment is designed to help plan and track a student’s learning throughout the year. Assessments are available during two windows and are compared in Table 10. The two windows are

- the optional instructionally embedded assessment window in the fall and winter months
- the required assessments in the spring assessment window

Table 10

Spring Science and Instructionally Embedded Assessments

Instructionally Embedded Assessment	Spring Science Assessment
<ul style="list-style-type: none"> • Optional • Available for most states in the fall and winter months • Administration in the Instruction and Assessment Planner section of Educator Portal • The test administrator selects the Essential Elements used for instruction and assessment • The system recommends the linkage level for each Essential Element. The test administrator can accept the recommendation or select another one • Testlets are not adaptive • Results are not used for end-of-year Individual Student Score Reports • Results are not predictive of performance in the spring assessment window 	<ul style="list-style-type: none"> • Required • Administration in the Test Management Section of Educator Portal • 9 or 10 testlets cover the entire blueprint. 10 testlets in states with end-of-instruction biology in high school • The linkage level of first testlet is based on data from the First Contact survey. Subsequent assessments are adaptive and based on the performance of the previous testlet • The system assigns the Essential Element to be tested and assigns the linkage level. The test administrator cannot select or change either one • Results are used for end-of-year Individual Student Score Reports

SCIENCE TESTLETS DURING THE OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENT WINDOW

During the instructionally embedded assessment window, the science assessment is available but optional. Test administrators may select the science Essential Elements, plan and provide instruction, and then test students. The system recommends a linkage level for each Essential Element, and the test administrator may accept it or select a different linkage level.

Results from these testlets are reported in the Essential Element Status Reports and the Student Progress Reports. However, the results are not calculated into the end-of-year Individual Student Score Reports. Step-by-step instructions on how to participate in this window are in the Using the Instruction and Assessment Planner section in the EDUCATOR PORTAL USER GUIDE.

REQUIRED SPRING ASSESSMENT

All students in each state's tested grades are required to participate in the spring assessment window. Students are assessed on all Essential Elements from the blueprint during this window. In states using the general science blueprint, students are administered nine testlets. In states using the general science blueprint plus biology in high school, students are administered 10 assessments. The testlets are delivered one testlet at a time in Student Portal. Each state sets

the dates of its own spring assessment window, which is published on your state's DLM webpage. Test administrators determine when to schedule the assessment of each testlet within the state window.

SCIENCE TESTLET DESIGN

ENGAGEMENT ACTIVITY

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 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 in 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 displays the speaker icon and volume setting on the video, so it appears as if 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.

TESTLET ITEMS

Science computer-delivered testlets contain only three to five single-select multiple-choice items. Teacher-administered testlets contain four or five response options from which the test administrator chooses and are based on their observations of student behavior. Screenshots of both computer-delivered testlets and teacher-administered testlets are shown later in this manual.

TESTLET DELIVERY IN THE SPRING ASSESSMENT WINDOW

In the spring assessment window, the Kite system assigns the order of the Essential Element delivery and the linkage level for each one. The linkage level of the first Essential Element tested is assigned according to the responses the test administrator provided about the student in the First Contact survey. After the student completes the first testlet, the system scores the assessment. The testlets are adaptive. The linkage level of the next Essential Element being

tested is based on student performance on the previous testlet. After each testlet is completed, the system determines whether the next Essential Element to be tested will be delivered at the same linkage level, a higher level, or a lower level. Scoring and testlet assignment takes about 15 minutes between testlets.

FIELD TEST TESTLETS

During the spring assessment window, after a student completes all required operational testlets, the student may receive one field test testlet. This testlet could be at the same linkage level, or one linkage level below, or one level above. If some items in a field test testlet seem to be too difficult, students can be encouraged to do the best they can. However, if a student seems too frustrated, the testlet can be submitted with some or all the items unanswered. Scores for field test testlets do not factor into the student's end-of-year Individual Student Score Report. The naming convention for a science field test testlets will begin with **FT SP** (field test spring) (i.e., **FT SP** SCI 5-PS1-2 PP 123).

ASSESSMENT ADMINISTRATION DURATION

The spring assessment in science takes an average of 45 to 135 minutes to complete all testlets. This does not include time that the test administrator will need to prepare for the assessment. For testlets at the Initial linkage level, test administrators will have more preparation than higher linkage levels (i.e., test administrators may need to print picture response cards or gather materials).

Students may take testlets separately across multiple assessment sessions as long as they complete all testlets within the state's spring assessment window. The test administrator determines when to schedule the assessment of each testlet.

INDIVIDUAL STUDENT SCORE REPORTS

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

Results for each linkage level are determined by the probability that the student has mastered the skills at that linkage level. The information about each linkage level leads to a summary of the student's mastery of skills in each domain and for science overall. Science testlets cover the entire science blueprint during the spring assessment window. Summative results are based on all the Essential Elements in the blueprint during that window only.

Assessment results from the spring assessment window are provided in the end-of-year Individual Student Score Reports in the summer months, depending on when the state's spring assessment window concludes.

NOTE: Neither the results from any testlets completed during the instructionally embedded assessment window nor any results from field test testlets completed in the spring assessment window are factored into the end-of-year Individual Student Score Reports.

Test administrators in most states receive their student reports from their district or building assessment coordinators. State policy determines which roles have access to these reports in Educator Portal. Contact your assessment coordinator for more information about Individual Student Score Reports. A description of how to access Individual Student Score Reports can be found in the Accessing Individual Student Score Reports section in the EDUCATOR PORTAL USER GUIDE.

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KEY STEPS

Test administrators are to prepare for the Dynamic Learning Maps® (DLM®) alternate assessments by completing the key steps in Table 11. Gray-shaded steps are described in more detail in this section of this manual. Other steps are defined in the DLM resources listed in the Checklists for Test Administrators on page 9 of this manual.

Table 11

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.
4. Use the resources on your state's DLM webpage to become familiar with the DLM Consortium 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 your 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 are to be provided for each student taking the DLM alternate assessment. Record the chosen supports in each student's Personal Needs and Preferences (PNP) Profile.
10. Review state-specific requirements for documenting DLM accessibility supports. Adjust supports in students' IEPs as necessary.
11. Review student demographic information in Educator Portal for accuracy and ask the assessment coordinator to make any needed corrections.
12. Ensure each student's PNP Profile is updated and saved.
13. Ensure that each student's First Contact survey is updated and submitted.
14. Ensure that Kite® Student Portal is installed or updated on student assessment devices. Go to your technology personnel for help.
15. Become familiar with the DLM practice activities and released testlets. <ul style="list-style-type: none"> a) Access practice activities and released testlets using student demo accounts. b) Check compatibility of students' assistive devices with Student Portal by allowing students ample time with practice activities and released testlets.

AGREE TO THE SECURITY AGREEMENT

Test administrators are expected to deliver the DLM alternate assessment with integrity and to maintain the security of testlets. Each year, test administrators must renew the DLM security agreement through Educator Portal. The agreement expires the first week of August every year. Figure 1 is an example of the Security Agreement text.

Figure 1. 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 reopened.

Ask 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 12).

Table 12

Available Training and Professional Development

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
<ul style="list-style-type: none"> • Critical content for managing and delivering the DLM alternate assessments is covered. • Test administrators will not be able to deliver testlets until training is completed. • State administrators decide which format(s) to offer for new test administrator training: self-directed, facilitated, or both. • All returning test administrator training is self-directed. • Successful completion is a score of 80% or higher on the post-test. 	<ul style="list-style-type: none"> • The modules support academic instruction for students who take the DLM alternate assessment. • The modules are created for the Target linkage level and teachers will need to adjust the module information for students who are at lower linkage levels. • Several modules are especially for students with foundational presymbolic communication. • Taking the professional development modules is strongly recommended. • State and district administrators may recommend or require specific modules. • State administrators decide which format(s) to offer: self-directed, facilitated, or both. 	<ul style="list-style-type: none"> • The helplet training videos includes a variety of topics to supplement use of the DLM materials and help users become more familiar with Educator Portal navigation tools. • Watching helplet training videos is strongly recommended.

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 to offer (New Test Administrator Required Training, Returning Test Administrator Required Training, or both)
- the course format 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](#) link at the top of the DLM website homepage. 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 logs in to [Training Courses](#), only the first module in the course is 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. Understanding and Delivering Testlets in the DLM Alternate Assessments
3. Test Administration and Scoring
4. Preparing to Administer the Assessment

The Returning Test Administrator Training course consists of only one module, which takes 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, which must be passed with a score of 80% or higher on the first attempt. If unsuccessful, additional training on the applicable section(s) from the new required training 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 the Returning Test Administrator Training 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 or professional development modules 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 instruction in the areas of English language arts, mathematics, science, and several foundational topics. Other modules are available, which provide important information regarding components of the DLM Alternate Assessment System. If wishing to incorporate professional development modules into a training plan, the DLM Consortium offers a variety of materials and multiple methods to access the materials.
- Several science-specific professional development modules are available, and more are under development. In addition, modules related to crosscutting concepts in English language arts and mathematics content standards can help with science instruction.
- Each online, self-directed module lasts approximately 30 to 45 minutes and focuses on a single topic related to instruction of students with the most significant cognitive disabilities. Post-tests accompany the modules.
- Facilitated modules for groups cover the same content as self-directed modules and provide materials to support a facilitator in addressing a group of test administrators.
- Educators across the consortium are encouraged to collaborate by using the [DLM Instructional Supports Facebook](#) page.
- 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 to you 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 and 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 the assessment window opens, test administrators must review the student names that appear on their rosters in Educator Portal. Questions to ask include the following:

- Do all of my eligible students appear on my roster of students?
- Do my rosters include any students who should not be assigned to me or who are not eligible for the DLM alternate assessment?
- Is each student rostered to science in a grade that is being tested in my state?
- Is each student rostered **only** to science?
- Do any student records have typos or misspellings?

HINT: In states that test end-of-instruction biology in high school, in addition to the subject “science,” the student will also have the course “biology.”

