

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

# TEST ADMINISTRATION MANUAL 2022–2023

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YEAR-END MODEL STATES

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

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

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## ABOUT THIS MANUAL

Although this manual contains a large amount of information, it is important to read it in its entirety. To effectively sort information for ease of use, the manual is organized into three categories (Table 1).

Table 1

### *Test Administration Manual Organization*

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

## FINDING HELP

When the information in this manual and resources from the state Dynamic Learning Maps® (DLM®) webpage do not lead to solutions, these contacts can provide additional support (Table 2).

HINT: Print this page and keep it handy!

Table 2

### *Additional Supports for Users*

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

### *WHEN CONTACTING THE DLM SERVICE DESK*

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

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## 2022–2023

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## AUDIENCE AND PURPOSE

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

## WHAT'S NEW IN THIS VERSION

Information about these topics has been added or enhanced in this version (Table 3).

Table 3

### *Changes in this Version of the Manual*

Topic	Starting Page
Updated timeframe for a testlet reset from 72 hours to five business days.	3
Important information about a grade change after testing has started.	12
Updated information about braille forms; three choices are available for selection for Braille Ready Files (BRFs).	73
“Fall Performance Report” is the new title for “Essential Elements Status Report: Fall.”	93
Updated language.	Throughout

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

## CHECKLISTS FOR TEST ADMINISTRATORS

HINT: Print the following pages and keep them handy!

The following checklists detail the critical steps for test administrators to follow. Refer to the checklists while reading this manual and while preparing for the Dynamic Learning Maps® (DLM®) alternate assessment. Follow the provided links to go to topics in this guide for more information or to access other resources. The checklists are organized into four sets of tasks for different parts of the school year:

1. Before Beginning Assessments (Table 4)
2. Spring Assessments (Table 5)
3. Preparing for Next Year (Table 6)
4. Instructionally Embedded Assessments (optional, but recommended) (Table 7)

This section is a general overview. Specific step-by-step guidance on how to use the system is provided in the EDUCATOR PORTAL USER GUIDE.


## 1. BEFORE BEGINNING ASSESSMENTS

Table 4

### *Before Beginning Assessments Checklist*

<input checked="" type="checkbox"/>	Step	Resources
	1. Confirm your student's eligibility to participate in the DLM alternate assessment.	Go to Participation Guidelines in the state appendix (if provided by your state) of this TEST ADMINISTRATION MANUAL or contact the district assessment administrator
	2. Read this TEST ADMINISTRATION MANUAL.	
	3. Use the resources on your state's DLM webpage to become familiar with the DLM Alternate Assessment System, the content assessed, and the procedures to prepare for the assessment.	How to Use the DLM Website, page 25 of this manual

## CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	4. Share information about the DLM alternate assessment with parents or guardians, preparing them for their students' assessment experience.	Go to the DLM website > About DLM dropdown > DLM Assessments > Information for Parents
	5. Activate your Educator Portal account by following the instructions in the Kite activation email.	Go to the Activate Educator Portal Account section in the EDUCATOR PORTAL USER GUIDE
	6. Agree to the annual security agreement in Educator Portal. Test administrators will not have access to any student data unless they agree to the security agreement.	
	7. Pass the Required Test Administrator Training with a score of 80% or higher.	Complete Training and Professional Development, page 33 of this manual
	8. Review your state's guidelines on required and recommended professional development modules. Complete as needed.	TEST ADMINISTRATION MANUAL state appendix, if provided
	9. Read the ACCESSIBILITY MANUAL and work with IEP teams to determine the accessibility supports that should be selected for each student.	ACCESSIBILITY MANUAL on the state DLM webpage
	10. Record the chosen supports in each student's Personal Needs and Preferences (PNP) Profile in Educator Portal.	ACCESSIBILITY MANUAL on the state DLM webpage
	11. Confirm with your assessment coordinator your state's requirements for documenting DLM accessibility supports.	ACCESSIBILITY MANUAL appendix, if provided by your state, on the state DLM webpage

## CHECKLISTS FOR TEST ADMINISTRATORS

☑	Step	Resources
	<p>12. Review student demographic information in Educator Portal for accuracy and edit if needed.</p> <ul style="list-style-type: none"> <li>a. Ensure student data are correct.</li> <li>b. Ensure roster data are correct.</li> </ul> <hr/> <p>NOTE: Ensure the student is rostered to the correct grade before testing starts. If the student has been rostered to the incorrect grade and has started testing, the student will need to begin testing all over in the correct grade. Previously completed testlets may no longer be available.</p> <hr/>	View and Check Student Data section in the EDUCATOR PORTAL USER GUIDE
	13. Record and save the chosen supports for each student in their PNP Profile in Educator Portal.	Complete the PNP Profile section in the EDUCATOR PORTAL USER GUIDE
	<div data-bbox="365 940 423 1081" data-label="Image"> </div> <p>14. Completed and submit the First Contact survey in Educator Portal.</p> <p>Students do not receive testlets if the First Contact survey is not submitted.</p>	Complete the First Contact Survey section in the EDUCATOR PORTAL USER GUIDE
	15. Ensure technology personnel have installed the most current version of Kite Student Portal on assessment devices. Macs and PCs with earlier versions of Student Portal must be updated. Chromebooks will update automatically. iPads will update automatically IF auto-updates are turned on.	Your assessment coordinator or technology personnel
	<p>16. Familiarize yourself and your students with DLM testlets.</p> <ul style="list-style-type: none"> <li>a. Access practice activities and released testlets by using a demo login credentials and the <b>Practice First</b> option in Kite Student Portal.</li> <li>b. Check compatibility of students' assistive devices with Student Portal by using the practice activities and released testlets.</li> </ul>	Guide to Practice Activities and Released Testlets on the state DLM website.

## CHECKLISTS FOR TEST ADMINISTRATORS

### 2. SPRING ASSESSMENTS

Table 5

#### *Spring Assessment Window Checklist*

☑	Step	Resources
	1. Confirm each student's demographic information is correct, select appropriate PNP Profile settings, and complete and submit the First Contact.	Educator Portal > Settings > Students > View Students > PNP Profile and First Contact survey
	2. Schedule locations and times for assessment sessions to ensure students complete all DLM testlets during the required spring assessment window.	Check with the Assessment Coordinator
	3. After the spring assessment window opens, retrieve the Testlet Information Page (TIP) for the first testlet in each subject. Gather needed materials before beginning assessments.	Educator Portal > Manage Tests > Select Test Management
	4. Retrieve student's Test Ticket (username and password) from Educator Portal in the Test Management section of Educator Portal in the Tickets column. The student's username and password are the same for all testlets.	Educator Portal > Manage Tests > Select Test Management;  Go to the section View Student Username and Password in the EDUCATOR PORTAL USER GUIDE
	5. Assess student on the first testlet.	Kite Student Portal User Guide, page 94, and Start a Testlet, page 97, of this manual
	6. As each remaining testlet becomes available, retrieve the TIP, gather materials, and assess the student.	Educator Portal > Manage Tests > Select Test Management
	7. Use the Test Progress column in Educator Portal on the Test Management screen to confirm that all testlets are complete. Student Portal will also show which testlet the student is on in each subject (e.g., Testlet 3 of 9).	Educator Portal > Manage Tests > Select Test Management; EDUCATOR PORTAL USER GUIDE

## CHECKLISTS FOR TEST ADMINISTRATORS

### 3. PREPARING FOR NEXT YEAR

Table 6

#### *Preparing for Next Year Checklist*

<input checked="" type="checkbox"/>	Step	Resources
	1. Evaluate accessibility supports (under PNP Profile settings) with IEP teams and make decisions about supports and tools for next year.	ACCESSIBILITY MANUAL on the state webpage
	2. Plan academic IEP goals with IEP teams for the upcoming year. Review the test blueprints for the next grade for the student.	DLM webpage > For States > State DLM webpage > Teacher > Assessment Resources > All > Blueprints for each subject: ELA, mathematics, and science

## CHECKLISTS FOR TEST ADMINISTRATORS

### 4. INSTRUCTIONALLY EMBEDDED ASSESSMENTS (OPTIONAL, BUT RECOMMENDED)

Table 7

*Instructionally Embedded Assessments Checklist: English Language Arts, Mathematics, and Science*

☑	Step	Resources
	<p><b>Basics concepts during the instructionally embedded assessment window:</b></p> <ol style="list-style-type: none"> <li>1. Participation in this window is optional.</li> <li>2. Blueprint coverage for each subject is not required during this window.</li> <li>3. All test administration preparation occurs in the Instruction and Assessment Planner in Educator Portal.</li> <li>4. All instruction is provided outside of Educator Portal.</li> <li>5. All testing occurs in Kite Student Portal.</li> <li>6. Student performance on the testlets during this window does not predict nor guarantee a student's overall performance during the required spring assessment window.</li> <li>7. Student performance during this window does NOT contribute to the end-of-year Individual Student Score Reports.</li> </ol>	<p>EDUCATOR PORTAL USER GUIDE</p> <p>Blueprints on the state DLM website</p> <p>Go to the TEST ADMINISTRATION MANUAL state appendix, if provided</p>
	<div style="border: 1px dashed gray; padding: 10px; margin: 10px auto; width: 80%;"> <p>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.</p> </div>	<p>EDUCATOR PORTAL USER GUIDE</p>
	<p><b>Basic steps during the instructionally embedded assessment window:</b></p> <ol style="list-style-type: none"> <li>1. Review the student's demographic information and ensure the student is rostered in the correct grade and subject. Ask the assessment coordinator to make corrections if needed.</li> </ol>	

## CHECKLISTS FOR TEST ADMINISTRATORS

<input checked="" type="checkbox"/>	Step	Resources
	2. Submit the First Contact survey, which is a requirement. Complete the PNP Profile as needed.	
	3. Select an Essential Element in the Instruction and Assessment Planner in Educator Portal.	EDUCATOR PORTAL USER GUIDE
	4. Accept the system-recommended linkage level for the Essential Element or select a different one.	EDUCATOR PORTAL USER GUIDE
	5. Access the mini-map in the Instruction and Assessment Planner and develop instructional strategies for the Essential Element.	EDUCATOR PORTAL USER GUIDE
	6. Use the professional development modules to help design instructional strategies for each Essential Element.	DLM Professional Development Modules
	7. Provide instruction on the selected Essential Element outside Educator Portal.	
	8. After instruction has been provided, and the student is ready for assessment, assign the testlet for the Essential Element in the Instruction and Assessment Planner.	EDUCATOR PORTAL USER GUIDE
	9. Select the Credentials icon in the Instruction and Assessment Planner to retrieve the student's username and password for Student Portal.	EDUCATOR PORTAL USER GUIDE
	10. Schedule locations and times for assessment sessions.	
	11. Administer the testlet in Student Portal.	EDUCATOR PORTAL USER GUIDE
	12. Use the Fall Performance Report to review the mastery status of each Essential Element tested for an individual student during the instructionally embedded assessment window.	EDUCATOR PORTAL USER GUIDE
	13. Evaluate the student's progress and select the next Essential Element and linkage level to be used for instruction and assessment.	EDUCATOR PORTAL USER GUIDE



## CHECKLISTS FOR TEST ADMINISTRATORS

<input checked="" type="checkbox"/>	Step	Resources
	14. Repeat the above general steps for the newly selected Essential Element.	EDUCATOR PORTAL USER GUIDE
	15. Additional resources for tracking the progress of students include Monitoring Summary Report, Student Progress Report, Class Roster Report, and DLM Test Administrator Monitoring extract. These can be accessed in the Educator Portal reports and extracts.	EDUCATOR PORTAL USER GUIDE

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

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## INTRODUCTION

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### ABOUT THE DYNAMIC LEARNING MAPS® ALTERNATE ASSESSMENT SYSTEM

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

#### *STUDENTS*

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have a disability or multiple disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, students are unlikely to develop the skills needed to live independently and to function safely in daily life when they reach adulthood. 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. They should receive academic instruction aligned to grade-level content standards, but at a reduced depth, breadth, and complexity.

Check with your assessment coordinator or look on your DLM state webpage for the subjects and grades assessed in your state.

## *THE DYNAMIC LEARNING MAPS FOUNDATIONS FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS*

The DLM learning map models are highly connected representations of how academic skills are acquired as reflected in research literature. Both English language arts (ELA) and mathematics have a fully developed learning map model. ELA and mathematics are assessed in each grade 3-8 and high school.

Nodes in the maps represent discrete knowledge, skills, and understandings in either ELA or mathematics, as well as important foundational skills. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. The ELA learning map model includes more than 2,000 nodes. The mathematics learning map model includes more than 2,300 nodes, and both subject maps include more than 150 foundational nodes associated with them. More than 10,000 connections exist between the nodes in the combined maps.

### *ESSENTIAL ELEMENTS*

The DLM content standards for ELA, mathematics, and science 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.

### *ELA AND MATHEMATICS ESSENTIAL ELEMENTS*

ELA and mathematics Essential Elements are linked to the common core state standards. ELA and mathematics learning map models each have small sections of critical concepts or skills called nodes that are needed to learn the Essential Element for the subject. These small sections are at different levels of complexity and are called linkage levels.

### *ELA AND MATHEMATICS LINKAGE LEVELS*

The DLM alternate assessment provides testlets for ELA and mathematics at five linkage levels. The Target linkage level is based on nodes that align to the knowledge and skills described by the Essential Element and indicate a student's performance in relationship to the grade-level target. Then, multiple pathways on the map were carefully inspected to identify nodes that link to the Target linkage level, both preceding and extending beyond it.

The least complex linkage level is called Initial Precursor. Testlets developed at that linkage level reflect foundational nodes in the DLM map, which are skills and understandings necessary for learning subsequent academic content (e.g., "focus attention"). Testlets at this level are typically intended for students who do not yet have symbolic communication. Initial Precursor testlets are administered by the test administrator, who follows the instructions within the testlet, observes the student's behavior, and then records the student's responses in the testlet in Student Portal.

Two linkage levels are between the Initial Precursor and the Target linkage levels: Distal Precursor and Proximal Precursor. Testlets at the Distal Precursor and Proximal Precursor linkage levels allow students to develop the knowledge, skills, and understandings needed to reach the Target. Testlets at these linkage levels may be either teacher-administered like those

For all ELA and mathematics Essential Elements that are available for assessment, resources describing their linkage levels and nodes are provided on the [Instructional Resources](#) page on the DLM website. An Excel workbook, titled [Professional Development Modules Supporting Essential Elements](#), is also available. This workbook cross-references each Essential Element to the relevant professional development modules (Figure 1). The workbook includes one tab for ELA and one for mathematics.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI		
1	Grade	EE	Description	Foundational Modules						Modules Organized by Claims and Conceptual Areas																											
			<a href="http://dlmpd.com">http://dlmpd.com</a>	DLM Claims and Conceptual Areas	DLM Core Vocabulary and Communication	DLM Essential Elements	IEPs linked to the DLM Essential Elements	Standards of Mathematics Practice	Symbols	Universal Design for Learning	Who are the students with significant disabilities?	Algebraic Thinking	Basic Geometric Shapes and their Attributes	Calculate Accurately with Addition	Calculate Accurately with Division	Calculate Accurately with Multiplication	Calculate Accurately with Subtraction	Composing, Decomposing, and Comparing Numbers	Composing and Decomposing Shapes and Area	Counting and Cardinality	Exponents and Probability	Forms of Number	Fraction Concepts and Models PART 1	Fraction Concepts and Models PART 2	Functions and Rates	Measuring and Comparing Lengths	Organizing and Using Data to Answer Questions	Place Value	Properties of Lines and Angles	Time and Money	Perimeter and Volume and Mass	Patterns and Sequences	The Power of Ten-Frames	Units and Operations	Unitizing		
2																																					
3			Self-Directed Module #	10	17	2	7	5	8	3	0	39	25	27	47	42	31	24	40	6	34	19	22	23	46	28	48	21	50	36	43	45	15	20	18		
4	3	3.NBT.2	Demonstrate understanding of place value to tens.	✓	✓	✓	✓	✓	✓								✓					✓					✓						✓	✓			
5	3	3.NBT.3	Count by tens using models such as objects, base ten blocks, or money.	✓	✓	✓	✓	✓	✓				✓							✓		✓				✓							✓	✓			
6	3	3.NF.1-3	Differentiate a fractional part from a whole.	✓	✓	✓	✓	✓	✓													✓	✓	✓									✓	✓			
7	3	3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.	✓	✓	✓	✓	✓	✓				✓				✓	✓		✓		✓										✓	✓				
8	3	3.G.2	Recognize that shapes can be partitioned into equal areas.	✓	✓	✓	✓	✓	✓				✓									✓	✓														
9	3	M.C.3.1	Tell time to the hour on a digital clock.	✓	✓	✓	✓	✓	✓																				✓								
10	3	3.MD.4	Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks	✓	✓	✓	✓	✓	✓																✓												
11	3	3.MD.3	Use picture or bar graph data to answer questions about data.	✓	✓	✓	✓	✓	✓		✓														✓												
12	3	3.OA.1-2	Use repeated addition to find the total number of objects and determine the sum. <i>Solve one-step real-world problems using</i>	✓	✓	✓	✓	✓	✓				✓								✓					✓						✓					

Testing blueprints are a subset of Essential Elements used to develop assessments. The Essential Elements in the blueprints were selected by DLM Consortium state education leaders along with DLM staff. Testing all ELA and mathematics Essential Elements in the blueprints is required during both the fall and spring assessment windows. The ELA and mathematics blueprints contain Essential Elements from specific ELA and mathematics claims and conceptual

areas for each grade. Test administrators are guided by the blueprint requirements in making their Essential Element selections for instruction and assessment.

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

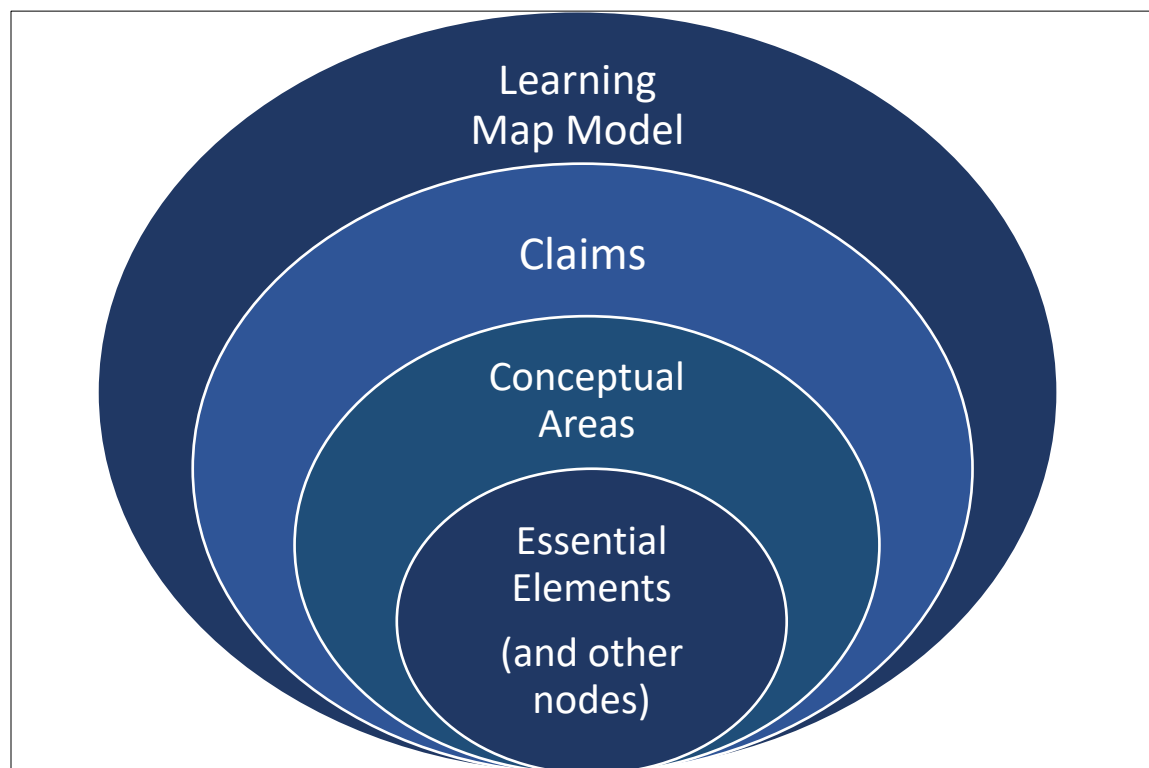
Understanding the DLM alternate assessment involves understanding the components of the system. For ELA and mathematics, these components include the DLM learning map model, claims, conceptual areas, Essential Elements, nodes, linkage levels, and mini-maps.

Each DLM learning map model is a large and complex representation of how students can 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 learning map model so that the maps can drive the assessment system and support test administrators in setting instructional priorities at each grade level. DLM claims are broad statements about what students are to learn and what the assessments measure.

Subareas of the claims, called conceptual areas, identify large areas of conceptually-related skills in the DLM learning map model and connect the maps to the overall claims. Conceptual areas are organized around common cognitive processes (Figure 2.)

