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

When this manual is updated, the revision date will also be updated. A summary of changes is included in the Appendix under Document History.
ABOUT THIS MANUAL

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

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

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

HINT: Print this page and keep it handy!

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

When contacting the DLM Service Desk

• **Do not send any Personally Identifiable Information** (PII) for a student via email. Sending PII is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes information such as a student’s name or state identification number. Each state has unique PII requirements. Check with your assessment coordinator to find out what student information can be legally emailed in your state.
• Do send
  o your contact information (email address and name)
  o your school name (include the district if contacting state-level personnel)
  o error messages, including the testlet number if applicable to the problem
# TEST ADMINISTRATION MANUAL

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AUDIENCE AND PURPOSE

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

WHAT’S NEW IN THIS VERSION

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

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<tr>
<td>Updates to Glossary</td>
<td>100</td>
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To learn about updates to test administration resources, such as this manual, subscribe to Test Updates on the DLM website (http://dynamiclearningmaps.org/test-updates).
The following checklists detail the critical steps for test administrators to follow. Refer to the checklists while reading this manual and while preparing for the Dynamic Learning Maps® (DLM®) alternate assessment. Follow the provided links to go to topics in this guide for more information or to access other resources. The checklists are organized into four sets of tasks for different parts of the school year.

1. Before Beginning Assessments
2. Spring Assessments
3. Preparing for Next Year
4. Instructionally Embedded Assessments (optional, but recommended)

### 1. Before Beginning Assessments

<table>
<thead>
<tr>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Confirm student eligibility to participate in the DLM alternate assessment.</td>
</tr>
<tr>
<td>2. Read this Test Administration Manual.</td>
</tr>
<tr>
<td>3. Use the resources on your state’s DLM webpage to become familiar with the DLM system, the content assessed, and the procedures to prepare for the assessment.</td>
</tr>
<tr>
<td>4. Share information about the DLM alternate assessment with parents or guardians, preparing them for their students’ new assessment experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Participation Guidelines in the state appendix (if provided) in the Test Administration Manual.</td>
</tr>
<tr>
<td>See the section How to Use the DLM Website, page 25 of this manual.</td>
</tr>
<tr>
<td>See the Information for Parents section at <a href="http://www.dynamiclearningmaps.org/content/information-parents">http://www.dynamiclearningmaps.org/content/information-parents</a>.</td>
</tr>
<tr>
<td>Step</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>5. Activate your Educator Portal account by following the instructions in the Kite activation email. You will not receive an activation email until your data manager uploads your information into Educator Portal. (If you already have an Educator Portal account, skip this step.)</td>
</tr>
<tr>
<td>6. Complete the annual security agreement in your Educator Portal profile. <strong>Test administrators will not be able to administer testlets if they do not read, agree to, and sign the security agreement each year.</strong></td>
</tr>
<tr>
<td>7. Complete the Required Test Administrator Training.</td>
</tr>
<tr>
<td>8. Review your state’s guidelines on required and recommended professional development modules. Complete as needed.</td>
</tr>
<tr>
<td>9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine which accessibility supports 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 in Educator Portal.</td>
</tr>
<tr>
<td>10. Confirm with your assessment coordinator your state’s requirements for documenting DLM accessibility supports. Make sure the supports in Student Portal align with the student’s IEP needs and preferences.</td>
</tr>
<tr>
<td>11. Review student demographic information in Educator Portal for accuracy and edit if needed. &lt;br&gt; a) Ensure student data are correct. &lt;br&gt; b) Ensure roster data are correct.</td>
</tr>
</tbody>
</table>
### CHECKLISTS FOR TEST ADMINISTRATORS

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>12. Ensure each student’s Personal Needs and Preferences (PNP) Profile is updated and complete. (See Glossary on page 100 of this manual for full definition).</td>
<td>See the section Complete the PNP Profile in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td></td>
<td>13. Submit completed and updated First Contact survey. <strong>Students do not receive testlets if the First Contact survey is not submitted.</strong></td>
<td>See the section Complete the First Contact Survey in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td></td>
<td>14. Ensure your technology personnel have installed Kite Student Portal on assessment devices. Student Portal will need to be reinstalled on Macs and PCs before testing. Chromebooks will update automatically. iPads will update automatically IF auto-updates is turned on.</td>
<td>Your assessment coordinator or technology personnel</td>
</tr>
<tr>
<td></td>
<td>15. Familiarize yourself and your students with DLM testlets: a) Test administrators must consider how students communicate and what tools they use to communicate. b) Access practice activities and released testlets by using a demo login and the Practice First option in Student Portal. c) Check compatibility of students’ assistive devices with Student Portal by using the practice activities and released testlets.</td>
<td>See the Guide to Practice Activities and Released Testlets on the state DLM website.</td>
</tr>
</tbody>
</table>

### 2. Spring Assessments

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>1. Confirm each student’s demographic information, PNP Profile settings, and First Contact survey responses.</td>
<td>Educator Portal &gt; Settings &gt; Students &gt; View Students &gt; PNP Profile and First Contact survey</td>
</tr>
<tr>
<td></td>
<td>2. Consider the district and school assessment schedules to ensure students complete all DLM testlets during spring assessment.</td>
<td>Check with the Assessment Coordinator</td>
</tr>
<tr>
<td></td>
<td>Step</td>
<td>Resources</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Schedule locations and times for assessment sessions.</td>
<td>Check with the Assessment Coordinator</td>
</tr>
<tr>
<td>4</td>
<td>Retrieve the Testlet Information Page (TIP) for the first testlet.</td>
<td>Educator Portal &gt; Manage Tests &gt; Select Test Management</td>
</tr>
<tr>
<td></td>
<td>Gather needed materials before beginning assessment.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Retrieve student’s username and password from Educator Portal.</td>
<td>Educator Portal &gt; Manage Tests &gt; Select Test Management; See the section View Student Username and Password in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td></td>
<td>Click the Credentials Icon in the Instruction and Assessment Planner to retrieve them. They are also located in the Test Management section of Educator Portal.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Assess student on the first testlet.</td>
<td>See the sections Kite Student Portal User Guide, page 90 and Start a Testlet, page 93 of this manual</td>
</tr>
<tr>
<td>7</td>
<td>As each remaining testlet becomes available, retrieve the TIP, gather materials, and assess the student.</td>
<td>Educator Portal &gt; Manage Tests &gt; Select Test Management</td>
</tr>
<tr>
<td>8</td>
<td>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 the particular testlet the student is on in each subject (e.g., Testlet 5 of 9).</td>
<td>Educator Portal &gt; Manage Tests &gt; Select Test Management; EDUCATOR PORTAL USER GUIDE</td>
</tr>
</tbody>
</table>
### 3. Preparing for Next Year

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evaluate accessibility supports (under PNP Profile settings) with IEP teams and make decisions about supports and tools for next year.</td>
<td>See the ACCESSIBILITY MANUAL on the state webpage</td>
</tr>
<tr>
<td>2.</td>
<td>Plan academic IEP goals with IEP teams for the upcoming year. Review the test blueprints for the next grade for the student.</td>
<td>DLM webpage</td>
</tr>
</tbody>
</table>
4. **Instructionally Embedded Assessments (optional, but recommended)**

<table>
<thead>
<tr>
<th>Step</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts and Mathematics</strong>&lt;br&gt;Basics Concepts during fall instructionally embedded assessment window&lt;br&gt;1. Participation in the fall window is optional.&lt;br&gt;2. Blueprint coverage for each subject is not required during this window.&lt;br&gt;3. All test administration preparation occurs in the Instruction and Assessment Planner in Educator Portal.&lt;br&gt;4. All instruction is provided outside of Educator Portal.&lt;br&gt;5. All testing occurs in the Student Portal.&lt;br&gt;6. Student performance on the testlets during this window does not predict nor guarantee students’ overall performance during the required spring assessment window.&lt;br&gt;7. Student performance during this optional window does NOT contribute to the end-of-year Individual Student Score Reports.</td>
<td><strong>EDUCATOR PORTAL USER GUIDE</strong>&lt;br&gt;Blueprints on the state DLM website&lt;br&gt;&lt;br&gt;<strong>Science</strong>&lt;br&gt;Basic Concepts during fall instructionally embedded assessment window&lt;br&gt;1. Participation in fall window is optional.&lt;br&gt;2. Blueprint coverage is not required during the window.&lt;br&gt;3. All test administration preparation occurs in the Instruction and Assessment Planner in Educator Portal.&lt;br&gt;4. All instruction is provided outside of Educator Portal.&lt;br&gt;5. All testing occurs in the Student Portal.&lt;br&gt;6. Student performance on testlets during this window does not predict nor guarantee students’ overall performance during the required spring assessment window.&lt;br&gt;7. Student performance on the testlets does NOT contribute to the end-of-year Individual Student Score Reports.</td>
</tr>
<tr>
<td>Step</td>
<td>Resources</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HINT: Detailed steps for accessing and navigating the Instruction and Assessment Planner for ELA, mathematics, and science are provided in the Educator Portal User Guide.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td><strong>Basic Steps</strong></td>
<td></td>
</tr>
<tr>
<td>1. Review the student’s demographic information and ensure the student is rostered in the correct grade and subject.</td>
<td></td>
</tr>
<tr>
<td>2. Submit the First Contact survey, which is a requirement. Complete the PNP Profile as needed.</td>
<td></td>
</tr>
<tr>
<td>3. Select an Essential Element in the Instruction and Assessment Planner in Educator Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>4. Accept the system-recommended linkage level for the Essential Element or select a different one.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>5. Access the mini map in the Instruction and Assessment Planner, and develop instructional strategies for the Essential Element.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>6. Use the professional development modules to help design instructional strategies for each Essential Element.</td>
<td>DLM Professional Development Modules (<a href="https://www.dlmpd.com/">https://www.dlmpd.com/</a>)</td>
</tr>
<tr>
<td>7. Provide instruction on the selected Essential Element outside Educator Portal.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>9. Click the Credential icon in the Instruction and Assessment Planner to retrieve the student’s user name and password for Student Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>10. Schedule locations and times for assessment sessions.</td>
<td></td>
</tr>
<tr>
<td>11. Administer the testlet in Student Portal.</td>
<td>EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>Step</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>12. Review the assessment mastery results in the Instruction and Assessment Planner.</td>
<td><strong>EDUCATOR PORTAL USER GUIDE</strong></td>
</tr>
<tr>
<td>13. Evaluate the student’s progress and select the next Essential Element and linkage level to be used for instruction and assessment.</td>
<td><strong>EDUCATOR PORTAL USER GUIDE</strong></td>
</tr>
<tr>
<td>14. Repeat the above general steps (3–13) for the newly selected Essential Element.</td>
<td><strong>EDUCATOR PORTAL USER GUIDE</strong></td>
</tr>
<tr>
<td>15. Use the Essential Element Status Report: Fall to review the status of each Essential Element tested, its mastery status for each student.</td>
<td><strong>EDUCATOR PORTAL USER GUIDE</strong></td>
</tr>
</tbody>
</table>

**HINT:** The Essential Elements Status Report: Fall is available from the opening of the instructionally embedded window to the closing of the spring assessment window. During the spring assessment window, Essential Elements Status Report: Fall will be view only.
### CHECKLISTS FOR TEST ADMINISTRATORS

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<tr>
<td>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.</td>
<td><strong>EDUCATOR PORTAL USER GUIDE</strong></td>
</tr>
</tbody>
</table>

**HINT:** All reports are secure documents containing student Personally Identifiable Information (PII). They must be securely downloaded and stored, and if printed, they must be securely stored or destroyed after using them.
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ABOUT THE DYNAMIC LEARNING MAPS® ALTERNATE ASSESSMENT SYSTEM

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

STUDENTS

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

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

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

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

**THE DYNAMIC LEARNING MAPS FOUNDATION**

**ELA and Mathematics**

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

**Science**

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

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

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

**ESSENTIAL ELEMENTS**

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

Each content-area and grade-level assessment is designed to assess a specific set of Essential Elements. Blueprint documents available on your state’s page on the DLM website include the Essential Elements for each grade.

**BLUEPRINTS**

The DLM Consortium state education leaders selected a subset of Essential Elements for use in each grade level and subject area. These subsets are called the testing blueprints.
The spring assessment is guided by the blueprints, and students are tested over all Essential Elements in the blueprints for all subject areas.

**ESSENTIAL ELEMENTS FOR ELA AND MATHEMATICS**

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

For all ELA and mathematics Essential Elements available for assessment, the Educator Resource Page on the DLM website provides documents describing their linkage levels and nodes. The Excel workbook Professional Development Modules Supporting Essential Elements is also available on the Educator Resource Page. This workbook cross-references each Essential Element to the relevant professional development modules. The workbook includes one tab for ELA and one for mathematics. Below is a screenshot of a portion of the workbook.
THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE ARTS AND MATHEMATICS ESSENTIAL ELEMENTS, NODES, AND MINI MAPS

Understanding the DLM alternate assessment involves understanding the relationships among the components of the system. These components include the DLM maps, claims, conceptual areas, Essential Elements, nodes, and mini maps.

The DLM maps are large and complex representations of how students develop academic knowledge and skills. These maps highlight multiple potential pathways that students may follow to develop knowledge and skills in ELA and mathematics.

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

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

Essential Elements represent grade-level targets for students with the most significant cognitive disabilities. Essential Elements are embedded in the DLM maps and are related to small clusters of nodes within the maps called mini maps.
The following image is an example of a mathematics mini map with nodes associated with one Essential Element. The nodes are identified by their linkage levels. Definitions of the abbreviations are shown below the image.

Each testlet spans a portion of the DLM map that contains nodes at one linkage level. Each linkage level contains one or more nodes related to an identified Essential Element. Linkage levels precede, correspond to, or go beyond the expectation expressed in the Essential Element. Linkage levels specify a student’s performance in relation to the grade-level target. ELA and mathematics have five linkage levels:

1. Initial Precursor (IP)
2. Distal Precursor (DP)
3. Proximal Precursor (PP)
4. Target (T)
5. Successor (S)
A node with a UN (i.e., Untested) designation in the mini map is not tested for this Essential Element but is still important as part of the pathway.