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

Detailed procedures for checking this information are in the Manage Student Data section of the EDUCATOR PORTAL USER GUIDE.

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

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

COMPLETE OR UPDATE THE PERSONAL NEEDS AND PREFERENCES PROFILE SETTINGS

A variety of accessibility supports are available for the assessment and can be selected in a student’s PNP Profile in Educator Portal. Most states provide state-level guidance that IEP teams are required to use when making decisions about accessibility supports for a student during testing. State-specific guidelines are provided by some states on their DLM website as an appendix in the ACCESSIBILITY MANUAL. A six-step process for evaluating and choosing appropriate supports for each student are described in the DLM ACCESSIBILITY MANUAL.

Accessibility supports 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 by the IEP. After selecting the supports, they become available during testing. Test administrators are to review accessibility supports with the IEP team at least once per year.

The test administrator may adjust the PNP Profile between testlets to provide more appropriate supports if the initial PNP Profile selections do not allow the student to fully access

the content of the testlets. The assessment coordinator can provide further IEP guidance if needed.

Procedures for choosing and saving the PNP Profile supports 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 SETTINGS

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 match between the student and linkage level for each Essential Element in the science blueprint. The items are categorized into following sections:

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

THE OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENT WINDOW

When the optional instructionally embedded assessment window opens in the fall, the test administrator can easily open the First Contact survey in the Instruction and Assessment Planner, respond to the items in the survey, and then submit it. The data is analyzed and used to determine the **recommended** linkage level for each 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.

THE REQUIRED SPRING ASSESSMENT WINDOW

During the required spring assessment window, the data in the First Contact survey determines the **assignment** of the linkage level for the first science Essential Element being tested. If the survey is submitted before the opening of the spring assessment window, the first testlet will be available on opening day. However, if the survey is submitted after the opening of the window, delivery of the first testlet will be delayed 24 hours from the time the survey is submitted.

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 from the View Student screen before an assessment window opens or from the Instruction and Assessment Planner after the opening of the optional instructionally embedded assessment 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; one is for test administrators and the other for students. Practice activities are designed to familiarize users with the way testlets appear in Student Portal. Many released testlets are also provided.

RELEASED TESTLETS

Released testlets are similar in content and format to actual operational DLM testlets. They are selected from a variety of Essential Elements, linkage levels, and grade bands. New released testlets are added periodically.

A released testlet is publicly available and 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 for the DLM operational assessments.

Users can access practice activities and released testlets through Student Portal in the Practice tab. Use the demo usernames and passwords provided in this manual to complete both types of activities as many times as desired. Using released testlets is also a great way to ensure the computer is prepared for assessment and that a student's assistive technology is working as expected. The released testlets will appear for ELA, mathematics, and science. Choose science.

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 have to be installed on a computer to access these resources.

Some released testlets are teacher-administered testlets and some are computer-delivered testlets. Teacher-administered testlets are typically at the Initial linkage level. Computer-delivered testlets are typically at the Proximal and Target linkage levels.

In Student Portal, released testlets are labeled by subject, Essential Element, and linkage level (Figure 2).

Figure 2. Screenshot from Kite Student Portal that demonstrates a science released testlet name.

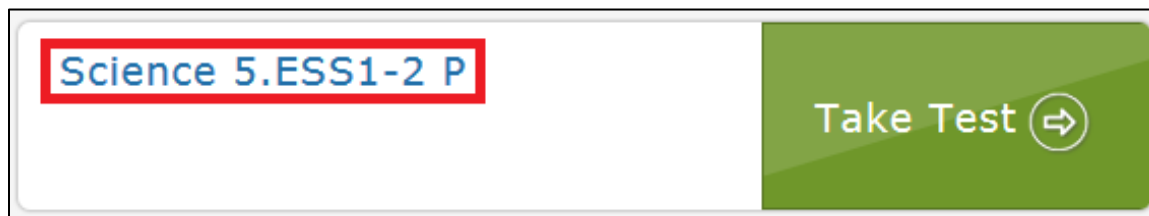


Table 13 describes the labels from the image.

Table 13

Definitions Behind a Released Testlet Name

Subject	Grade	Content Domain	Core Idea	Linkage Level
Science	5	Earth and Space Science (ESS)	1–2, represent and interpret data on a picture, line, or bar graph to show seasonal patterns in the length of daylight hours.	P, proximal

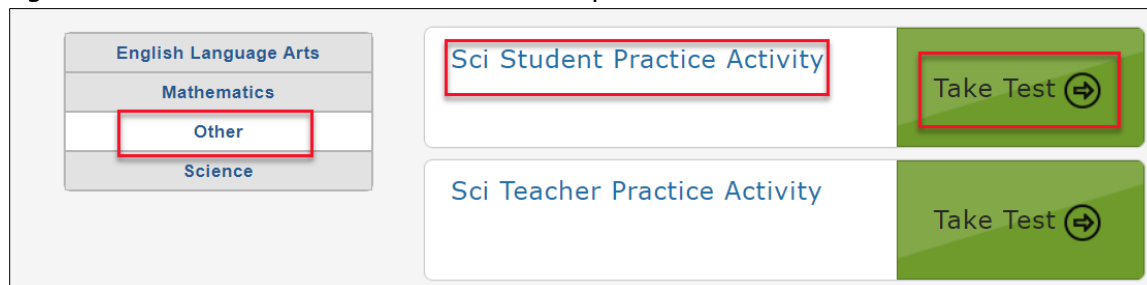
To access the Essential Elements for science, go to the DLM website > filter by **Teacher** > **Assessment Resources** > **Science**.

The following sections describe the step-by-step procedure for accessing practice activities and released testlets.

PRACTICE ACTIVITIES

Sign in to Student Portal using demo student credentials (Figure 3). Select **Other**.

Figure 3. 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 content is difficult to assess on the computer or the student has presymbolic communication and cannot interact directly with the computer.

In this type of testlet, the test administrator 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 Testlet Information Pages (TIPs) list 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. If students can engage with the content but cannot advance the screens or input responses independently, teachers may navigate the screens and record student responses on their behalf. Specific practices not allowed are described further in the Practices Not Allowed section on page 58 of this manual.

The student practice activity contains multiple-choice items in which the student selects one correct response. Students may go forward and backward within a testlet as needed before submitting responses.

STUDENT ACCOUNTS FOR PRACTICE ACTIVITIES AND RELEASED TESTLETS

Practice activities and released testlets are available using several demo student accounts. Each of these accounts has certain PNP Profile settings, as described in the ACCESSIBILITY MANUAL. These supports are summarized in Table 14.

Each of the following demo accounts are available for all science practice activities and released testlets.

Table 14

Released Testlet Logins

Name	Password	PNP Profile Supports Turned On
demo.sue29	wall3	None*
demo.sue28	sand3	Spoken audio: Voice source = synthetic, Read at start = false, Spoken preference = text and graphics, Audio for directions only = false Contrast color: Green text on white background
demo.sue30	swept	Switch: 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	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2**
demo.sue36	stop3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false
demo.sue37	after	5× magnification

*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 the supporting procedure in Student Portal, go to Access Practice Activities and Released Testlets on page 65 of this manual. If you have questions or technical problems with the practice activities or released testlets, contact your assessment coordinator or local technology personnel.

TROUBLESHOOT ACCESS IN EDUCATOR PORTAL



Avoid Common Pitfalls

Save time and avoid errors by completing this step before attempting to assess students.

No TEST MANAGEMENT ACCESS

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 who have not completed required training will receive the following error message:

“Access to Test Management is restricted due to incomplete Required Test Administrator Training. You must complete all Required Test Administrator Training before receiving access to Test Management.”

NO STUDENT TESTLETS

During the spring assessment, a student is not assigned testlets until the following steps are completed correctly:

- The student is listed on the test administrator’s roster.
- The First Contact survey is complete and submitted.
- The student is rostered to science for the DLM alternate assessment. In states where students also take the end-of-instruction biology assessment, the student also will need to be rostered to the subject “science” and the course “biology.”

NOTE: If a student was rostered to a DLM subject other than science, no testlets will be available for that subject.

The assessment coordinator can help with any of the above issues.

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COMPUTER-DELIVERED TESTLETS

OVERVIEW

Testlets delivered directly to students via a computer are designed with the assumption that students can interact independently with the computer. The student can use special devices

such as alternate keyboards, touch screens, or switches, as necessary. Computer-delivered testlets in the Dynamic Learning Maps® (DLM®) science alternate assessment are most likely at the Precursor and Target linkage levels where the assessed content is appropriate for computer delivery. Some students may function at upper linkage levels but cannot interact directly with the computer because of physical limitations. In these cases, test administrators may navigate the testlet screens for a student and enter the student's responses.

HINT: Screenshots in the following sections of this manual demonstrate how a testlet should appear on an assessment device. If a testlet is difficult to access on the assessment device, check the device's display settings and the screen resolution. The screen resolution is recommended to 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.

Computer-Delivered Science Testlet Structure

Delivery of science testlets is based on research about effective instructional practices for students with the most significant cognitive disabilities. Science testlets begin with an engagement activity. The four types of science engagement activities were described in detail earlier in Engagement Activity on page 22. The instructions at the beginning of the testlet tells students what they will be doing in the testlet (Figure 4). In this science story, the student is to read the text and answer some questions.

Figure 4. Screenshot of the instructions for a science testlet in Kite Student Portal.