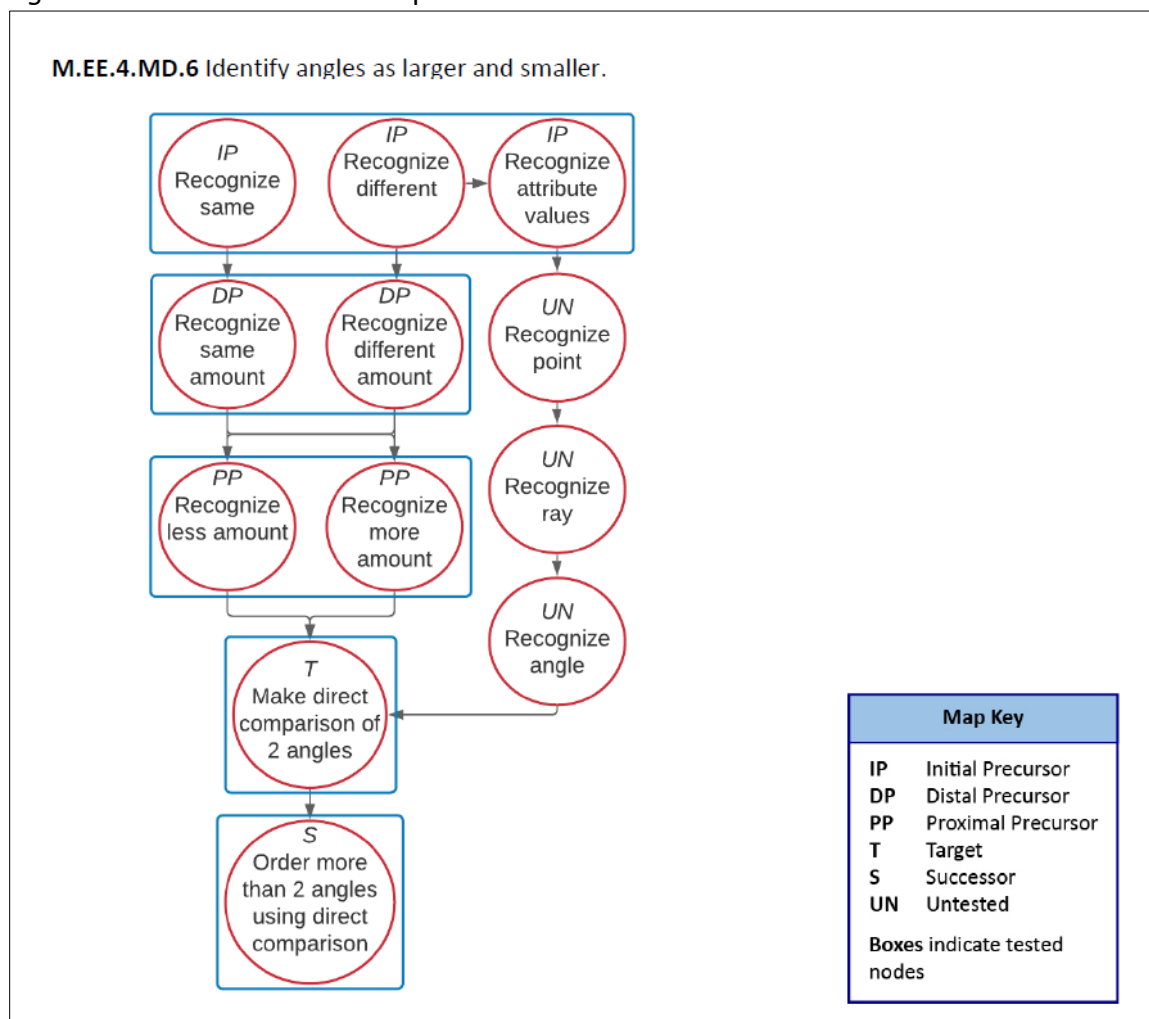
*Figure 2.* The components of the DLM Alternate Assessment System.



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

Figure 3 is an example of a mathematics mini-map with nodes associated with one Essential Element.

Figure 3. Mathematics mini-map.



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

ELA and mathematics each have five linkage levels:

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

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

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

## SCIENCE

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NOTE: Check your state's DLM webpage for the subjects tested in your state.

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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. Several professional development modules are available and more are in progress.

### Essential Elements for Science

The DLM science Essential Elements are the learning targets for the science assessments. These Essential Elements are specific statements of knowledge, skills, and understandings, including Science and Engineering Practices, and are 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 science content standards to the science academic expectations for students with the most significant cognitive disabilities.

Science Essential Elements are divided into grade bands: elementary, middle school, and high school. Each grade band's assessment is designed to assess a specific set of Essential Elements called the blueprints and are available on your state's webpage on the DLM website.

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

In the DLM science blueprint, the major assessed science subjects are called domains and are assessed across all grade bands. The domains in the DLM science blueprint are physical science, life science, and Earth and space science. Within each domain, three to four core ideas have been selected for use in instruction and assessment. Core ideas are the key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and 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:

- Initial
- Precursor
- Target

The highest science linkage level is the Target linkage level and is most aligned to the content of the grade-level standard. The Initial and Precursor linkage levels are less complex than the Target linkage level and provide access to the Target at a reduced depth, breadth, and level of complexity. Testlets at the Initial linkage level are typically intended for students who do not yet have symbolic communication.

For testlets at the Initial linkage level, the test administrator observes the student's behavior as directed by the Educator Directions in the testlet. The test administrator then records responses for the student in Student Portal. Testlets at the Precursor linkage level allow students to develop the knowledge, skills, and understanding needed to reach the target. Testlets at the Precursor linkage level and Target linkage level are most often computer-delivered and typically taken by the student on the computer. More information about teacher-administered and computer-delivered testlet types comes later in this manual, beginning on page 44.

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

Table 8

### *Middle School Physical Science Essential Element with Corresponding Linkage Levels*

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



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

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

## ABOUT KITE® STUDENT PORTAL AND EDUCATOR PORTAL

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



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

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

**The most current version of Kite Student Portal must be used and can be found on the [Kite Suite](#) page on the DLM website.**

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

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



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

Kite Educator Portal is the administrative application where educators manage student data and retrieve reports and extracts. Educators will access Educator Portal online using a browser. For information on working within Educator Portal, go to the EDUCATOR PORTAL USER GUIDE on the DLM website.

## HOW TO USE THE DLM WEBSITE

The DLM Consortium provides resources for test administrators on the DLM website. Additionally, state-specific resources may also be available there.

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

1. Go to the [DLM website](#).

2. Select **FOR STATES** at the top menu banner to reveal a list of states.
3. Select your state.

HINT: Bookmark your state page for quick access later.

### *RESOURCES ON THE DLM WEBSITE*

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

Table 9

#### *DLM Resources for Test Administrators*

Resource	Purpose
ACCESSIBILITY MANUAL (PDF)	Provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility supports available in Student Portal.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports test administrators and other district educators in navigating Educator Portal to access assessment information, including student data and reports.
Guide to DLM Required Test Administrator Training (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the Training Courses website.
Guide to Practice Activities and Released Testlets (PDF)	Supports the test administrator in using practice activities and released testlets in Student Portal using student demo accounts.
<a href="#">Instructional Resources</a> (webpage)	Includes additional resources for educators and test administrators, such as test blueprints, tested Essential Elements and their associated mini-maps, a materials collection list for each subject, and sample Testlet Information Pages (TIPs).
TEST ADMINISTRATION MANUAL (PDF)	Supports test administrators in preparing themselves and students for assessment.
<a href="#">Test Updates</a> (webpage)	Provides breaking news on test administration activities. Sign up to receive Test Updates and alerts when new resources become available.

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## HOW THE ASSESSMENT SYSTEM WORKS

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### OVERVIEW

The Dynamic Learning Maps® (DLM®) alternate assessment is designed to help plan and track a student’s learning throughout the year. Assessments are available in the optional instructionally embedded assessment window and in the required spring assessment window.

Instructionally embedded assessments are optional but recommended (Table 10). During the fall and winter months, test administrators access these assessments using the Instruction and Assessment Planner in Educator Portal. Reporting features are available in Educator Portal that help test administrators plan and adjust instruction. The optional instructionally embedded assessments do not contribute toward students’ Individual Student Score Reports and do not predict nor guarantee students’ overall performance during the spring assessment window. The optional window closes before the opening of the spring assessment window.

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

Table 10

*Spring Assessment and Instructionally Embedded Assessment*

Spring Assessment	Instructionally Embedded Assessment
<ul style="list-style-type: none"> <li>• Required for all subjects tested in each state.</li> <li>• Entire blueprint is covered using 6–10 testlets depending on the grade and subject.</li> <li>• The test is adaptive.</li> <li>• The Essential Elements and linkage levels are system-assigned to the student.</li> <li>• Results are used for end-of-year Individual Student Score Reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Optional for all subjects tested in the state.</li> <li>• The test administrator selects ELA, mathematics, and science Essential Elements for instruction and assessment.</li> <li>• The system recommends a linkage level for each Essential Element at the opening of the window. The test administrator can accept the recommendation or select another one.</li> <li>• Results are <b>not</b> used for end-of-year Individual Student Score Reports.</li> </ul>

**TESTLETS**

Students with the most significant cognitive disabilities who qualify for the DLM alternate assessment require extensive, repeated, and individualized instruction and ongoing supports that are not temporary or transient. These students often have difficulty retaining information in working memory for extended periods of time. Therefore, testlets were created to be brief, containing only a few items. Each testlet begins with an engagement activity designed to activate prior knowledge, motivate the students, and provide a context (Sinharay et al., 2014).

These small testlets were created to be delivered to students over a period of several weeks to avoid placing undue stress upon the students and to best meet their needs. The assessment also allows continued instruction to occur throughout the state’s assessment window. Assessing the student is to be individualized and should not be conducted in a group setting, as is done with standardized assessments for students who are assessed on the general education standards.

**REQUIRED SPRING ASSESSMENTS**

During the required spring assessment window, students receive 6–10 testlets in each subject, depending on the grade, subject, and state. The testlets are delivered one testlet at a time in each subject and are administered using Kite® Student Portal. (Details are in the Number of Testlets for Spring Assessments table on page 113 of this manual.)

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

## FIELD TEST TESTLETS

During the spring assessment window, after a student completes all the required operational testlets in a subject, the student may receive a field test testlet in each subject in which the student is rostered. The linkage level of the field test testlet may be one linkage level below, one above, or the same as the operational testlets.

The naming convention for each subject's spring field test testlets will begin with **FT SP** (i.e., **FT SP** ELA RL.3.1 IP 123).

## OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENT WINDOW

Test administrators have the option to administer instructionally embedded assessments 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. (The EDUCATOR PORTAL USER GUIDE has directions for how to use the Instruction and Assessment Planner. Additionally, videos are available on your state's webpage showing how to use the Instruction and Assessment Planner. Go to [Educator Resource Videos](#) to learn more about this window.)

During the optional 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.

Key steps for administering the instructionally embedded assessments begin on page 87 of this manual. Step-by-step procedures are found in the EDUCATOR PORTAL USER GUIDE in the Use the Instruction and Assessment Planner section.

## DURATION OF THE ASSESSMENT ADMINISTRATION

Table 11 provides an average total duration in minutes for taking 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 in the tables do not include the test administrator's preparation time for the assessment. Teacher-administered testlets at the lowest linkage levels will likely take more preparation time than computer-delivered testlets.

Table 11

*Spring Assessment Total Duration per Subject in Minutes*

<b>Spring assessment subject</b>	<b>Average overall duration in minutes*</b>
Reading	90–135
Writing	10–20
Mathematics	60–120
Science	90–140

\* Duration in minutes does not include assessment preparation time.

The duration in minutes of the optional instructionally embedded assessment is listed per testlet, as testing a specific number of Essential Elements is not required during this window (Table 12).

Table 12

*Instructionally Embedded Assessment Total Duration per Subject in Minutes per Testlet*

<b>Optional instructionally embedded assessment subject</b>	<b>Average duration in minutes per testlet*</b>
Reading	10–15
Writing	10–20
Mathematics	10–15
Science	10–15

\* Duration in minutes does not include assessment preparation time.

## ASSESSMENT RESULTS

Testlets taken during the optional instructionally embedded assessment window are scored and the results can be found in the Fall Performance Report accessed in the Instruction and Assessment Planner or in the Student Progress Report accessed in reports in Educator Portal. 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.

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NOTE: Results are not available for writing testlets administered during the instructionally embedded assessment window.

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Assessment results from the spring assessment window are provided in the end-of-year Individual Student Score Reports. More about how results are calculated can be found on page 86, Access Individual Student Score Reports.

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### KEY STEPS

Test administrators should prepare for the Dynamic Learning Maps® (DLM®) alternate assessments by completing the key steps in Table 13. Gray-shaded steps are described in more detail in this section of this manual. Other steps are defined in the DLM resources listed in the Checklists for Test Administrators on page 10 of this manual.

Table 13

#### *Key Steps in Preparing for the DLM Alternate Assessment*

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

Steps
4. Use the resources on your state’s DLM webpage to become familiar with the DLM Consortium, the assessed subjects, and the procedures to prepare for the assessment.
5. Gain access to Educator Portal.
6. Agree to the security agreement in Educator Portal.
7. Complete the Required Test Administrator Training.
8. Review state-specific guidelines on required and recommended professional development modules. Complete as needed.
9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine which accessibility supports must be provided for each student taking the DLM alternate assessment. Record the chosen supports in each student’s Personal Needs and Preferences (PNP) Profile.
10. Review state-specific requirements for documenting DLM accessibility supports. Adjust supports in a student’s IEP as necessary.
11. Review student demographic information in Educator Portal for accuracy and correct if needed. <ul style="list-style-type: none"> <li>a. Ensure all student data are correct.</li> <li>b. Ensure all roster data are correct.</li> </ul>
12. Update and save each student’s PNP Profile.
13. Update and submit each student’s First Contact survey.
14. Ensure that the most current Kite® Student Portal is installed on students’ assessment devices. Contact your technology personnel for help.
15. Become familiar with DLM practice activities and released testlets. <ul style="list-style-type: none"> <li>a. Access practice activities and released testlets using student demo accounts.</li> <li>b. Check compatibility of students’ devices with Student Portal by allowing students ample time with practice activities and released testlets.</li> </ul>

## AGREEING TO THE SECURITY AGREEMENT

Test administrators are expected to deliver the DLM alternate assessment with integrity and maintain the security of testlets. The security agreement expires the first week of August every year and must be renewed annually in Educator Portal. Test administrators must read and agree to the security agreement. Figure 4 is an example of the security agreement text.



Figure 4. Example of the Security Agreement text.

**My Profile**

[Overview](#) [Edit Display Name](#) [Change Password](#) [Change Default Role](#) [Security Awareness](#) [Security Agreement](#) [Security Renewal/Expiration](#)

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

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

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

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

Save

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NOTE: If DLM staff discover that an account has been accessed by someone other than the account owner, the account will be considered compromised and will be sequestered until the state assessment administrator contacts the DLM Service Desk requesting the account be reopened.

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

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## COMPLETE TRAINING AND PROFESSIONAL DEVELOPMENT

The DLM Consortium provides required training for test administrators, professional development for instructional support, and supplemental training (Table 14).

Table 14

*Available Training and Professional Development*

<b>Required Test Administrator Training</b>	<b>Professional Development for Instruction</b>	<b>Supplemental Training</b>
<ul style="list-style-type: none"> <li>• All test administrators must pass the Required Test Administrator Training modules with a score of 80% or higher.</li> <li>• Critical content for managing and delivering the DLM alternate assessment is covered.</li> <li>• State administrators decide which format(s) to offer for new test administrator training: self-directed, facilitated, or both.</li> <li>• All returning test administrator training is self-directed only.</li> <li>• Test administrators will not be able to deliver testlets until training is passed with a score of 80% or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• All professional development modules are strongly recommended.</li> <li>• The professional development modules support academic instruction for students who take the DLM alternate assessment.</li> <li>• Most modules are created for students at the Target linkage level. Teachers who have students who take testlets at lower linkage levels will need to adjust the module information for their students.</li> <li>• Several modules are available for students with foundational presymbolic communication.</li> <li>• Watching the professional development modules is strongly recommended.</li> <li>• State and district administrators may recommend or require specific modules.</li> <li>• State administrators decide which format(s) to offer—self-directed, facilitated, or both.</li> </ul>	<ul style="list-style-type: none"> <li>• All supplemental training is strongly recommended.</li> <li>• Supplemental training addresses a variety of DLM materials and system navigation topics.</li> <li>• Supplemental training includes short helplet videos—typically one to five minutes long on a single topic. A couple of longer presentations are also available.</li> <li>• Supplemental training modules do not include a quiz.</li> </ul>

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

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### *REQUIRED TEST ADMINISTRATOR TRAINING*

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

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

Test administrators access the Required Test Administrator Training in an online educational platform from the [Training Courses](#) website. Test administrators each have their own unique username and password. The course content is consistent across the consortium states. In all states, educators assigned the Educator Portal role of Teacher are automatically enrolled in required training.

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

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

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

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

1. Overview
2. Understanding and Delivering Testlets
3. Test Administration and Scoring
4. Preparing to Administer the Assessment

The Returning Test Administrator Training course consists of only one module, which takes approximately one hour. This module is a review of the four modules in the course for new test administrators. The returning course ends with a post-test. The post-test must be passed with a score of 80% or higher on the first attempt. If unsuccessful, additional training on the applicable

section(s) will be required. The additional training may take 30 minutes or up to 2.5 hours, depending on the section(s) that must be repeated. When this module is successfully completed, participants also receive a certificate of completion, which they are strongly advised to download, print, and save.

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

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

#### *PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL SUPPORT*

- Professional development for instruction is strongly encouraged. Modules focus on teaching and learning in the areas of English language arts, mathematics, science, and several foundational topics. Other modules are available, which provide important information regarding components of the DLM Alternate Assessment System. A variety of materials and multiple methods to access the materials are available.
- Each online, self-directed module lasts approximately 30 to 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 supply lesson supports, writing resources, and enhanced descriptions of the Initial Precursor and Distal Precursor for the most frequently used Essential Elements. The descriptions provide a clear connection between the Initial Precursor, Distal Precursor, and Target linkage levels.
- Educators across the consortium are encouraged to collaborate by using [DLM Instructional Supports Facebook](#).
- Most educators are required to participate in regular, ongoing professional development. Some state agencies give continuing education credits for the DLM professional development modules. If your state gives continuing education credits, then print the certificate that is emailed upon the completion of each professional development module and provide the documentation to your assessment coordinator.

#### *SUPPLEMENTAL TRAINING*

Supplemental training materials include short helplet videos on common Educator Portal procedures and best practices (e.g., Getting Started in Educator Portal and View Test Tickets and TIPS). Go to your state's DLM website > filter by the Teacher role > Assessment Resources > scroll to [Educator Resource Videos](#). Also, go to the [Instructional Resources for YE States](#) webpage.

## REVIEW STUDENT DEMOGRAPHIC INFORMATION

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

- Do all my eligible students appear on my list of students?
- Is each student assigned to the correct grade level?
- Are there any students on my list who are not assigned to me or who are not eligible for the DLM alternate assessment?
- Do any student records have typos or misspellings?

If any errors are discovered, ask the assessment coordinator to make corrections. Some student information can be found 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 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.

---

**NOTE:** The correct grade and subject must be provided for the system to deliver grade-appropriate testlets. If a student has been rostered to the incorrect grade and has started testing, the student will need to begin testing all over in the correct grade.

---

## COMPLETE OR UPDATE THE PERSONAL NEEDS AND PREFERENCES PROFILE SETTINGS

The DLM alternate assessment offers a variety of accessibility supports, which can be selected in a student's PNP Profile on Educator Portal. The ACCESSIBILITY MANUAL describes a six-step process for evaluating and choosing appropriate supports for each student.

Most states provide guidelines that their IEP teams are required to use when making decisions about accessibility supports for a student during testing. Some states provide their state-specific guidelines as an appendix in the ACCESSIBILITY MANUAL on their DLM state website.

Accessibility supports in the student's PNP Profile in Educator Portal include those required to meet the student's needs in their IEP and other supports for which a student may show a preference but are not required in the IEP. The selected supports then become available during testing. Test administrators are to review accessibility supports with the IEP team at least once per year.

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

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

## COMPLETE AND SUBMIT THE FIRST CONTACT SURVEY SETTINGS

The First Contact survey is a series of items that go beyond basic demographics and cover a variety of areas, including communication, academic skills, and attention. The test administrator enters the responses for each eligible student on their rosters.

Responses to the survey items are used to provide an optimal system match between the student and linkage level for each Essential Element in the blueprint for each subject being tested. The items are categorized into the following sections:

- Special Education
- Sensory Capabilities
- Motor Capabilities and Health
- Computer Instruction
- Communication (Expressive and Receptive)
- Language
- Academics

### *THE OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENT WINDOW*

When the optional instructionally embedded assessment window opens in the fall, the test administrator can easily open the First Contact survey in the Instruction and Assessment Planner, respond to items in the survey, and then submit it. The data is analyzed and used to determine the **recommended** linkage level for each Essential Element for each subject in the Instruction and Assessment Planner. Test administrators can begin the Essential Element selection process immediately after submitting the survey and can accept the system-recommended linkage level or select a different one.

### *THE REQUIRED SPRING ASSESSMENT WINDOW*

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

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

Use the following resources for step-by-step instructions and guidance in completing the First Contact survey and the PNP Profile. Test administrators can choose to complete these tasks in one of two places: by selecting the icons on the View Student screen in Educator Portal or by selecting the icons in the Instruction and Assessment Planner after the opening of the optional instructionally embedded assessment window.

- **EDUCATOR PORTAL USER GUIDE:** Complete the First Contact Survey section.
- **A complete list of First Contact survey questions:** Appendix in this manual.
- **Completing the First Contact Survey and PNP Profile helplet video:** A 13-minute demonstration on how to complete the First Contact survey and the PNP Profile. It is available on the [Educator Resource Videos](#) page of your state’s DLM website.

## PREPARE FOR ASSESSMENT WITH PRACTICE ACTIVITIES AND RELEASED TESTLETS

The DLM Consortium provides two practice activities and many released testlets to support educators and students preparing for the assessment (see the Glossary on page 106 for the definition of released testlets):

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

Access practice activities and released testlets using Student Portal in the practice section. Use demo student usernames and passwords provided in this manual to complete both types of activities as many times as desired.

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

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

### *RELEASED TESTLETS*

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

Some released testlets are teacher-administered and some are computer-delivered testlets. Teacher-administered testlets are typically at the lower linkage levels. Test administrators also administer all writing testlets. Computer-delivered testlets are typically at the higher linkage levels.

The usernames and passwords for released testlets are available on page 41 of this manual or can be found in the Guide to Practice Activities and Released Testlets on the DLM website.

In Student Portal, released testlets are labeled by their subject, Essential Element, grade, and linkage level (Figure 5).

Figure 5. Screenshot from Kite Student Portal that demonstrates a released testlet name.



Table 15 describes the labels from the image.

Table 15

*Definitions Behind a Released Testlet Name*

Subject	Grade	Section and Level Codes	Linkage Level
English language arts (ELA)	10	2.D, determine the central idea of the text and select details to support it.	T, target

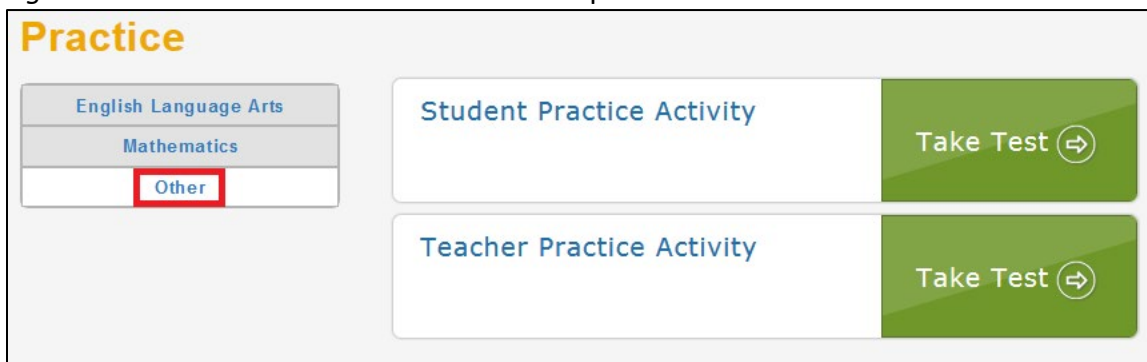
To access the Essential Elements, linkage levels, and nodes used in ELA, mathematics, and science assessments, select your state > select the Teacher role > select [Instructional Resources](#) and select the subject.