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

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

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

**HINT:** A PDF with each tested Essential Element and its associated mini map is available for ELA and mathematics on the Educator Resource Page. These mini maps show how students gain the knowledge and skills that help them achieve the target Essential Element. Find the link to the Educator Resource Page for ELA and mathematics on your state page on the DLM website.

### Essential Elements for Science

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

Science has three linkage levels:

1. Initial
2. Precursor
3. Target

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

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

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

In the DLM science blueprint, the major assessed science subjects are called domains.
The domains assessed across all grade bands are physical science, life science, and Earth
and space science. Within each domain, 3–4 core ideas have been selected for use in
instruction and assessment. Core ideas are the key organizing principles in science and
are taught and learned over multiple grades at increasing levels of depth and
sophistication. Each core idea is further narrowed into topics. Essential Elements were
developed from the content in the domains, core ideas, and topics.

Essential Elements specify academic learning targets. In science, each Essential Element
has three linkage levels. The highest linkage level is the Target level and 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 reduced depth, breadth, and complexity. Testlets at the Initial level are typically
intended for students who do not yet have symbolic communication. The test
administrator administers the Initial linkage level testlets and observes the student’s
behavior as directed by the Educator Directions in the testlet. The test administrator then
records responses for the student in Student Portal. Testlets at the Precursor linkage
level allow students to develop the knowledge, skills, and understanding needed to
reach the target.

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

<table>
<thead>
<tr>
<th>Essential Element: EE.MS-PS2-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target level:</strong> Investigate and predict the change in motion of objects based on the forces acting on those objects.</td>
</tr>
<tr>
<td><strong>Precursor level:</strong> Investigate and identify ways to change the motion of an object (e.g., change an incline’s slope to make an object go slower, faster, farther).</td>
</tr>
<tr>
<td><strong>Initial level:</strong> Identify ways to change the movement of an object (e.g., faster, slower, stop).</td>
</tr>
</tbody>
</table>
Science instructional activities are available on the Science Resource Page on the DLM website. Professional development modules for science are available under the Professional Development tab on the DLM website.

**ABOUT KITE® STUDENT PORTAL AND EDUCATOR PORTAL**

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

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

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

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

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

**HOW TO USE THE DLM WEBSITE**

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

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

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

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

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

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

Instructionally embedded assessments are optional but recommended. Test administrators access these assessments in the fall and winter months using the Instruction and Assessment Planner. This occurs before the opening of the required spring assessment. Reporting features are available in Educator Portal that help test administrators plan and adjust instruction. The optional instructionally embedded assessments do not contribute toward student Individual Student Score Reports and do not predict nor guarantee students’ overall performance during the spring assessment.

The spring assessment is required. Each state sets dates for the spring assessment window. During the spring assessment window, all students take testlets that cover all Essential Elements on the blueprint. The spring assessment results will reflect student performance each school year and are used for accountability purposes.

<table>
<thead>
<tr>
<th>Spring Assessment</th>
<th>Instructionally Embedded Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Required for all subjects tested in your state.</td>
<td>• Optional for all subjects tested in your state.</td>
</tr>
<tr>
<td>• Entire blueprint is covered using nine testlets in ELA, 6–8 testlets in mathematics, and 9–10 testlets in science, depending on whether biology is tested in high school.</td>
<td>• ELA, mathematics, and science Essential Elements are selected for testing by the test administrator.</td>
</tr>
<tr>
<td>• The Essential Elements and linkage levels are assigned to the student.</td>
<td>• The system recommends a linkage level for each Essential Element when the window opens. The test administrator can accept the recommendation or select another one.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
<td>• Results are NOT used for end-of-year Individual Student Score Reports.</td>
</tr>
</tbody>
</table>
TESTLETS

Kite® Student Portal delivers the DLM alternate assessment in testlets. Each testlet contains an engagement activity and 3–9 items. In all three subjects, testlets are based on one Essential Element, except for writing testlets, which cover a combination of two to five Essential Elements. (Complete information about writing testlets is found in the section Writing Testlets on page 62 of this manual.) For more information about the contents of testlets, see the sections Computer-Delivered Testlets on page 45 and Teacher-Administered Testlets on page 56 in this manual.

REQUIRED SPRING ASSESSMENTS

During the spring assessment, students receive five to 10 testlets in each subject, depending on the grade and subject (details are in the table Number of Testlets for Spring Assessments on page 106 of this manual). The testlets are delivered one testlet at a time in each subject using Student Portal. The linkage level of the first testlet in each subject is based on the information provided in the First Contact survey. After the student completes one testlet in the spring assessment window, the assessment is adaptive with the linkage level of the next testlet based on student performance on the first testlet. The linkage level of subsequent testlets is based on the results of the most recent testlet. After each testlet is completed, the Kite system determines whether to deliver the next testlet at the same linkage level, a higher one, or a lower one. After the student takes the first testlet, the next testlet is delivered usually in about 15 minutes.

Each testlet is packaged and delivered separately, and the test administrator determines when to schedule the assessment of each testlet. Each state sets its own spring assessment window, so consult your state-specific documentation for more information about those dates.

FIELD TEST TESTLETS

During the instructionally embedded assessment window, a student may receive an embedded field test testlet in each subject. During the spring assessment window, after students complete all the required operational testlets in their grade and subject, a student may receive one field test testlet in each subject.

OPTIONAL FALL INSTRUCTIONALLY EMBEDED ASSESSMENTS

Test administrators have the option to administer instructionally embedded testlets in the instructionally embedded assessment window during the fall and winter months. After completing the First Contact survey, test administrators may use the Instruction and Assessment Planner to create plans and administer assessments. (See the EDUCATOR PORTAL USER GUIDE to learn how to use the Instruction and Assessment Planner.) Additionally, see the Instruction and Assessment Planner videos on your state’s Educator Resource Page.

During the instructionally embedded assessment window, test administrators can assess a student at least once on each Essential Element chosen in the Instruction and
Assessment Planner. The system recommends a linkage level for each Essential Element based on selections the test administrator made in the First Contact survey. The test administrator may accept the system recommendation or choose a different linkage level. Each Essential Element in the Instruction and Assessment Planner displays the system recommendation. Key steps for administering the instructionally embedded assessments begin on page 84 of this manual. Step-by-step procedures are found in the section Use the Instruction and Assessment Planner in the EDUCATOR PORTAL USER GUIDE.

**DURATION OF THE ASSESSMENT ADMINISTRATION**

The following table provides an average total duration in minutes for taking all of the required testlets in each subject during the spring assessment window. Students may take testlets separately across multiple assessment sessions as long as they complete all testlets within the assessment window dates designated by each state. The listed minutes do not include the test administrator’s preparation time for the assessment.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Overall Duration in Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90–135</td>
</tr>
<tr>
<td>Writing</td>
<td>10–20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60–120</td>
</tr>
<tr>
<td>Science</td>
<td>90–140</td>
</tr>
</tbody>
</table>

The duration in minutes of the optional instructionally embedded assessment is listed per testlet since testing a specific number of Essential Elements is not required during this window.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Duration in Minutes per Testlet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10–15</td>
</tr>
<tr>
<td>Writing</td>
<td>10–20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10–15</td>
</tr>
<tr>
<td>Science</td>
<td>10–15</td>
</tr>
</tbody>
</table>

**ASSESSMENT RESULTS**

Testlets during the optional instructionally embedded assessment window are scored, and the results can be found in both the fall Essential Element Status Report accessed in the Instruction and Assessment Planner and the Student Progress Report accessed in the reports in Educator Portal. Remember, the results from the testlets administered during the instructionally embedded assessment window do not contribute to nor impact the end-of-year Individual Student Score Reports. More about how results are calculated can be found Access Individual Student Score Reports on page 81.
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KEY STEPS

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

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Confirm student eligibility to participate in the DLM alternate assessment.</td>
</tr>
<tr>
<td>2. Share information about the DLM alternate assessment with parents or guardians, preparing them for their student’s assessment experience.</td>
</tr>
<tr>
<td>3. Read this TEST ADMINISTRATION MANUAL.</td>
</tr>
<tr>
<td>4. Use the resources on your state’s DLM webpage to become familiar with the DLM Consortium, the assessed subjects, and the procedures to prepare for the assessment.</td>
</tr>
<tr>
<td>5. Gain access to Educator Portal.</td>
</tr>
<tr>
<td>6. Complete the security agreement in your Educator Portal profile.</td>
</tr>
<tr>
<td>7. Complete the Required Test Administrator Training.</td>
</tr>
<tr>
<td>Steps</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Review state-specific guidelines on required and recommended professional development modules. Complete as needed.</td>
</tr>
<tr>
<td>9. Use the Accessibility Manual and work with IEP teams to determine which accessibility supports must be provided for individual students taking the DLM alternate assessment. Record the Educator Portal.</td>
</tr>
<tr>
<td>10. Review state-specific requirements for documenting DLM accessibility supports. Adjust supports in a student’s IEPs as necessary.</td>
</tr>
<tr>
<td>11. Review student demographic information in Educator Portal for accuracy and correct if needed.</td>
</tr>
<tr>
<td>12. Ensure all student data are correct.</td>
</tr>
<tr>
<td>13. Ensure all roster data are correct.</td>
</tr>
<tr>
<td>14. Ensure each student’s PNP Profile is updated and complete.</td>
</tr>
<tr>
<td>15. Ensure each student’s First Contact survey is updated and submitted.</td>
</tr>
<tr>
<td>16. Ensure that Kite Student Portal is installed on student assessment devices. See your technology personnel for help.</td>
</tr>
<tr>
<td>17. Become familiar with DLM released testlets and practice activities.</td>
</tr>
<tr>
<td>a. Access practice activities and released testlets using student demo accounts.</td>
</tr>
<tr>
<td>b. Check compatibility of students’ devices with Student Portal by allowing students ample time with practice activities and released testlets.</td>
</tr>
</tbody>
</table>
COMPLETE THE SECURITY AGREEMENT

Test administrators are expected to deliver the DLM alternate assessment with integrity and to maintain the security of testlets. Each year, test administrators must renew the DLM security agreement through EP. The agreement expires the first week of August every year. For a step-by-step procedure, see the Complete Security Agreement section in the EDUCATOR PORTAL USER GUIDE. See the text of the Security Agreement below.

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

Test administrators must read, agree to, and sign the security agreement annually. Test administrators who do not complete both of these will not have access to the Instruction and Assessment Planner during the optional instructionally embedded assessment window nor be able to access testlet information in Educator Portal during the spring assessment window.

NOTE: See your assessment coordinator for additional guidance on test security in your state and district and for procedures for reporting assessment irregularities.
**COMPLETE TRAINING AND PROFESSIONAL DEVELOPMENT**

This section provides a brief overview of DLM training and professional development. See the Guide to DLM Required Test Administrator Training on the [DLM website](#) for complete information.

The DLM Consortium provides required training for test administrators, professional development for instructional support, and supplemental training. The following chart compares these three categories:

<table>
<thead>
<tr>
<th>Required Test Administrator Training</th>
<th>Professional Development for Instruction</th>
<th>Supplemental Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical content for managing and delivering the DLM alternate assessment is covered.</td>
<td>• The modules address topics to support academic instruction for students who take the DLM alternate assessment.</td>
<td>• The training includes a variety of topics to supplement use of the DLM materials and system navigation.</td>
</tr>
<tr>
<td>• Test administrators will not be able to deliver testlets if training is incomplete.</td>
<td>• The modules are created for the Target linkage level, and teachers will need to adjust the module information for students who are at the lower linkage levels.</td>
<td>• Supplemental training is strongly recommended.</td>
</tr>
<tr>
<td>• States decide which format(s) to offer for new test administrator training: self-directed or facilitated. All returning test administrator training is self-directed.</td>
<td>• Watching the professional development modules is strongly recommended.</td>
<td></td>
</tr>
<tr>
<td>• Successful completion is a score of 80% or higher on all post-tests.</td>
<td>• States and districts may recommend or require specific modules.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

State policy determines who takes required training courses, which courses to offer, and the format of the courses. In some states, other staff, such as building assessment coordinators, must take the required training. The first year a state administers the DLM alternate assessment, all new test administrators must take the new Required Test Administrator Training course. During subsequent years, the state decides whether to require returning test administrators to complete the new training course or the returning training course. In states offering the returning training course, a returning test administrator is identified from Educator Portal records. If you are a returning test administrator from 2018–2019 and mistakenly placed in the course for new test administrators, contact the local or state education agency. If a test administrator administered the DLM alternate assessment in the past but not in the preceding year, that test administrator will be placed in the new test administrator training again.

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

The training modules must be completed in order. Therefore, when first entering the course, only Part 1 is initially available. Each additional module becomes available after the previous module is successfully completed. Training for new test administrators includes four modules:

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

Returning test administrators must pass one module post-test before administering student assessments. Training time is estimated at approximately one hour. If the test administrator does not successfully complete the module on the first attempt, additional training will be required. The additional training may take 30 minutes to two and a half hours, depending on the areas in which the test administrator was not successful on the first attempt.

States may make the required training for new test administrators available in a self-directed or facilitated format or both. Training for returning test administrators is available only in self-directed format. Regardless of training format, all post-tests for required training must be completed in Moodle. When all modules are successfully completed, test administrators are advised to print and save their certificate of completion, as it may be useful in the future.
More information about the contents of each module, training formats, and procedures for completing required training is provided in the Guide to DLM Required Test Administrator Training, located on the DLM website.

**Professional Development for Instructional Support**

Professional development for instruction is strongly encouraged. Modules focus on teaching and learning in the areas of English language arts, mathematics, and science. They also provide important information regarding components of the Dynamic Learning Map system. The DLM Consortium offers a variety of content and multiple methods to access the materials.