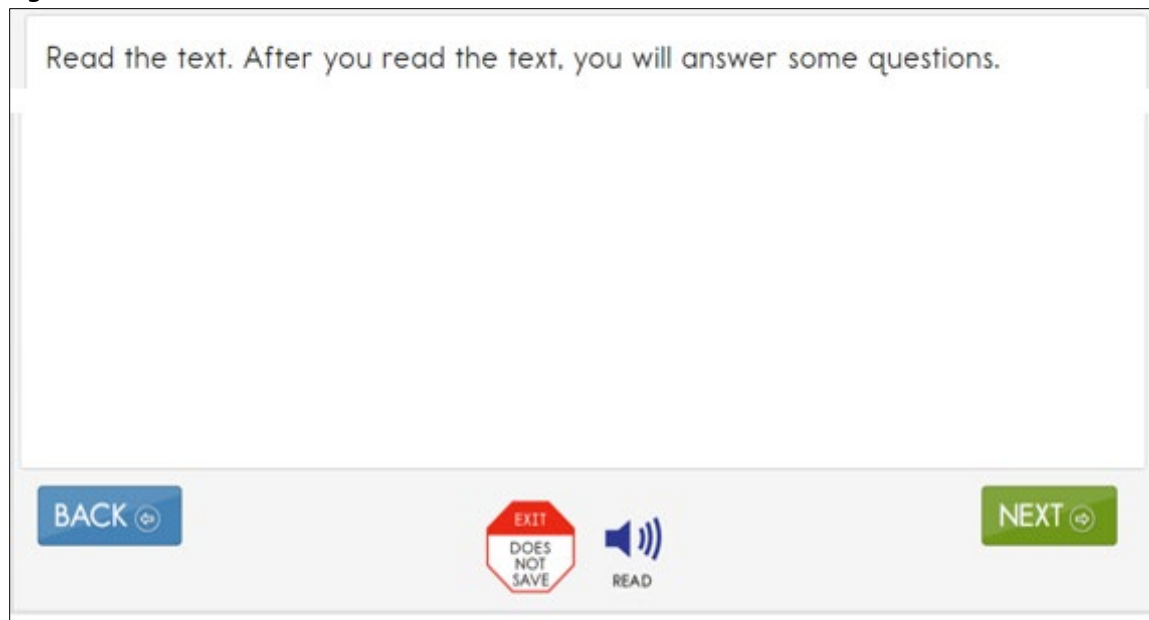


Figure 5 is an example of one type of engagement activity for shorter science testlets. It is a simple science story that is presented one time. Although not shown, the testlet items follow the story on the next screen of the testlet.

Figure 5. Screenshot of a short story in a science testlet in Kite Student Portal.



COMPUTER-DELIVERED ITEM TYPES

Students will respond to single-select multiple-choice items when taking computer-delivered testlets (Figure 6). Most testlets are designed for students to interact directly with the computer.


Figure 6. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal.

Max cleans up after dinner. Max puts the paper plates in the recycling bin. How does this protect trees?


More trees will be used to make paper plates.

Fewer trees will be used to make paper plates.

The same amount of trees will be used to make paper plates.

BACK 




EXIT
DOES
NOT
SAVE


NEXT 

Students may also encounter single-select multiple-choice items with image response choices (Figure 7).


Figure 7. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal.

Which is an elephant?

BACK 

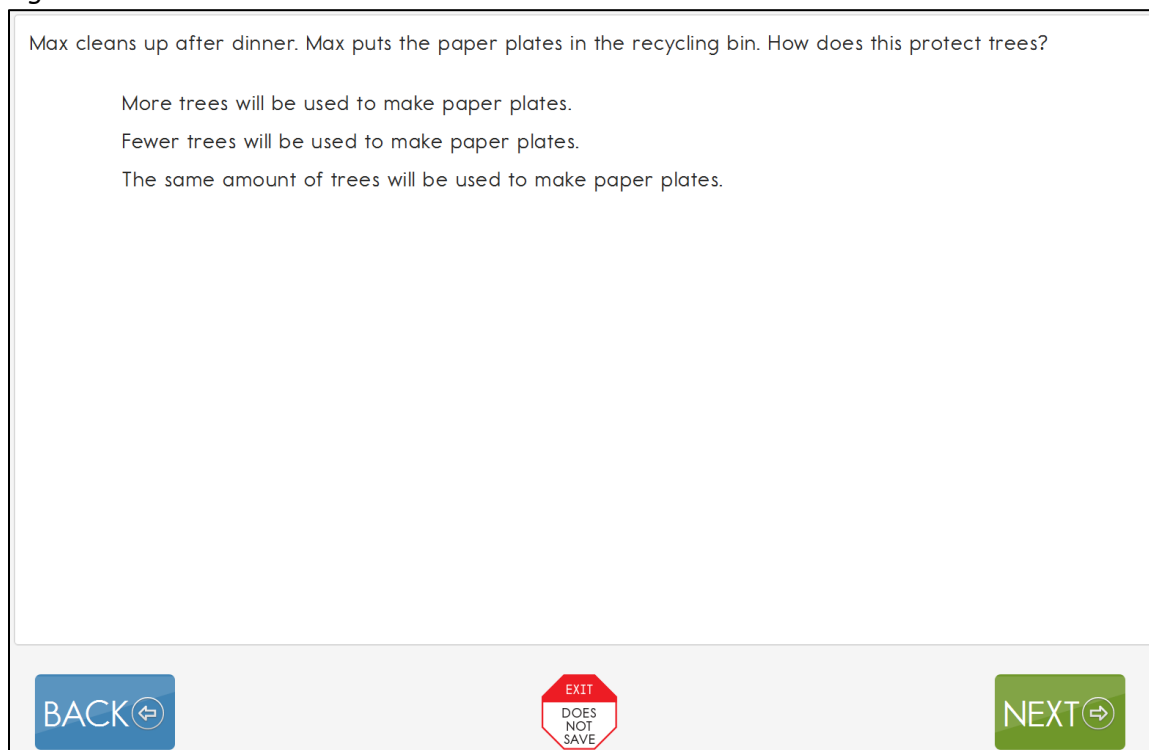
EXIT
DOES
NOT
SAVE

NEXT 

RESPONSE SELECTION FOR COMPUTER-DELIVERED ITEMS

When a student first accesses an item, the responses will appear as shown in Figure 8.

Figure 8. Screenshot of an item in a testlet in Kite Student Portal.




Max cleans up after dinner. Max puts the paper plates in the recycling bin. How does this protect trees?


More trees will be used to make paper plates.

Fewer trees will be used to make paper plates.

The same amount of trees will be used to make paper plates.

BACK 

EXIT
DOES
NOT
SAVE

NEXT 

Once a student selects a response, a box appears around the response choice (Figure 9). The student can select **NEXT** or **BACK** to navigate through the testlet screens. The response choice will stay selected.


Figure 9. Screenshot of a selected response to an item in Kite Student Portal.

Max cleans up after dinner. Max puts the paper plates in the recycling bin. How does this protect trees?


☒ More trees will be used to make paper plates.

☐ Fewer trees will be used to make paper plates.

☐ The same amount of trees will be used to make paper plates.

BACK 

EXIT
DOES
NOT
SAVE

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.

No Response Option

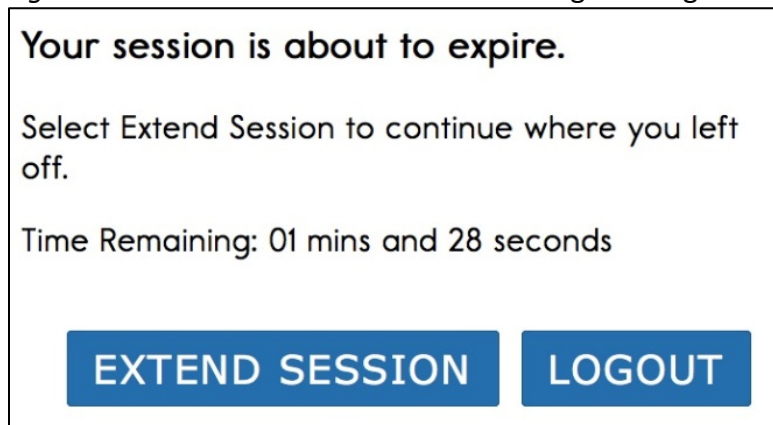
All testlets at the Initial linkage level and a few teacher-administered testlets at the Proximal or Target linkage levels may include **No response** as a response option. However, not all testlets include **No response** as one of the options. If an item does not offer the **No response** option, and the student does not respond to the item in the testlet, the test administrator may leave 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, or the next testlet will not become available. 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 10).

Figure 10. 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 should maximize student interaction with the testlet by 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 11.

Figure 11. 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 can 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 testlets at the Initial linkage level are designed to be administered directly by the test administrator. The testlets are delivered in Student Portal, but the test administrator plays a direct role. The test administrator is responsible for setting up the assessment, delivering it to the student off the computer, and recording student responses in the testlet in Student Portal. For students who are blind, who have visual impairments, or who have physical disabilities that

impact the student's ability to take the testlet onscreen, test administrators directly administer these types of testlets to make them accessible.