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

*PRACTICE ACTIVITIES*

Sign in to Student Portal with the demo usernames and passwords. Select **Other** (Figure 6).

Figure 6. Screenshot of the access screen for practice activities in Kite Student Portal.



*TEACHER PRACTICE ACTIVITY*

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

In this type of testlet, the teacher reads the instructions aloud on the testlet screens and follows them. The test administrator enters the student's responses to activities or exchanges



that occur outside the system. The test administrator may go forward and backward within a testlet as much as needed before submitting the responses.

Most teacher-administered testlets require test administrators to gather materials to be used in the assessment prior to the assessment. Testlet Information Pages (TIPs) list those materials. Remember that substitutions can be made as necessary unless expressly noted on the TIP. Directions for how to prepare for the testlet are also provided as Educator Directions on the first screen of the testlet.

HINT: Practice activities do not include TIPs.

### *STUDENT PRACTICE ACTIVITY*

The student practice activity is a tutorial designed for students to practice navigating a testlet. Computer-delivered testlets are used when the content can be assessed directly by the computer, and when students can directly interact with the system by selecting their own responses and by 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 the student's behalf. Specific supports and practices that are not allowed are described further in the Practices Not Allowed section on page 80 of this manual.

Several types of items are available in student practice activities:

- **Multiple-choice items:** The student selects one or more correct responses.
- **Sorting items:** The student selects and moves objects from one place to another. Some items require the student to choose the object and its destination. Others require students to drag and drop an image. Students who use switches may need help navigating some of these screens.
- **Matching items:** 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. The supports are summarized in Table 16.

These accounts are available for all ELA, mathematics, and science practice activities and released testlets.

Table 16

*Demo Student Accounts for Practice Activities and Released Testlets*

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

\* demo.sue29 is also available for ELA writing and science.

\*\*No special settings are required for two-switch users. Use **Tab** to navigate and **Enter** to select. Two-switch users may use any of the above demo logins except demo.sue30 and demo.sue35 because those two logins are designated especially for practice for single-switch scanning users.

---

NOTE: Check your state's DLM webpage for the subjects tested in your state.

---

For step-by-step directions on accessing practice activities and released testlets in Student Portal, go to Access Practice Activities and Released Testlets on page 94 of this manual.

## TROUBLESHOOT ACCESS IN EDUCATOR PORTAL



### Avoid Common Pitfalls

Save time and avoid errors by completing these steps before assessing students.

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

Users with the role of Teacher in Educator Portal will not have access to the Instruction and Assessment Planner or the Test Management screen in Educator Portal until

- rosters have been created that link their students to them.

- they have passed all Required Test Administrator Training modules with a score of 80% or higher on each post-test; they will receive a message that access is restricted until training is passed.

### *NO STUDENT TESTLETS*

During the spring assessment window, 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).
- The student is rostered to the correct subjects for the DLM alternate assessment. In states where students take the end-of-instruction high school biology assessments, the student will be rostered to the subject "science" and the course "biology."
- The First Contact survey is complete and submitted.

HINT: Ensure each student is assigned to the correct grade level in Educator Portal. If a student has been rostered to the incorrect grade and has started testing, the student will need to begin testing all over in the correct grade, and their previously completed testlets may no longer be available.

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

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## INTRODUCTION TO DYNAMIC LEARNING MAPS TESTLETS

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## COMPUTER-DELIVERED TESTLETS

### OVERVIEW

Testlets delivered directly to students via a computer are designed with the assumption that students can interact independently with the computer. Students can use special devices such as alternate keyboards, touch screens, or switches, as necessary.

Computer-delivered testlets in the Dynamic Learning Maps® (DLM®) alternate assessment are most common at the upper linkage levels for reading, mathematics, and science assessments.

Some students may test at upper linkage levels but cannot interact directly with the computer due to physical limitations. For these students, the test administrator may navigate the screen on behalf of the student and enter the student's responses.

The Testlet Information Page (TIP) that accompanies each computer-delivered testlet may have few, if any, materials to be gathered since everything the student needs for taking the test is available on the computer screen. However, the TIP may have other pertinent information for the test administrator to know.

Writing testlets are always administered by test administrators outside of the system, even if the student normally receives computer-delivered testlets in ELA reading, mathematics, and science. Writing testlets are described in the Teacher-Administered Testlets section beginning on page 57 of this manual.

**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 should be 1024 × 768. Also, check the student's PNP Profile settings to ensure the most appropriate settings have been selected. After doing this, if the issues cannot be resolved, contact your technology personnel or your assessment coordinator.

### GENERAL STRUCTURE OF COMPUTER-DELIVERED TESTLETS

Testlets in English language arts (ELA), mathematics, and science are each delivered differently based on research about effective instructional practices for students with the most significant cognitive disabilities. Testlets in all subjects begin with an engagement activity to motivate

students, activate prior knowledge, and prepare students for the cognitive process required in the items.

### Computer-Delivered ELA Reading Testlet Structure

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

During a reading testlet, students participate in two readings of a text. The first reading serves as the engagement activity and provides students with an opportunity to build a mental representation of the entire text before responding to items. The second reading includes items embedded within the text or placed at the end of the text, as appropriate.

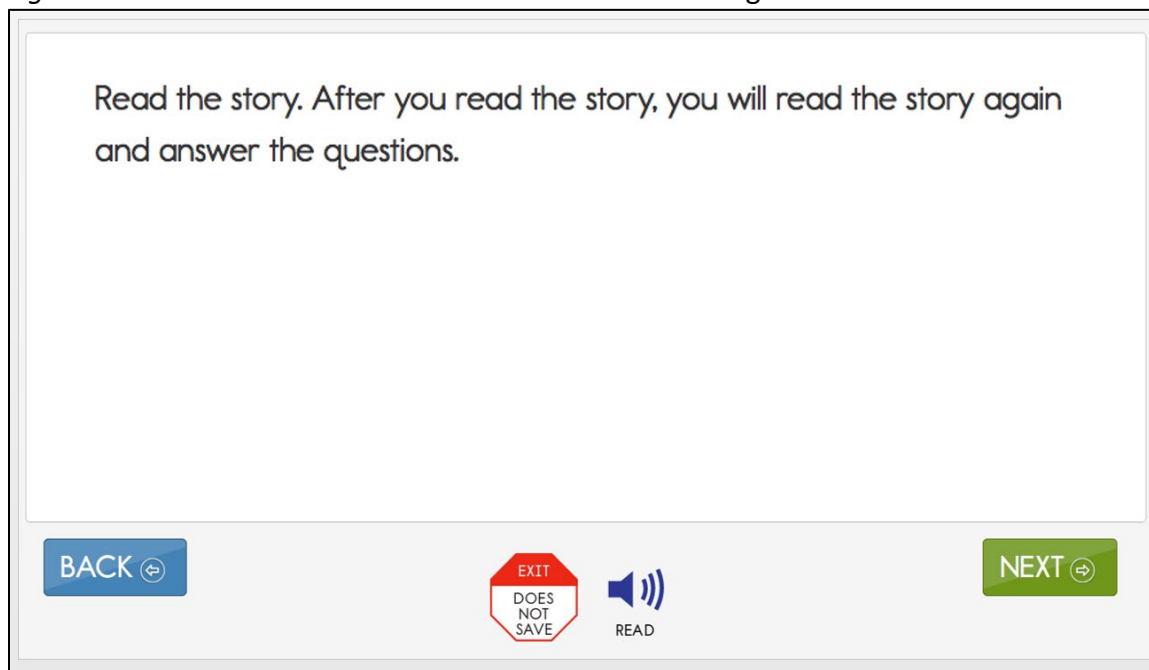
---

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

---

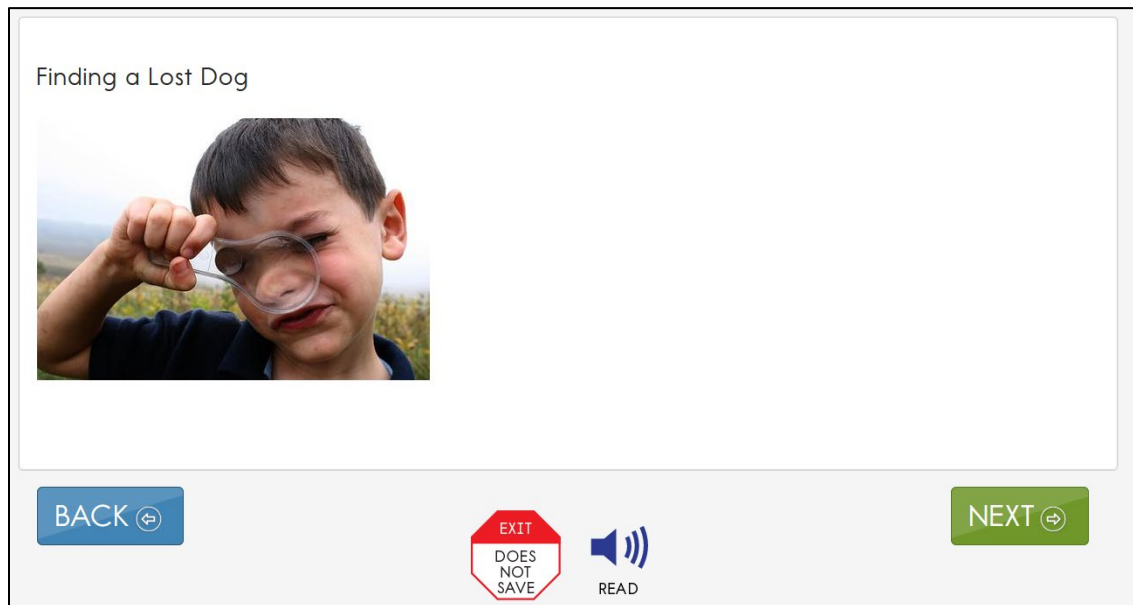
The first screen in ELA reading testlets directs students to read the text (Figure 7).

*Figure 7.* Screenshot of the instructions for an ELA reading testlet in Kite Student Portal.



Students will read through the text. They may have the text read aloud by the computer if Spoken Audio is selected in the student's Personal Needs and Preferences (PNP) Profile (Figure 8). For all testlets, test administrators are permitted to read aloud to students. The student is then directed to read the text a second time and respond to items. Although some students taking computer-delivered reading testlets may require support to navigate from one screen to the next or to enter their responses, most students at the upper linkage levels will independently read the text and respond to the items.

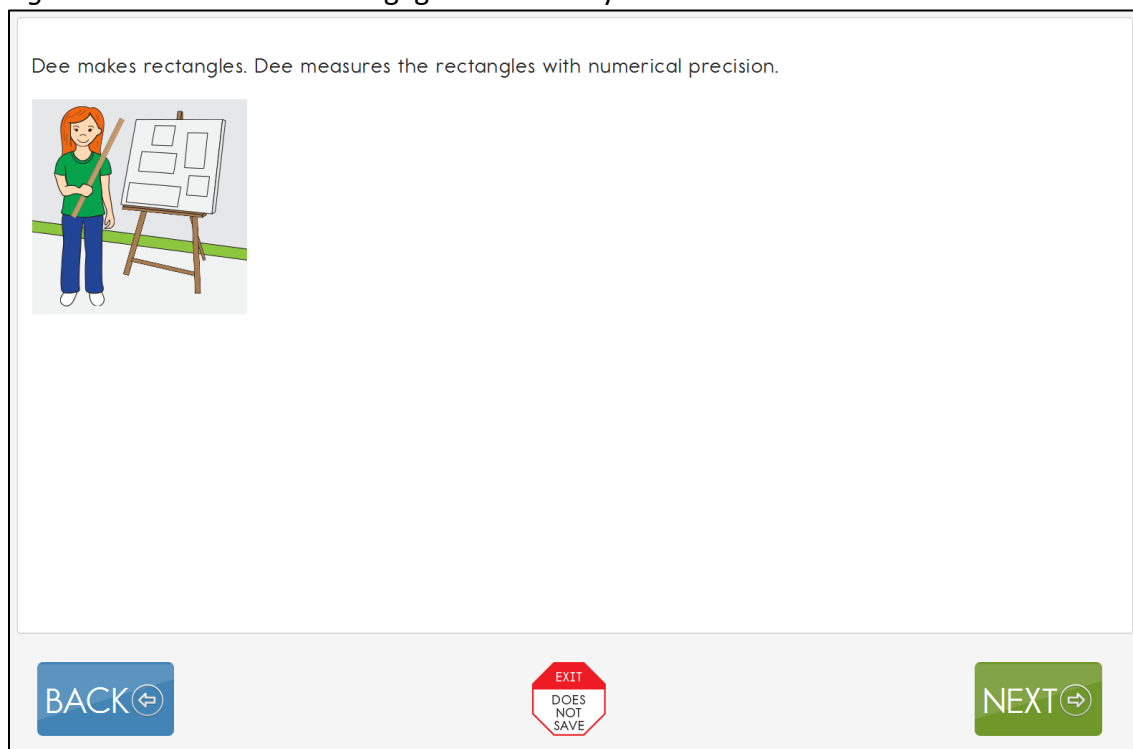
*Figure 8.* An ELA reading testlet in Kite Student Portal with spoken audio (the READ icon) enabled.



### Computer-Delivered Mathematics Testlet Structure

Mathematics testlets start with an engagement activity that provides a context for the items (Figure 9). The engagement activity does not require a response. Mathematics testlets are built around a common scenario or activity to investigate related facets of a student's understanding of the targeted content as shown.

*Figure 9.* Screenshot of an engagement activity in a mathematics testlet in Kite Student Portal.



## Computer-Delivered Science Testlet Structure

---

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

---

Science testlets begin with an engagement activity, just like testlets in ELA and mathematics. Each science testlet bundles together an engagement activity at the beginning of the testlet followed by three to five items. Science engagement activities can be one of four types:

- The first type of engagement activity is simply a single screen with one or two pictures along with a short sentence that introduces the science topic to be assessed. The items assess the Essential Element topic, not the engagement screen itself.
  - A second type of engagement activity describes a scenario which taps prior knowledge or experience, introduces the concept to be addressed, and provides context for the items. The items assess information in the engagement activity and the Essential Element topic.
  - A third type of engagement activity may be designed around a science story featuring an experiment or classroom activity that is presented twice, with items embedded within the second presentation of the activity or at the end of the second presentation. The items assess information in the engagement activity and the Essential Element topic.
  - The fourth type of engagement activity is a short silent video (up to 30 seconds) and is only found in the upper grade bands and the upper linkage levels. Students will access the short video and then respond to three items that include still-frame photos from the video. The items assess information both from the video and the Essential Element topic.
- 

NOTE: The entire video clip is completely soundless.

---

The following is an example of a science story. The instructions at the beginning of the testlet tell students what they will be doing in this testlet (Figure 10). In this science story, the student is to read the text and answer some questions.



Figure 10. Screenshot of the instructions for a science testlet in Kite Student Portal.

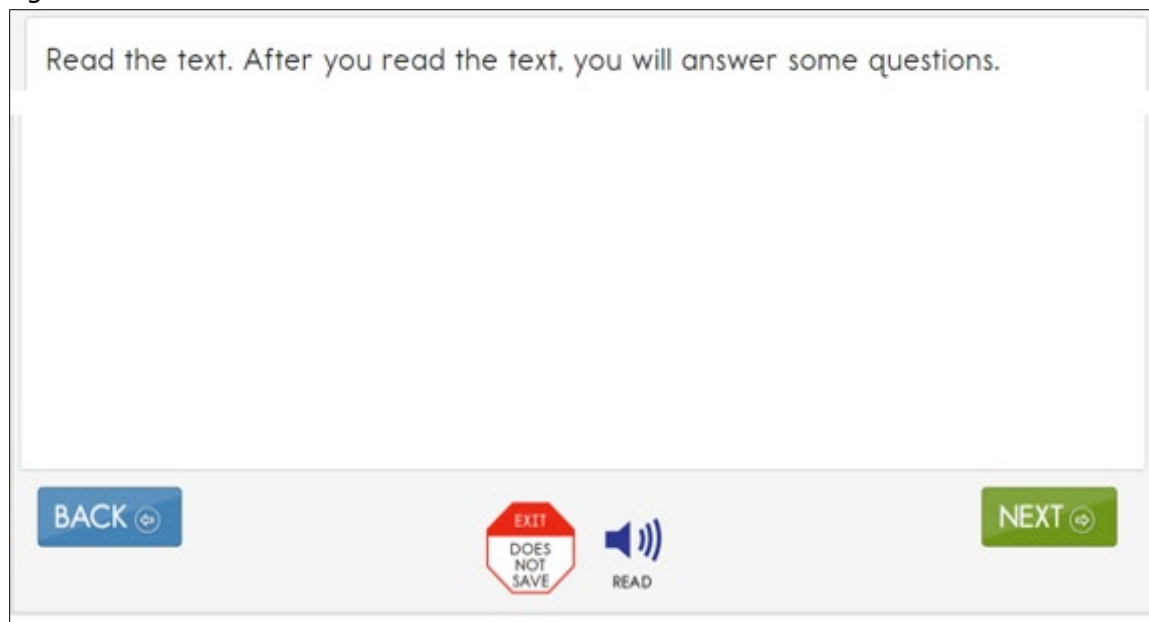


Figure 11 is from a testlet where a short story is presented only once to the student. Although not shown, the testlet items follow the story on the next screen of the testlet.

Figure 11. Screenshot of a short story in a science testlet in Kite Student Portal.



### *COMPUTER-DELIVERED ITEM TYPES*

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

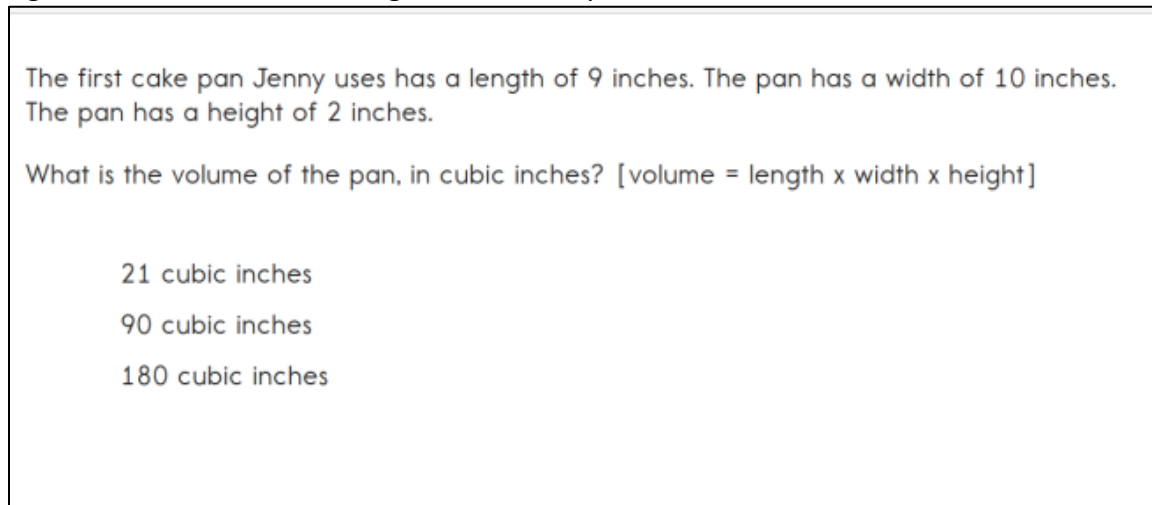
- single-select multiple choice

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

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

The most common type of computer-delivered item is a single-select multiple-choice item with text response choices (Figure 12). All science testlets include only single-select multiple-choice items.

*Figure 12.* Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal.



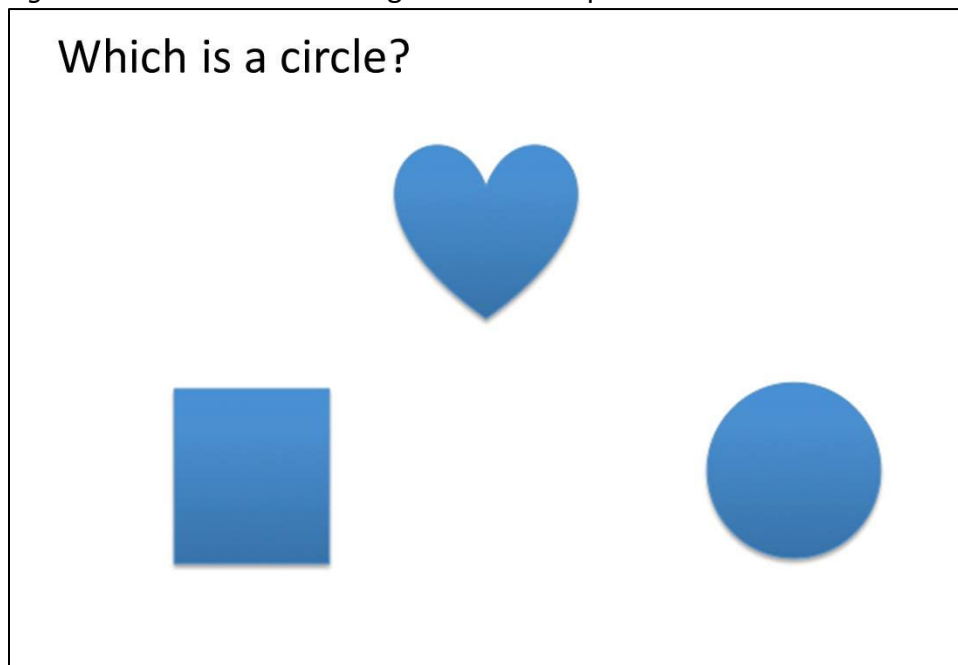
The first cake pan Jenny uses has a length of 9 inches. The pan has a width of 10 inches. The pan has a height of 2 inches.