- Each online, self-directed module lasts approximately 30–45 minutes and focuses on a single topic related to the instruction of students with the most significant cognitive disabilities. Post-tests accompany the modules.
- Facilitated modules for groups cover the same content as self-directed modules.
- Some recorded webinars on instruction are available for teachers.
- Instructional resources also supply lesson supports, writing resources, and additional resources to provide a teacher with enhanced descriptions of the Initial Precursor and Distal Precursor for the most frequently used Essential Elements. This support provides a clear connection between the Initial Precursor and Distal Precursor linkage levels and the Target linkage level.
- The DLM Instructional Supports Facebook page ([https://www.facebook.com/groups/495523254149676/](https://www.facebook.com/groups/495523254149676/)) encourages collaboration among educators across the consortium.

Most educators are required to participate in regular, ongoing professional development. Some states give continuing education credits for the DLM professional development modules. Print the certificate emailed upon completion of any module to provide documentation to your assessment coordinator to receive possible continuing education credits. The professional development website is found at [https://dynamiclearningmaps.org/professional-development](https://dynamiclearningmaps.org/professional-development).

**Supplemental Training**

Supplemental training and materials include short helplet videos on common Educator Portal procedures and best practices for test administrators on the Educator Resource Videos page on the DLM website (e.g., Getting Started in Educator Portal and View Test Tickets and TIPS).

**Evaluate and Choose Accessibility Supports in the Personal Needs and Preferences (PNP) Profile**

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

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

The test administrator may adjust the PNP Profile between testlets in an effort 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 section Complete the Personal Needs and Preferences Profile in the EDUCATOR PORTAL USER GUIDE.

**REVIEW STUDENT DEMOGRAPHIC INFORMATION**

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

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

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 FIRST CONTACT SURVEY SETTINGS**

The First Contact survey gathers detailed information about learner characteristics that goes beyond basic demographics. The survey covers a variety of areas, including
communication, academic skills, and attention. The system assigns each student to a specific testlet linkage level for the first testlet in a subject based on responses to these questions in addition to other information about the student (e.g., student grade). The procedure for completing the First Contact survey is in the Complete the First Contact Survey section of the EDUCATOR PORTAL USER GUIDE. A complete list of First Contact survey questions is included in the Appendix of this manual beginning on page 106.

The sections of the First Contact survey used to provide an optimal match between student and testlet during the initial DLM assessment experience include

- Expressive Communication
- Reading Skills
- Math Skills
- Writing Skills
- Science Skills (if applicable)

During the spring assessment window, testlets are adaptive. The first assigned testlet is based on the First Contact survey. Subsequent testlets are based on performance on the previously completed testlets. However, the writing testlet is different. It is always delivered last. Unlike the other testlets, the linkage level of the writing testlet is always based on information entered by the test administrator in the First Contact survey and not on performance of previously administered testlets. Because of this, the test administrator may see a difference in the linkage levels in the prior testlets that were administered.

The First Contact survey must be completed, reviewed, and submitted at least once before the first assessment each year. If the test administrator does not submit the First Contact survey before the spring assessment window opens, delivery of the first testlet will occur 24 hours after submitting the First Contact survey. Only users with the Educator Portal role of District Test Coordinator, Building Test Coordinator, or Teacher can complete the First Contact survey. Review and update First Contact survey information as needed before the spring assessment window opens. Test administrators can edit responses in the First Contact survey at any time a student experiences dramatic changes in expressive communication capacity. However, if testing during the spring assessment window has already begun, the change in the First Contact survey will not influence the linkage level of the next testlet assigned since it is based on performance on the previous testlet. Check with your assessment coordinator for additional guidance on deadlines for reviewing and updating First Contact survey responses.

**FIRST CONTACT SURVEY DRIVES FIRST TESTLET**

Based on information about the student provided in the First Contact survey, the system selects the linkage level of the first testlet that best matches the student’s knowledge, skills, and understandings. During the instructionally embedded assessment window, the test administrators may override the linkage level the system recommends and choose a level.
During the spring assessment window, the system assigns the linkage level, and the test administrator cannot change it. As the student completes more testlets, the system determines linkage levels for the next testlet based on the student’s responses to previous testlet items.

**PREPARE FOR ASSESSMENT WITH PRACTICE ACTIVITIES AND RELEASED TESTLETS**

The DLM Consortium provides two practice activities and many released testlets to support test administrators and students preparing for the assessment. See the Glossary on page 100 for the definition of released testlets.

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

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

**HINT:** Some released testlets are available in PDF format on the DLM website. Student Portal does not have to be installed on a computer to view these items. These may be helpful to parents and guardians.

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

**RELEASED TESTLETS**

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

Released testlets mirror spring assessment window testlets. Testlets administered by test administrators are typically at the lower linkage level. Test administrators also administer all writing testlets. Computer-delivered testlets are typically at the other linkage levels.

In Student Portal, released testlets are labeled by their subject, Essential Element, grade, and linkage level.

In the above image, the labels are:
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Section &amp; Level Codes</th>
<th>Linkage Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA = English language arts</td>
<td>10</td>
<td>2.D = Determine the central idea of the text and select details to support it</td>
<td>T = Target</td>
</tr>
</tbody>
</table>

To view the Essential Elements, linkage levels, and nodes used in ELA and mathematics assessments, look for the Educator Resource Page, which is listed under Resources for Educators and District Staff on your DLM state page. The science Essential Elements and linkage levels are on the Science Resources page, which is listed under Resources for Educators and District Staff on your DLM state page.

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

**Practice Activities Access**

Access practice activities by selecting Other after logging into Student Portal with the practice account credentials.

**Teacher Practice Activity**

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

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

Most teacher-administered testlets require test administrators to gather materials to be used in the assessment. Directions for how to prepare for the testlet are provided as Educator Directions on the first screen(s) of the testlet. Testlet Information Pages (TIPs) list materials to gather prior to the assessment. Remember that substitutions can be made as necessary unless expressly noted in the TIP.
HINT: The practice activities do not include Testlet Information Pages (TIPs); however, all operational testlets do have TIPs. Information about a teacher-administered testlet, including materials needed, are listed in the (TIP) for each testlet.

Users may go forward and backward within a testlet as much as needed before submitting the responses.

**STUDENT PRACTICE ACTIVITY**

The student practice activity is a tutorial on testlets that are administered directly to the student. Computer-delivered testlets are used when the content can be assessed directly by computer, and the student can interact with the system directly and select his or her own responses, using assistive devices or other supports as needed.

Students may navigate using a mouse, Tab and Enter keys on a keyboard, or switches. 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 allowable supports and practices not allowed are described further in Practices Not Allowed on page 76 of this manual.

Several types of items are available in student practice activities:

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

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

Practice activities and released testlets are available through several practice student accounts. Each practice account has certain PNP Profile settings, as described in the ACCESSIBILITY MANUAL. These supports are summarized in the table below.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.lisa</td>
<td>wave3</td>
<td>None*</td>
</tr>
<tr>
<td>demo.lisa.1</td>
<td>hat17</td>
<td>Contrast color: green text on white background**</td>
</tr>
<tr>
<td>demo.lisa.2</td>
<td>vowel</td>
<td>Single switch: scan speed = 4 seconds, autoscan = manual override, autorepeat scan frequency = infinity**</td>
</tr>
</tbody>
</table>
### English Language Arts and Mathematics Practice Activity Accounts

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile</th>
<th>Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.lisa.3</td>
<td>oven2</td>
<td></td>
<td>Switch: scan speed = 5 seconds, initial delay = 5 seconds, autorepeat scan frequency = 2</td>
</tr>
<tr>
<td>demo.lisa.4</td>
<td>heal2</td>
<td></td>
<td>2x magnification</td>
</tr>
<tr>
<td>demo.lisa.5</td>
<td>oven6</td>
<td></td>
<td>4x magnification and invert color choice</td>
</tr>
<tr>
<td>demo.lisa.6</td>
<td>raft5</td>
<td></td>
<td>5x magnification</td>
</tr>
<tr>
<td>demo.lisa.7</td>
<td>acme3</td>
<td></td>
<td>Color overlay (green)</td>
</tr>
<tr>
<td>demo.lisa.2</td>
<td>gaps9</td>
<td></td>
<td>N/A; writing testlets are available with this account.</td>
</tr>
</tbody>
</table>

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

**Two-switch users may use any of the above demo logins except demo.lisa.1 or demo.lisa.2 because those two logins are designated especially for practice for single-switch scanning users.

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

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

### Science Practice Activity Accounts

<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile</th>
<th>Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.lisa.40</td>
<td>quite</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>demo.lisa.41</td>
<td>inch8</td>
<td></td>
<td>Color overlay (green)</td>
</tr>
<tr>
<td>demo.lisa.42</td>
<td>self5</td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>demo.lisa.43</td>
<td>cast9</td>
<td></td>
<td>Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false</td>
</tr>
<tr>
<td>demo.lisa.44</td>
<td>toss8</td>
<td></td>
<td>Switch: scan speed = 4 seconds, autoscan = manual override, autorepeat scan frequency = infinity</td>
</tr>
<tr>
<td>demo.lisa.45</td>
<td>cusp4</td>
<td></td>
<td>Switch: scan speed = 5 seconds, initial delay = 5 seconds, autorepeat scan frequency = 2</td>
</tr>
<tr>
<td>demo.lisa.46</td>
<td>daze4</td>
<td></td>
<td>2x magnification</td>
</tr>
<tr>
<td>demo.lisa.47</td>
<td>brave</td>
<td></td>
<td>4x magnification and invert color choice</td>
</tr>
<tr>
<td>demo.lisa.48</td>
<td>toner</td>
<td></td>
<td>5x magnification</td>
</tr>
</tbody>
</table>

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

For the supporting procedure in Student Portal, see Access Practice Activities and Released Testlets on page 91 of this manual.
TROUBLESHOOT ACCESS IN EDUCATOR PORTAL

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

NO TEST MANAGEMENT ACCESS

Access to the Test Management tab in Educator Portal is restricted until you do the following:

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

Users who have not completed each requirement will receive one of the following error messages:

- 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.
- Access to Test Management is restricted because the user has not accepted and completed the annual security agreement. All previously accepted security agreements expire during the first week of August. You must read, sign, and accept this year’s security agreement in Educator Portal before receiving access to Test Management.
- Access to Test Management is restricted due to missing annual requirements. All previously accepted security agreements expire during the first week of August. You must read, sign, and accept this year’s security agreement in Educator Portal and 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 (one roster per subject area).
- The student is rostered to the correct subjects for the DLM alternate assessment. In states where students also take the end-of-instruction biology assessment, the student also will be rostered to a course: biology.
- The First Contact survey is complete and submitted.

HINT: Ensure each student is assigned to the correct grade level in EP.

The assessment coordinator can help with problems for any of the above.
**INTRODUCTION TO DLM TESTLETS**

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COMPUTER-DELIVERED TESTLETS

OVERVIEW

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

Writing testlets are always administered by test administrators outside of the system. The test administrator observes the student’s writing, and then enters the observations in the writing testlet in Student Portal. Writing testlets are described in Teacher-Administered Testlets on page 56 of this manual.

Some students may function at upper linkage levels but cannot interact directly with the computer due to physical limitations. In these cases, the test administrator may navigate the screen for the student and enter the student’s responses.

HINT: Screenshots in the following sections of this manual demonstrate how a testlet is expected to appear on an assessment device. If a testlet is difficult to view on the assessment device, check the device’s display settings and the screen resolution. The screen resolution is recommended to be 1024 by 768. Also, check the student’s PNP Profile settings to ensure the most appropriate settings have been selected. After doing this, if the issues cannot be resolved, contact your technology personnel or your assessment coordinator.

GENERAL STRUCTURE OF COMPUTER-DELIVERED TESTLETS

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

Computer-Delivered ELA Testlet Structure

Students taking DLM ELA testlets are assessed on both reading and writing skills. During a reading testlet, students participate in two readings of a text. The first reading serves as the engagement activity and provides students with an opportunity to build a mental representation of the entire text before responding to items. The second reading includes items embedded within the text or placed at the end of the text, as appropriate. Items are embedded within texts even when the items do not assess reading comprehension.
The first screen in ELA testlets directs students to read the text, read the text again, and then respond to items. Although some students taking computer-delivered testlets may require support to navigate from one screen to the next or to enter their responses, most students at the upper linkage levels will independently read the text and respond to the items.

Students will then read through the text, as shown below. They may have the text read aloud by the computer if Spoken Audio is selected in the student’s PNP Profile. For all testlets, test administrators are permitted to read aloud to students.
**Computer-Delivered Mathematics Testlet Structure**

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

![Dee makes rectangles. Dee measures the rectangles with numerical precision.](image)

**Computer-Delivered Science Testlet Structure**

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

Science testlets begin with an engagement activity, just like testlets in ELA and mathematics. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Science testlets may be designed around a science story featuring an experiment or classroom activity. The story is presented twice; items are either embedded within the second presentation or presented at the end of it. In other science testlets, a short science story is presented a single time to provide context for the items, and all items appear thereafter.
The image below is from a testlet where a short story is presented only once to the student. The items in the testlet, although not shown in this image, follow the story on the next screen of the testlet.

**Video-Based Testlets**

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

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

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

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

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

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

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

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

![Image of a circle, heart, square, and circle]

**Which is a circle?**

Multi-select multiple-choice items provide students with the opportunity to make more than one response choice, as shown in the following example.

![Image of coins]

**Select all of the coins.**
In some items, students may be asked to match responses from two lists, as in the example below.

Students may also encounter items asking them to sort words or images into categories. For students who use a mouse to interact with the computer, the system uses a drag-and-drop format to sort items. In the example below, the student selects the circle and then drags it into a box on the right, either by selecting the mouse button and moving the mouse or, if taking the assessment on an iPad or interactive whiteboard, by touching the object and dragging it to the desired location. Students who are unable to use the drag-and-drop format may direct the test administrator to sort the items.
The final type of computer-delivered item that students might see is select text. Select-text items are used only in some ELA assessments. Response choices are marked with a box around the word, phrase, or sentence. After the student makes a selection, the outline around the word, phrase, or sentence becomes bold and is highlighted in transparent yellow, as shown in the example below. To clear a selection, the student clicks it again.