GENERAL STRUCTURE OF TEACHER-ADMINISTERED TESTLETS

All teacher-administered testlets have some common features:

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

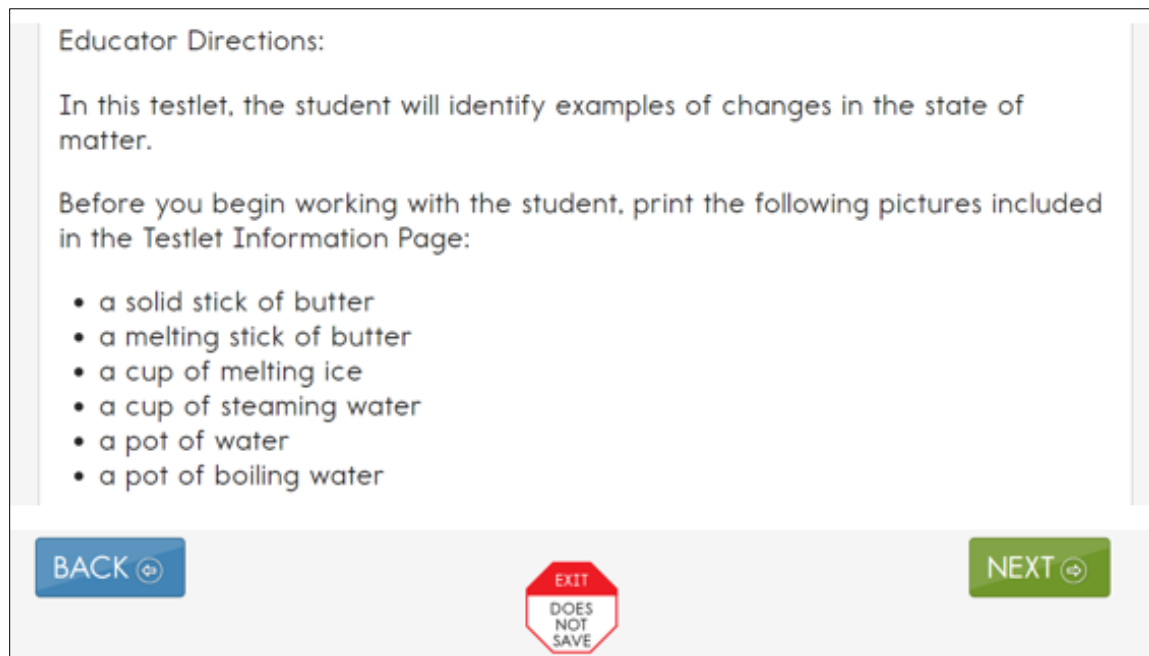
TEACHER-ADMINISTERED SCIENCE TESTLETS

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

Structure of Teacher-Administered Science Testlets

All teacher-administered science testlets are similar in structure. They include instructions to the test administrator called Educator Directions. Figure 12 is an example of Educator Directions.

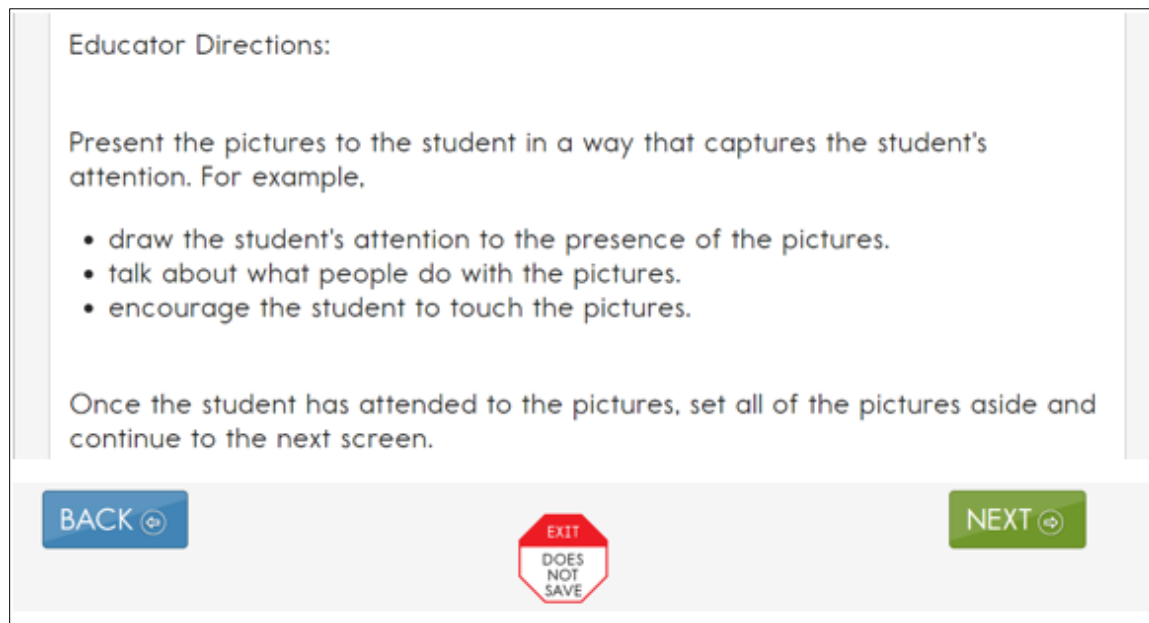
Figure 12. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Student Portal.



First, the directions tell the test administrator, in a general way, what will happen in the testlet. If necessary for the item type, the directions will specify any materials that need to be collected. More information about the materials and recommended substitute objects are provided in the TIP. The last part of the directions page outlines the needed objects, which items need the objects, and in what order the item presents the objects. Test administrators may substitute objects if the new objects do not change what the testlet measures.

Also, teacher-administered science testlets contain an engagement activity during which a test administrator presents picture response cards or objects used in the testlet and engages a student in exploring the materials. Figure 13 shows an engagement activity in a teacher-administered science testlet.

Figure 13. Screenshot of the Educator Directions in a teacher-administered science testlet in Kite Student Portal.



ADMINISTRATION OF A TEACHER-ADMINISTERED TESTLET

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

The two specific instructions for presenting items or directions to students are **SHOW** and **SAY**. However, because of hearing and vision limitations, some students will not be able to see what is shown and others will not be able to hear what is said. SHOW means that an educator is to present 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 14 is an example of an item screen that may be embedded in a science testlet. The Educator Directions tell how to interact with the student. The test administrator must read the lines presented in bold after SAY directly to the student. The administrator also must perform the actions described after SHOW for the student.

Figure 14. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Student Portal.

Educator Directions:

Place the cup of warm water and the cup of ice water in front of the student.

SHOW: the cup of warm water.
SAY: "Here is a cup of water."

SHOW: the cup of ice water.
SAY: "Here is another cup of water."

SHOW: both cups of water.
SAY: "Show me the warmer water."

BACK

EXIT
DOES
NOT
SAVE

NEXT

All teacher-administered items include response options that reflect possible student responses to the statement or questions in the item. Test administrators evaluate a student's response, choose the best description of what they observed, and record the choice in the testlet. Test administrators must be familiar with a student's typical modes of expressive communication because any mode for communicating a response is acceptable.

All testlets at the Initial linkage level include **No response** as a response option. If a student can produce an intentional response but does not do so (e.g., due to distractions or behavior problems), use the **EXIT DOES NOT SAVE** button (if allowed in your state) and return to the testlet when the student is more engaged.

TEACHER-ADMINISTERED ASSESSMENT ARRANGEMENT

In teacher-administered testlets, students and test administrators interact together. Only the test administrator interacts with Student Portal; the student works outside the Kite system and interacts with the test administrator.

ACCESSIBILITY SUPPORTS

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

Language Translation

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

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

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

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

- translate the text
- simplify testlet instructions
- translate words on demand
- provide synonyms or definitions
- accept responses in either English or the student's native language

NOTE: Student Portal does not offer a digital dictionary. Students may use their version of a dictionary if needed, such as word lists and communication symbols. This dictionary should be familiar to the student and have been used during instruction.

Sign Interpretation

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

Teacher-administered testlets direct the test administrator how to organize and present the content to the student. Scripted directions tell the test administrator what to say or sign. The test administrator will need to determine if the student can understand a direct translation of the script or if the student will need an interpretation of the directions. If interpretation is needed, advance planning may be necessary. Test administrators may log in to Student Portal before beginning the assessment to plan and prepare for appropriate procedures to use with students who are deaf or hard of hearing. If the need for interpretation is likely, the test administrator logs in to Student Portal, launches the test, and reviews the screens to evaluate the need for interpretation. If administration will take place later, the test administrator can use 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 must 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 at the Initial linkage level may provide specific instructions for materials substitution to help the test administrator maintain this consistency. For a computer-delivered testlet, most of what the student needs is on the computer screen for the testlet.

To determine whether a support or practice is allowed, go to Practices Allowed and Practices Not Allowed beginning on page 56 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 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 when the student is proficient in reading braille, not for emerging braille

readers. Other options are suitable for a student with a visual impairment who does not read braille, such as the Alternate Form-Visual Impairment option, human read aloud, or Spoken Audio.

The DLM Alternate Assessment System supplies braille forms for all science Essential Elements at the Target linkage level during the spring assessment window, but none are available for any Essential Elements at the Initial or Precursor linkage level. Also, braille is not available for any Essential Elements at any linkage level being tested in the optional instructionally embedded assessment window in the fall and winter months. For a student who reads braille, choose braille in the PNP Profile in Educator Portal. 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.

FORM AVAILABILITY

The Alternate Form-Visual Impairment testlets are available for some Essential Elements and linkage levels. When Alternate Form-Visual Impairment forms are not available, other supports may be selected in the PNP Profile, such as Spoken Audio, magnification, and human read aloud.

Table 15 shows the availability of braille forms for the grade, linkage level, and window.

Table 15

Availability of Science Braille Forms for the Grade, Linkage Level, and Window

Grades	Linkage Levels	Window
3–8 and high school	Target level only	Spring assessment window only

BRAILLE FORM DELIVERY

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

The student completes the assessment process with the test administrator entering the responses in Student Portal. Braille forms are created to be as similar as possible to the online standard testlets, but they contain minor adaptations to improve accessibility for students:

- Page numbers are included on all braille 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 students who are blind or have visual impairments and may include tactile representations of pictures, maps, graphs, diagrams, and other images. Tactile graphics are not included with the DLM braille forms. Instead, the test administrator may use familiar objects for concrete representations of content 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

For science, braille forms are not available for any Essential Elements in the instructionally embedded assessment window. However, in the spring window, braille forms are available for all Essential Elements at the Target linkage level. The BRF icon will be visible in the Test Management section of Educator Portal.

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 will input 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.

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

Most standard DLM testlets at the Precursor or Target linkage level are accessible for students who are blind or have a visual impairment. However, a few Essential Elements are difficult to assess online for these students, even with supports such as Spoken Audio. For these specific Essential Elements and linkage levels, the Alternate Form-Visual Impairment option may be available. The Alternate Form-Visual Impairment option is assigned only for certain Essential Elements and linkage levels.

When an Alternate Form-Visual Impairment option is delivered, the testlet name will contain the letters **BVI** (Blind Visual Impairment) in both the test ticket and Student Portal testlet name (e.g., SP **BVI** SCI MS.PS1-2 P 10455).