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

- 21 cubic inches
- 90 cubic inches
- 180 cubic inches

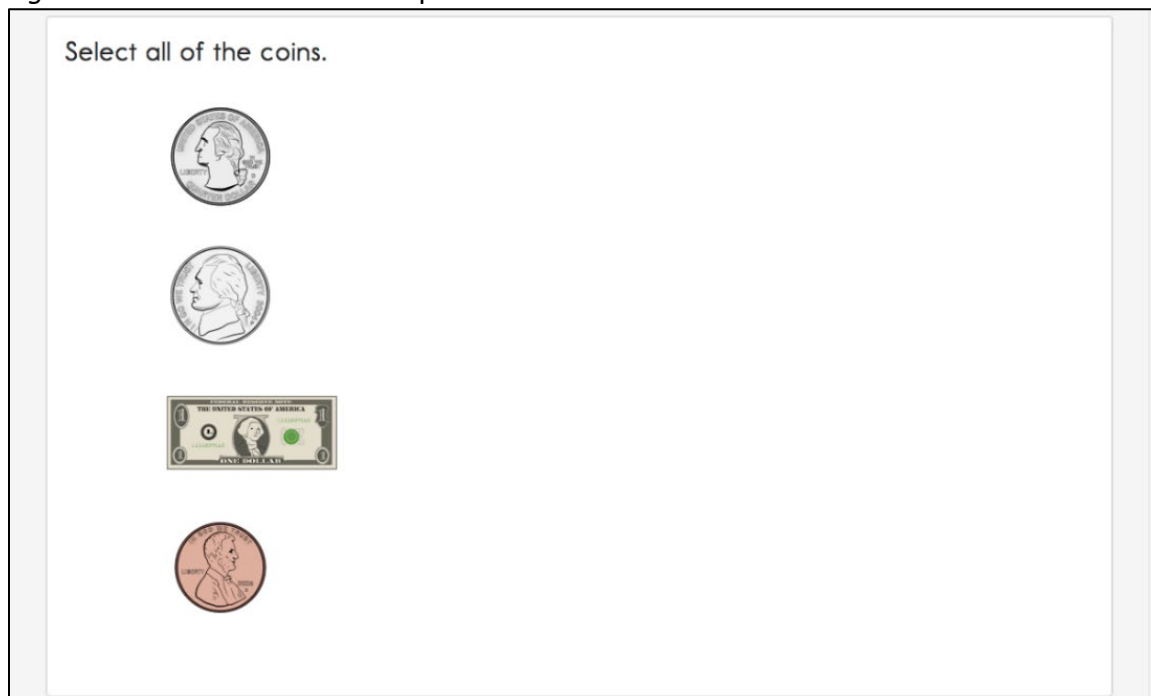
Students may also experience single-select multiple-choice items with image response choices (Figure 13).

Figure 13. Screenshot of a single-select multiple-choice item in a testlet in Kite Student Portal.



Multiple-choice multi-select items provide students with the opportunity to make more than one response choice (Figure 14).

Figure 14. Screenshot of a multiple-choice multi-select item in a testlet in Kite Student Portal.



In some items, students may be asked to match responses from two lists (Figure 15).

Figure 15. Screenshot of a matching item in a testlet in Kite Student Portal.



Match the character to their story.

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

Students may also encounter items asking them to sort words or images into categories. For students who use a mouse to interact with the computer, the system uses a drag-and-drop format to sort items. In Figure 16, the student selects the circle and then drags it into a box on the right, either by selecting the mouse button and moving the mouse or, if taking the assessment on an iPad or interactive whiteboard, by touching the object and dragging it to the desired location. Students who are unable to use the drag-and-drop format may direct the test administrator to sort the items.

Figure 16. Screenshot of a drag-and-drop item in a testlet in Kite Student Portal.

Put one shape into each box.

The final type of computer-delivered item that students might experience is select text. Select-text items are used only in some ELA assessments. Response choices are marked with a box around the word, phrase, or sentence. After the student makes a selection, the outline around

the word, phrase, or sentence becomes bold and highlighted in transparent yellow (Figure 17). To clear a selection, the student selects it again.

*Figure 17. Screenshot of a select-text item in a testlet in Kite Student Portal.*

Choose the word that is a number.

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

BACK

EXIT  
DOES NOT  
SAVE

NEXT

#### *RESPONSE SELECTION FOR COMPUTER-DELIVERED ITEM TYPES*

The procedures for selecting item responses in computer-delivered testlets are the same for all subjects. When the student first accesses an item, the responses will appear as shown in Figure 18.

*Figure 18. Screenshot of an item in a testlet in Kite Student Portal.*

What does this text tell about?

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

BACK

EXIT  
DOES NOT  
SAVE

READ

NEXT

Once a student selects a response, a box appears around the response choice (Figure 19). The student can select **NEXT** or **BACK** to navigate through the testlet screens. The response choice will stay selected.

Figure 19. Screenshot of a selected response to an item in Kite Student Portal.

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ↩

EXIT  
DOES NOT SAVE

READ

NEXT ➡

If the student wants to change a response at any time during the testlet, they may go back to the screen that displays that item and simply select another response choice (Figure 20).

Figure 20. Screenshot of the selection of a new response to an item in Kite Student Portal.

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ↩

EXIT  
DOES NOT SAVE

READ

NEXT ➡

### No Response Option

All testlets at the lowest linkage level and a few teacher-administered testlets at higher linkage levels include **No response** as a response option. However, not all testlets include **No response** as one of the options. If an item does not offer the **No response** option, and the student does not respond to the item in the testlet, the test administrator should leave the item unanswered.

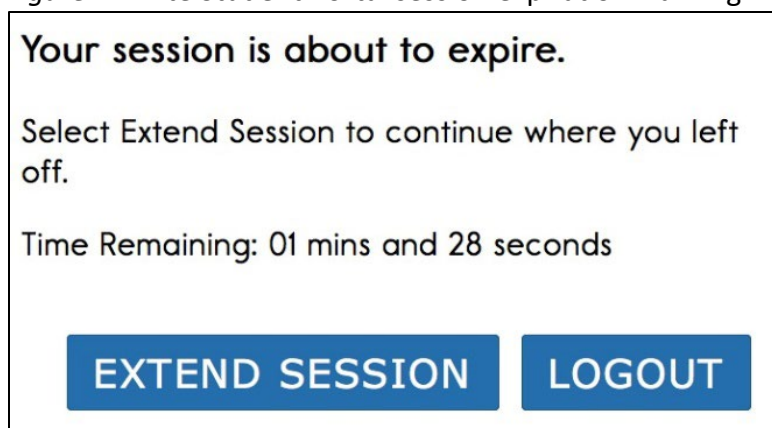
Whether **No response** is available for selection or if the item is left unanswered, the item is scored as incorrect. When a student has not responded to any items in a testlet, the testlet must still be submitted for the student. If the student can produce an intentional response but does not do so (e.g., due to distractions or behavior problems), and 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. The student may take as many breaks as needed throughout the completion of a testlet. During the administration of a testlet, Student Portal can sit inactive for as long as 90 minutes before timing out.

After 88 minutes and 30 seconds of inactivity in the testlet, the system provides the student with this warning message: “Your session is about to expire. Select Extend Session to continue where you left off. Time Remaining: XX mins and XX seconds” (Figure 21).

*Figure 21.* Kite Student Portal session expiration warning.



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

While DLM test administration procedures are designed to be flexible and allow students to take breaks during a testlet, most students who experience an extended interruption during test administration have difficulty retaining information in working memory after the interruption. Research shows that an extended interruption during test administration can adversely affect student performance (Sinharay et al., 2014). Thus, Student Portal was designed to time out after an extended period of inactivity without retaining the responses, allowing the student to begin the assessment afresh when ready.

### *COMPUTER-DELIVERED ASSESSMENT ARRANGEMENT*

Prior to test administration, evaluate how to arrange the computer or other assessment devices for the student and test administrator. All arrangements for computer-delivered testlets should maximize the student's independence and interaction with the computer.

Assessing students in a familiar environment is helpful, but the test administrator must ensure that the student is able to concentrate without distractions from other students.

Assessing students with the most significant cognitive disabilities should be individualized and not conducted in a group setting.

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

The arrangement should maximize student interaction with the testlet using the computer or other assessment devices based on the student's needs. For instance, if the test administrator sits with a student, the student should sit directly in front of the computer and the test administrator should sit off to the side, as shown in Figure 22.

*Figure 22.* Seating arrangement of test administrator and student during assessment administration.



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

#### **Maximize Student Independence**

Although test administrators should continually monitor students, the assessment arrangement should maximize student independence and minimize test administrator involvement. For students who may need assistance during the assessment, the test administrator can sit close to the student to monitor the assessment. On the other hand, if the student can work



independently, the test administrator should keep more distance while making sure the student takes enough time and responds to all items.

## TEACHER-ADMINISTERED TESTLETS

### *OVERVIEW*

All testlets at the lowest linkage level, some mathematics testlets at higher linkage levels, and all writing testlets are designed to be administered directly by the test administrator. In teacher-administered testlets, the test administrator is responsible for setting up the assessment, delivering it to the student, and recording student responses in the testlet in Kite® Student Portal.

### *GENERAL STRUCTURE OF TEACHER-ADMINISTERED TESTLETS*

All teacher-administered testlets have some common features:

- The classroom setup is similar where the teacher needs to be able to view the screen, read the instructions, and enter their observations of the student or the student's responses.
- Directions and scripted statements guide the test administrator through the administration process.
- The TIP includes all assessment materials that the test administrator will need and must gather. The TIP should be reviewed several hours or even days before testing to allow the test administrator to be ready for test administration.
- The testlet includes an engagement activity and items.
- Science testlets at the Initial linkage level usually have picture response cards that must be printed ahead of time and used during testing. Best practice is to print these pictures in color.

### *STANDARDIZED INSTRUCTIONS FOR ALL TEACHER-ADMINISTERED TESTLETS*

Teacher-administered testlets are standardized. Anything in quotes and bold print should be presented verbatim to the student. The two exceptions to this rule:

- when the student uses sign language interpretation or language translation supports as allowable and described in the DLM ACCESSIBILITY MANUAL and on the TIP
- when a material is substituted; the test administrator must then use the name of the substituted materials when reading the item to avoid confusing the student

### *SHOW AND SAY INSTRUCTIONS IN ALL TEACHER-ADMINISTERED TESTLETS*

Test administrators will encounter two instructions for presenting items or directions to students: **SHOW** and **SAY**. However, because of hearing and vision limitations, some students may not be able to hear what is said and others may not be able to see what is shown. **SHOW** means that the test administrator should present the materials to the student using sensory modalities appropriate for that student. **SAY** may require nonverbal communication appropriate for the student's sensory modalities, such as signing.

Figure 23 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 directly to the student the lines presented in bold after SAY. The administrator also must perform the actions for the student described after SHOW.

*Figure 23.* Screenshot of an item screen that may be embedded in the second reading of an ELA text in Kite Student Portal.

Educator Directions:

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

Record student response:

exciting  
running

BACK EXIT DOES NOT SAVE NEXT

All teacher-administered items have response options that reflect possible student responses to the statement or questions in the item. The test administrator evaluates the student's response, chooses the best description of what is 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.

## TEACHER-ADMINISTERED READING TESTLETS

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

Shared reading strategies that an educator might use during the first reading of a text include the following:

- encouraging engagement and interaction
- discussing words

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

HINT: Text cannot be substituted with pictures or words from a word bank. Go to Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL.

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

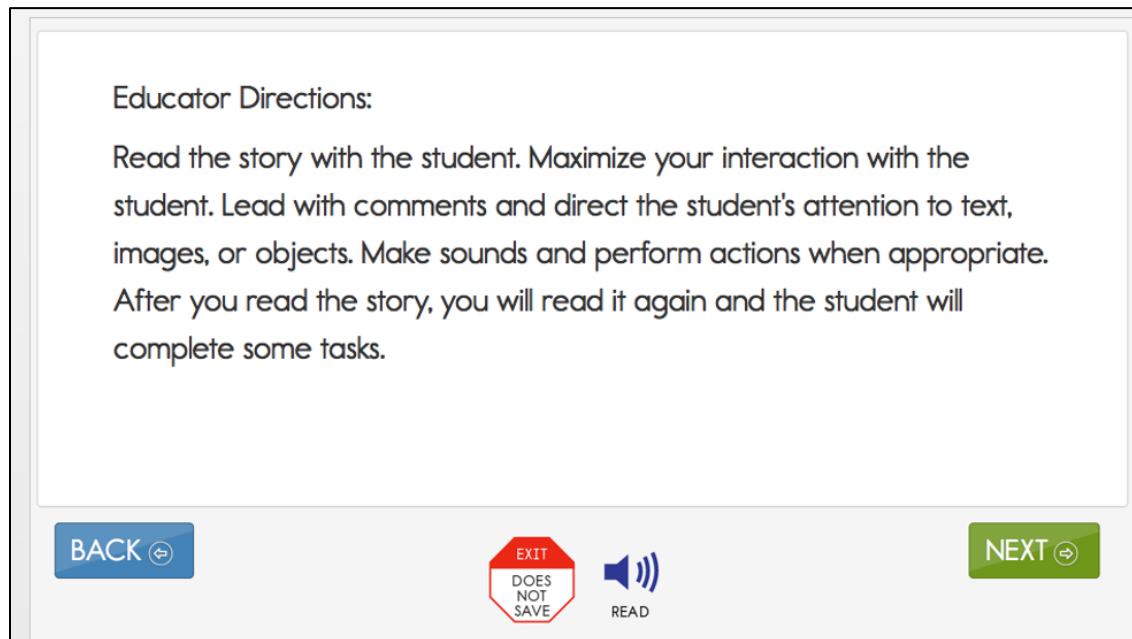
#### *STRUCTURE OF TEACHER-ADMINISTERED READING TESTLETS*

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

For more information about shared reading strategies, go to the professional development module called Shared Reading that is available on the [Professional Development](#) page of the DLM website.

Figure 24 is an example of the directions provided on the first screen in a teacher-administered reading testlet. This screen provides hints about a shared reading strategy. After this screen, the story screens begin.

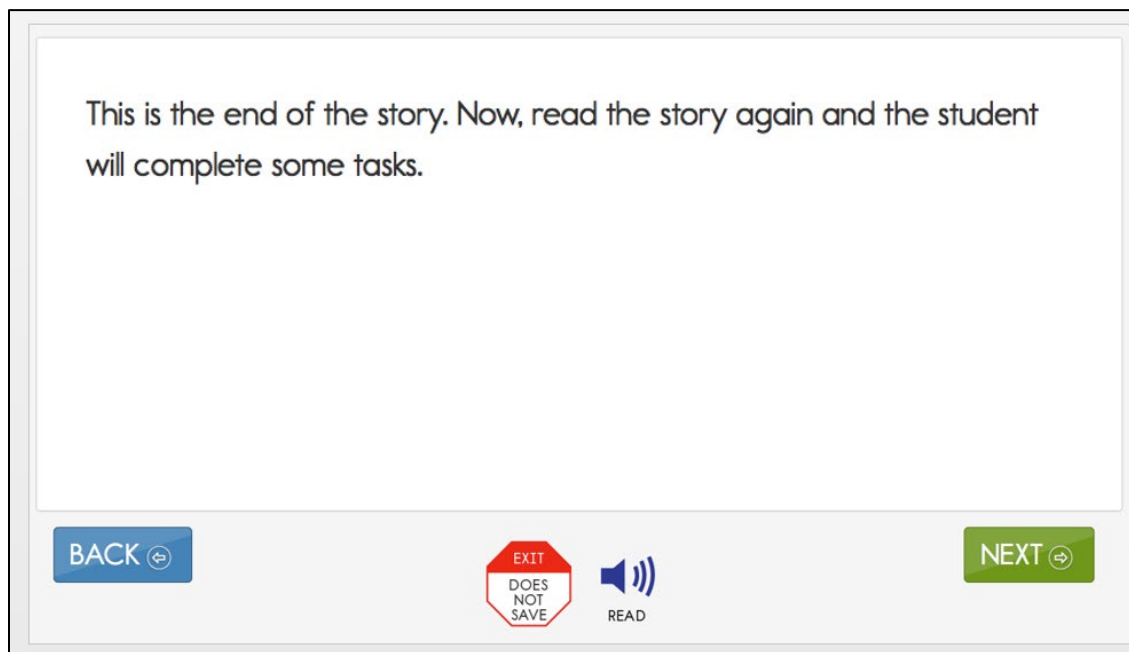
Figure 24. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Student Portal.



In teacher-administered reading testlets, Educator Directions also appear between parts of the testlet (Figure 25).

The following is an example of a transition screen displayed after the test administrator has read a text with the student for the first time. The transition screen tells the test administrator that the first reading is over, and the second reading is about to begin. During the second reading, the student will respond to items embedded within the second reading or placed at its conclusion.

Figure 25. Screenshot of the Educator Directions in a teacher-administered reading testlet in Kite Student Portal.



#### *ALTERNATE TEXT FOR TEACHER-ADMINISTERED READING TESTLETS*

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

#### *CLASSROOM SETUP FOR TEACHER-ADMINISTERED READING TESTLETS*

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

#### **TEACHER-ADMINISTERED WRITING TESTLETS**

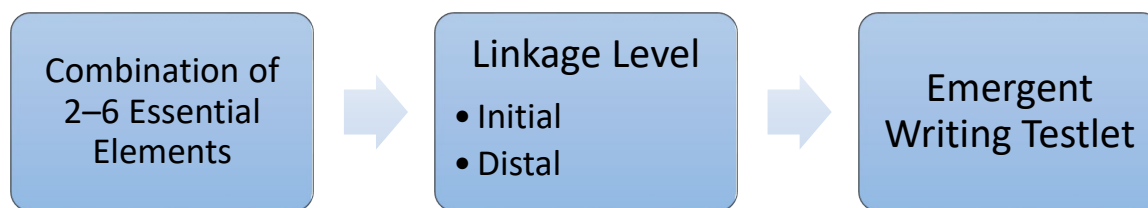
Every day in our classrooms, all students, including those with the most significant cognitive disabilities, are being prepared for life beyond their school years. A student’s ability to communicate about their needs and wants is essential for safety and fulfillment in their adult life. Their ability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

Therefore, writing Essential Elements and writing assessments were developed. Information about each writing Essential Element is available on the [Currently Tested Essential Elements in English Language Arts](#) page under [Instructional Resources](#).

The DLM writing testlets assess students' mastery of the precursor skills that lead to writing and their ability to communicate using writing. These skills focus on understanding letters and words and the expression of ideas through words. Testlet response options that refer to "writing" or "the student wrote" can include any method the student uses for writing. The writing testlets all have some common features:

- Writing testlets are always teacher-administered and are required for every student in every grade.
- To meet blueprint requirements, each student receives a writing testlet in the spring assessment window.
- Writing testlets assess a combination of two to six writing Essential Elements, depending on the grade.
- The student always works outside of Student Portal and interacts with the test administrator. Only the test administrator interacts with the testlet in Student Portal.
- Writing testlets are at one of two levels, emergent or conventional.
- The level of the writing testlet recommend by the system for the student is determined by the test administrator's responses to items in the writing portion of the First Contact survey. Performance from testlets assessing other Essential Elements is not used to recommend the linkage level of the writing testlet.
- Emergent Writing testlets are used for students who do not yet have or are working on early symbolic understanding.
- Students in grades 3–8 who are assigned the Emergent Writing testlet are assessed on only the writing process. These students are not expected to produce a written product.
- Students in high school who are assigned the Emergent Level writing testlets are also tested on the writing process, but these students are expected to produce a written product as well.
- Emergent Writing testlets are a combination of the Initial and Distal Precursor linkage levels (Figure 26).

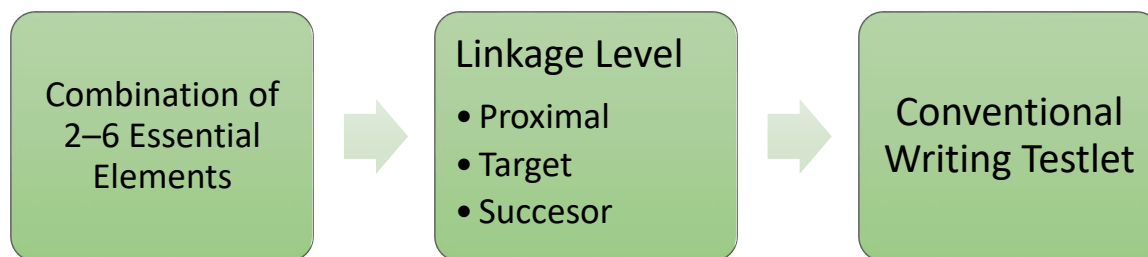
*Figure 26. Process for an Emergent Writing testlet.*



Students who have symbolic understanding and can use more traditional writing tools to communicate take a writing testlet that combines linkage levels at the Proximal Precursor, the Target, and the Successor linkage levels. Writing testlets at this level are called a Conventional Writing testlets because they are a little more typical of a traditional writing assessment (Figure 27).

Students who take Conventional Writing testlets are assessed on the writing process and they are also expected to produce a written product.

Figure 27. Process for a Conventional Writing testlet.



Many students taking the DLM alternate assessment will need a test administrator to assist them in obtaining a writing tool that offers students access to all 26 letters of the alphabet. For both the Emergent and Conventional Writing testlets, students are to use the orthography-based tools they use for writing during everyday instruction.

The following supports **are allowed** for writing testlets:

- pens, pencils, markers, crayons
- whiteboards
- traditional keyboards using word-processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word-processing software
- alternate keyboard (e.g., onscreen or switch-enabled keyboard)
- alternate pencils, including alphabet flip charts
- eye-gaze displays of letters
- letter-by-letter dictation of any sort
- word-prediction software

Word prediction is an intelligent word-processing feature that can alleviate writing breakdowns for a range of students simply by reducing the number of keystrokes necessary for typing words. It removes motor barriers to typing to reduce the gap between generating ideas and capturing them in writing.

The following supports are **not allowed** for writing testlets:

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

#### *PICTURES, SYMBOLS, OR USE OF A WORD BANK*

Pictures, symbols, or words from a word bank are not allowed and may not be substituted for words in a sentence. This practice is forbidden because the meaning that an individual assigns to a picture or symbol depends upon the individual's motivation; neurological and developmental status; sensory abilities; cognitive, communication, and language skills; and world experience (Mineo Mollica, 2003). Furthermore, the ability to learn the meaning of

pictures or symbols is directly related to an individual's understanding of the word associated with the picture or symbol.