![Select Text Example](image)

**COMPUTER-DELIVERED TESTLET COMPLETION**

The procedures for completing computer-delivered testlets are the same for all subjects. When the student first views an item, the responses will appear as shown in the item below.

![Testlet Completion Example](image)
Once a student selects a response, a box appears around the response choice. The student is able to select NEXT or BACK to navigate through the testlet screens. The response choice will stay selected.

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

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

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

After 88 minutes and 30 seconds of inactivity in the testlet, the system provides the student with this warning message.

```
Your session is about to expire.
Select Extend Session to continue where you left off.
Time Remaining: 01 mins and 28 seconds
```

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

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

**Computer-Delivered Assessment Arrangement**

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

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, as is done with standardized assessment for students who take general education assessments.

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

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

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

TEACHER-ADMINISTERED TESTLETS

Overview

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

General Structure of Teacher-Administered Testlets

All teacher-administered testlets have some common features.

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

Teacher-Administered English Language Arts Reading Testlets

In teacher-administered reading testlets, items focus on the cognitive skills that precede conventional literacy. These items are not traditional reading-comprehension questions, but rather are designed to assess the skills identified in the DLM map as critical precursors to reading for meaning. These types of items are embedded in the context of a shared reading and are intended to mirror early literacy instruction. Items assess skills such as identifying familiar materials or identifying words that describe familiar people. Shared reading strategies that an educator might use during the first reading of a text include the following:

- encouraging engagement and interaction
- discussing words
- connecting words or pictures to student background knowledge and experience
- labeling and pointing out pictures
• modeling concepts about print (reading left to right, one-to-one correspondence between a spoken and written word, etc.)
• pointing out rhymes, syllables, and sounds in words
• asking questions to further engage students
• modeling how to communicate using students’ communication methods
• using a think-aloud process to model how to decide whether to make a comment
• incorporating objects to help make connections

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

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

Structure of Teacher-Administered Reading Testlets

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

For more information about shared reading strategies, see the professional development module called Shared Reading through the Modules page on the Professional Development page of the DLM website (https://www.dlmpd.com/).

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

**Alternate Text for Reading Testlets**

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

**TEACHER-ADMINISTERED MATHEMATICS TESTLETS**

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

**Structure of Teacher-Administered Mathematics Testlets**

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

```
Educator Directions:

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

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

For the first item, you will use the ball (or other round object) and the block. For the second item, you will use the ball and the book.
```
In addition, both types of teacher-administered mathematics testlets contain an engagement activity, which occurs when the test administrator presents the materials used in the testlet and engages the student in exploring the materials. An example of an engagement activity in a teacher-administered mathematics testlet is shown below.

**TEACHER-ADMINISTERED SCIENCE TESTLETS**

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

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

**Structure of Teacher-Administered Science Testlets**

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

**TEACHER-ADMINISTERED TESTLET ADMINISTRATION**

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

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

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.

Below is an example of an item screen that may be embedded in the second reading of an ELA text. The Educator Directions tell how to interact with the student. The test administrator 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.