TEACHER-ADMINISTERED ALTERNATE FORM-VISUAL IMPAIRMENT OPTION TESTLETS

These testlets will use materials that may require some advanced preparation by the test administrator. Special materials are recommended for use with students who are blind but do not read braille or have visual impairments. Other familiar materials may be substituted as described in the Materials section on page 63 of this manual. Details are provided on the Testlet Information Page (TIP).

COMPUTER-DELIVERED ALTERNATE FORM-VISUAL IMPAIRMENT OPTION TESTLETS

These testlets may require test administrators to use materials to represent the onscreen content directly to the student. Needed materials are listed on the TIP, and substitutions are allowed as directed on the TIP.

ADMINISTRATION OF AN ALTERNATE FORM-VISUAL IMPAIRMENT OPTION TESTLET

The general procedures for administering an Alternate Form-Visual Impairment option testlet are the same as the testlets 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 indicates.
- Provide human read aloud or computer Spoken Audio, including alternate text for images onscreen, and describe any materials presented to the student that represent images shown on the screen.
- Change the object language in the testlet to match any substituted materials being used. For example, if the testlet uses the phrases, "...throws in the trash," but the student is accustomed to the term "waste basket," substitute the word trash for waste basket when reading the text aloud and say, "...throws in the waste basket."
- To make a change regarding braille or an Alternate Form-Visual Impairment option testlet during assessment, consult the section Customization for Each Student in the ACCESSIBILITY MANUAL.

PRACTICES ALLOWED

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

BREAKS

Students may take breaks during or between testlets. Test administrators need to use their best judgment about the use of breaks. The goal is to complete a testlet in a single session; however, breaks may be needed when the student is fatigued, disengaged, or having behavioral problems that may interfere with students demonstrating what they know and can do. Remember, the testlet will timeout after 90 minutes and answers will not be saved.

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 are to use the equipment to maximize the student's ability to provide a clear response.

NAVIGATION ACROSS SCREENS

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

TEST ADMINISTRATOR RESPONSE ENTRY FOR STUDENTS

If a student is unable to enter a response into the computer but can indicate a response in some other fashion, such as through eye gaze, manipulatives, or verbalization, the test administrator may enter the response into the testlet on behalf of the student. Again, this 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 larger presentation of content than that 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. Go to Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL.

GRAPHIC ORGANIZERS

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

BLANK PAPER

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

USE OF REINFORCEMENT

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

GENERIC DEFINITIONS

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

PRACTICES NOT ALLOWED

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

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

For questions regarding whether a support is allowable, test administrators must contact their assessment coordinator. If supports outside of those that the DLM Consortium has listed are provided for a student, some states require that a description of those supports be provided through a state reporting system.

To avoid invalidating the student's assessment, follow state-specific guidelines and get approval from the assessment coordinator before using other supports.

SPRING ASSESSMENTS

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KEY STEPS

Test administrators prepare for the Dynamic Learning Maps® (DLM®) spring assessment by completing the key steps in Table 16. Gray-shaded steps are described in more detail in this section. The other steps are defined in other DLM resources listed in the Checklists for Test Administrators on page 9 of this manual.

Go to your state’s DLM webpage or appendix in this manual for the dates of your spring assessment window.

Table 16

Key Steps for Science During the Spring Assessment

Step
1. Recheck student demographic information, PNP Profile setting, and survey responses.
2. Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment window.
3. Schedule locations and times for assessment sessions.
4. Retrieve the Testlet Information Page (TIP) for each testlet as it becomes available. Gather needed materials before beginning the assessment, including printing the picture response cards when needed.
5. Retrieve student’s username and password from Educator Portal.
6. Using Student Portal, assess student on each testlet as it becomes available.

RECHECK STUDENT INFORMATION

Before your state’s spring assessment window opens, confirm that you have the correct students on your roster, that each student is assigned to the correct grade, and that their First Contact surveys and PNP Profiles are up to date. Contact your assessment coordinator for help editing student information.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

Test administrators will likely need to schedule several assessment sessions, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled.

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 if a student is not having a good day on the intended assessment day. If the student gets tired or distracted during a testlet sooner than expected, allow the student to complete and submit the testlet, or use the **EXIT DOES NOT SAVE** button and return later (if your state allows this option). If **EXIT DOES NOT SAVE** is chosen, the student's responses 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 the testlet is not visible to other students.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 40 and in Teacher-Administered Testlets on page 47 of this manual.

For assessment time estimates, go to Assessment Administration on page 25 of this manual.

TESTLET DELIVERY FREQUENCY DURING SPRING ASSESSMENT

Only one testlet at a time is available in Student Portal. After the student submits the first testlet, the Kite system evaluates the student's responses, then the next testlet becomes available in Student Portal, usually within 15 minutes.

RETRIEVE TESTLET INFORMATION PAGE AND GATHER MATERIALS

TESTLET INFORMATION PAGES (TIPS)


Test administrators are provided with information specific to each testlet in the TIPS. In the Test Management section in Educator Portal, the test administrators can access the TIP after each testlet is assigned to a student. Reviewing the TIP before beginning the student's assessment is advised for all testlets, but especially for testlets at the Initial linkage level where picture response cards must be printed and materials need to be gathered.

HINT: During the instructionally embedded assessment window, the TIP is accessed in the Instruction and Assessment Planner section of Educator Portal.

During the spring assessment window, the TIP is accessed in the Test Management section of Educator Portal. For a step-by-step procedure for each window, go to the Retrieve Testlet Information Page section of the EDUCATOR PORTAL USER GUIDE.

The testlet form name is included on the TIP (outlined in red in Figure 15).

Figure 15. Example Testlet Information Page header with the testlet form name.

<i>This is a secure testing document. Do not reproduce or redistribute. Shred after use.</i>	
 DYNAMIC[®] LEARNING MAPS	SP SCI MS.ESS2-2 P 10306
Testlet Information Page: SCI10306	
Testlet Type: Computer-delivered	Number of Items: 3

Information in 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 much more information regarding materials to use during testing than the TIP for a computer-delivered testlet, except for students who are blind or have visual impairments. The materials for a computer-delivered testlet are all on the computer screens. The TIP also provides the following information for each testlet:

- **Materials Needed:** This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials will be provided. For example, the materials may be three different small objects that are familiar to the student, each of which has a single word name (e.g., ball, pencil, and bag).
- **Materials Use:** This field contains a description of how the materials are used in the testlet to assess the skill. For example, the student will be able to indicate a specific object when the object's name is used.
- **Suggested Substitute Materials:** Substitute materials are often allowed. This section indicates whether materials may be substituted and sometimes recommends key attributes of substitute materials.
- **Accessibility Supports Not Allowed:** Although a test administrator may usually use all PNP Profile supports and take advantage of the flexibility described in the Practices Allowed and Practices Not Allowed sections of this manual, go to the list of Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL for more information. Also, the TIP will indicate when a support is not allowed (e.g., calculator) or if other limits are included (e.g., when definitions or translation are not allowed).
- **Other Comments:** If a testlet has other unique instructions, they will appear here (e.g., testlets that require special setup before test administration).
- **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.
- **Picture Response Cards:** The TIPs for teacher-administered testlets at the Initial linkage level are usually accompanied by picture response cards. Picture response cards are to be printed before test administration. In the best interest of the student, printing in color is highly recommended.

MATERIALS

Materials used in testlets are typically easily available and are familiar to the student. The TIP includes descriptions of the general properties of the materials that are needed to correctly assess the Essential Elements at a linkage level. Materials that are listed may be substituted by ones more familiar to the student if the materials meet the general requirements for that Essential Element. Also, if a testlet assigned to the student contains materials that are not appropriate for that student, substitutions can be made.

Materials for the testlet must be collected prior to the assessment session. However, if the student has begun a testlet and the materials are not working as anticipated, alternate materials may be retrieved. The testlet can be inactive up to 90 minutes before timing out. The System Timeout section on page 45 of this manual describes in detail about the 90-minute timeout.

The Science Materials Collections is a list of common materials used in testlets, particularly the teacher-administered testlets. The list is first provided during the instructionally embedded assessment window and is then replaced by the one for the spring assessment window. To access the Science Material Collections, go to the DLM website > For States > select your state > filter Teacher > Instructional Resources > Science > scroll to the science Material Collections.

MONITOR STUDENT PROGRESS

During the spring assessment window, the test administrator can monitor how many testlets a student has taken out of the total number required by accessing the Test Progress column on the Test Management screen in Educator Portal, (e.g., Testlet 3 of 9). In states testing high school end-of-instruction biology, the total number of testlets is 10. Therefore, the message would display Testlet 3 out of 10. Similarly in Student Portal, a message displays indicating the number of testlets taken out of the number available.

PREPARE FOR NEXT YEAR

Test administrators and IEP teams need to make certain decisions when preparing for the following school year. Two steps are described in Table 17

Table 17

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 BLUEPRINT

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

KITE® STUDENT PORTAL USER GUIDE

HINT: Print the following pages and keep them handy!

Kite Student Portal Assessment Devices.....	65
Internet Connectivity	65
Kite Student Portal Procedures	66
Access Practice Activities and Released Testlets	66
Begin an Operational Assessment	69
Start a Testlet.....	69
Navigate in Kite Student Portal.....	72
Spoken Audio	73
Take a Break During Assessment	74
Complete a Testlet.....	75
Troubleshoot in Kite Student Portal	77

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

KITE STUDENT PORTAL ASSESSMENT DEVICES

Student Portal can be downloaded on a variety of devices to administer the Dynamic Learning Maps® (DLM®) alternate assessment. Go to the [Kite® Suite](#) page on the DLM website for the 2021–2022 Kite installation guides.

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.

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. For versions of Student Portal older than 8.0, the user will get a message directing them on how to get version 8.0. Download directions for each type of device are available on the [Kite® Suite](#) webpage on the DLM website.