In other words, individuals who understand the meaning of the spoken word learn the associated picture or symbol rather easily while individuals who do not understand the spoken word need more time to learn the meaning of the picture or symbol (Ronski & Sevcik, 1996, 2005). Because students who participate in the DLM alternate assessment have universally impaired cognitive and language skills, it is not possible to ensure that each student's understanding of pictures and symbols introduced in the assessment will match the intended meaning.

### *WRITING TOPIC*

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

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

### *TASKS IN WRITING TESTLETS*

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

1. The test administrator evaluates a process used in writing. Testlet items are presented to the test administrator while the student works through the writing testlet.
2. The test administrator evaluates the student's final writing product.

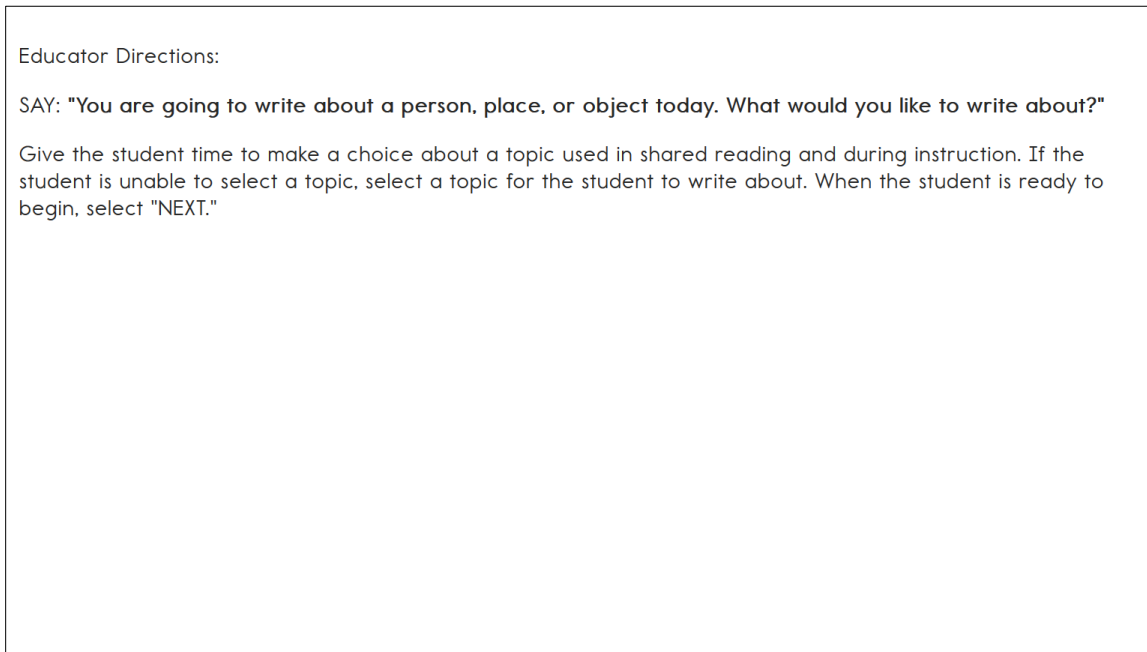
For the first type of task, test administrators will perform the following steps (Figure 28):

1. Give the student a verbal prompt from the onscreen Educator Directions. As apparent in the following image, the verbal prompt may be "SAY: You are going to write about a person, place, or object today. What would you like to write about?"
2. The test administrator may present the student with a list of familiar topics that have been used during instruction, or the student may think of a topic without any prompting.
3. The testlet screen prompts the test administrator to ask the student to engage in writing tasks.
  - 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. It is **very important** for the test administrator to give the student enough time to respond.
5. The test administrator evaluates the student's behavior according to the description in the response options. The test administrator then chooses the description that best matches the student's writing process.

*Figure 28.* Screenshot of the Educator Directions for a writing testlet in Kite Student Portal.



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

The response options in Figure 29 are as follows:

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

**Figure 29.** Response screen in a Writing testlet in Kite Student Portal.

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

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

When a student's performance does not exactly match any response option, the test administrator selects the option that best matches the student performance (Table 17).

**Table 17**

*Student Performance and Test Administrator Responses During an Assessment*

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

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

- look at the writing the student produced
- evaluate the student's writing product
- choose the description that matches the highest level of the student's writing

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

### *RETENTION OF THE WRITING PRODUCT*

Retention of a student's written product is a policy decision made at the state or local level. The assessment coordinator can provide information about the policy requirements (i.e., how long to store and where to store students' writing products).

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

### **TEACHER-ADMINISTERED MATHEMATICS TESTLETS**

With teacher-administered mathematics testlets, 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 of Student Portal.

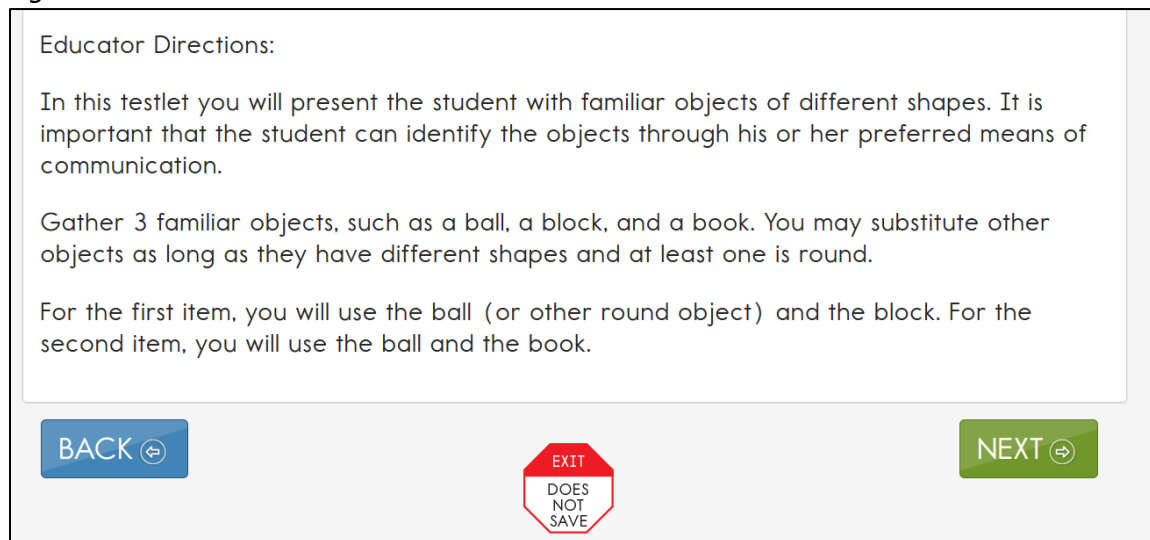
An example is a procedural node that asks the student to measure volume. Recognizing three-dimensional objects and manipulating them onscreen requires keen perceptual and motor skills, neither of which are essential to the student's cognitive understanding of how to measure volume.

For students who are blind, who have visual impairments, or who have physical disabilities that impact their ability to take the testlet onscreen, the test administrator should directly administer the testlets to make them accessible. Also, some higher linkage level mathematics testlets are completely teacher-administered to make them accessible to the student.

### *STRUCTURE OF TEACHER-ADMINISTERED MATHEMATICS TESTLETS*

All teacher-administered mathematics testlets are similar in their structure. They include instructions to the test administrator called Educator Directions. Figure 30 is an example of Educator Directions for an Initial Precursor mathematics testlet.

*Figure 30. Screenshot of Educator Directions in a teacher-administered mathematics testlet.*

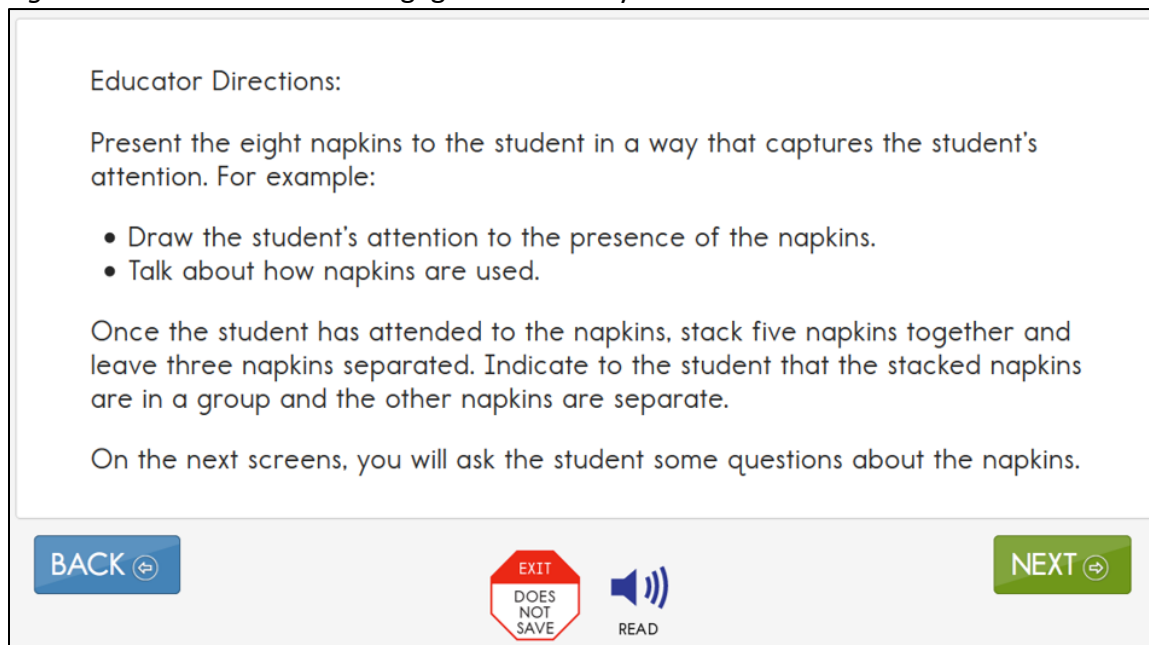


First, the directions tell the test administrator, in a general way, what will happen in the testlet. Second, the directions specify any materials that need to be collected. More information about the materials and recommended substitutions are on the TIP, which the test administrator must access before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

The test administrator may make substitutions if the substitutions do not change what is being measured in the testlet, and the materials are still grouped as indicated in the testlet directions. The last part of the directions page outlines the needed materials, which items need the materials, and in what order the materials are presented in the item.

In addition, teacher-administered mathematics testlets contain an engagement activity, which occurs when the test administrator presents the materials used in the testlet and engages the student in exploring the materials. Figure 31 is an example of an engagement activity in a teacher-administered mathematics testlet.

Figure 31. Screenshot of an engagement activity in a teacher-administered mathematics testlet.



## TEACHER-ADMINISTERED SCIENCE TESTLETS

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

Teacher-administered science testlets are administered similarly to that of mathematics testlets. Only the test administrator interacts with Student Portal. The student works outside of Student Portal and interacts with the test administrator. For most teacher-administered science testlets, picture response cards are used.

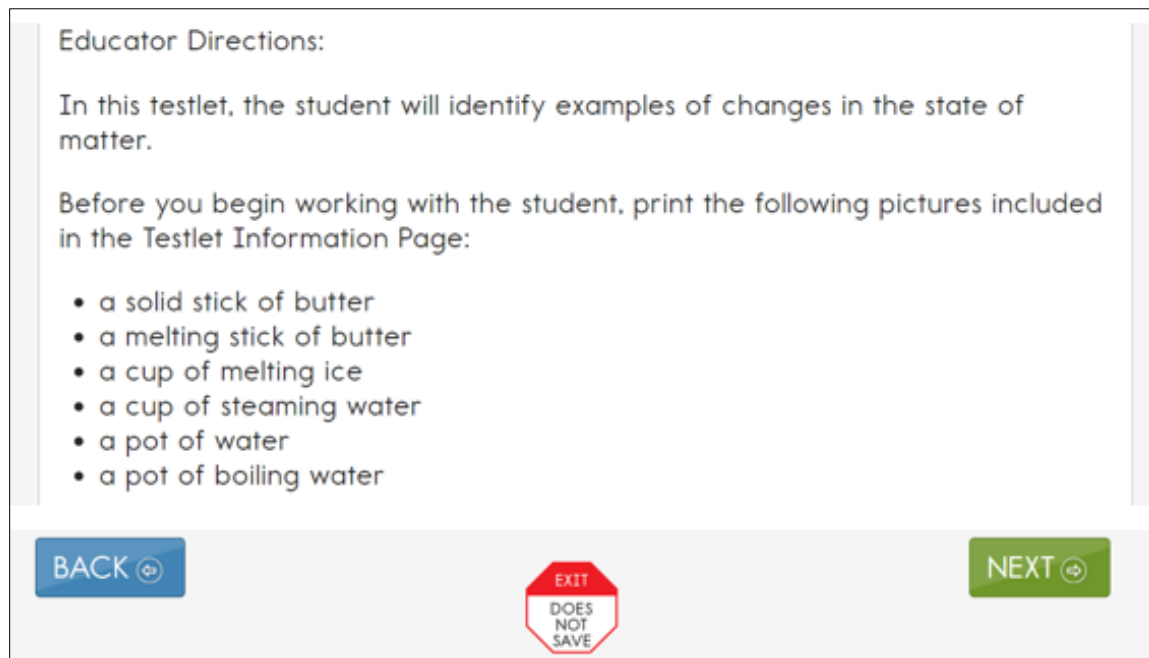
### *PICTURE RESPONSE CARDS FOR TEACHER-ADMINISTERED SCIENCE TESTLETS*

Initial linkage level science testlets are structured as a series of statements that the teacher reads to the student, and the TIP usually includes picture response cards that must be printed prior to test administration. Best practice is to print picture response cards in color. Administration of the testlet will not be possible without the picture response cards.

### *STRUCTURE OF TEACHER-ADMINISTERED SCIENCE TESTLETS*

All teacher-administered science testlets are similar in structure. They include instructions to the test administrator called Educator Directions. Figure 32 is an example of Educator Directions for an Initial linkage level science testlet.

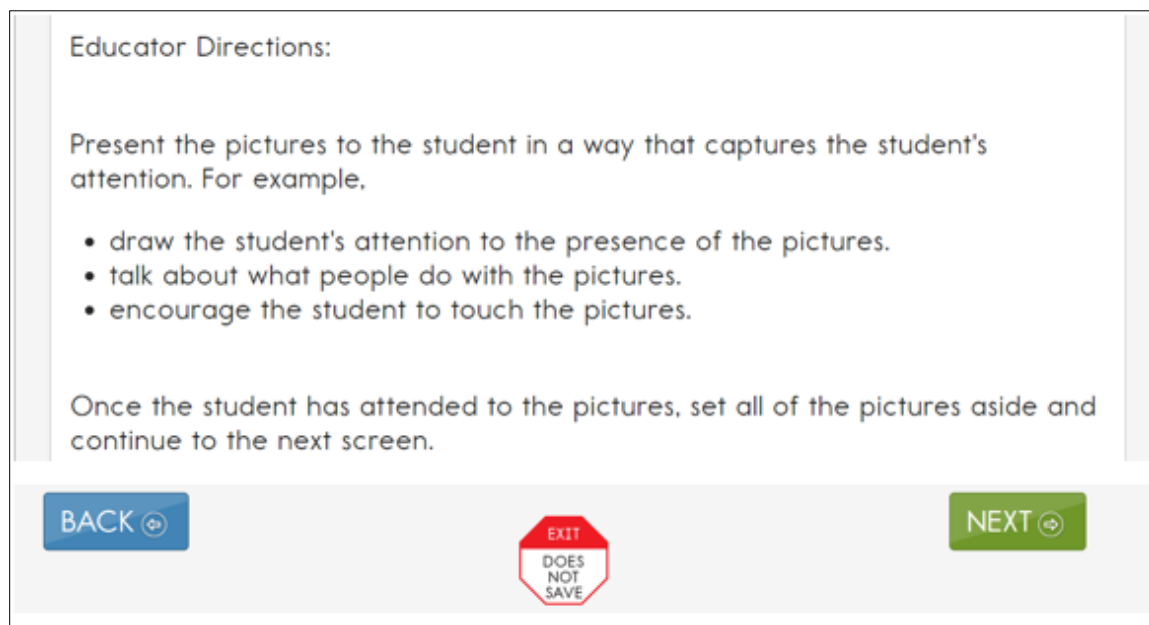
Figure 32. Screenshot of Educator Directions for an Initial linkage level science testlet in Kite Student Portal.



The directions tell the test administrator, in a general way, what will happen in the testlet and will specify any materials that must be collected. The TIP lists these materials along with recommended substitutions. The test administrator may substitute materials if the substitutions do not change what the testlet measures. The last part of the directions page outlines the needed materials, which items need the materials, and in what order the item presents the materials.

Additionally, teacher-administered science testlets contain an engagement activity, in which the test administrator presents picture response cards or materials and engages the student in exploring the materials. Figure 33 is an example of an engagement activity in a teacher-administered science testlet.

Figure 33. Screenshot of an engagement activity in a teacher-administered science testlet in Kite Student Portal.



## ACCESSIBILITY SUPPORTS

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

### *LANGUAGE TRANSLATION*

As 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.

---

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

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

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

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

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### *SIGN INTERPRETATION*

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

Directions in teacher-administered testlets, tell the test administrator on 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.

If the need for interpretation is likely, the test administrator may sign in to Student Portal, launch the testlet, and review the screens to evaluate the need for interpretation. If administration will take place later, the test administrator should use the **EXIT DOES NOT SAVE** button (if allowed in your state) to leave the testlet.

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

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

### *OTHER PRACTICES ALLOWED*

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



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

- **Provide flexibility in student access and response mode.** For example, standard administration procedures define typical arrangements for the test administrator, student, and computer across different types of testlets. However, the test administrator may need to adapt the physical arrangement based on a student's physical needs and use of special equipment. Another example of this flexibility is the substitution of materials as needed for the testlet.
- **Maintain consistency in the student's interaction with the concept being measured.** All students do not have to interact with identical materials or respond using the same response mode, but all students do complete the same cognitive or linguistic task. Therefore, test administrators cannot rephrase questions or rearrange items. Simplified instructions, definitions, and flexible response modes are allowable supports for all students except when specifically excluded by the TIP. TIPs for testlets at the lower linkage levels provide direction for material substitutions to help the test administrator maintain this consistency. For a computer-delivered testlet, most of what the student needs is displayed on the screen in the testlet.

To determine whether a practice is allowed, go to Practices Allowed and Practices Not Allowed beginning on page 77 of this manual. Also, in the ACCESSIBILITY MANUAL, go to Supports: Allowed and Not Allowed.

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

### *BRILLE FORM TYPES*

Uncontracted braille forms are available for some ELA, mathematics, and science Essential Elements at the upper linkage levels. Each state assessment administrator selects whether one, two, or all three braille codes are offered in the state. In the student's PNP Profile, the test administrator selects the appropriate braille code for their student.

- EBAE
- UEB with Nemeth
- UEB Math/Science

For more information about braille codes, go to the [Braille Authority of North America \(BANA\)](#) website. The BANA position statement, [Terminology: UEB Math/Science and UEB with Nemeth](#), was adopted in September 2020 and is available in a PDF on their website.

The DLM alternate assessment is designed to assess a student's knowledge, skills, and understanding of the Essential Elements, not the student's ability to use braille. Therefore, braille should only be selected if the student is proficient in reading braille and not selected for emerging braille readers. The Alternate Form-Visual Impairment option may be more suitable for a student with a visual impairment who is not proficient in reading braille.

### FORM AVAILABILITY

Braille forms and the Alternate Form-Visual Impairment option are not available for all Essential Elements and linkage levels (Table 18). Based on availability for every Essential Element being tested, a student will receive one of three forms of a testlet as shown in the following list:

- A limited number of braille forms are available during both the instructionally embedded assessment window and the spring assessment window. Go to Table 18 for the subjects, grades, linkage levels, and window availability.
- A limited number of the Alternate Form-Visual Impairment option testlets are available during both the instructionally embedded assessment window and spring assessment window.
- Standard forms are always available for the assessment.

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

Table 18

*Availability of Braille Forms for Each Subject, Grade, Linkage Level, and Window*

Subject	Grades	Linkage Levels	Window
ELA and mathematics	3–5	Target and Successor	Instructionally embedded assessment window and spring assessment window
ELA and mathematics	6–8 and high school	Proximal Precursor, Target, and Successor	Instructionally embedded assessment window and spring assessment window
Science	3–8 and high school	Target level only	Spring assessment window only

### BRaille FORM DELIVERY

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

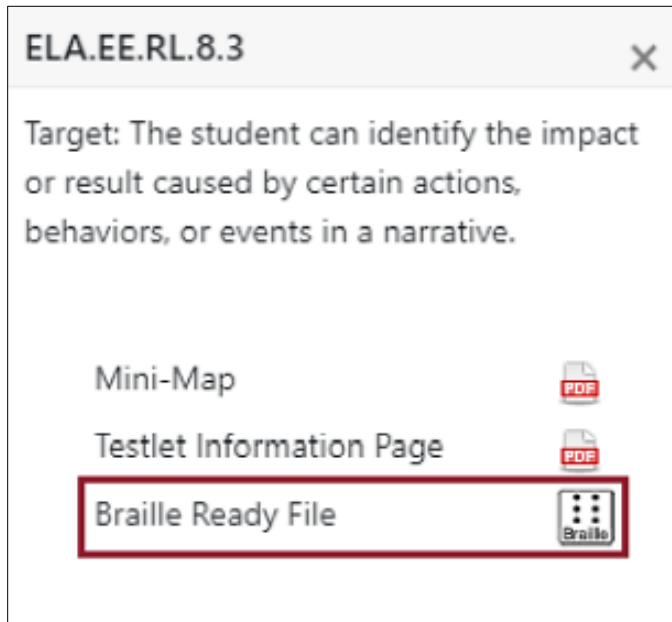
The forms are delivered as follows:

- If a braille form is available, the system will deliver the braille ready file (BRF).
- If a braille form is not available, the system will check for an Alternate Form-Visual Impairment option testlet to deliver.
- If neither a braille form nor the Alternate Form-Visual Impairment option are available, the system will deliver a standard form.

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

When the system delivers a braille form, it displays in Educator Portal with a braille icon (*Figure 34*).

*Figure 34.* Option for Braille Ready File in Educator Portal.



The test administrator downloads the braille ready file and embosses it. For the steps to retrieve, download, and emboss the testlet, go to the Retrieve Braille Ready File section of the EDUCATOR PORTAL USER GUIDE.