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

exciting
running
```

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

**WRITING TESTLETS**

- All writing testlets are teacher administered and are required for every grade.
  Writing testlets assess a combination of two and as many as six writing Essential Elements. Information about each writing Essential Element is available on the
Educator Resource Page under the heading Tested Essential Elements. The student works outside Student Portal and interacts with the test administrator. Only the test administrator interacts with the testlet in Student Portal.

- Writing testlets are at one of two levels: emergent or conventional. The level of writing testlet the student receives is determined using information about the student included in the First Contact survey responses. Emergent-level writing testlets are used for students who do not yet have or are working on early symbolic understanding. Emergent-level writing testlets are a combination of the Initial and Distal Precursor linkage levels.

Conventional-level writing testlets are used for students who have symbolic understanding and can use writing tools to communicate:

The testlets are named either emergent or conventional based on their level of complexity. Students, who have symbolic understanding and can use more traditional writing tools to communicate take a writing testlet that combines linkage levels at the Proximal Precursor, the Target, and the Successor linkage levels. Writing testlets at this level are called a Conventional Writing testlet because they are a little more typical of a traditional writing assessment.

For both the emergent and conventional writing testlets, students use the orthography-based tools they use for writing in everyday instruction. Many students taking the DLM alternate assessment will need a test administrator to assist them in accessing a writing tool. The tools must offer students access to all 26 letters of the alphabet.

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

The following supports are allowed for writing testlets:

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

The following supports are not allowed for writing testlets:

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

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

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

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

- In Emergent writing testlets, students often choose from a list of topics that they have been exposed to during instruction.
- In Conventional writing testlets, students also write about familiar topics. If able, they are to independently select a subject on which to write. The subject can be an informational topic that is relevant to instruction and familiar to the student.

**Test Administration Tasks in Writing Testlets**

The test administrator has two types of tasks in writing testlets.

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

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

1. Give the student a verbal prompt from the onscreen Educator Directions. As apparent in the image below, the verbal prompt may be “SAY: ‘You are going to write about a person, place, or object today. What would you like to write about?’”

   ![Educator Directions](image)

   **Educator Directions:**
   
   SAY: "You are going to write about a person, place, or object today. What would you like to write about?"
   
   Give the student time to make a choice about a topic used in shared reading and during instruction. If the student is unable to select a topic, select a topic for the student to write about. When the student is ready to begin, select "NEXT."

2. The test administrator may present the student with a list of familiar topics that have been used during instruction, or the student may think of a topic without any prompting.

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

The test administrator says the prompt aloud to the student, inserting the actual topic selected for the writing testlet.

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

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

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

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

After the student has finished writing, choose the highest level that describes your evaluation of the final product. Spelling is not evaluated in this item.
When student performance does not exactly match any response option, the test administrator selects the option that best matches the student performance.

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

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

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

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

**Retention of the Writing Product**

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

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

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

**TEACHER-ADMINISTERED MATHEMATICS TESTLETS**

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

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

**TEACHER-ADMINISTERED SCIENCE TESTLETS**

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

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

**ACCESSIBILITY SUPPORTS**

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

**LANGUAGE TRANSLATION**

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

The test administrator will receive a 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

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

**SIGN INTERPRETATION**

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

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

For teacher-administered testlets, test administrators may

- 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 provide specific instructions for materials substitution to help the test administrator maintain this consistency.

To determine whether a support or practices is allowed see Practices Allowed and Practices Not Allowed beginning on page 74 of this manual. Also, additional help can be found using the following tables in the ACCESSIBILITY MANUAL:

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

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

**FORM TYPES**

The DLM Alternate Assessment System supplies braille forms for some testlets during the fall instructionally embedded assessment window and during the spring assessment window. These forms are available in uncontracted Unified English Braille (UEB) or
English Braille American Edition (EBAE), depending on which is available in the state. The test administrator then makes a selection in the student’s PNP Profile. DLM braille forms also include Nemeth code as needed.

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

For a student who reads braille, choose either UEB or EBAE braille, depending on which form is available in your state. For a student with a visual impairment who does not read braille, choose only Alternate Form—Visual Impairment.

**Form Availability**

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

1. A limited number of braille forms are available during both the instructionally embedded assessment window and spring assessment window. See the table below for the subjects, grades, linkage levels, and windows.
2. A limited number of alternate forms are available during both the instructionally embedded assessment window and spring assessment window.
3. Standard forms are always available for the assessment. In this case, the test administrator will need to use techniques and methods during assessment that are used during instruction to make the assessment accessible to the student.

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

The table below provides information about the availability of braille forms for each subject, grade, linkage level, and window.

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

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

The forms are delivered as follows:

1. If a braille form is available, the system will deliver it.
2. If a braille form is not available, the system will check for an alternate form and deliver it.
3. If neither a braille form nor an alternate form is available, the system will deliver a standard form.

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

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

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

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

**Tactile Graphics**

Tactile graphics are a means of conveying non-textual information to people who are blind or have visual impairments. Tactile graphics may include tactile representations of pictures, maps, graphs, diagrams, and other images.
Tactile graphics are not included with the DLM braille forms. Instead, the DLM alternate assessment typically uses objects for concrete representations of content. The test administrator may use familiar objects or create tactile graphics to represent graphics that appear on screen. See the TIP for each testlet to learn about allowable objects.

**RESPONSE SCORING**

When the system assigns a testlet, the braille form will need to be embossed locally and provided to the student. Student Portal will also have a computer-based version of the testlet equivalent to the braille version the student receives. As students take the braille testlet on the embossed paper version, they indicate each response to the test administrator as they normally would on other braille assignments during instruction. The test administrator inputs each student response into the testlet in Student Portal. Responses are scored by the system, in the same way as non-braille forms. The testlets are adaptive and will take up to 15 minutes for the next testlet to arrive. If the next testlet delivered is available in braille, the test administrator will emboss the testlet and the student will complete the assessment process with the test administrator entering the responses.

**ALTERNATE FORMS FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS**

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

When an alternate form 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).

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

**TEACHER-ADMINISTERED ALTERNATE-FORM TESTLETS**

Teacher-administered testlets require the test administrator and student to complete tasks outside of Student Portal, with the test administrator recording responses in the testlet in Student Portal. These testlets will use materials that may require some advanced preparation by the test administrator. Special materials for use with students who are blind or have visual impairments are recommended, but other familiar materials may be substituted as described in Materials on page 80 of this manual. Those details are provided on the TIP.
**Computer-Delivered Alternate Form Testlets**

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

**Administration of Alternate Form Testlets**

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

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

**Practices Allowed**

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

**Breaks**

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

**Individualized Student Response Mode**

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

**SPECIAL EQUIPMENT FOR POSITIONING**

Some students may need special equipment to access the assessment material, such as a slant board for positioning or hook-and-loop objects on a communication board. Test administrators 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 system for responding to items is to be consistent with the student’s usual means of expressing choices.

**INTERACTIVE WHITEBOARDS**

If a student has a severe visual impairment and needs larger presentation of content than provided by the 5x-magnification setting, the test administrator may use an interactive whiteboard or projector or a magnification device that works with the computer screen to enlarge the assessment to the needed size.

Some students do not have the fine motor skills they need to be able to select a response option on the screen of a typical average-sized computer device. When this occurs, the test administrator may project the testlet on a large whiteboard screen. Using the large display on the whiteboard screen allows students to use their gross motor skills to indicate their response options.

**ALTERNATE REPRESENTATIONS OF RESPONSE OPTIONS**

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

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

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

**BLANK PAPER**

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

**USE OF REINFORCEMENT**

Natural or direct reinforcement may be used to promote appropriate participation in the administration of the assessment. Tangible reinforcement (e.g., stickers, tokens) or social reinforcement (e.g., praise, high fives) may be used to promote appropriate on-task behavior. These types of reinforcement 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

- 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.
### Key Steps

1. **Recheck Student Information**

2. **Schedule and Arrange Assessment Sessions**
   - Testlet Delivery Frequency During Spring Assessment

3. **Retrieve the Testlet Information Page and Gather Materials**
   - Testlet Information Pages
   - Materials
   - Familiar Texts

4. **Monitor Student Progress**

5. **Access Individual Student Score Reports**

---

**KEY STEPS**

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

See your state’s DLM webpage or Appendix to this manual for the dates of your spring assessment window.

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recheck student demographic information, PNP Profile setting, and survey responses.</td>
</tr>
<tr>
<td>2. Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment.</td>
</tr>
<tr>
<td>3. Schedule locations and times for assessment sessions.</td>
</tr>
<tr>
<td>4. Retrieve the Testlet Information Page (TIP) for the first testlet. Gather needed materials before beginning the assessment.</td>
</tr>
<tr>
<td>5. Retrieve student’s username and password from EP.</td>
</tr>
<tr>
<td>6. Using Student Portal, assess student on the first testlet.</td>
</tr>
<tr>
<td>7. As other testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal.</td>
</tr>
</tbody>
</table>
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 and then pause assessment, 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 other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 45 and in Teacher-Administered Testlets on page 56 of this manual.

For assessment time estimates, see Duration of the Assessment Administration on page 29 of this manual.

TESTLET DELIVERY FREQUENCY DURING SPRING ASSESSMENT

Student Portal delivers only one testlet at a time in each subject. After the student takes the first testlet, Student Portal delivers the next testlet, usually within 15 minutes.

RETRIEVE THE TESTLET INFORMATION PAGE AND GATHER MATERIALS

TESTLET INFORMATION PAGES

Testlet Information Pages (TIPs) provide test administrators with information specific to each testlet. Test administrators receive a TIP after each testlet is assigned to a student. Review the TIP before beginning the student’s assessment. Once the testlet has been administered, the TIP for it is no longer available.
HINT: During spring assessment, TIPs appear in the Test Management section of Educator Portal. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section Retrieve Testlet Information Page.

The testlet form name is included on the TIP (outlined in red in the image below).

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

- **Materials Needed**: This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials will be provided. For example, the materials may be three different small objects that are familiar to the student, each of which has a single word name (e.g., ball, pencil, and bag).
- **Materials 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, see the list of Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL for more information. Also, the TIP will indicate when a particular support is not allowed (e.g., calculator or if other limits are included like when definitions or translation are not allowed).
- **Other Comments**: If a testlet has other unique instructions, they will appear here. Testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or have visual impairments, have additional pages of instructions.
- **Alternate Text**: For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.
Testlet Information Pages (TIPs) for ELA testlets also provide the following information:

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

Testlet Information Pages (TIPs) for mathematics testlets also provide the following information:

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

**Testlet Information Pages for Science Testlets**

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

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

**MATERIALS**

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

Materials for the testlet must be collected prior to the assessment session. However, if the student has begun a testlet and the materials are not working as anticipated, you may retrieve alternate materials. Student Portal can be inactive up to 90 minutes before
timing out. See System Timeout on page 54 of this manual for more information about the 90-minute timeout.

The DLM website (https://dynamiclearningmaps.org/) provides lists of common materials used in testlets during each window. These lists are called Materials Collections.

**FAMILIAR TEXTS**

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

**Other Requirements**

Regardless of the type of the DLM alternate assessment, educators need the following when administering an assessment:

- assessment device with Student Portal loaded
- student’s username and password
- assistive devices appropriate to the student (if applicable)
- headphones for computer-Spoken Audio if other students are in the room (if applicable)

**MONITOR STUDENT PROGRESS**

During the spring assessment window, students may receive as few as five and as many as ten testlets, depending on the grade and subject (details are in the table Number of Testlets for Spring Assessment on page 106 of this manual).

On the Test Management screen in EP, the Test Progress column allows the test administrator to monitor a student’s testing progress for each subject. For each test ticket, the Test Progress column will indicate a specific testlet (e.g., Testlet 3 of 5), indicating the testlet available is the third of five required for the subject area for the grade. Also, in Student Portal, testing progress is indicated (e.g., Testlet 3 of 5).

**ACCESS INDIVIDUAL STUDENT SCORE REPORTS**

Testlets administered exclusively during the spring assessment window generate Individual Student Score Reports. The system chooses the Essential Elements from the full range of Essential Elements in the blueprint. To cover the full blueprint, one testlet may combine items aligned to multiple Essential Elements.

The scoring system in the DLM alternate assessment works differently than scoring in traditional alternate assessments. Students are not given raw scores, percentage-correct scores, or scale scores. Instead, the system combines a student’s responses on operational tests using a complex algorithm to determine which linkage 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. If the student participated in instructionally embedded assessments earlier in the year, responses to those testlets are not factored into final results. End-of-year results are determined from the linkage-level mastery data only for testlets taken during the spring assessment window. The information about each linkage level leads to a summary of the student’s mastery of skills in each conceptual area for ELA and mathematics or each domain for science and for the subject overall. Summative results are based on all the blueprint Essential Elements for ELA, mathematics, and science that are assessed. The EDUCATOR PORTAL USER GUIDE contains information about accessing Individual Student Score Reports in the section Access Reports and Data Extracts. Each states webpage has scoring and reporting videos to help educators interpret score reports. Only certain roles are allowed access to the reports, which are determined by your state. You may also contact your assessment coordinator or building test coordinator about reviewing your students’ Individual Student Score Reports.
PREPARE FOR NEXT YEAR

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

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

REVIEW BLUEPRINT

IEP teams should 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.
INSTRUCTIONALLY EMBEDDED ASSESSMENTS (OPTIONAL BUT RECOMMENDED)

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  Select a Linkage Level ...................................................................................................... 86
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  Testlet Information Page (TIP) ........................................................................................ 89

View the Essential Element Status Report ........................................................................ 89

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For an overview and more information about the purpose of instructionally embedded assessments, see Optional Fall Instructionally Embedded Assessments on page 28 of this manual.

KEY STEPS

Test administrators prepare for and deliver instructionally embedded assessments by completing the steps below. Instructionally embedded assessments are only available during the instructionally embedded assessment window that occurs during the fall and winter months. Gray-shaded steps are described in more detail in this section. The other steps are defined in other Dynamic Learning Maps® (DLM®) resources listed in the Checklists for Test Administrators beginning on page 9 of this manual.

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow state and district guidelines for choosing Essential Elements for instruction.</td>
</tr>
<tr>
<td>2. Retrieve instructional information for the Essential Element either on the website or by clicking on the mini map in the Instruction and Assessment Planner for the Essential Element.</td>
</tr>
<tr>
<td>Steps</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Follow the steps outlined in the Educator Portal User Guide to create a plan for each student, selecting an Essential Element and linkage level. The Instruction and Assessment Planner is available only during the instructionally embedded assessment window. See the assessment calendar on the DLM state webpage for the instructionally embedded assessment window during the fall and winter months.</td>
</tr>
<tr>
<td>4. Deliver instruction until you determine the student is ready for assessment.</td>
</tr>
<tr>
<td>5. Schedule a location and time for assessment sessions.</td>
</tr>
<tr>
<td>6. Assign a testlet in the Instruction and Assessment Planner and retrieve the Testlet Information Page (TIP). Gather needed materials before attempting to begin the assessment.</td>
</tr>
<tr>
<td>7. Retrieve the student’s credentials (username and password) in the Instruction and Assessment Planner so the student can use the assessments in Kite® Student Portal.</td>
</tr>
<tr>
<td>8. Log the student in to Student Portal.</td>
</tr>
<tr>
<td>9. Assess the student when each testlet becomes available.</td>
</tr>
<tr>
<td>10. Review and evaluate the assessment results – did the student master the Essential Element at the linkage level tested?</td>
</tr>
<tr>