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

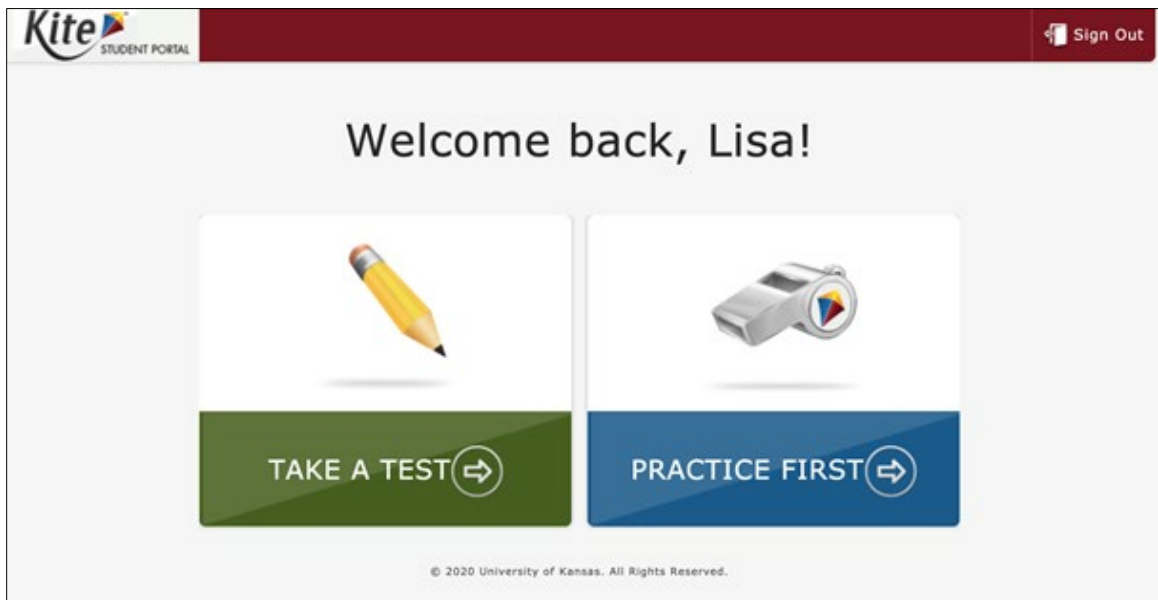
1. Select the **Kite Student Portal** icon on the testing device.



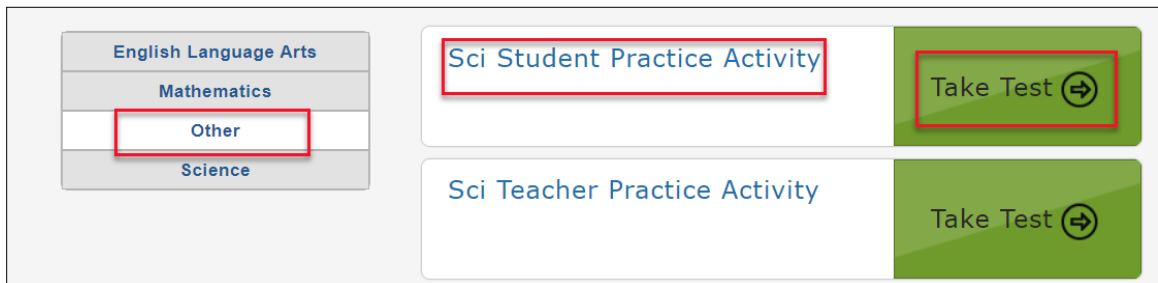
2. Enter the demo student username and password. Select **SIGN IN**.

The login screen for the Kite Student Portal. It features a background with a blue sky and colorful kites. The central login box has a white header with the 'Kite' logo and 'STUDENT PORTAL' text. Below this is a red section with 'Welcome Back!' and two white input fields labeled 'USERNAME' and 'PASSWORD'. At the bottom is a blue section with a 'SIGN IN' button that includes a right-pointing arrow icon. A small copyright notice '© 2018 University of Kansas. All Rights Reserved.' is visible at the bottom right of the login box.

3. Select **PRACTICE FIRST**.



4. Practice activities and released testlets are available for ELA, mathematics, and science. Select **Other** to access science practice activities. Then select **TAKE TEST**.



5. Select **Science** to access released testlets.

Kite STUDENT PORTAL Take a test Practice First Sign Out

Please select a practice test to take.

Dynamic Learning Maps

English Language Arts
Mathematics
Other
Science

Science 5.ESS1-2 P Take Test

Science 5.ESS2-1 I Take Test

Science 5.ESS3-1 I Take Test

6. Select **BEGIN**.

Science 5.ESS1-2 P

Choose BEGIN to start.

GO BACK BEGIN

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

BACK EXIT DOES NOT SAVE NEXT

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

BEGIN AN OPERATIONAL ASSESSMENT

To sign in to Student Portal and begin the 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 administered during the optional instructionally embedded window, all testlets assigned during the required spring window, 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 opening of the instructionally embedded assessment window. 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 credentials before the opening of the instructionally embedded assessment window are described in detail in the View Student Username and Password section in the EDUCATOR PORTAL USER GUIDE.

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

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

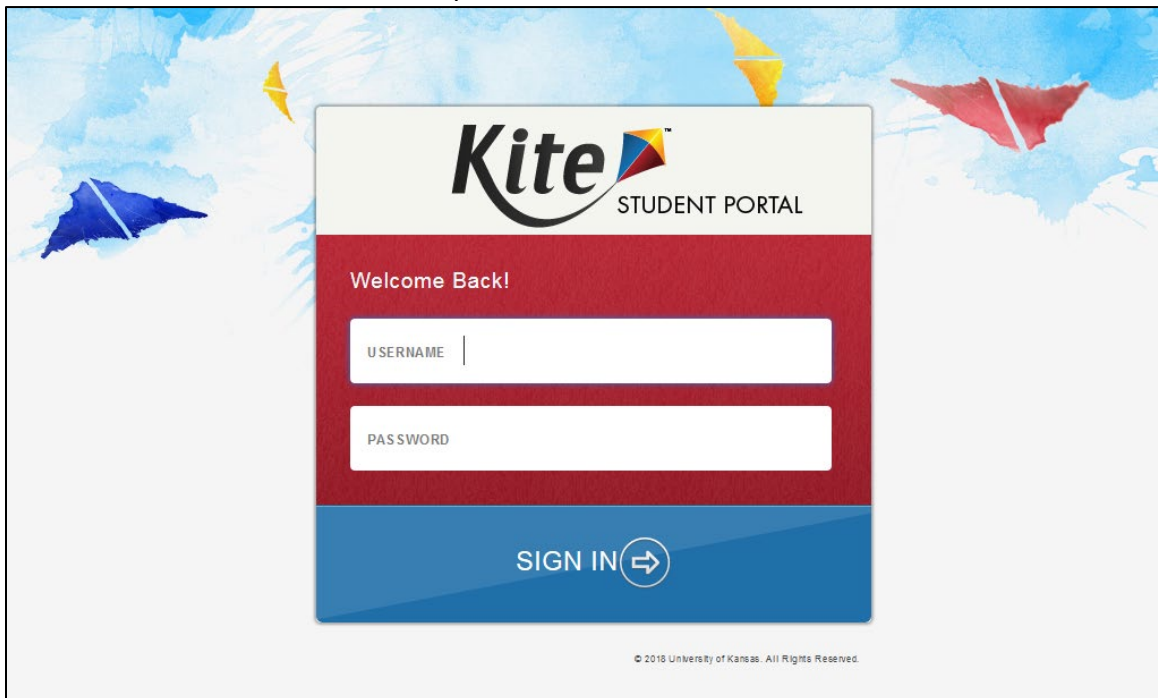
START A TESTLET

To administer a DLM alternate assessment, follow these steps.

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

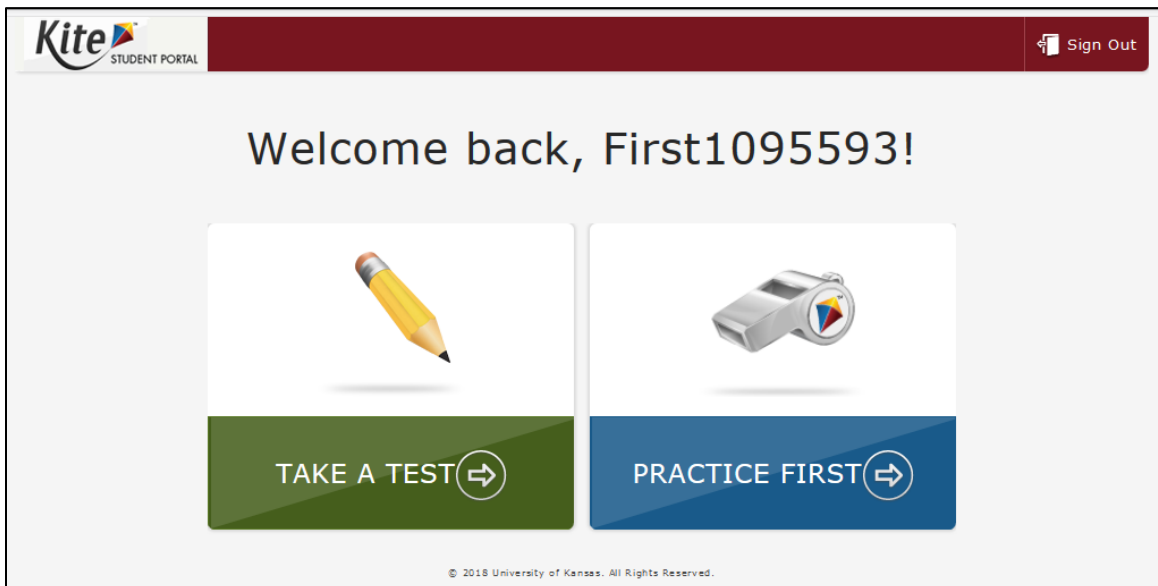


2. Enter the student's username and password. Select **SIGN IN**.



The login screen features a background of colorful kites (blue, yellow, red) flying in a light blue sky. A central white box contains the 'Kite' logo and 'STUDENT PORTAL' text. Below this, a red banner says 'Welcome Back!'. There are two white input fields labeled 'USERNAME' and 'PASSWORD'. At the bottom of the white 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 with the 'Kite' logo and 'STUDENT PORTAL' on the left, and a 'Sign Out' button on the right. The main content area is light gray and 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 icon, and a blue one with a whistle icon and the text 'PRACTICE FIRST' with a right-pointing arrow icon. A small copyright notice '© 2018 University of Kansas. All Rights Reserved.' is at the bottom center.