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

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

### *TACTILE GRAPHICS*

Tactile graphics are a means of conveying non-textual information to students 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 braille forms for the DLM alternate assessments. Instead, the instructions typically direct test administrators to use objects (especially objects that are familiar to the student) for concrete representations of content. Additionally, the test administrator may create tactile graphics to represent graphics that appear onscreen in the testlet. Go to the TIP for each testlet to learn about allowable objects.

#### *BRAILLE FORMS IN THE OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENT WINDOW*

During the optional instructionally embedded assessment window in the fall and winter months, braille forms are available for some ELA and mathematics Essential Elements at higher linkage levels. After a braille testlet is submitted, the test administrator can begin instruction and assessment on the next Essential Element, which may also have a braille form available. The BRF for the testlet will need to be downloaded and embossed. The time for this process must be considered in the test administration time.

Braille forms are **not** available for science Essential Elements in the optional instructionally embedded assessment window.

#### *BRAILLE FORMS IN THE SPRING ASSESSMENT WINDOW*

In the spring assessment window, braille forms are available for some ELA, mathematics, and science Essential Elements at the upper linkage levels. All testlets are adaptive in this window, including braille forms of the testlets. After the first testlet is submitted, the next one will take up to 15 minutes to arrive. If the next testlet delivered also has a BRF available, the testlet will need to be downloaded and embossed. The time for this process must be considered in the test administration time.

#### *SUBMITTING, SCORING, AND HANDLING EMBOSSED BRAILLE FORMS*

Every BRF has an equivalent computer-based version of the testlet in Kite Student Portal. As the student responds to each item on their embossed paper version of the testlet, the test administrator inputs the student's responses into the testlet in Student Portal, then submits the testlet. The system scores the responses in the same way as non-braille forms are scored.

When the assessment is complete, the embossed paper form must be securely destroyed. Consult the assessment coordinator about the process used in your district for securely handling and destroying embossed braille testlets.

#### *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 the Alternate Form-Visual Impairment option, which is often called a Blind Visual Impairment (BVI) testlet. That option is only available for certain Essential Elements and linkage levels and only when the test administrator selects the Alternate Form-Visual Impairment option in the PNP Profile.

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

#### *TIPS FOR A TEACHER-ADMINISTERED ALTERNATE-FORM TESTLETS*

The TIP for a teacher-administered Alternate Form-Visual Impairment option will list materials that may require some advanced preparation by the test administrator. Special materials are recommended, but other familiar materials may be substituted as described in the TIP.

#### *TIPS FOR A COMPUTER-DELIVERED ALTERNATE FORM TESTLETS*

If a standard form testlet includes images on the screen, the TIP will have an alternate text page with prewritten language that mirrors the description that the computer would read aloud if the student was using Spoken Audio. Alternate text is only included for images because the onscreen text of the stem and answer options can be read aloud to the student by the test administrator.

The TIP includes instructions for the test administrator on how to use materials to replicate the images on the screen into tactile options for the student. Instructions inform the test administrator when to present certain materials (e.g., prior to asking the question, after asking the question).

#### *ADMINISTRATION OF ALTERNATE FORM-VISUAL IMPAIRMENT OPTION TESTLETS*

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

- If the student also has a physical disability that makes manipulating objects difficult, take direction from the student or act on the student's behalf by manipulating materials and selecting the responses indicated by the student.
- Computer Spoken Audio can be selected in the PNP Profile.
- Human read aloud can always be provided by the test administrator using the alternate text for images onscreen and describing any materials presented to the student that represent images shown on the screen. The alternate text is found at the end of the TIP.
- If any materials are being substituted, change the language in the testlet to match the substituted object. For example, if the testlet uses cakes in fractional pieces and the student has been learning fractions using pizzas, pizzas may be substituted, then also change cake to pizza when reading the text aloud.

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

#### **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. Although the goal is to complete a testlet in a single session, breaks may be needed when the student is fatigued, disengaged, or having behavioral problems that may interfere with the student being able to demonstrate what they know and can do.

### *INDIVIDUALIZED STUDENT RESPONSE MODE*

The items in the teacher-administered testlets do not limit response modes to certain types of expressive communication; all response modes are allowed. Test administrators may need to represent response options outside of 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 DURING TESTING*

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

### *NAVIGATION ACROSS SCREENS*

For any student who has 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 the student navigate across screens.

### *ENTERING RESPONSES FOR A STUDENT*

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, materials, or verbalization, the test administrator may enter the response into the testlet on behalf of the student. Again, the student's method for responding to items should 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 5× magnification setting, the test administrator may use an interactive whiteboard or projector or a magnification device that works with the computer screen to enlarge the assessment to the needed size.

Some students do not have the fine motor skills they need to be able to select a response option on the screen of a typical average-sized computer device. When this occurs, the test administrator may project the testlet on a large whiteboard screen or a similar device. 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*

Pictures or objects may **not** be used to represent text-based response options. For example, if response options are words (i.e., text), then the responses may not be represented by pictures or objects. However, if the onscreen response option is a picture 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.

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

#### *GRAPHIC ORGANIZERS*

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

#### *BLANK PAPER*

If the student requires blank lined or unlined paper, it may be provided to the student. However, once the student has written anything on it, the paper then becomes a secure assessment document. At the conclusion of the assessment session, the paper must be securely destroyed along with the TIP.

#### *USE OF REINFORCEMENT*

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

#### *GENERIC DEFINITIONS*

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

## PRACTICES NOT ALLOWED

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

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

For questions regarding whether a support is allowable, test administrators must contact their assessment coordinator. If supports outside of those listed are provided for a student, some states require that a description of those supports be provided using a state reporting system. To avoid invalidating the student's assessment, follow state-specific guidelines and get approval from the assessment coordinator before using other supports.



## SPRING ASSESSMENTS

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<b>Schedule and Arrange Assessment Sessions.....</b>	<b>82</b>
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### KEY STEPS

Test administrators prepare for the Dynamic Learning Maps® (DLM®) spring assessment by completing the key steps in Table 19. 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 10 of this manual.

Check your state’s DLM webpage or the Appendix to this manual (if provided by your state) for the dates of your spring assessment window.

Table 19

#### *Key Steps during the Spring Assessment Window*

Steps
1. Recheck student demographic information, PNP Profile setting, and survey responses.
2. Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment.
3. Schedule locations and times for assessment sessions.
4. Retrieve the Testlet Information Page (TIP) for the first testlet. Gather needed materials before beginning the assessment.
5. Retrieve the student’s username and password from Educator Portal.
6. Using Student Portal, assess the student on the first testlet.
7. As other testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal.

## 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 take a break from testing until the student is ready again. You can also use the **EXIT DOES NOT SAVE** button and return later (if your state allows this option). If **EXIT DOES NOT SAVE** is chosen during a testlet, any responses the student had made up to that point will not be saved. The testlet will revert to the unused status. When the student is ready again, testing can begin afresh.

Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. However, the space must be quiet, free from distractions, and located where the testlet is not visible to other students.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided on page 44 and in Teacher-Administered Testlets on page 57 of this manual.

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

## RETRIEVE 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 the instructionally embedded assessment window, the TIP is accessed in the Instruction and Assessment Planner section of Educator Portal.

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

The testlet form name is included on the TIP (outlined in red in Figure 35). This is a TIP for an ELA assessment of reading informational text for grade 11 or 12 for a testlet at the Initial Precursor Level.

Figure 35. Example Testlet Information Page header with testlet form name.

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

 **DYNAMIC**  
LEARNING MAPS

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

Testlet Information Page: ELA7125

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Testlet Type: Teacher-administered      Number of Items: 4

Information on the TIP states whether a testlet is computer-delivered or teacher-administered and indicates the number of items on the testlet. The TIP for a teacher-administered testlet typically has more information regarding materials to use during testing than the TIP for a computer-delivered testlet, except for students who are blind or have visual impairments. The materials for a computer-delivered testlet are typically all on the computer screen.

The TIP also provides the following information for each testlet:

- **Materials Needed:** This field lists any materials needed to administer the testlet. 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 section of this manual, the TIP will indicate when a support is not allowed (e.g., calculator or if other limits are included like when definitions or translation are not allowed).

- **Other Comments:** If a testlet has other unique instructions, they will appear here. Testlets that require special setup before test administration, such as some mathematics testlets designed for students who are blind or have visual impairments, have additional pages of instructions.
- **Alternate Text:** For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.

HINT: Instructions for alternate text for ELA are in their own section in the last pages of the TIP.

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 Instructional Resources page on the DLM website and used in classroom instruction prior to assessment)
- name of the grade-level text associated with the DLM alternate assessment text

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 can use a calculator if the student is accustomed to using a calculator for instruction. Some items in the testlet may not require a calculator, but the test administrator does not have to remove the calculator once it has been given for the testlet.
  - “No” means a student cannot 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.

## ***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. If a requested material is not readily available, a suitable substitution should be made. Materials that are not listed may be substituted if they meet the general requirements for that Essential Element. Also, if a testlet assigned to the student contains materials that are not appropriate for that student, substitutions can be made.

Materials for the testlet must be collected prior to the assessment session. However, if the student has begun a testlet and the materials are not working as anticipated, alternate materials may be retrieved. Student Portal can be inactive up to 90 minutes before timing out.

Go to System Timeout on page 55 of this manual for more information about the 90-minute timeout.

The Materials Collections is a list of common materials used in testlets, particularly the teacher-administered testlets. The list is first provided during the instructionally embedded assessment window and is then replaced by the one for the spring assessment window. The lists are available for each subject being tested.

To access the Materials Collections list, go to the DLM website > your state > Teacher > Instructional Resources > All > scroll to the Materials Collections list for each subject.

### *FAMILIAR TEXTS*

Teacher-administered reading testlets use texts that are familiar to students and that were used during instruction. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided. Go to the DLM website > your state > Instructional Resources > DLM Familiar Texts > choose a grade level to access all texts for that grade.

### *OTHER REQUIREMENTS*

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

- assessment device with the most current version of Kite Student Portal
- student's username and password
- assistive devices appropriate to the student (if applicable)
- headphones for use with 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 six and as many as ten testlets, depending on the grade and subject (details are in Appendix A. Number of Testlets for Spring Assessments on page 113 of this manual).

On the Test Management screen in Educator Portal, 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 the number of testlets that are available. For example, on the Test Management screen in Figure 36, the student is on the third of nine required science testlets for the grade.

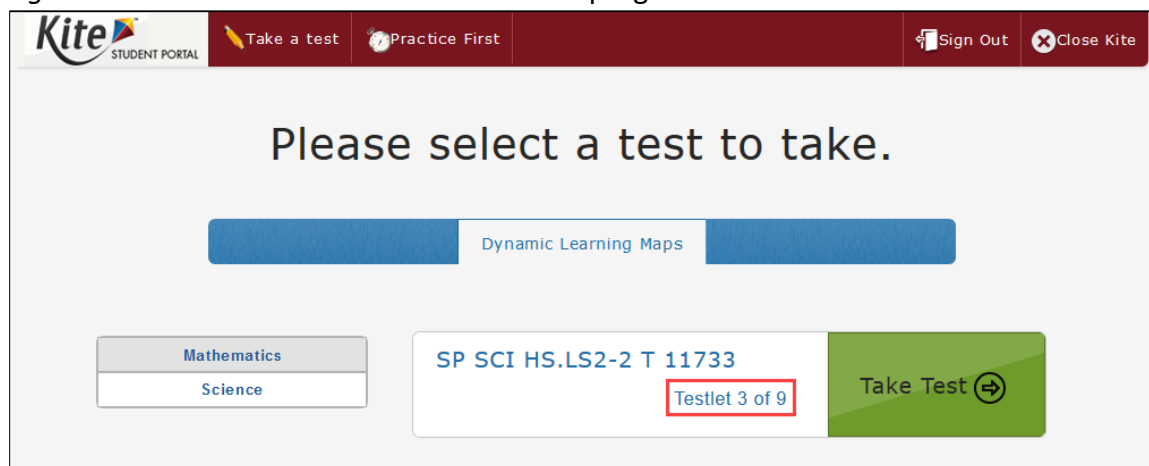
*Figure 36.* Screenshot of Test Management screen in Educator Portal.

Test Session Name ↑	Tickets	Test Information	Test Progress	Subject
DLM-SP SCI EL ESS1-2 P			Testlet 3 of 9	Science

Page 1 of 1 10 per page 1-1 of 1 items

Also in Kite Student Portal, testing progress is indicated in the same way (e.g., Testlet 3 of 9) as shown in Figure 37.

Figure 37. Screenshot of science assessment progress in Kite Student Portal.



## INDIVIDUAL STUDENT SCORE REPORTS

The Individual Student Score Reports are generated exclusively from responses in testlets administered only during the required spring assessment window. Responses from field test testlets and testlets administered during the optional instructionally embedded assessment window are not factored into end-of-year results.

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 testlets, 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. 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 then for each overall subject. Summative results are based on all assessed Essential Elements in the blueprint for ELA, mathematics, and science.

The EDUCATOR PORTAL USER GUIDE contains information about accessing Individual Student Score Reports in the section, Access Reports and Data Extracts. Scoring and reporting videos are available to help educators interpret score reports. These are located on each state's webpage under the Scoring and Reporting tab. Only certain roles in Educator Portal are allowed access to the reports, which are determined by state policy. Test administrators may also contact the assessment coordinator or building test coordinator about reviewing students' Individual Student Score Reports.

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## PREPARE FOR NEXT YEAR

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Test administrators and IEP teams need to make certain decisions when preparing for the following school year. Two steps are described in Table 20.

Table 20

*Preparation for the Following School Year*

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

### REVIEW BLUEPRINT

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

## INSTRUCTIONALLY EMBEDDED ASSESSMENTS (OPTIONAL BUT RECOMMENDED)

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<b>Access the Fall Performance Report .....</b>	<b>93</b>

For an overview and more information about the purpose of instructionally embedded assessments, go to Optional Instructionally Embedded Assessment on page 29 of this manual.

### KEY STEPS

Test administrators prepare for and deliver instructionally embedded assessments by completing the key steps in Table 21. 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 10 of this manual.

Table 21

#### *Key Steps in Preparing for Instructionally Embedded Assessments*

Steps
1. Follow state and district guidelines for choosing Essential Elements for instruction.
2. Retrieve instructional information for the Essential Element either on the website or by selecting on the mini-map in the Instruction and Assessment Planner for the Essential Element.



Steps
3. Follow the steps outlined in the EDUCATOR PORTAL USER GUIDE to select an Essential Element and linkage level. The Instruction and Assessment Planner is open only during the optional instructionally embedded assessment window. Find the dates for your state’s instructionally embedded assessment window at the top of your state’s DLM webpage.
4. Deliver instruction until you determine the student is ready for assessment.
5. Schedule a location and time for assessment sessions.
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.
7. Retrieve the student’s credentials (username and password) in the Instruction and Assessment Planner.
8. Sign in to Student Portal.
9. Assess the student on the assigned testlet.
10. Review and evaluate the assessment results—did the student master the Essential Element at the linkage level tested?
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.
12. Repeat the instruction and assessment cycle for more Essential Elements during the instructionally embedded assessment window.

HINT: During the instructionally embedded assessment window, at least one testlet at each linkage level is available for each ELA, mathematics, and science Essential Element. After a student completes a testlet, more testlets for that Essential Element and linkage level may be available. Follow your district’s guidance on frequency of assessment.

## CHOOSE ESSENTIAL ELEMENTS FOR INSTRUCTION

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.

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

- Essential Elements
- linkage levels
- accessibility supports
- frequency of testing
- repeated assessment of a linkage level for an Essential Element (if more than one testlet is available at that linkage level)

Decisions should 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 that should provide an appropriate challenge for the student and represent a good instructional target, but the test administrator may override that recommendation and select another linkage level. Information about the nodes (skills) at each linkage level for ELA and mathematics are found in two places:

- Both short and long linkage level descriptors are provided in the Instruction and Assessment Planner. Go to the step for choosing a linkage level in the Create a Plan section in the EDUCATOR PORTAL USER GUIDE.
- The list of nodes for each Essential Element in the Tested Essential Elements PDFs are located on the Instructional Resource Page. An example is shown in Table 22.

Table 22

*An Example of an ELA Essential Element with Node Descriptions*

<b>ELA.EE.RI.6.5:</b> Determine how the title fits the structure of the text.
<b>Initial Precursor:</b> The student can move appropriately to demonstrate an understanding of action words spoken by adults in a familiar routine.
<b>Distal Precursor:</b> The student can identify concrete details, such as individuals, events, or ideas, in a familiar informational text.
<b>Proximal Precursor:</b> Given a text with a clear structure, the student can determine whether the text tells about an event, gives directions, or provides information on a topic.
<b>Target:</b> The student can understand how the title of an informational text reflects the structure, content, and purpose of the text.
<b>Successor:</b> The student can identify that events or facts may be tied together in a sequence in order to communicate steps or the need for a linear process.

**REVIEW AND REVISE CHOICES**

Test administrators should review the Essential Elements they assigned to their students. A change may be necessary if 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. A change can occur unless a testlet has been assigned. Only a user with the Educator Portal role of State Assessment Administrator or District Test Coordinator can cancel an assigned testlet.

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 Instructional Resources page on the DLM website. This information is also available in the Instruction and Assessment Planner when the user selects the mini-map icon for each Essential Element during the instructionally embedded assessment. To learn about the steps to access the mini-maps, check the Create a Plan section of the EDUCATOR PORTAL USER GUIDE.

NOTE: The science learning map model is still being developed and not available at this time. Therefore, science Essential Elements have fewer nodes than ELA and mathematics Essential Elements.

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. Go to the [DLM Professional Development](#) website for access to the modules.

## 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. By choosing to assign a testlet to the student, the TIP becomes available to the test administrator. Also, the test administrator may decide not to assign a testlet for an Essential Element. By using this action, the Essential Element at that linkage level will revert to its original status.

## SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

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 the 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 the 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 the testlet is not accessible to other students.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 44 and Teacher-Administered Testlets on page 57 of this manual.

For assessment time averages and ranges go to 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 the most current version of Student Portal downloaded
- 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*

The type of information included on the TIPs is the same for testlets in both the instructionally embedded assessment and spring assessment windows. For more information on TIPs, go to Testlet Information Page on page 82 of this manual.

### **ACCESS THE FALL PERFORMANCE REPORT**

The Fall Performance Report provides information about the student's participation in the optional instructionally embedded assessment window. The report is per student and 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 or did not master the linkage level for the Essential Element.

The Fall Performance Report is a PDF that can be downloaded, printed, and saved. Test administrators may find the report useful when planning or reviewing instruction during the instructionally embedded assessment window. For ELA and math, the report displays the tested conceptual areas. For science, the report displays the domains. This 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.

HINT: Mastery results for writing testlets taken during the optional instructionally embedded assessment window are not available.

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## KITE STUDENT PORTAL USER GUIDE

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HINT: When using Student Portal, all other screens are locked and cannot be accessed.

<b>Kite Student Portal Assessment Devices.....</b>	<b>94</b>
<b>Internet Connectivity .....</b>	<b>94</b>
<b>Kite Student Portal Procedures .....</b>	<b>94</b>
Access Practice Activities and Released Testlets .....	95
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Spoken Audio .....	101
Take a Break During Assessment .....	102
Complete a Testlet.....	103
Troubleshoot in Kite Student Portal .....	104

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

### KITE STUDENT PORTAL ASSESSMENT DEVICES

The most current version of Kite Student Portal must be downloaded each year on a student's testing device to take the Dynamic Learning Maps® (DLM®) alternate assessment. Student Portal can be downloaded on a variety of devices. Go to the [Kite® Suite](#) page on the DLM website for the 2022–2023 Kite Installation Guides.

### INTERNET CONNECTIVITY

An internet connection is required to deliver assessments. Your assessment coordinator or technology personnel can help with internet connectivity questions or issues.

### KITE STUDENT PORTAL PROCEDURES

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NOTE: A testlet must begin and end on the same testing device. Do not attempt to launch a single testlet on multiple devices. This means a student should not start a testlet on one device and then attempt to launch the same testlet on another device. If the testlet cannot be finished on one device, use **EXIT DOES NOT SAVE** to discontinue the testlet (no answers will be saved). Begin the testlet again on a different device.

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## ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

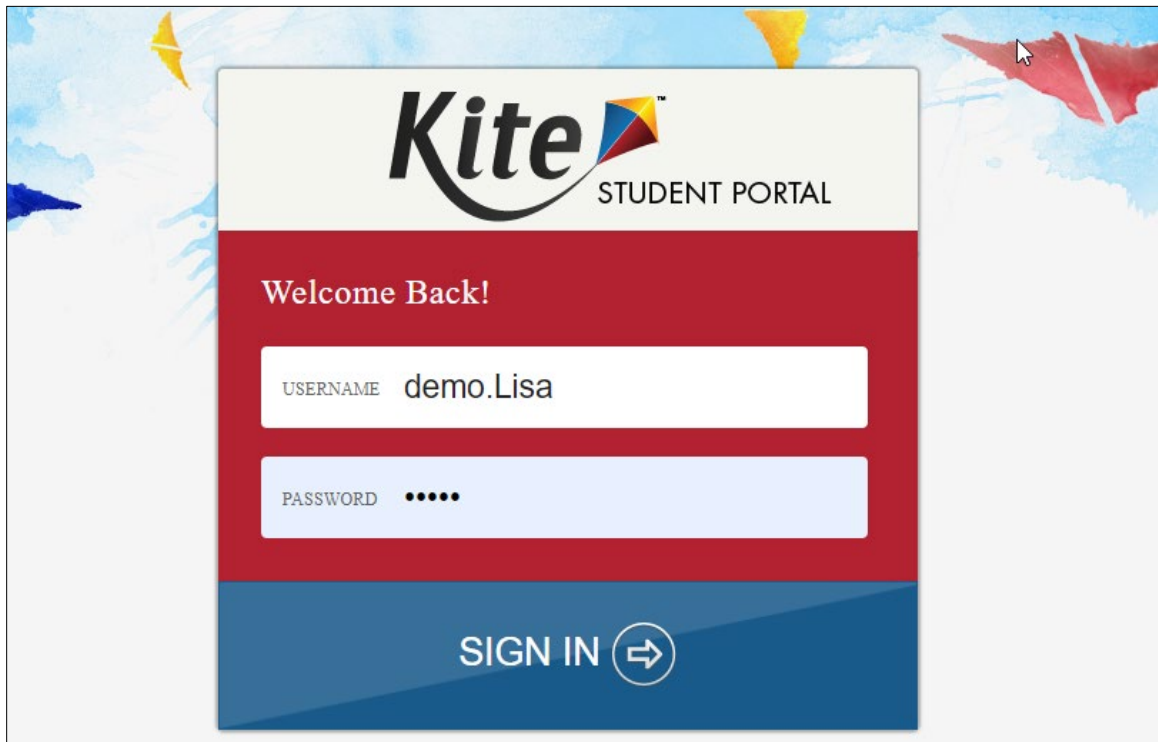
HINT: The most current version of Student Portal must be installed before accessing practice activities or released testlets. Download instructions for each type of device are available on the [Kite® Suite](#) webpage on the DLM website.