<td>11. Choose the next Essential Element for instruction. This may be a new Essential Element or the same Essential Element at a different linkage level, depending on previous assessment results and the student’s overall instructional program for the year.</td>
</tr>
<tr>
<td>12. Repeat the instruction and assessment cycle for remaining Essential Elements and linkage levels during the instructionally embedded assessment window until the blueprint coverage is met. Additional Essential Elements may be selected, depending on the student’s needs.</td>
</tr>
</tbody>
</table>
HINT: During the instructionally embedded assessment window, at least one assessment at each linkage level is available for each ELA and mathematics Essential Element. Once a student completes a testlet, more testlets at that Essential Element and linkage level may be available. Follow your state’s guidance on frequency of assessment.

HINT: Each testlet in each subject delivered during the instructionally embedded assessment window assesses only one Essential Element except for writing testlets. All students receive only one writing testlet. However, a single writing testlets combines 2–6 Essential Elements depending on the grade level.

During the instructionally embedded assessment window, test administrators will be able to make choices about each of the following elements of DLM assessments:

- Essential Elements
- Linkage Levels
- Accessibility Supports
- Frequency of Testing
- Repeated Assessment of an Essential Element (if more than one testlet is available at that linkage level)

Decisions must be grounded in academic priorities for the student, including priorities set in the IEP.

SELECT A LINKAGE LEVEL

For each Essential Element, the system recommends a linkage level for each student, but the test administrator may override that choice. The linkage level that the educator selects is to provide an appropriate challenge for the student and also represent a good instructional target. Information about the nodes at each linkage level are found in two places:

1. The descriptions of linkage levels in the Assessment and Instruction Planner. (See the step for choosing a linkage level in the section Create a Plan in the EDUCATOR PORTAL USER GUIDE).
2. The list of nodes for each Essential Element in the Tested Essential Elements PDFs located on the Educator Resource Page. An example is shown below.
ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.

**Initial Precursor**
- Can demonstrate understanding of property words corresponding to the objects used during familiar routines

**Distal Precursor**
- Can demonstrate an understanding of words with opposite meanings

**Proximal Precursor**
- Can demonstrate an understanding that words have different uses in different contexts

**Target**
- Can determine how word choice influences the meaning of an informational text

**Successor**
- Can determine how word choice in an informational text is used to persuade or inform

**REVIEW AND REVISE CHOICES**

Test administrators may review the Essential Elements they assigned to a student. A test administrator may view and print the Essential Element Status Report to view the status of instruction and testing.

Test administrators have the flexibility to change their minds about instruction (e.g., to change an Essential Element or linkage level) until the assessment is assigned. A change may be necessary when a student has made considerable growth in the Essential Element, and the test administrator had previously selected a lower linkage level. Change may also be necessary when a student experiences significant regression due to disability or absence. Supporting procedures for Educator Portal include the section Cancel a Plan in the EDUCATOR PORTAL USER GUIDE.

**HINT:** Choosing an Essential Element is part of planning for an instructionally embedded assessment session. This process does not apply to testlets administered during the spring assessment window.

**RETRIEVE THE MINI MAP**

Instructional information includes the Essential Element, a list of linkage levels and nodes, and the mini map. These details are provided in the Tested Essential Elements PDFs located on the Educator Resource Page on the DLM website. This information is also available in the Instruction and Assessment Planner when the user clicks on the mini map for each Essential Element during the instructionally embedded assessment window in the fall and winter months. To learn about the steps to access the mini maps,
see the supporting Educator Portal procedure in the Create a Plan section of the EDUCATOR PORTAL USER GUIDE.

For additional information on providing support for classroom instruction, consider reviewing the Professional Development modules. These modules are designed to support instruction on broad academic topics associated with many Essential Elements. See Professional Development on the DLM website for access to the modules (https://dynamiclearningmaps.org/professional-development).

ASSIGN A TESTLET

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

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

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

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 assessment if the 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 and then pause assessment, 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 other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 45 and Teacher-Administered Testlets on page 56 of this manual.

For assessment time averages and ranges, see Duration of the Assessment Administration on page 29 of this manual.

PREPARE TO ADMINISTER AN INSTRUCTIONALLY EMBEDDED TESTLET

Regardless of the type of the DLM alternate assessment (teacher-administered or computer-delivered), test administrators need the following supplies when administering an assessment:

- assessment device with Kite Student Portal loaded
- student’s username and password
- assistive devices appropriate to the student (if needed)
- headphones for computer-Spoken Audio if other students are in the room
- TIP

**Testlet Information Page (TIP)**

The type of information included on the Testlet Information Pages (TIPs) is the same for testlets in both the instructionally embedded assessment and spring assessment windows. For more information on TIPs, see Testlet Information Page on page 78 of this manual.

**VIEW THE ESSENTIAL ELEMENT STATUS REPORT**

The Essential Element Status Report provides information about the student’s participation in the instructionally embedded assessment window, using the Instruction and Assessment Planner. The report shows the status of each Essential Element chosen for instruction, the date instruction began, the date the testlet was assigned, the date the testlet was administered, and whether the student mastered the Essential Element or did not master it. It also shows if the requirements have been met.

**HINT:** Mastery results for writing testlets are not immediately available in the Instruction and Assessment Planner because writing testlets are scored outside of the system. The Essential Element Status Report contains a student’s personally identifiable information (PII), and as such, must be treated as a secure document when printed. Protect and store it securely, and if not storing, securely destroy it.

**VIEW PROGRESS REPORTS**

A student’s participation in the optional instructionally embedded assessment generates a progress report. This report summarizes a student’s progress in an individual subject area. It includes only information about assessments from plans created through the Instruction and Assessment Planner during the instructionally embedded assessment window. The progress report does not contain any information related to spring assessments generated for a student testing.

Test administrators may find the progress report useful when planning or reviewing instruction during the instructionally embedded assessment window. The progress report displays the tested conceptual area(s), Essential Element, and linkage levels. The progress report contains sensitive information, including the student’s name, school, grade, and state ID number, and the report must be treated as a secure document. The progress report is a PDF that can be saved and printed.

For more information about progress reports for optional instructionally embedded assessment, contact your assessment coordinator.
KITE STUDENT PORTAL USER GUIDE

HINT: Print the following pages and keep them handy!

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Kite Student Portal Procedures ............................................................................... 91
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  Take a Break During Assessment ..................................................................... 97
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  Troubleshoot in Kite Student Portal ................................................................. 98

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

KITE STUDENT PORTAL ASSESSMENT DEVICES

The Dynamic Learning Maps® (DLM®) alternate assessment may be administered on several different devices. See the Kite Suite page on the DLM website for specific information.

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

INTERNET CONNECTIVITY

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

Access Practice Activities and Released Testlets

HINT: Student Portal must be installed before you can access practice activities or released testlets. Download information is available on the Kite page on the DLM website http://dynamiclearningmaps.org/kite.

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

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

2. Enter the practice student’s username and password (e.g., demo.lisa). Click **SIGN IN**.

3. Click **PRACTICE FIRST**.
4. Select the appropriate subject, and scroll through the pages to select a test. Click Take Test for the desired practice activity or released testlet.

![Practice Test Selection]

5. Click BEGIN.

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

![Navigation Buttons]

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

**BEGIN AN ASSESSMENT**

To begin an assessment in either the optional instructionally embedded assessment window or the required spring assessment window, first ensure that you have the student’s username and password to log in to Student Portal. Each student’s username and password are the same for all of their DLM alternate assessments and for both windows. These are available in three places, depending on the window:

1. The first place a test administrator can view the student’s user name and password is in Educator Portal on the View Student screen. The test administrator gains this access as soon as the security agreement is signed and the Required Test Administrator Training is successfully completed. However, testlets will not be available until the assessment window opens.

2. The second place a test administrator can view the student’s user name and password is in Educator Portal during the instructionally embedded assessment window by clicking the Credentials icon in the Instruction and Assessment Planner.
3. The third place is on the Test Management screen in the Test Ticket Column. The student’s login information will be available here once the assessment window opens and the first testlet is assigned.

**START A TESTLET**

To administer a DLM alternate assessment, follow these steps:

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

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

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

   ![Take Test button]

5. Click **BEGIN**.

   ![BEGIN button]

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

6. In the Spring Assessment Window, a message will display with the number of testlets remaining by subject (e.g., Testlet 1 of 5).

   ![Spring Assessment Window with testlet information]
**Navigate in Kite Student Portal**

Navigate in Student Portal with these buttons.

<table>
<thead>
<tr>
<th>Button</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visible on each test screen (See the example below.)</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="BACK" /></td>
<td>Return to the previous screen.</td>
</tr>
<tr>
<td><img src="image" alt="NEXT" /></td>
<td>Go to the next screen.</td>
</tr>
<tr>
<td><img src="image" alt="READ" /></td>
<td>Read the text aloud. This button appears when the student has Spoken Audio enabled in the Personal Needs and Preferences (PNP) Profile.</td>
</tr>
<tr>
<td><img src="image" alt="EXIT" /></td>
<td>Exit the testlet without saving responses. Upon return, the student will start at the beginning of this testlet.</td>
</tr>
<tr>
<td><strong>Available on the review screen at the end of the testlet. (See the review screen under Complete a Testlet on page 98 of this manual.)</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="GO BACK" /></td>
<td>Go back to review or change responses for this testlet.</td>
</tr>
<tr>
<td><img src="image" alt="END" /></td>
<td>Save responses and end this testlet.</td>
</tr>
</tbody>
</table>
The following image shows the buttons available on each testlet screen.

![Testlet Screen with Buttons](image)

**Spoken Audio**

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

![Spoken Audio Icon](image)

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

![Pause Icon](image)

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

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

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

**TAKE A BREAK DURING ASSESSMENT**

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

1. **Take a short break (up to 90 minutes).**
   After 88 minutes and 30 seconds of inactivity in the testlet, the system provides this warning message: EXTEND SESSION or LOGOUT. After the 90 seconds expire, Student Portal closes the session automatically and does not save responses.

   ![Your session is about to expire.](image)

   Select Extend Session to continue where you left off.
   Time Remaining: 01 mins and 28 seconds
   
   ![EXTEND SESSION LOGOUT](image)

2. **Take a break between testlets.**
   After clicking END at the conclusion of a testlet, log out of Student Portal. Log back in when the student is ready to take the next testlet. **Stop in the middle of a testlet using the EXIT DOES NOT SAVE button (allowed only in some states).**
   When available, this button appears on every testlet screen.

   ![EXIT DOES NOT SAVE](image)

   This screen appears when choosing EXIT DOES NOT SAVE.

   ![You are exiting a testlet. Student work on this testlet will not be saved. Do you want to exit?](image)

   ![YES NO](image)

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

**COMPLETE a TESTLET**

This review screen appears at the end of a testlet.

![Review Screen](image)

To complete the testlet, follow these steps:

1. Click END.

![END Button](image)

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

![Confirmation Message](image)

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

4. Click Close Kite.

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

**TROUBLESHOOT IN KITE STUDENT PORTAL**

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

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


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

**card**
A cell on the Student View Page for each Essential Element and linkage level. Information about the specific Essential Element and the specific linkage level can be accessed when the user selects the card.

**claim**
ELA and mathematics: A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within English language arts and mathematics. Each claim is subdivided into two or more conceptual areas.

**conceptual area**
ELA and mathematics: A region within the DLM learning map containing nodes associated with related Essential Elements, representing concepts and skills that support the learning of the Essential Elements in English language arts and mathematics. Conceptual areas are composed of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.

**connection**
ELA and mathematics: The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.

**core idea**
Science: The key organizing principles in science. Core ideas are taught and learned over multiple grades at increasing levels of depth and sophistication.

For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.

**display enhancements**
Options that change the testlet appearance on the student’s device screen, including magnification, overlay color, inverted color choice, and contrast color.

**domain**
Science: The major science content areas assessed. The domains assessed across all grade bands are physical science, life science, and Earth and space science.
Educator Portal  The administrative application where staff and educators manage student data and retrieve reports. Users can access Educator Portal via https://educator.kiteaai.org/. For information on working within Educator Portal, see the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.

engagement activity  An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items. The engagement activity for some science testlets at the upper linkage levels includes a short video.

Essential Elements  Specific statements of knowledge and skills linked to the grade-level expectations identified in K-12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K-12. Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.

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

Core questions from the First Contact survey are used to recommend the linkage level for an Essential Element during the optional instructionally embedded assessment window. During the spring assessment window, the core questions are used to assign the linkage level for the student’s first testlet, or initialization, into the spring assessment. The writing testlet is always delivered last and is not based on performance of previous testlets. Instead, data from the First Contact survey is always used to assign the linkage level of the writing testlet.
**initialization**
The process by which a student’s existing information is used to determine the point in the DLM learning map model where the student enters the assessment for the first time.

**Instruction and Assessment Planner**
A part in Educator Portal where test administrators perform assessment functions for a student during the optional instructionally embedded assessment window. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most assessment data about the student can be accessed from the Instruction and Assessment Planner during this window, including mastery of an Essential Element at a linkage level.

**instructionally embedded assessment**
Assessment that occurs throughout instruction in the optional instructionally embedded assessment window.

**Kite Student Portal**
A secure customized application used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal. In addition to operational testing in the Student Portal, practice activities and released testlets can be administered using Student Portal. The login credentials for the practice activities and released testlets are unique to each one. See the **TEST ADMINISTRATION MANUAL** for more information about Student Portal.

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

Science: An incremental level of complexity toward the learning target where an assessment was developed for a particular Essential Element. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.
materials
Any objects, manipulatives, and tools used during an assessment. Materials lists are specific for each subject during each window. The lists are found on each state’s DLM website under Educator Resources.

node
ELA and mathematics: A representation in the DLM learning maps of an individual skill or conceptual understanding identified in the research in ELA and mathematics.

Personal Learning Profile
A collective term used to describe a student’s personal needs and preferences settings entered in the PNP Profile in addition to information about the student entered in the First Contact survey in Educator Portal.

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

plan
Created in the Instruction and Assessment Planner in Educator Portal 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 ELA, mathematics, and science.

released testlets
A publicly available sample DLM assessment. Released testlets may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. New released testlets are added periodically.
<table>
<thead>
<tr>
<th>term</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>stem</strong></td>
<td>The beginning part of the item that presents a problem to solve or an item to respond to. The stem may also include other relevant information in the item. A multiple-choice item is a common example in the DLM alternate assessment, consisting of a stem and a set of response options from which to choose.</td>
</tr>
<tr>
<td><strong>Student Activity Table</strong></td>
<td>A page in the Instruction and Assessment Planner in Educator Portal. During both the fall and spring windows, test administrators use the Student View Page for several instruction and assessment actions for each student. The page displays details about one student at a time for each Essential Element and linkage levels in the blueprint for the subject. The test administrator will perform several actions such as creating a plan and assigning a testlet. The system will automatically display information about the student’s testing progress, such as mastery of the Essential Element at the linkage level and completion of the blueprint requirements.</td>
</tr>
<tr>
<td><strong>Student View Page</strong></td>
<td>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. The test administrator will perform several actions such as creating a plan and assigning a testlet. The system will automatically display information about the student’s testing progress, such as mastery of an Essential Element at the linkage level tested.</td>
</tr>
<tr>
<td><strong>technology-enhanced items</strong></td>
<td>Computer-delivered test items that require a specialized interaction, such as click and drag. A technology-enhanced item is any item that is not answered using direct selection.</td>
</tr>
</tbody>
</table>
A short assessment that begins with an engagement activity and include three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student’s knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element, except for the writing testlet, which assesses all writing Essential Elements together in one testlet.

Testlets are delivered one at a time in each subject. They are adaptive and are either teacher-administered or computer-delivered. The writing testlet is always delivered last and is not based on performance of previous testlets. Instead, data from the First Contact survey is always used to assign the linkage level of the writing testlet. More specific information is found in the TEST ADMINISTRATION MANUAL.

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

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

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

The TIP for testlets at the Initial level for science has picture response cards that must be printed before testing.

Computer-delivered testlets require fewer materials than the teacher administered testlets.
## APPENDIX A. NUMBER OF TESTLETS FOR SPRING ASSESSMENTS

This chart shows the number of operational testlets to expect during spring assessment window. It is organized by grade for each subject area.

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA Testlets</th>
<th>Mathematics Testlets</th>
<th>Science Testlets</th>
<th>Field Test Testlets**</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>0 or 1</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>0 or 1</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>0 or 1</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>0 or 1</td>