4. Select **Take Test**. Only one testlet is visible at a time.



A single green button with the text 'Take Test' and a right-pointing arrow icon.

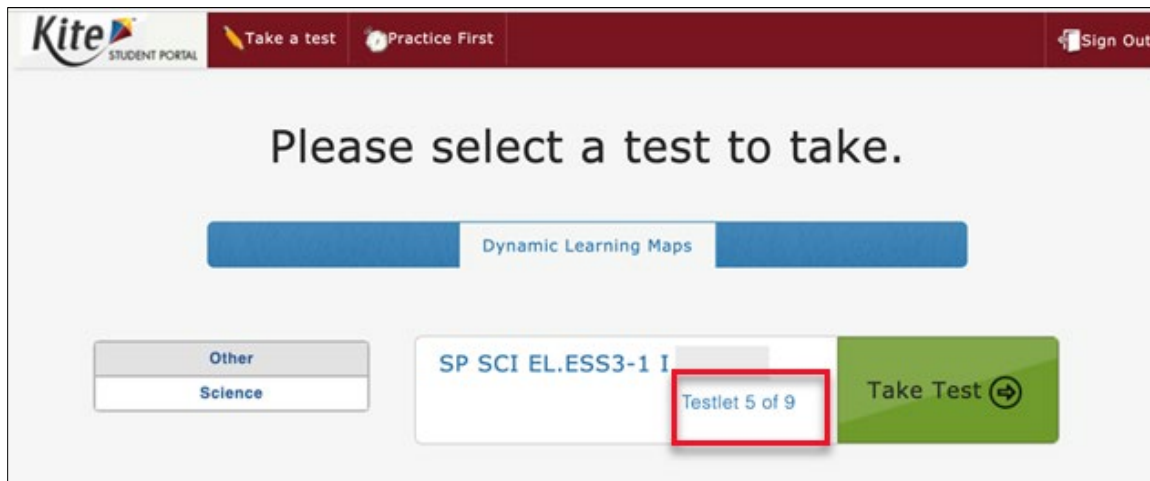
5. Select **BEGIN**.



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

A message will display with the number of testlets remaining (Figure 16). In this example, the student already completed four testlets and will start testlet 5 out of 9. In states administering end-of-instruction biology, the message would display 5 out of 10.

Figure 16. Screenshot displaying the number of operational science testlets in Kite Student Portal.









NAVIGATE IN KITE STUDENT PORTAL

Navigate in Student Portal with the buttons introduced in Table 18.

Table 18

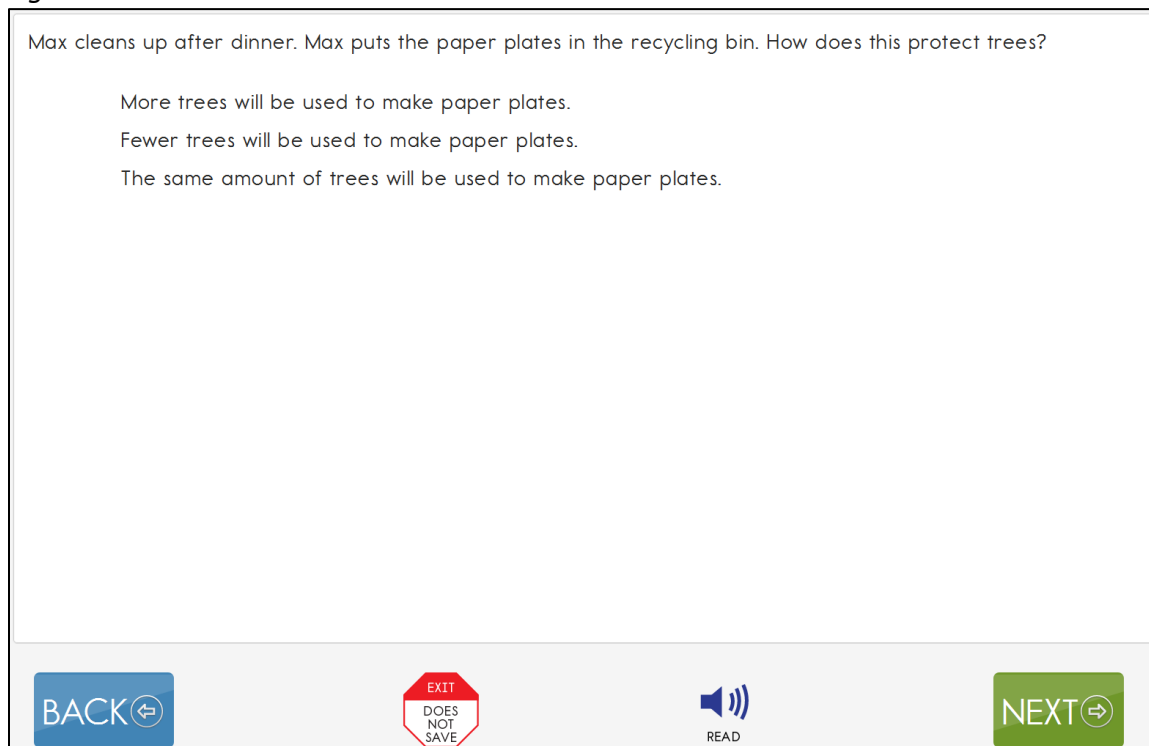
Kite Student Portal Navigation Buttons

Button	Action
	Return to the previous screen.
	Go to the next screen.
	<p>This button appears when the test administrator selects 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 READ 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 75 of this manual.

Figure 17 shows the buttons available on each testlet screen.

Figure 17. 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 18).

*Figure 18. 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 19).

*Figure 19. 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.

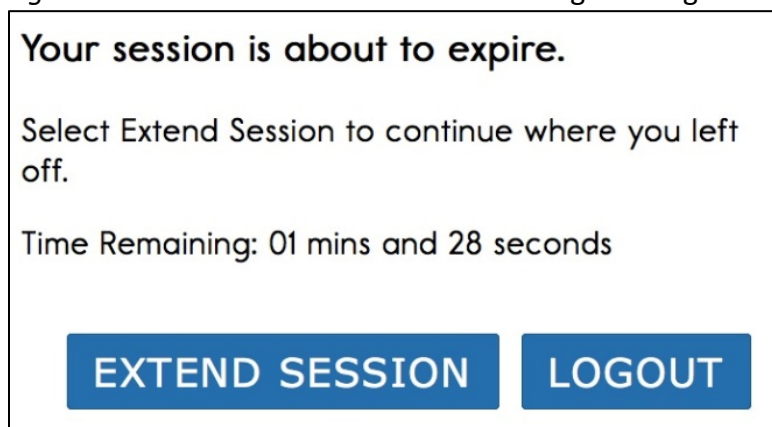
Additionally, while the synthetic voice is reading, the sentences or response options on the screen are highlighted in yellow, one sentence or one response option at a time. If the student wants to hear the sentences or response options again or see the highlighting of them, the students may select **READ**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

TAKE A BREAK DURING ASSESSMENT

DLM testlets are not timed and breaks are not limited during an assessment. A student may take a break during an assessment in the following ways:

- Take a short break (up to 90 minutes) during an assessment.
- 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 20).

Figure 20. Kite Student Portal session ending warning.



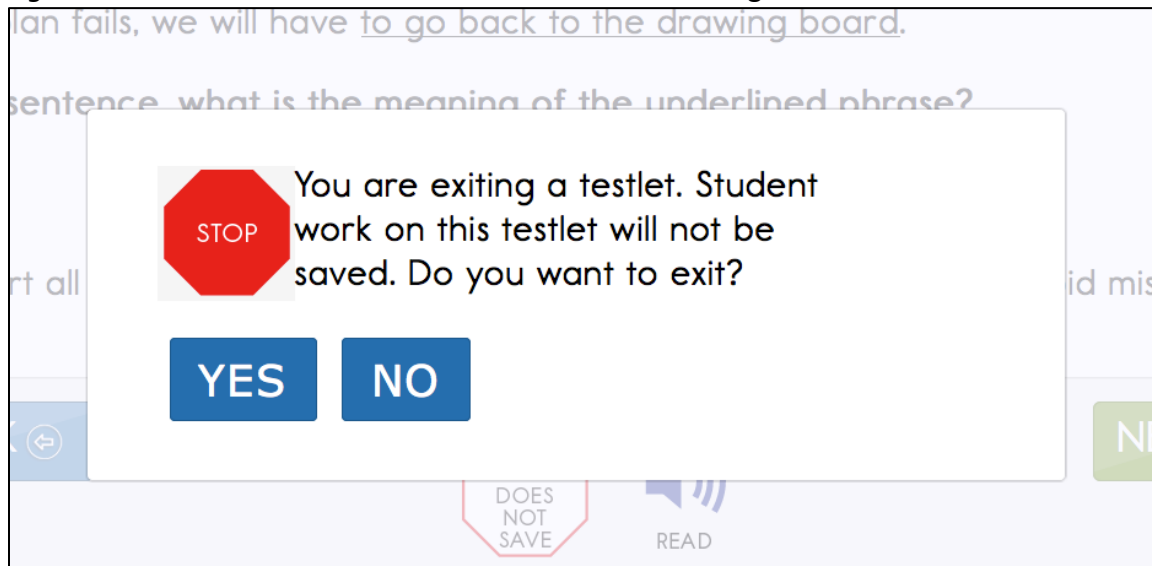
- Take a break between testlets. After selecting **END** at the conclusion of a testlet, log out of Student Portal. Log back in when the student is ready to take the next testlet.
- Stop in the middle of a testlet using the **EXIT DOES NOT SAVE** button (not allowed in some states). No student responses will be saved and the testlet reverts to unused. When available, the button appears on every testlet screen (Figure 21).