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

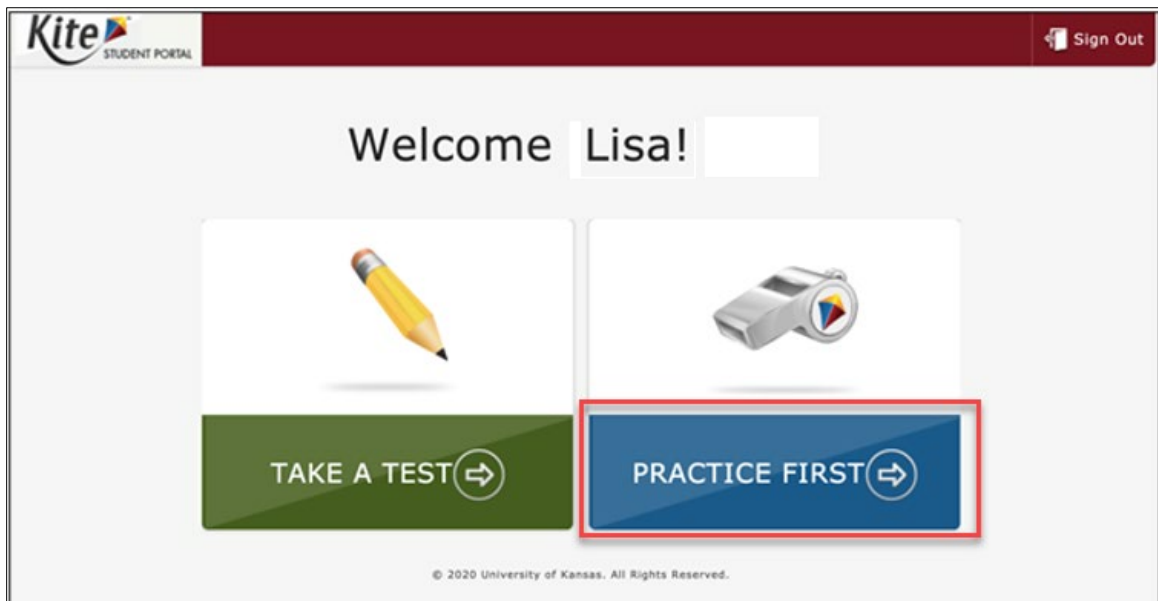
1. Select the **Kite Student Portal** icon on the testing device.



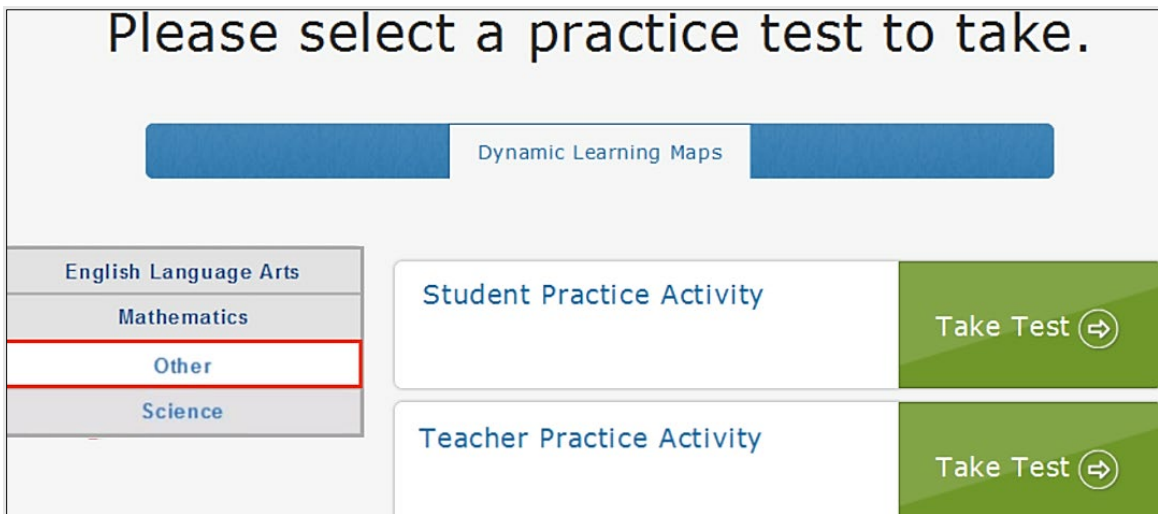
2. Enter the demo student username and password. Select **SIGN IN**.

A screenshot of the Kite Student Portal login interface. The background is a light blue sky with stylized clouds and a red kite. The login form is a white box with a red header and a blue footer. The header contains the 'Kite' logo and 'STUDENT PORTAL'. The red header section says 'Welcome Back!'. Below this are two input fields: 'USERNAME' with the text 'demo.Lisa' and 'PASSWORD' with five dots. At the bottom of the form is a blue button with the text 'SIGN IN' and a right-pointing arrow icon.

3. Select **PRACTICE FIRST**.



4. Select **Other**, then select one of the two practice activities. Select **Take Test**.



5. Select **BEGIN**.
6. Continue with the testlet using the **BACK** and **NEXT** buttons to navigate. To stop in the middle of a testlet and end testing in that testlet, select **EXIT DOES NOT SAVE**.



7. Released testlets work in a similar way as the practice testlets. Choose a username and password associated with the student profile you want to use for practice with the student. Instead of **Other**, select the appropriate subject (**English Language Arts**, **Mathematics**, or **Science**). Several pages of released testlets will be available. Scroll



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

## BEGIN AN OPERATIONAL ASSESSMENT

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

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

During the spring assessment window, the student's username and password are available in Educator Portal in the Test Management section. Select the Test Ticket in the Test Ticket column.

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

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

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

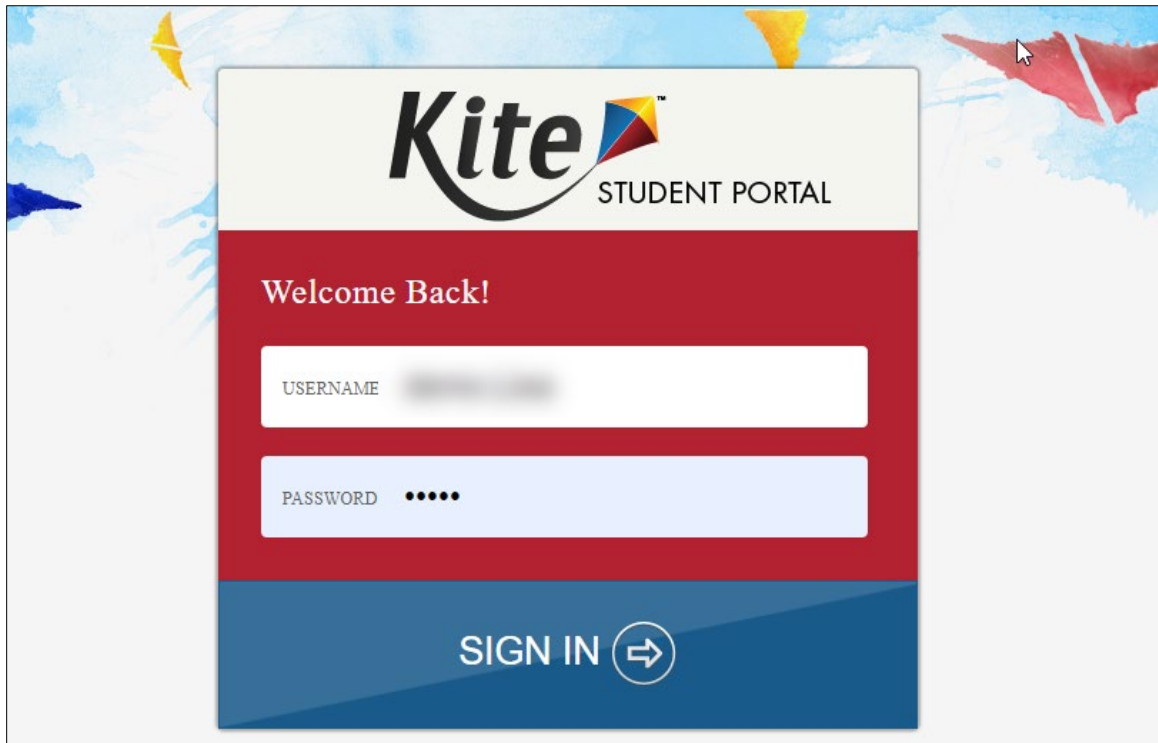
## START A TESTLET

To administer a DLM alternate operational assessment, follow these steps.

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

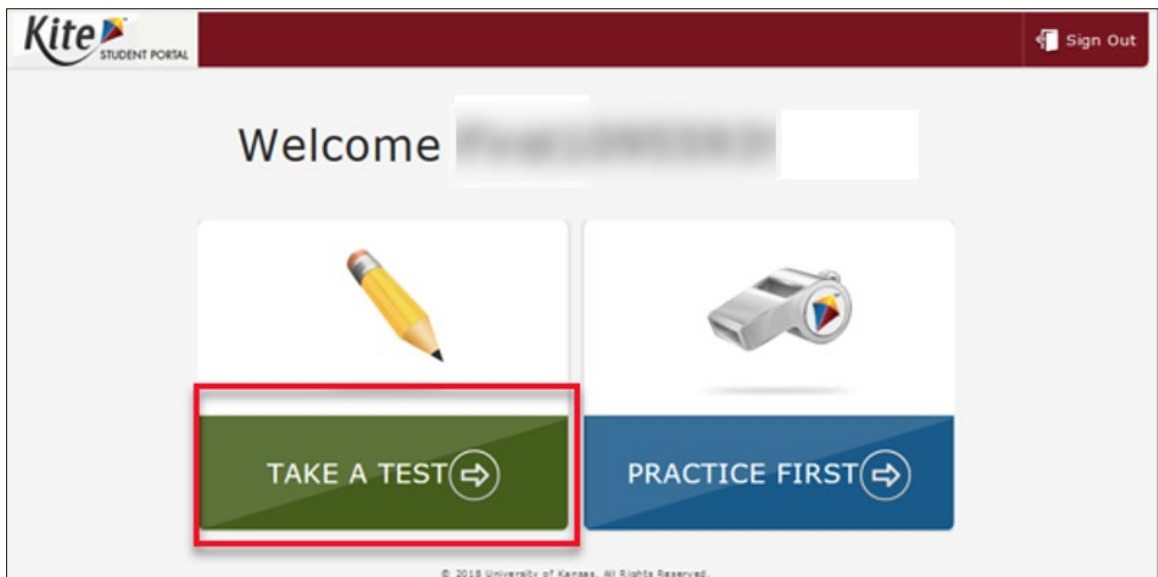


2. Enter the student's username and password. Select **SIGN IN**.



The image shows the Kite Student Portal login interface. At the top, the Kite logo is displayed next to the text "STUDENT PORTAL". Below this, a red banner contains the text "Welcome Back!". Underneath the banner are two input fields: "USERNAME" and "PASSWORD". The "PASSWORD" field is masked with dots. At the bottom of the login area is a blue button labeled "SIGN IN" with a right-pointing arrow icon. The background of the page features a colorful, abstract design with blue, yellow, and red elements.

3. Select **TAKE A TEST**.



The image shows the Kite Student Portal dashboard after a successful login. At the top, the Kite logo and "STUDENT PORTAL" text are on the left, and a "Sign Out" button is on the right. Below the header, the text "Welcome" is followed by a blurred username. The main content area features two large buttons: "TAKE A TEST" (green) and "PRACTICE FIRST" (blue). The "TAKE A TEST" button is highlighted with a red rectangular border. Above the "TAKE A TEST" button is a yellow pencil icon, and above the "PRACTICE FIRST" button is a silver whistle icon. At the bottom of the page, there is a small copyright notice: "© 2018 University of Kansas. All Rights Reserved."

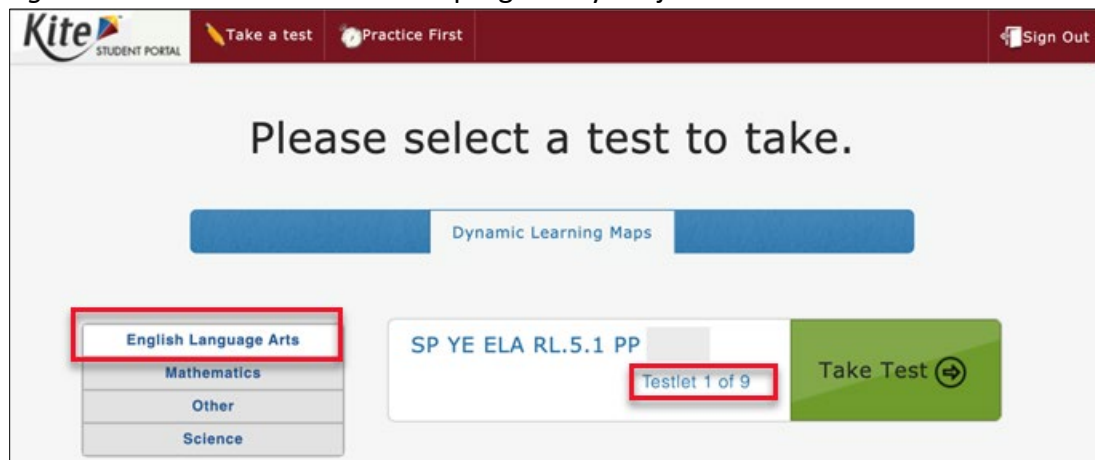
4. One testlet in each subject will be available.

5. Select **BEGIN**.



In the spring assessment window, Student Portal will display the number of testlets remaining by subject (Figure 38). In this example, English language arts is the selected subject. The student is starting testlet 1 of 9.

*Figure 38.* A student's assessment progress by subject in Kite Student Portal.









### NAVIGATE IN KITE STUDENT PORTAL

Navigate in Student Portal with the buttons introduced in Table 23.

Table 23

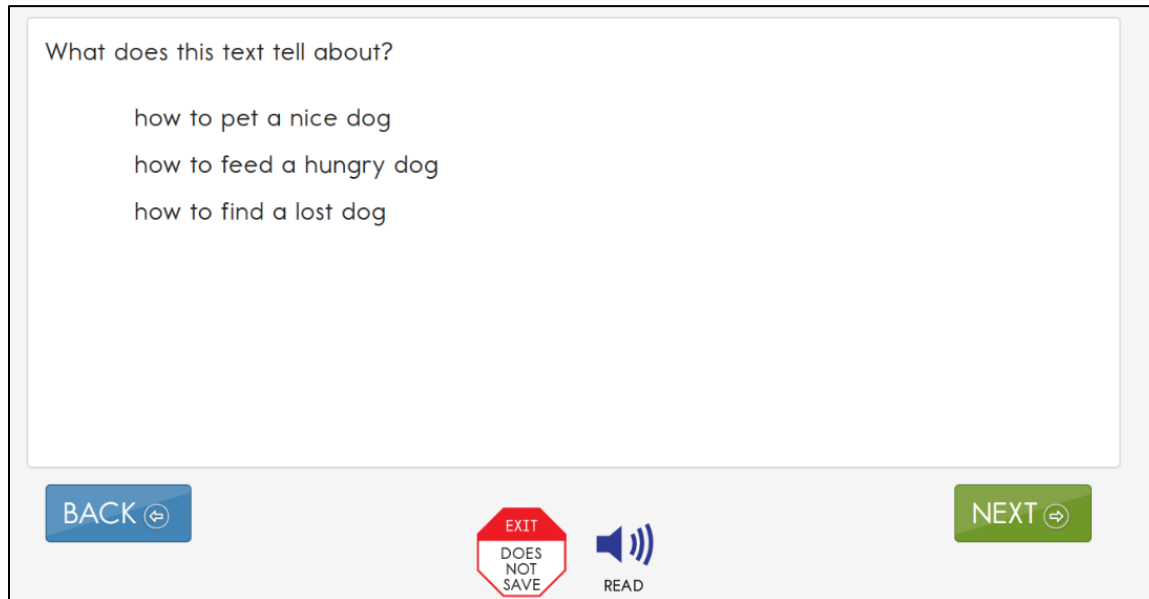
*Kite Student Portal Navigation Buttons*

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

\* Available on the review screen at the end of the testlet. Go to the review screen under Complete a Testlet on page 103 of this manual.

Figure 39 shows the buttons available on each testlet screen.

Figure 39. Screenshot of the available buttons on each testlet screen in Kite Student Portal.



#### *SPOKEN AUDIO*

When Spoken Audio is enabled in a student's PNP Profile, a **READ** button will appear at the bottom of the screen. Students may select the **READ** button to start the Spoken Audio (Figure 40).

Figure 40. Screenshot of the **READ** button in a testlet in Kite Student Portal.



As soon as Spoken Audio is enabled, a diagonal red line appears across the button and the word **READ** changes to **PAUSE** (Figure 41).

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



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

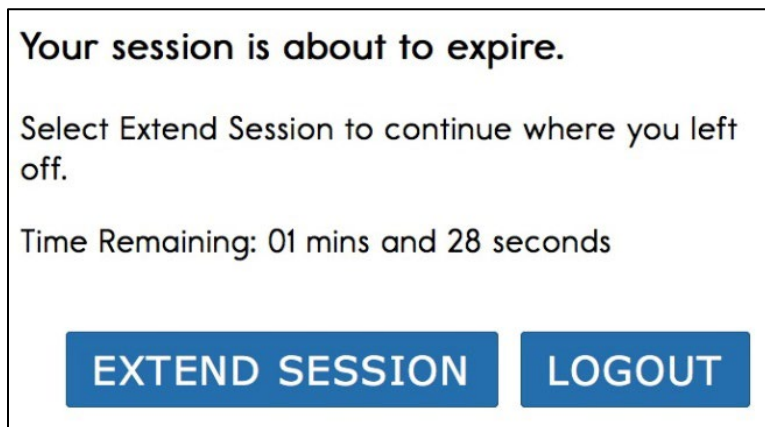
If the student selects **PAUSE**, the Spoken Audio stops. The button changes back to **READ** and the icon becomes uncrossed again. To resume the synthetic voice reading, the student selects **READ** and the Spoken Audio resumes.

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

#### *TAKE A BREAK DURING ASSESSMENT*

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

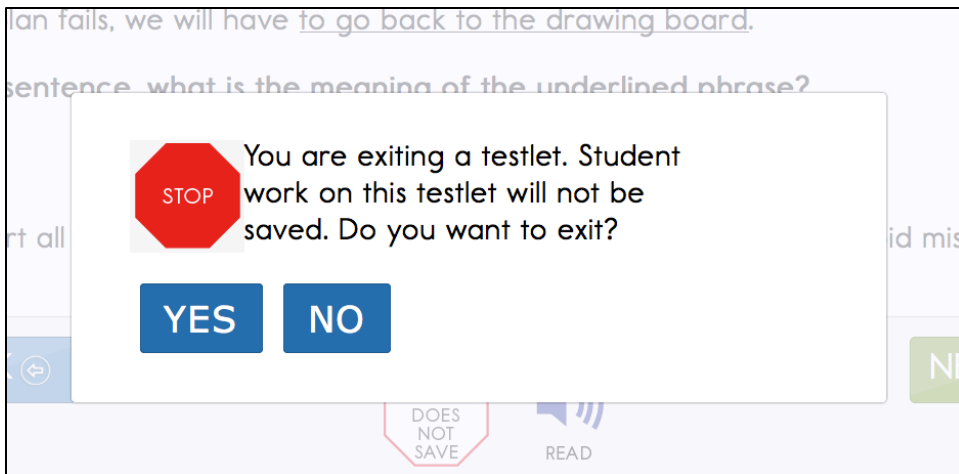
1. **Take a short break (up to 90 minutes).** After 88 minutes and 30 seconds of inactivity in the testlet, the system provides two warning options: **EXTEND SESSION** or **LOGOUT**. If neither option is selected, after the 90 seconds expires, Student Portal will automatically close the session and not save any responses.



2. **Take a break between testlets.** After submitting the testlet, log out of Student Portal. Sign back in when the student is ready to take the next testlet.
3. **Stop in the middle of a testlet** using the **EXIT DOES NOT SAVE** button. Student responses will not be saved and the testlet reverts to unused. The button will appear on every testlet screen.



The user receives a confirmation message when choosing **EXIT DOES NOT SAVE**.



If **YES** is selected, the testlet will close without saving the student's work. The testlet will be reset, and when the student returns to the testlet, the testlet will start at the beginning.

If **NO** is selected, the student can continue with the testlet.

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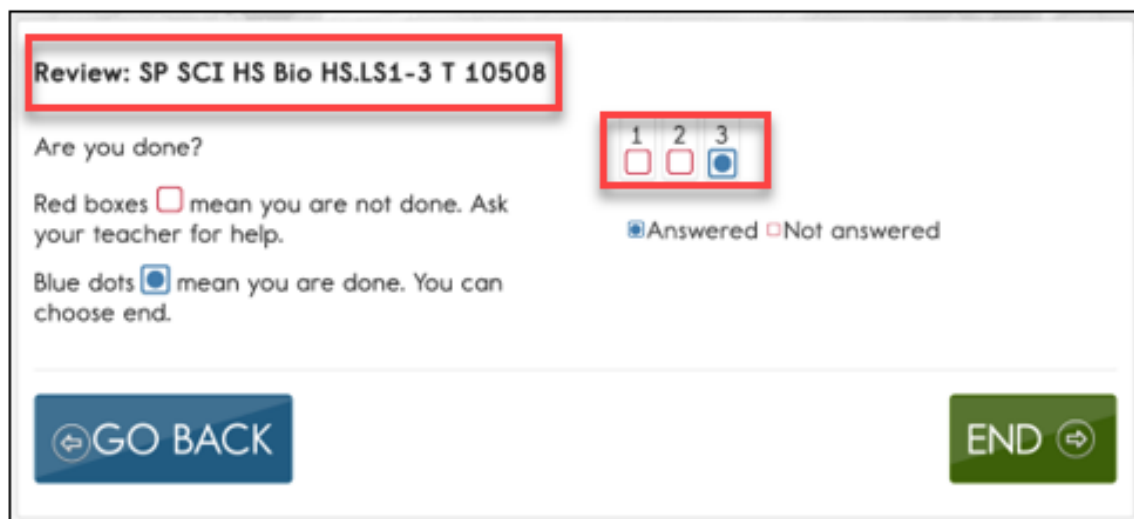
NOTE: Not all states allow the use of **EXIT DOES NOT SAVE**. Check with the assessment coordinator about using this option before beginning a testing session with a student.