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<tr>
<td>7</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>0 or 1</td>
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<td>9</td>
<td>0 or 1</td>
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<td>9</td>
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<td>7</td>
<td>9*</td>
<td>0 or 1</td>
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<tr>
<td>10</td>
<td>9</td>
<td>8</td>
<td>9*</td>
<td>0 or 1</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>6</td>
<td>9*</td>
<td>0 or 1</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>0</td>
<td>9*</td>
<td>0 or 1</td>
</tr>
</tbody>
</table>

*For states testing end-of-instruction biology in high school, students receive ten testlets.

**Field Test Testlets in the spring are delivered after all operational testlets in a subject have been submitted.

**HINT:** Check your state’s DLM webpage to see if your state tests DLM science.
APPENDIX B. FIRST CONTACT SURVEY (ALL QUESTIONS)

Current. No changes since 3/10/16.

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

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

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

SPECIAL EDUCATION

Special Education Services

Select the student’s Primary Disability

- autism
- deaf-blindness
- deafness
- developmental delay
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment, including blindness
- non-categorical
- eligible individual
Educational Placement: Choose the option that best describes the student’s educational placement. “Regular Class” means a typical classroom, not a resource room or separate class.

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

**SENSORY ABILITIES**

**Hearing**

Hearing

- No hearing loss suspected/documentated
- Questionable hearing but testing inconclusive
- Deaf or hard of hearing

Classification of Hearing Impairment

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

Hearing: Mark all that apply

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

Vision

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

Classification of Visual Impairment Mark all that apply

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

Vision: Mark all that apply

- Requires enlarged print
- Requires tactile media (objects, tactile graphics, and tactile symbols)
- Requires or uses Braille
  - Uncontracted Braille
  - Contracted Braille
  - UEB

Technological Visual Aids: Mark all that apply

- Screen magnification device (fits over standard monitor) or software (e.g., Closeview for Mac, ZoomText)
- CCTV
- Screen reader and/or talking word processor
- Manual (e.g., Perkins Brailler) or Electronic (e.g., Mountbatten Brailler) Braille writing device
- Device with refreshable Braille display

Motor Capabilities and Health

Arm/Hand Control and Health

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

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

- No
- Yes

**COMPUTER INSTRUCTION**

Computer Use and Instruction

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

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

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

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

Computer access during instruction: Mark all that apply

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

Level of attention to computer-directed instruction

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

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

**COMMUNICATION**

Expressive Communication

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

• Yes
• No

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

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

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

• Yes
• No

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

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

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

Select the student’s primary sign system

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

Alternate Communication

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

• Yes
• No

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

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

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

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

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

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

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

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

Receptive Communication

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

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

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

**LANGUAGE**

**Primary Language**

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

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

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

**ACADEMIC**

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

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

A. Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)
B. Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)
C. Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)
D. Reads words, phrases, or sentences in print or Braille when symbols are provided with the words
E. Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
F. Reads text presented in print or Braille without symbol support but WITHOUT comprehension
G. Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
H. Explains or elaborates on text read in print or Braille

Reading Skills

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

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

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

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

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

*Writing Skills Entire Section is Required*

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

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

A. Writes paragraph length text without copying using spelling (with or without word prediction)
B. Writes sentences or complete ideas without copying using spelling (with or without word prediction)
C. Writes words or simple phrases without copying using spelling (with or without word prediction)
D. Writes words using letters to accurately reflect some of the sounds
E. Writes using word banks or picture symbols
F. Writes by copying words or letters
G. Scribbles or randomly writes/selects letters or symbols
*Science Skills Entire Section is required (This section is only visible for states administering the DLM science assessment.)*

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

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

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

**End of Survey**
## DOCUMENT HISTORY

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Section Name/Summary of Changes</th>
<th>Starting Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2019</td>
<td>Updates to Checklists for Test Administrators</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Updates to section Instructionally Embedded Assessments (Optional but Recommended)</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Updates to Glossary</td>
<td>100</td>
</tr>
</tbody>
</table>
## Educator Checklist: Administration of NYSAA through Dynamic Learning Maps (DLM)

### Step 1: Read and become familiar with the DLM Test Administrator’s Manual (TAM), Accessibility Manual, and Educator Portal User Guide

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Done</th>
</tr>
</thead>
</table>

### Step 2: Test Administrators must have an account set up in Educator Portal. [https://educator.kiteaai.org](https://educator.kiteaai.org)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Done</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the Educator does not have an account in Educator Portal, contact the District/Building Test Coordinator (DTC/BTC) and Data Manager to set up an Educator account. For additional assistance contact NYSED at <a href="mailto:CBTSupport@nysed.gov">CBTSupport@nysed.gov</a> or <a href="mailto:EMSCASSESSINFO@nysed.gov">EMSCASSESSINFO@nysed.gov</a>.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District/Building Test Coordinator (DTC/BTC):

Data Manager:

When the DTC/BTC sets up an account the first time for an Educator, the Educator will receive an email from kite-support@ku.edu. If the activation email is not received, check your SPAM files. Also, inquire to your technology managers as to firewalls and other software, which may block access.

Verify your Educator Profile (i.e., user role, district, etc…) ([Refer to Manage User Account section of the Educator Portal User Guide](https://educator.kiteaai.org) located on the NY DLM NYSAA webpage).

Certified Educators **must** then complete the Security Agreement ([Refer to Manage User Account section of the Educator Portal User Guide](https://educator.kiteaai.org) located on the NY DLM NYSAA webpage). The security agreement must be completed to work in the KITE Educator Portal (EP) system.

### Step 3A: NEW Test Administrators must complete required turn-key training and the qualifiers in Moodle to be eligible as a Test Administrator

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Done</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required training for NEW teachers</strong>: Facilitated training (Consortium Model). For those educators who cannot make or missed a facilitated training, they can avail themselves of the self-directed training in Moodle.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Test Administrators must access MOODLE (after first establishing an account in Educator Portal (EP) and waiting up to 3 hours for Moodle account to be activated) to take the qualifiers. Moodle: [http://training.dynamiclearningmaps.org/login/index.php](http://training.dynamiclearningmaps.org/login/index.php)  
  - User Name: email address used in Kite Educator Portal (all lower-case letters)  
  - Password: email address up to @ (all lower-case letters) | | |
| Test Administrator Qualifications:  
  - Test Administrators complete the 4 required training modules then the 4 required qualifiers (post-quizzes) in MOODLE (approximate time commitment 2 hours 30 minutes).  
  - Each qualifier must be passed with 80% or better accuracy.  
  - A completion certificate will be available when all requirements have been met. | | |
- This certificate must be printed for your records.
- This self-directed training is available for Continuing Teacher and Leader Education (CTLE) credit. Please email EMSCASSESSINFO@nysed.gov and provide your name as it appears on your NY certification, email, name of training, training hours, date, and copy of training completion certificate.

NOTE: All training requirements must be completed before the test administrator will have access to the student’s Kite Student Portal log-in information.

Additional professional development resources available to all at http://dlmpd.com/clds/video-links/ and http://dynamiclearningmaps.org/content/erp_ye.

### Step 3B: RETURNING Test Administrators must complete 1 module of Self-directed training to be eligible as a Test Administrator

<table>
<thead>
<tr>
<th>Required training for RETURNING teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Test Administrators complete the required overview training module then the required qualifier (post-quiz) in MOODLE (Consortium Model) (approximate time commitment 1 hour 15 minutes).</td>
</tr>
<tr>
<td>* The quiz must be passed with 80% or better accuracy.</td>
</tr>
<tr>
<td>* Educators who do not pass, will then be required to re-take the module(s) that they struggled with and re-take the corresponding qualifiers with 80% accuracy or better.</td>
</tr>
<tr>
<td>* The next training module will only become available when the quiz is successfully completed, or a message appears that all requirements have been met.</td>
</tr>
<tr>
<td>* A completion certificate will be available when all requirements have been met. This certificate must be printed for your records, especially if you request CTLE credit.</td>
</tr>
</tbody>
</table>

This self-directed training is available for CTLE credit. Please email EMSCASSESSINFO@nysed.gov and provide your name as it appears on your NY certification, email, name of training, training hours, date, and copy of training completion certificate.

NOTE: All training requirements must be completed before the test administrator will have access to the Kite Student Portal log-in information.

Returning Test Administrators who are NOT enrolled in the returning test administrator training should contact their District or Building Test Coordinator, who can then contact NYSED at EMSCASSESSINFO@nysed.gov, provide the teacher’s name, email, school and district. This should be done prior to taking the Moodle training.

Additional professional development resources are available to all at http://dlmpd.com/clds/video-links/ and http://dynamiclearningmaps.org/content/erp_ye.

### Step 4: Accessibility Supports/Accommodations

<table>
<thead>
<tr>
<th>The expectation is that accessibility supports are similar to those which have been used during instruction (refer to the Accessibility Manual).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not have the assessment be the first time a student is using accessibility features.</td>
</tr>
</tbody>
</table>

NOTE: Best Practices would have accessibility features documented on a student’s IEP as testing accommodations (refer to Accessibility Memo http://www.p12.nysed.gov/assessment/nysaa/2016-17/accessibility-sscd.pdf)

### Step 5: Complete Personal Needs and Preferences (PNP) and First Contact Survey (FC Survey) in Educator Portal

<table>
<thead>
<tr>
<th>For new students, complete the Personal Needs and Preferences (PNP) and First Contact Survey (FC Survey). Make sure to utilize student’s IEP for this information</th>
</tr>
</thead>
<tbody>
<tr>
<td>For returning students, review and update as necessary the information in the PNP and FC Survey and complete any new information required in the FC Survey</td>
</tr>
</tbody>
</table>

NOTE: The information from the FC Survey generates the student’s first testlet’s adaptive linkage level.
Step 6: Kite Suite

<table>
<thead>
<tr>
<th>Kite Student Portal is used for assessing students. Check the DLM website for the current version of Student Portal at <a href="https://dynamiclearningmaps.org/requirements">https://dynamiclearningmaps.org/requirements</a></th>
<th>Yes</th>
<th>No</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The new software update covers all platforms. For more information on Kite Student Portal, including status, system requirements, and installation instructions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign up for test updates at <strong><a href="http://dynamiclearningmaps.org/content/operational-testing">http://dynamiclearningmaps.org/content/operational-testing</a></strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ed ucator Portal is used by Educators for data management.

 Educators must verify accuracy of the Roster (Refer to the Manage Student Data section of the Educator Portal User Guide):

- Confirm Student Eligibility- refer to student’s IEP and the 2019-20 NYSAA Birthdate Chart

- If students are entered in error, Educators must contact the DTC/BTC and Data Manager, who can make corrections. If Educators cannot “see” students in Educator Portal, some questions to explore:
  - Did the educator complete training; including passing the associated quizzes, and print the completion certificate only if requesting CTLE credit?
  - Did the educator agree to and print the security agreement?
  - Are the students rostered to the educator?

<table>
<thead>
<tr>
<th>If you need assistance:</th>
<th>Yes</th>
<th>No</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact your DTC/BTC first for assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Then contact NYSED <a href="mailto:CBTSupport@nysed.gov">CBTSupport@nysed.gov</a> or <a href="mailto:EMSCASSESSINFO@nysed.gov">EMSCASSESSINFO@nysed.gov</a>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also, contact DLM Service Desk at 1-855-277-9751 or email at <a href="mailto:DLM-support@ku.edu">DLM-support@ku.edu</a> for assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prior to testing ensure that the following have been “checked”

- system requirements,
- internet connections,
- navigating the system,
- including checking for compatibility of assistive technology devices
- troubleshooting issues

Step 7: Test Administrator preparations:

<table>
<thead>
<tr>
<th>The braille ready file (BRF) comes in uncontracted EBAE and UEB (note Refer to Braille Forms section in the TAM). Requests for materials necessary for embossing should be made to NYSED at <a href="mailto:EMSCASSESSINFO@nysed.gov">EMSCASSESSINFO@nysed.gov</a> or 518-474-5900 no later than 2/7/2020.</th>
<th>Yes</th>
<th>No</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language translators must be provided by district.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive and specialized equipment or furniture; Noise buffers/headphones must be provided by district</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refer to student’s IEP for student specific Testing Accommodations (this test is not-timed, breaks are allowed, and students are expected to be tested in a separate or alternate area or setting).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refer to Testlet Information Pages (TIPs) for specific test materials (e.g., manipulatives, calculators, etc....) (refer to Retrieve Testlet Information page and Gather Materials section of the TAM.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 8: Develop a plan to facilitate communications with parents (DLM resources)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://dynamiclearningmaps.org/content/information-parents">http://dynamiclearningmaps.org/content/information-parents</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 9: Test Administration Period March 11- June 7, 2019

<table>
<thead>
<tr>
<th>Prior to the end of testing, contact DTC and confirm all eligible students have been tested or that special circumstance codes have been entered for students not tested.</th>
<th>Yes</th>
<th>No</th>
<th>Done</th>
</tr>
</thead>
</table>
Special Circumstance Codes can ONLY be entered by DTC:

- Ensure student is entered into Educator Portal
- Complete the FC Survey for the student to generate student testlets once the window opens (but **do not** open or administer testlet).
- Notify DTC/BTC to enter appropriate special circumstance code for the student prior to the end of the administration period.

For DLM testing system questions, please contact DLM Service Desk at 1-855-277-9751 or email DLM-support@ku.edu for assistance.
For NYS data related question, please email NYSED-CBT at CBTSupport@nysed.gov
For policy related issues, please call State Assessment at 518-474-5900 or email EMSCASSESSINFO@nysed.gov.

<table>
<thead>
<tr>
<th>Step 10: Complete online educator survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please refer to the NYSAA homepage for more information</td>
</tr>
</tbody>
</table>
TO: District Superintendents  
Superintendents of Schools  
Special Education Directors  
Chairpersons of Committees on Special Education  
Project Managers for the Level I Data Repositories  

FROM: Steven E. Katz  

SUBJECT: Birthdate Ranges for Students with Disabilities Participating in the 2019-20 New York State Alternate Assessment (NYSAA)  

Students with disabilities participating in the New York State Alternate Assessment (NYSAA) are assessed according to chronological ages aligned with grade levels. The chart below provides information on the age ranges for students with disabilities participating in the 2019-20 NYSAA. Students should be tested based on their birthdate in the content areas indicated for each grade level.  

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

<table>
<thead>
<tr>
<th>Birthdate</th>
<th>Grade and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2010 – August 31, 2011</td>
<td>Grade 3 ELA and Math</td>
</tr>
<tr>
<td>September 1, 2009 – August 31, 2010</td>
<td>Grade 4 ELA, Math, and Science</td>
</tr>
<tr>
<td>September 1, 2008 – August 31, 2009</td>
<td>Grade 5 ELA and Math</td>
</tr>
<tr>
<td>September 1, 2007 – August 31, 2008</td>
<td>Grade 6 ELA and Math</td>
</tr>
<tr>
<td>September 1, 2006 – August 31, 2007</td>
<td>Grade 7 ELA and Math</td>
</tr>
<tr>
<td>September 1, 2005 – August 31, 2006</td>
<td>Grade 8 ELA, Math, and Science</td>
</tr>
<tr>
<td>September 1, 2001 – August 31, 2002</td>
<td>Secondary-Level ELA, Math, and Science*</td>
</tr>
</tbody>
</table>

Note: NYSAA-eligible students who do not meet the age criteria above and will be exiting school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 2001 who have not been assessed at the secondary level must be assessed in 2019-20 before they leave school. All NYSAA-eligible high school students are assigned to the Grade 9 cohort in Educator Portal, regardless of the actual grade that the student is enrolled in at school. The grade must be 9 in the Educator Portal system.
## Important Dates to Remember

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/2019</td>
<td>KiteStudent Portal Update&lt;br&gt;Chromebooks auto update&lt;br&gt;IPad auto updated if automatic update is turned on&lt;br&gt;Mac and PC reinstall using icon</td>
</tr>
<tr>
<td>09/09/2019</td>
<td>ELA, Math, &amp; Science Instructionally Embedded Assessment opens&lt;br&gt;09/09/2019 – 02/26/2020&lt;br&gt;12/23-01/01 window closes for maintenance</td>
</tr>
<tr>
<td>09/18/2019</td>
<td>Moodle Training opens.</td>
</tr>
<tr>
<td>10/01/2019</td>
<td>Printed manuals sent to schools</td>
</tr>
<tr>
<td>10/21/2019</td>
<td>Recommended deadline to complete review of user information in Educator Portal. Make corrections, add new users and delete users no longer needing accounts.</td>
</tr>
<tr>
<td>11/08/2019</td>
<td>NYSAA-eligible students need to be identified in the state data warehouse with the program service code 0220 to be included in the enrollment pull. Districts/Schools utilizing the</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11/11/2019</td>
<td>NYSED pull of students identified as NYSAA-eligible for loading of enrollment file to Educator Portal.</td>
</tr>
<tr>
<td>11/15/2019</td>
<td>NYSED loads enrollment file to Educator Portal.</td>
</tr>
<tr>
<td>11/18/2019</td>
<td>Rostering of students begins.</td>
</tr>
<tr>
<td>11/15/2019</td>
<td>Recommended deadline to complete First Contact Survey and Personal Needs Profile for participation in spring assessment to utilize the Instructionally Embedded Window.</td>
</tr>
<tr>
<td>01/27/2020</td>
<td>Parent Brochures sent to schools</td>
</tr>
<tr>
<td>02/07/2020</td>
<td>Final date for Braille marked in First Contact Survey.</td>
</tr>
<tr>
<td>02/07/2019</td>
<td>Deadline to complete PNP and FCS for participation in Spring assessment.</td>
</tr>
<tr>
<td>02/26/2020</td>
<td>ELA, Math and Science Instructionally Embedded Window closes.</td>
</tr>
<tr>
<td>03/04/2019</td>
<td>Shipment of Braille forms or embossing paper to school.</td>
</tr>
<tr>
<td>03/09/2020</td>
<td>Spring assessment window opens.</td>
</tr>
<tr>
<td>06/05/2020</td>
<td>Spring Assessment window closes.</td>
</tr>
</tbody>
</table>

Instructionally Embedded Window must comply with this deadline.
<table>
<thead>
<tr>
<th>Audience</th>
<th>Key Points of Training</th>
</tr>
</thead>
</table>
| AATNs, DTC, BTC                               | • DLM facilitated 4 module turn-key training  
• Take modules in order they are given  
• Pass 4 qualifiers with 80% |
| New teachers                                  | • Facilitated in-person; 4 modules (2.5 hrs.)  
• Take modules in order they are given  