Figure 21. 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 22).

Figure 22. 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 student 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 23 is an example of a high school biology testlet at the Target linkage level in the spring assessment window. 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 23. Screenshot of the review screen at the end of a testlet in Kite Student Portal.

The screenshot shows a review screen with a red box highlighting the text "Review: SP SCI HS Bio HS.LS1-3 T 10508". Below this, it asks "Are you done?" and provides instructions: "Red boxes ☐ mean you are not done. Ask your teacher for help." and "Blue dots ☒ mean you are done. You can choose end." To the right, there is a table with three columns labeled 1, 2, and 3. Column 1 has a red box, column 2 has a red box, and column 3 has a blue dot. Below the table, it says "Answered ☒ Not answered ☐". At the bottom, there are two buttons: "GO BACK" (blue) and "END" (green).

To complete the test, follow these steps:

1. Select **END**.

This image shows two buttons side-by-side. The left button is blue and labeled "GO BACK" with a left-pointing arrow icon. The right button is green and labeled "END" with a right-pointing arrow icon.

2. A message asks, "Are you sure you want to end?"

This image shows a confirmation dialog box with the text "Are you sure you want to end?". Below the text are two buttons: "YES" (blue) and "NO" (blue).

3. By selecting **YES**, the student's work will be saved and neither the test administrator nor the student will be able to return to this testlet.
4. At the top of the screen, select **SIGN OUT**, and then select **CLOSE KITE**.

After selecting **END** at the conclusion of a testlet, best practice is to log out of Student Portal.

Although the next testlet will be available in about 15 minutes, its TIP will need to be downloaded, printed, and reviewed. If the testlet is at the Initial linkage level, it may have picture response cards that will need to be printed (best practice is printing in color); materials may need to be gathered; and if the next testlet is a braille form, the BRF file will need to be downloaded and embossed. The preparation may take several minutes.

Log back in when all preparations have been made, and the test administrator and student are ready to take the next testlet.

TROUBLESHOOT IN KITE STUDENT PORTAL

If you encounter scroll bars when magnification is 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.

REFERENCE

Sinharay, S., Wan, P., Whitaker, M., Kim, D., Zhang, L., & Choi, S. W. (2014). Determining the overall impact of interruptions during online testing. *Journal of Educational Measurement*, 51(4), 419–440. <https://doi.org/10.1111/jedm.12052>

GLOSSARY

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

Term	Description
core idea	<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>
display enhancements	Options that change the testlet appearance on the student's device screen, including magnification, overlay color, invert color choice, and contrast color.
domain	Science: The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.
Educator Portal	Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring or tracking results. Users can access Educator Portal using any supported browser via https://educator.kiteaai.org/ . For information on working within Educator Portal, access the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.
engagement activity	An activity at the beginning of a testlet that describes a scenario, recalls prior knowledge or experience, or introduces the concept to be addressed. The engagement activity provides context for the items. Some science testlets at the upper linkage levels include a short video without audio as the engagement activity.
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 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.

Data gathered from the core questions and the science questions are used to **recommend** the linkage level for each science Essential Element in the optional instructionally embedded assessment window. The same data is used to **assign** the linkage level to the first science Essential Element being tested in the spring assessment window.

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

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 An incremental level of complexity toward the learning target where an assessment was developed for the Essential Element. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.

materials Any objects, manipulatives, and tools used during an assessment. Science Materials Collection is a list available during each

window. The list is found on each state's DLM website. Filter by Teacher Role > Filter All in the Resource Category > Filter by Science in the Content Area. Scroll down the page to the Science Materials Collections.

Personal Needs and Preferences (PNP) Profile

Student-specific information that informs Kite Student Portal about an individual student's personal needs and preferences for each testlet. The PNP Profile includes information the system needs to make the student's user interface in Student Portal compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.

plan

A plan is created in the Instruction and Assessment Planner in Educator Portal only during the optional instructionally embedded assessment window. A plan includes the educator-selected Essential Element and educator-selected linkage level and leads to the educator-assigned testlet for science.

released testlets

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

Student Activity Table

A page in the Instruction and Assessment Planner in Educator Portal. The Student Activity Table provides an at-a-glance overview for all students rostered to the test administrator in the subjects in which the students are being tested during the optional instructionally embedded assessment window. The data in the Student Activity Table populates based on the test administrator's actions on the Student View Page for each student (i.e., how many testlets were administered).

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 the optional instructionally embedded assessment window, test administrators use the Student View Page for several instruction and assessment actions for each student (i.e., creating a plan and assigning a testlet). The system will display information about the

student's testing progress, indication whether the student achieved mastery of an Essential Element at the linkage level tested.

testlet

A short assessment that begins with an engagement activity and includes three to five items. 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. All students receive nine testlets. In states delivering end-of-instruction biology in high school, students receive 10 testlets. Each testlet assesses only one Essential Element. Testlets are delivered one at a time, are adaptive, and 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 linkage level for science. The TIP at the Initial level will have picture response cards that must be printed before testing. Best practice is to have them printed in color. Computer-delivered testlets require fewer materials than the teacher administered testlets.

DLM APPENDIX

FIRST CONTACT SURVEY (ALL QUESTIONS)

Current. No changes since 3/10/16.

The questions asked in the First Contact survey are included here. The First Contact survey is completed in Educator Portal by the test administrator. Only users with the Educator Portal role of District Test Coordinator, Building Test Coordinator, or Teacher have access to a student's First Contact survey.

Asterisks indicate items that are required for all states. Other questions may be required depending 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 to ensure that you are logged in as a DLM user and that the student's information has been properly loaded 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: Chose 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 Brailler) or Electronic (e.g., Mountbatten Brailler) Braille writing device
- Device with refreshable Braille display

MOTOR CAPABILITIES AND HEALTH

Arm/Hand Control and Health

Arm and hand control: Mark all that apply

- Uses two hands together to perform tasks
- Uses only one hand to perform tasks
- Requires physical assistance to perform tasks with hands
- Cannot use hands to complete tasks even with assistance

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment?

- No
- Yes

COMPUTER INSTRUCTION

Computer Use and Instruction

Computer Use: Select the student's primary use of a computer during instruction

- Accesses a computer independently
- Accesses a computer independently given assistive technology
- Uses a computer with human support (with or without assistive technology)
- This student has not had the opportunity to access a computer

- This student cannot access a computer with human or assistive technology support

Why has this student not had the opportunity to access a computer during instruction?

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

Computer access during instruction: Mark all that apply

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

Level of attention to computer-directed instruction

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

Level of attention to teacher-directed instruction

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

COMMUNICATION

Expressive Communication

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

- Yes
- No

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

- Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)

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

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

- Yes
- No

*Choose the highest statement that describes the student's expressive communication with sign language

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

Select the student's primary sign system

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

Alternate Communication

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

- Yes
- No

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

- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, commenting)

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

Augmentative or alternative communication

How many symbols does the student choose from when communicating? (choose the highest that applies)

- 1 or 2 at a time
- 3 or 4 at a time
- 5 to 9 at a time
- 10 or more at a time

What types of symbols does the student use? (choose all that apply)

- Real objects
- Tactual symbols
- Photos
- Line drawing symbol sets (Boardmaker, PCS, Symbol Stix, other)
- Text Only

What voice output technology does the student use? (choose all that apply)

- Single message devices (e.g., BIGmac)
- Simple devices (e.g., GoTalk; QuickTalker; SuperTalker)
- Speech generating device (e.g., Tobii-DynaVox, PRC/PrentkeRomich)
- None

If the student does not use speech, sign language, or augmentative or alternative communication, which of the following statements best describes the student's expressive communication? Choose the highest statement that applies

- Uses conventional gestures (e.g., waving, nodding and shaking head, thumbs up/down), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language
- Uses only unconventional vocalizations (e.g., grunts), unconventional gestures (e.g., opening mouth wide to indicate hunger), and/or body movement to communicate intentionally
- Exhibits behaviors that may be reflexive and are not intentionally communicative but can be interpreted by others as communication (e.g., crying, laughing, reaching for an object, pushing an object away)

Receptive Communication

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

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

- A. Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
- B. Can perform simple actions, movements or activities when asked (e.g., comes to teacher's location, gives an object to teacher or peer, locates or retrieves an object)
- C. Responds appropriately in any modality (sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")
- D. Responds appropriately in any modality (sign, gestures, facial expressions) to single words that are spoken or signed
- E. Responds appropriately in any modality (sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
- F. Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

LANGUAGE

Primary Language

Is English the student's primary language?

- Yes
- No

Is English the primary language spoken in the student's home?

- Yes
- No
- Unknown

Is English the primary language used for the student's instruction?

- Yes
- No

ACADEMIC

***Science Skills Entire Section is required**

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%."

- Sorts objects or materials by common properties (e.g., color, size, shape)
- Identifies similarities and differences
- Recognizes patterns
- Compares initial and final conditions to determine if something changed.
- Uses data to answer questions.

- Identifies evidence that supports a claim.
- Identifies cause and effect relationships.
- Uses diagrams to explain phenomena.

End of Survey

STATE APPENDICES

DOCUMENT HISTORY

NOTE: Page numbers are valid ONLY for the date and version noted (Table 19).
They may change in future versions.

Table 19

Document History

Date	Section Name/Summary of Changes	Starting Page
7/26/2021	General updates and edits to language throughout the manual	Throughout
7/26/2021	Security agreement updates in various places	Throughout