• Pass 4 qualifiers with 80%  
• Preferred training method; local decision |
| New teachers (alternate option)               | • Online, self-directed; 4 modules  
• Take modules in order they are given  
• Pass 4 qualifiers with 80%  
• Only available to new teachers unable to attend Facilitated training |
| Returning teachers                            | • Online, self-directed; 1 module (1hr. 15 min)  
• Pass qualifier with 80%  
• Directed to new teacher online modules if not successful on qualifier |
| Returning Teachers that fail single module training | • Complete Online, self-directed; up to 4 modules  
• Take modules in order they are given  
• Pass required qualifiers with 80% |
TO:          NYSAA District Test Coordinators
            NYSAA Building Test Coordinators
            Directors of Special Education
            Directors of Pupil Personnel Services

FROM:        Steven E. Katz

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

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

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

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

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

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

NYSAA Eligibility

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

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

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

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

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

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

NYSAA Participation Criteria

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

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

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

May 2019

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

FROM: Christopher Suriano

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

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

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

Consistent with the Individuals with Disabilities Education Act (IDEA), committees on special education (CSEs) must follow state guidelines for determining on a case-by-case basis whether a student is most appropriately assessed with an alternate assessment aligned with alternate academic achievement standards. To assist CSEs in determining
whether NYSAA is the most appropriate assessment for an individual student, NYSED has
developed the attached policy brief, decision-making flowchart, and decision-making
checklist which should be used in conjunction with guidance provided in NYSED’s Eligibility

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

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

Additional information on administering NYSAA to students with severe disabilities is
available on the Office of State Assessment’s New York State Alternate Assessment
regarding this memorandum may be directed to the Special Education Policy Unit at (518)
473-2878 or to speced@nysed.gov. Information about NYS’s procedures for school districts
that assess more than 1.0 percent of their students in any subject is posted on the Office of
Special Education’s News, Announcements and Timely Information webpage

Attachments:

Policy Brief - Eligibility Criteria for Participation in the New York State Alternate
Assessment (NYSAA)

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

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

Parent Notification of Participation in the New York State Alternate Assessment (Sample Letter)
## Eligibility Criteria for Participation in the New York State Alternate Assessment (NYSAA)

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

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

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

“High-quality assessments are essential to effectively educating students, measuring progress, and promoting equity. Done well and thoughtfully, they provide critical information for educators, families, the public, and students themselves and create the basis for improving outcomes for all learners.”

(Every Student Succeeds Act Assessments under Title I, Part A & Title I, Part B: Summary of Final Regulations [https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf])

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

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

### Which students are eligible to participate in NYSAA?

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

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

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

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

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

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior;

  AND

- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace);

  AND

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

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

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

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

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

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

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

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

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

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

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

ESSA limits the number of students in each state who may take alternate assessments to **1.0 percent** of all tested students in a given subject. This is to ensure that the vast majority of students take a state’s general assessments and only students with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards. There is no cap placed on individual school districts. However, ESSA requires any school district that assesses more than 1.0 percent of its assessed students in any subject with an alternate assessment aligned with alternate academic achievement standards to submit information to the state educational agency justifying the need to exceed the 1.0 percent cap.
| **What are the NYSAA scores used for?** | NYSAA scores show parents and teachers how a student is progressing in the attainment of grade-level alternate achievement standards. These scores can help:  
- Identify a student’s strengths and needs;  
- Provide information to allow for meaningful discussions surrounding a student’s IEP;  
- Set instructional priorities that inform a student’s functional and academic goals and short-term objectives; and  
- Identify a student’s most effective method of communication across multiple settings. |
| **Where can I find additional information on NYSAA administration?** | Additional information on administering NYSAA to students with severe disabilities is available on the Office of State Assessment’s New York State Alternate Assessment (NYSAA) webpage [http://www.p12.nysed.gov/assessment/nysaa/home.html]. Information about NYS’s procedures for school districts that assess more than 1.0 percent of their assessed students in any subject with NYSAA will be posted at this site and on the Office of Special Education’s News, Announcements and Timely Information webpage [http://www.p12.nysed.gov/specialed/timely.htm] when available. |
| **Legal Reference** | 8 NYCRR §§100.1(t)(2)(iv); 100.3(b)(2)(iiii); 100.4(b)(2)(v); and 200.4(d)(2)(iv), (vii) and (ix)(b); ESSA §§1111(b)(2)(B)(vii) and 1111(b)(2)(D)(I)-(II)¹ |

¹ Please reference the Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCCRR) for regulatory language. An unofficial compilation of these regulations can be found at the Department of State, Division of Administrative Rules [https://www.dos.ny.gov/info/nycrr.html].
New York State Alternate Assessment (NYSAA) Participation Decision-Making Flowchart

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

**Has the student been identified as a student with a disability?**

- **YES**: The student must participate in the general NYS Assessment Program under standard administration procedures.
- **NO**: The student must participate in the general NYS Assessment Program with or without testing accommodations.

**Does the student have a severe cognitive disability?**

The CSE has determined, after considering qualitative and quantitative information related to the student’s skills (e.g., evaluative information, classroom data, anecdotal information) that the student has limited cognitive abilities combined with behavioral and/or physical limitations and requires highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.

- **YES**: The student must participate in the general NYS Assessment Program with or without testing accommodations.
- **NO**: The student is eligible to participate in the NYSAA.

**Does the student meet the following criteria?**

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

- **YES**: The student is eligible to participate in the NYSAA.
- **NO**: The student must participate in the general NYS Assessment Program with or without testing accommodations.

The student’s IEP must:

- provide a statement of why the student cannot participate in the regular assessment, and why the particular alternate assessment is appropriate for the student;
- include short-term instructional objectives and/or benchmarks; and
- provide a statement of any individual testing accommodations to be used consistently by the student in the recommended educational program and in the administration of the NYSAA.

The student’s parent(s) must be informed that:

- Their child’s performance will be measured based on alternate standards that are below the expectations needed to earn a regular high school diploma in New York State (NYS); **and**
- Their child will not be able to earn a NYS high school diploma if they continue to participate in the NYSAA for one or more subjects in high school.

In addition, the CSE’s decision regarding participation in the NYSAA was not based on the student’s:

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

### Student: [Name]

### Date: [Date]

#### Persons Involved in Decision-Making:

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

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

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

- [ ] The student is recommended by the CSE to participate in NYSAA (with or without testing accommodations) for:
  - [ ] English
  - [ ] Math
  - [ ] Science

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

- [ ] My child's performance will be measured against alternate achievement standards that do not meet the expectations needed to earn a regular high school diploma (i.e., local or Regents diploma) in New York State (NYS).

- [ ] In order to earn a diploma in NYS, students must earn required course credits and participate in required Regents examinations, and my child will not be able to earn a NYS high school diploma if he/she continues to participate in NYSAA for one or more subjects in high school.

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

Date: __________

Dear Parent/Guardian:

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

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

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

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

If you have any questions about your child’s participation in NYSAA, you are encouraged to speak with your child’s teacher or special education administrator. For questions on NYSAA, you may also wish to contact NYSED’s Office of Special Education Policy Unit at 518-473-2878 or the Office of State Assessment at 518-474-5900. Additional information on NYSAA, including A Parent’s Quick Guide to the New York State Alternate Assessment (NYSAA) is available on NYSED’s Office of State Assessment NYSSA webpage (http://www.p12.nysed.gov/assessment/nysaa/home.html).

Thank you for your attention to this important matter.

Sincerely,
Each school year, all users in Educator Portal must electronically agree to the DLM security agreement. This electronic agreement is accessed in Educator Portal. Educators must read the security agreement and change the default setting from "not agree" to "I have read this security agreement and agree to follow the standards." Then educators must type in his/her name and click "save." Each test administrator must follow each of the steps prior to administering an operational assessment. The security agreement must be completed to work in the Kite: Educator Portal system. This is what the security agreement looks like:
Test Completion

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

### NUMBER OF TESTLETS FOR SPRING ASSESSMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math Testlets</th>
<th>ELA Testlets</th>
<th>Science Testlets</th>
<th>Field Testlets</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8</td>
<td>9</td>
<td>Not-tested</td>
<td>0 or 1</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>0 or 1</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>9</td>
<td>Not-tested</td>
<td>0 or 1</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>9</td>
<td>Not-tested</td>
<td>0 or 1</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>9</td>
<td>Not-tested</td>
<td>0 or 1</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>0 or 1</td>
</tr>
<tr>
<td>High School (cohort 9)</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>0 or 1</td>
</tr>
</tbody>
</table>

Field Testing

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

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

*Remember- after you have completed the required testlets, please go back in to Kite: Educator Portal to see if a field testlet has become available
Accessibility Supports


Braille

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

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

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

Please be advised that the final date to select braille and contact NYSED regarding braille is 02/07/2020.

Language Translation

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

There are two types of writing testlets:

- **Emergent writing** testlets are used for students who do not yet have or are working on early symbolic understanding.
- **Conventional writing** testlets are used for students who have symbolic understanding and can use writing tools to communicate.

The DLM system uses prior information about the student, including the First Contact Survey responses, to determine which type of writing testlet the student should receive.

The DLM alternate assessment writing testlets are designed to measure student ability for between two and six Essential Elements. The Initial and Distal Precursor levels are combined in an emergent writing testlet. The Proximal Precursor, Target, and Successor levels are combined in a conventional writing testlet. Emergent and conventional writing testlets are available for every grade.

In both types of writing testlets, students use the orthography-based tools that they use for writing in everyday instruction. Many students taking DLM alternate assessments will need the support of a test administrator to assist them in accessing a writing tool. The tools must offer students access to all 26 letters of the alphabet. The following writing tools are always allowable for use in writing testlets:

- pens or pencils
- white boards
- traditional keyboards using word processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word processing software
- any keyboard using word-prediction software
- alternate pencils, including alphabet flip charts, talking word processors, eyegaze displays of letters, and letter-by-letter dictation of any sort
- a test administrator acting as a scribe, provided that the student is dictating letters in order to construct words.

The DLM writing testlets assess a student’s ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters,
words, and the expression of ideas through words, picture or word selection is not an appropriate method of composing text for the DLM alternate assessment writing testlets. When the testlet response options refer to “writing” or “the student wrote,” this can include any method the student uses for writing.

During both types of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic about which to write. In emergent writing testlets, students often choose from a list of topics that they have been exposed to during instruction. Students taking conventional writing testlets also write about familiar topics. The Kite system does not pre-select topics for writing assessments. If able, the student should independently select a subject on which to write. The subject should focus on an informational topic that is relevant to instruction and familiar to the student.

In writing testlets, the test administrator delivers a structured writing activity to the student. The test administrator follows a series of onscreen instructions that guide the activity. The activity assesses the student’s abilities to use writing to communicate about information at an appropriate level given the student’s symbolic understanding.

Educator Directions:

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

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

The test administrator is given prompts to ask the student to engage in writing tasks. The test administrator answers questions in Kite Student Portal to evaluate the student’s response after each prompt.
After the student has finished writing, choose the highest level that describes your evaluation of the final product. Spelling is not evaluated in this item.

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

*The student’s writing product must be kept on file at the district for a period of one year following test administration.

For more information on administering writing testlets, please visit: https://dynamiclearningmaps.org/erp/videos#WritingTestletVideo

For additional professional development on emergent and conventional writing instruction please visit the modules associated with writing found at: https://www.dlmpd.com/
Continuing Teacher and Leader Education (CTLE)

A registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during every five-year registration period if they practice in a NYS Public or Non-Public School, Special Act District or BOCES.

Use the following to determine who is eligible for CTLE: http://www.highered.nysed.gov/tcert/pdf/registrationtable.pdf

Acceptable CTLE must be taken from a sponsor approved by the Department.

Acceptable CTLE shall be study in the pedagogy or content area of any certificate title held by the individual.

The 2019 Fall NYSED sponsored NYSAA (DLM) facilitated training and the 2019-20 Moodle self-directed trainings are available for CTLE credit.

Please email EMSCASSESSINFO@nysed.gov, and provide the following:
- your name as it appears on your NY teaching certification,
- your email, school and location,
- name and type of training,
- date, and
- copy of training completion certificate.

Any questions, email EMSCASSESSINFO@nysed.gov or call 518-474-5900.
DLM Professional Development

Please visit https://www.dlmpd.com/ for instructional resources to learn more about the Dynamic Learning Maps® alternate assessment system for students with significant cognitive disabilities.

The site was developed to provide professional development for educators. It focuses on teaching and learning in the areas of English Language Arts (Reading and Writing), Mathematics and Science, while also providing information regarding components of the Dynamic Learning Maps System alternate assessment system.

The site contains training and informational modules in two formats:

- self-directed for individuals; and
- facilitated materials to be presented to groups.

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

### TEACHERS, EDUCATORS, AND TEST ADMINISTRATORS

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Recursos para las familias

¿TIENE ALGUNA PREGUNTA?
Contacte a la Oficina de Evaluaciones del Departamento de Educación del Estado de New York (NYSED) en:

518-474-5902

o email:

EMCASSESSINFO@nysed.gov

Para más información:

VISITE LAS PÁGINAS EN LA RED DE NYSED EN:


y

https://www.engageny.org/parent-family-library

y

Oficina de Educación Especial en:


y

Centros de Educación Especial para los Padres en:


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

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

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

La escuela de su hijo(a) enviará a su hogar un Reporte de Puntaje Individual de las áreas que su hijo(a) fue evaluado. Estos resultados pueden ser utilizados como un punto de partida para ayudarle a comprender el progreso de su hijo(a).
¿Qué son las Evaluaciones Alternas del Estado de New York (NYSAA)?

Las NYSAA son parte del programa de evaluación del estado de New York que miden las destrezas de los estudiantes con estándares de logros académicos alternativos en las áreas de Artes del lenguaje de inglés (ELA), matemáticas y ciencias para los estudiantes con las discapacidades cognitivas más severas. Estos estándares son reducidos en complejidad de los estándares de aprendizaje.

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

“Los estudiantes con las discapacidades cognitivas más severas” puede ser definido como los estudiantes que tienen habilidades cognitivas limitadas, combinado con limitaciones de comportamiento y/o físicas, y quienes requieren servicios altamente especializados en educación, social, psicológico y médico para poder maximizar todo su potencial para una participación útil y significativa en la sociedad y para su realización personal.

¿Quiénes deben tomar las NYSAA?

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

Las NYSAA miden las destrezas del estudiante en:
Artes del lenguaje de inglés (ELA), matemáticas y ciencias

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

Puntajes

¿Para qué son utilizados los puntajes de las NYSAA?

Los puntajes de las NYSAA le muestran a usted y al maestro de su hijo(a) cómo su hijo(a) está progresando en los estándares de logros académicos al nivel de su grado actual. Estos puntajes pueden ayudar a:
• Identificar claramente las fortalezas y necesidades de su hijo(a); y
• Proporcionar información que permita conversaciones significativas entorno al Programa de Educación Individualizada (IEP) de su hijo(a); y
• Establecer prioridades de enseñanza que informen acerca de las metas prácticas y académicas de su hijo(a) y objetivos a corto plazo; y
• Identificar el método de comunicación más efectivo de su hijo(a) en ambientes múltiples.
Parent Report:
Your Child's NYSAA Results

Your child’s school will send an Individual Score Report home in each area that your child was assessed. These results can be used as a starting point to help you understand your child’s progress.

DO YOU HAVE QUESTIONS?
Contact the New York State Education Department’s Office of State Assessment at:
518-474-5902
or email:
EMSCASSESSINFO@nysed.gov

For more information:
VISIT THE NYSED WEB PAGES AT:

AND

https://www.engageny.org/parent-family-library

AND

Office of Special Education at:

AND

Special Education Parent Centers at:

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

(518) 474-5902
FAX (518) 474-1989
What is the New York State Alternate Assessment (NYSAA)?

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

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

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

Who should take the NYSAA?

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

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

Scores

What are NYSAA scores used for?

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

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

The NYSAA measures student performance in:

English language arts (ELA), mathematics, and science

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