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### COMPLETE A TESTLET

A review screen appears at the end of a testlet. Figure 42 is an example of a high school biology testlet at the Target linkage level during the spring assessment window. The student did not respond to two of the items. The screen provides an opportunity for the student to go back to those items again unless they were purposefully left unanswered.

Figure 42. Screenshot of the review screen at the end of a testlet in Kite Student Portal.

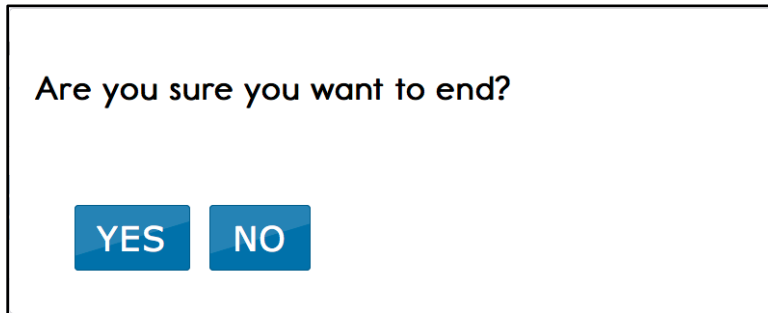


To complete the testlet, follow these steps:

1. Select **END**.



2. A confirmation message displays with the question, “Are you sure you want to end?”



3. If **YES** is selected, all answers will be saved, the testlet will be submitted and closed.
4. If **NO** is selected, the student can return to any page and continue working in the testlet.

#### *TROUBLESHOOT IN KITE STUDENT PORTAL*

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

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



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## GLOSSARY

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

Term	Description
<b>card</b>	A cell on the Student View Page in the Instruction and Assessment Planner 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.
<b>claim</b>	ELA and mathematics: A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within English language arts and mathematics. Each claim is subdivided into two or more conceptual areas.
<b>conceptual area</b>	ELA and mathematics: A region within the DLM learning map containing nodes associated with related Essential Elements, representing concepts and skills that support the learning of the Essential Elements in English language arts and mathematics. Conceptual areas are composed of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
<b>connection</b>	ELA and mathematics: The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.
<b>core idea</b>	Science: The key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication.  For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.
<b>display enhancements</b>	Options that change the testlet appearance on the student's device screen, including magnification, overlay color, invert color choice, and contrast color.
<b>domain</b>	Science: The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.

Term	Description
<b>Educator Portal</b>	Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring or tracking results. Users can access Educator Portal using any supported browser via <a href="https://educator.kiteaai.org/">https://educator.kiteaai.org/</a> . For information on working within Educator Portal, access the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.
<b>engagement activity</b>	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items. The engagement activity for some science testlets at the upper linkage levels include a short video without audio.
<b>Essential Elements</b>	Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the grade-level expectations identified in K–12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K–12.

Term	Description
<b>First Contact survey</b>	<p data-bbox="527 258 1317 483">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.</p> <p data-bbox="527 506 1317 846">In the optional instructionally embedded assessment window, data gathered from the core questions from the survey are used to <b>recommend</b> the linkage level for each ELA and mathematics Essential Element. In addition to the core questions, data gathered from the science questions are used to <b>recommend</b> the linkage level for each science Essential Element. Data gathered from the core questions plus data from the writing questions are used to <b>recommend</b> the linkage level for the writing testlet.</p> <p data-bbox="527 869 1273 978">In the spring assessment window, data gathered from the core questions are used to <b>assign</b> the linkage level for the student's first ELA and mathematics testlets.</p> <p data-bbox="527 1001 1297 1110">Data gathered from the core questions plus data from the science questions are used to <b>assign</b> the linkage level of the student's first science testlet.</p> <p data-bbox="527 1134 1317 1283">In the spring window, data gathered from the core questions plus data from the writing questions are used to <b>assign</b> the linkage level for the writing testlet, instead of performance of previously completed testlets.</p>
<b>initialization</b>	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.
<b>Instruction and Assessment Planner</b>	A part in Educator Portal where test administrators perform assessment functions for a student during the optional instructionally embedded assessment window. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery of a tested Essential Element at a linkage level. Score results are not used for the end-of-year Individual Student Score Reports.

Term	Description
<b>instructionally embedded assessment</b>	<p>Occurs during the optional instructionally embedded assessment window in the fall and winter months where instruction and assessment are closely integrated with assessment functions being performed throughout instruction. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery indication for a tested Essential Element at a linkage level. Although a mastery indication is provided, score results do not impact end-of-year Individual Student Score Reports.</p>
<b>Kite Student Portal</b>	<p>Student Portal is a secure testing platform used by students to take testlets. Once launched, Student Portal prevents students from accessing unauthorized webpages or applications during testing.</p> <p>All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal.</p> <p>In addition to operational testing in the Student Portal, practice activities and released testlets can be administered using Student Portal. The login credentials for the practice activities and released testlets are unique to each one. Access the <a href="#">TEST ADMINISTRATION MANUAL</a> for more information about Student Portal.</p>
<b>linkage level</b>	<p>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.</p> <p>Science: An incremental level of complexity toward the learning target where an assessment was developed for the science Essential Elements. Science has three linkage levels: Initial, Precursor, and Target.</p> <p>Linkage levels for an Essential Element are always related directly to grade-level content standards but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.</p>

<b>Term</b>	<b>Description</b>
<b>materials</b>	Any objects, manipulatives, and tools used during an assessment. Materials Collection lists are specific to a window for each subject. The lists are found on each state's DLM website under Educator Resources.
<b>node</b>	ELA and mathematics: A representation in the DLM learning map model of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
<b>Personal Learning Profile</b>	A collective term used to describe a student's personal needs and preferences settings entered in the PNP Profile in addition to information about the student entered in the First Contact survey in Educator Portal.
<b>Personal Needs and Preferences (PNP) Profile</b>	Student-specific information that informs Kite Student Portal about an individual student's personal needs and preferences for each testlet. The PNP Profile includes information the system needs to make the student's user interface in Student Portal compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.
<b>plan</b>	The test administrator creates a plan in the Instruction and Assessment Planner in Educator Portal only during the optional instructionally embedded assessment window. A plan includes an Essential Element, a linkage level, and a testlet for ELA, mathematics, and science.
<b>released testlets</b>	A released testlet is a publicly available sample DLM assessment. Released testlets may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. New released testlets are added periodically.
<b>stem</b>	The beginning part of the item that presents a problem to solve or an item to which a student responds. 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 a student chooses.

Term	Description
<b>Student Activity Table</b>	<p>A page in the Instruction and Assessment Planner in Educator Portal. The Student Activity Table provides an at-a-glance overview for all students rostered to the test administrator in the subjects in which the students are being tested during the optional instructionally embedded assessment window. The data in the Student Activity Table populates based on the test administrator's actions on the Student View Page for each student (i.e., how many testlets were administered).</p> <p>The table also includes three icons providing easy access to the First Contact survey, PNP Profile, and the student's credentials.</p>
<b>Student View Page</b>	<p>A page in the Instruction and Assessment Planner in Educator Portal that displays details about one student at a time for each Essential Element and linkage level. During the optional instructionally embedded assessment window, test administrators use the Student View Page for several instruction and assessment actions for each student (i.e., creating a plan and assigning a testlet). The system will display information about the student's testing progress and will indicate whether the student achieved mastery of an Essential Element at the linkage level tested.</p>
<b>tactile graphic</b>	<p>Tactile graphics are a means of conveying non-textual information to students who are blind or have visual impairments. Tactile graphics may include tactile representation of pictures, maps, graphs, diagrams, and other images. The DLM alternate assessment does not provide tactile graphics with the testlets.</p>
<b>technology-enhanced Items</b>	<p>Computer-delivered test items that require a specialized interaction, such as select and drag. A technology-enhanced item is any item that is not answered using direct selection. This item type is only used at upper linkage levels.</p>

Term	Description
<b>testlet</b>	<p>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.</p> <p>Testlets are delivered one at a time in each subject. They are either teacher-administered or computer-delivered and they are adaptive, except for the writing testlet, which is always delivered last, and its linkage level assignment is not based on performance of previous testlets. More specific information is found in the TEST ADMINISTRATION MANUAL.</p>
<b>Testlet Information Page (TIP)</b>	<p>A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.</p> <p>The Testlet Information Page (TIP) for each testlet lists the materials needed or describes the attributes of the materials needed specific to a testlet.</p> <p>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.</p> <p>The TIP for testlets at the Initial level for science has picture response cards that must be printed before testing. Best practice is to print them in color.</p> <p>Computer-delivered testlets require fewer materials than the teacher administered testlets.</p>



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## DYNAMIC LEARNING MAPS® APPENDIX

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### APPENDIX A. NUMBER OF TESTLETS FOR SPRING ASSESSMENTS

Table 24 shows the number of operational testlets to expect during the spring assessment window. It is organized by grade for each subject area.

Table 24

*Number of Operational Testlets to Expect during the Spring Assessment Window*

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	Field Test Testlets*
3	9	8	9	0 or 1
4	9	8	9	0 or 1
5	9	8	9	0 or 1
6	9	7	9	0 or 1
7	9	7	9	0 or 1
8	9	8	9	0 or 1
9	9**	7**	9***	0 or 1
10	9**	8**	9***	0 or 1
11	9**	6**	9***	0 or 1
12	9**	6**	9***	0 or 1

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

\*\*The high school blueprint provides coverage options for students in grades 9, 10, 11, and 12 to support the various testing requirements in different states in the consortium. Each state sets its own policy for which high school grade(s) are appropriate for DLM alternate assessments.

\*\*\*For states testing end-of-instruction biology in high school, students receive 10 testlets.

HINT: Check your state's DLM webpage for the subjects tested in your state.

## 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 access.

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

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

### *SPECIAL EDUCATION*

#### **Special Education Services**

Select the student's Primary Disability

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

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

- 80% or more of the day in Regular Class
- 40% to 79% of the day in Regular Class
- Less than 40% of the day in Regular Class

- Separate School: includes public or private separate day school for students with disabilities, at public school expense
- Residential Facility: includes public or private separate residential school for students with disabilities, at public school expense
- Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

### *SENSORY CAPABILITIES*

#### **Hearing**

##### Hearing

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

##### Classification of Hearing Impairment

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

##### Hearing: Mark all that apply

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

#### **Vision**

##### Vision

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

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

- Low vision (acuity of 20/70 to 20/200 in the better eye with correction)
- Legally blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction)
- Light perception only

- Totally blind
- Cortical visual impairment

Vision: Mark all that apply

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

Technological Visual Aids: Mark all that apply

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

### *MOTOR CAPABILITIES AND HEALTH*

#### **Arm/Hand Control and Health**

Arm and hand control: Mark all that apply

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

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

- No
- Yes

### *COMPUTER INSTRUCTION*

#### **Computer Use and Instruction**

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

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

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

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

Computer access during instruction: Mark all that apply

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

Level of attention to computer-directed instruction

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

Level of attention to teacher-directed instruction

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

## *COMMUNICATION*

### **Expressive Communication**

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

- Yes
- No

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

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

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

- Yes
- No

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

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

Select the student's primary sign system

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

### **Alternate Communication**

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

- Yes
- No

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

- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, commenting)
- Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

### **Augmentative or alternative communication**

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

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

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

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

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

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

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

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

### **Receptive Communication**

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

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

- Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
- 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)
- 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 two-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

## *LANGUAGE*

### **Primary Language**

Is English the student's primary language?

- Yes
- No

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

- Yes
- No
- Unknown

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

- Yes
- No

## *ACADEMIC*

### **\*Reading Skills – Entire Section is Required**

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

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

- A. Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast-food restaurants)
- B. Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)
- C. Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)
- D. Reads words, phrases, or sentences in print or Braille when symbols are provided with the words



- E. Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
- F. Reads text presented in print or Braille without symbol support but WITHOUT comprehension
- G. Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
- H. Explains or elaborates on text read in print or Braille

### **Reading Skills**

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

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

### **\*Math Skills Entire Section is required**

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

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

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

**\*Writing Skills Entire Section is Required**

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

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

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

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

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

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

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

**End of Survey**

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## STATE APPENDICES

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### DOCUMENT HISTORY

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

Table 25

*Document History*

Date	Section Name/Summary of Changes	Starting Page
07/29/2022	Updated timeframe for a testlet reset from 72 hours to five business days.	3
07/29/2022	Important information about a grade change after testing has started.	12
07/29/2022	Updated information about braille forms; three choices available for selection for Braille Ready Files (BRFs).	73
07/29/2022	“Fall Performance Report” is the new title for “Essential Elements Status Report: Fall.”	93
07/29/2022	Updated language.	Throughout

## 2022-23 New York State Alternate Assessment (NYSAA): Educator Checklist

Step 1: Read and become familiar with the DLM TEST ADMINISTRATION MANUAL (TAM), ACCESSIBILITY MANUAL, and EDUCATOR PORTAL USER GUIDE

Task	Yes	No	Done
Updated manuals can be located at <a href="https://dynamiclearningmaps.org/newyork">https://dynamiclearningmaps.org/newyork</a> or <a href="http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment">http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment</a>			

Step 2: Test administrators must have an account set up in Kite® Educator Portal <https://educator.kiteaai.org/AART/login.htm>

Task	Yes	No	Done
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 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> .			
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 <a href="mailto:kite-support@ku.edu">kite-support@ku.edu</a> . The link is good for 10 days. If the activation email is not received, check your SPAM files.* Also, inquire to your technology managers regarding firewalls and other software that may block access. *Please note that passwords must be reset.			
Verify your Educator Profile (i.e., user role, district, etc.) (Refer to the <i>Manage User Account</i> section of the <b>EDUCATOR PORTAL USER GUIDE</b> located on the <a href="#">NY DLM NYSAA webpage</a> ).			
Certified Educators <b>must</b> then complete the Security Agreement (Refer to <i>Manage User Account</i> section of the <b>Educator Portal User Guide</b> located on the <a href="#">NY DLM NYSAA webpage</a> .) The Security Agreement must be completed to work in the 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

Task	Yes	No	Done
<b>Required training for NEW teachers:</b> 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.			
Test administrators must access <a href="#">MOODLE</a> (after first establishing an account in Educator Portal (EP) and waiting for up to 3 hours for the Moodle account to be activated) to take the qualifiers. Moodle Login: <a href="https://training.dynamiclearningmaps.org/login/index.php">https://training.dynamiclearningmaps.org/login/index.php</a> <ul style="list-style-type: none"> <li>○ Username: email address used in Kite Educator Portal (all lower-case letters)</li> <li>○ Password: email address up to @ (all lower-case letters)</li> </ul>			
Test Administrator Qualifications: <ul style="list-style-type: none"> <li>○ Test administrators complete the 4 required training modules, then the 4 required qualifiers (post-quizzes) in <a href="#">MOODLE</a> (approximate time commitment: 2 hours 30 minutes). <ul style="list-style-type: none"> <li>▪ Each qualifier must be passed with 80% or better accuracy.</li> <li>▪ A completion certificate will be available when all requirements have been met. <ul style="list-style-type: none"> <li>✓ <b>This certificate <u>must be printed</u> for your records.</b></li> </ul> </li> </ul> </li> </ul> <p>This self-directed training is available for <b>Continuing Teacher and Leader Education (CTLE)</b> credit. Please email <a href="mailto:EMSCASSESSINFO@nysed.gov">EMSCASSESSINFO@nysed.gov</a> and provide your name as it appears on your NY certification, email, name of training, training hours, date, and copy of training completion certificate.</p>			

NOTE: All training requirements must be completed before the test administrator will have access to a student's Kite Student Portal log-in information. Additional professional development resources are available to all at <https://dynamiclearningmaps.org/professional-development>

Step 3B: RETURNING test administrators must complete 1 module of self-directed training to be eligible as a test administrator

Task	Yes	No	Done
<p><b>Required training for RETURNING teachers:</b></p> <ul style="list-style-type: none"> <li>▪ Test administrators complete the required overview training module, then the required qualifier (post-quiz) in <a href="#">MOODLE</a> (Consortium Model) (approximate time commitment: 1 hour 15 minutes).</li> <li>▪ The quiz must be passed with 80% or better accuracy.</li> <li>▪ 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.</li> <li>▪ The next training module will only become available after the quiz is successfully completed or a message appears that all requirements have been met.</li> </ul> <p>A completion certificate will be available when all requirements have been met. This certificate <u>must be submitted</u> if you request CTLE credit.</p>			

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](mailto:EMSCASSESSINFO@nysed.gov) and 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 <https://dynamiclearningmaps.org/professional-development>

#### Step 4: Accessibility Supports/Accommodations

Task	Yes	No	Done
The expectation is that accessibility supports are similar to those that have been used during instruction (refer to the ACCESSIBILITY MANUAL).			
Do not have the assessment be the first time a student is using accessibility features.			

NOTE: Best Practices would have accessibility features documented on a student's IEP as testing accommodations (refer to Accessibility Memo <http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>).

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

Task	Yes	No	Done
For new students, complete the Personal Needs and Preferences (PNP) Profile and First Contact survey (FCS). Make sure to utilize the student's IEP for this information			
For returning students, review and update, as necessary, the information in the PNP and FCS and complete any new information required in the FCS			

NOTE: The information from the FCS generates the student's first testlet's adaptive linkage level.

## Step 6: Kite® Suite

Task	Yes	No	Done
Kite Student Portal is used for assessing students and must be downloaded on student testing devices. Check the DLM website for the current version of Student Portal at <a href="https://dynamiclearningmaps.org/kite">https://dynamiclearningmaps.org/kite</a> The new software update covers all platforms. For more information on Kite Student Portal, including status, system requirements, and installation instructions <a href="https://dynamiclearningmaps.org/kite">https://dynamiclearningmaps.org/kite</a>			
Sign up for test updates at <a href="https://dynamiclearningmaps.org/test-updates">https://dynamiclearningmaps.org/test-updates</a>			
Educator Portal is used by educators for data management. Educators must verify accuracy of the roster (Refer to the <i>Manage Student Data</i> section): <ul style="list-style-type: none"> <li>▪ Confirm Student Eligibility. Refer to student's IEP and the 2022-23 NYSED Birthdate Chart</li> <li>▪ If students are entered in error, educators must contact the DTC/BTC and Data Manager, who can make corrections.</li> <li>▪ If educators cannot "see" students in Educator Portal, some questions to explore: <ul style="list-style-type: none"> <li>✓ Did the educator complete training and pass associated quizzes?</li> <li>✓ Did the educator agree to and sign the Security Agreement?</li> <li>✓ Are the students rostered to the educator?</li> </ul> </li> </ul>			
If you need assistance: <ul style="list-style-type: none"> <li>▪ Contact your DTC/BTC first for assistance</li> <li>▪ Then contact NYSED <a href="mailto:CBTSupport@nysed.gov">CBTSupport@nysed.gov</a> or <a href="mailto:EMSCASSESSINFO@nysed.gov">EMSCASSESSINFO@nysed.gov</a>.</li> <li>▪ Also, contact the 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</li> </ul>			
Prior to testing, ensure that the following have been checked <ul style="list-style-type: none"> <li>✓ system requirements</li> <li>✓ internet connections</li> <li>✓ navigating the system</li> <li>✓ the compatibility of assistive technology devices</li> <li>✓ troubleshooting issues</li> </ul>			



### Step 7: Test administrator preparations

Task	Yes	No	Done
The Braille Ready File (BRF) comes UEB Nemeth (refer to the 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 2/13/2023.			
Language translators must be provided by the district and complete any new information required in the FCS			
Adaptive and specialized equipment or furniture and noise buffers/headphones must be provided by district			
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).			
Refer to Testlet Information Pages (TIPs) for specific test materials (e.g., manipulatives, calculators, etc.) Refer to <i>Retrieve Testlet Information Page</i> and <i>Gather Materials</i> section of the TAM.			

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

Task	Yes	No	Done
<a href="https://dynamiclearningmaps.org/newyork">https://dynamiclearningmaps.org/newyork</a>			

### Step 9: Test administration period March 13—June 9, 2023

Task	Yes	No	Done
Prior to the end of testing, contact DTC/BTC and confirm that all eligible students have been tested or that the DTC entered special circumstance codes for students not tested.			
Special circumstance codes can ONLY be entered by the DTC: <ul style="list-style-type: none"> <li>✓ Ensure student is entered into Educator Portal</li> <li>✓ Complete the FCS for the student to generate student testlets once the window opens (but <b>do not</b> open or administer testlet).</li> </ul> Notify DTC/BTC to enter the appropriate Special Circumstance code for the student prior to the end of the administration period.			

NOTE: For DLM testing system questions, please contact the DLM Service Desk at 1-855-277-9751 or email at [DLM-support@ku.edu](mailto:DLM-support@ku.edu) for assistance.

For a NYS data-related question, please email NYSED-CBT at [CBTSupport@nysed.gov](mailto:CBTSupport@nysed.gov)

For policy-related issues, please call State Assessment at 518-474-5900 or email [EMSCASSESSINFO@nysed.gov](mailto:EMSCASSESSINFO@nysed.gov)

#### Step 10: Complete online educator survey

Task	Yes	No	Done
Please refer to <a href="https://dynamiclearningmaps.org/newyork">https://dynamiclearningmaps.org/newyork</a> for more information			
Teacher surveys will be delivered in Student Portal this spring. The surveys are accessed under the Other tab. The survey is optional, <u>does not pop up</u> , and includes the Exit Does Not Save button should it be accidentally opened by the test administrator or student during testing. Please complete the survey.			



Zachary Warner  
Director  
Office of State Assessment

June 2022

**TO:** District Superintendents  
Superintendents of Schools  
Special Education Directors  
Chairpersons of Committees on Special Education  
Project Managers for the Level I Data Repositories

**FROM:** Zachary Warner

**SUBJECT:** Birthdate Ranges for Students with Disabilities Participating in the 2022-23  
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 2022-23 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.

Birthdate	NYSAA Grade and Component	Reaches this Age Between September 1, 2022 and August 31, 2023
September 1, 2013–August 31, 2014	Grade 3 ELA and Math	9
September 1, 2012–August 31, 2013	Grade 4 ELA and Math*	10
September 1, 2011–August 31, 2012	Grade 5 ELA and Math	11
September 1, 2010–August 31, 2011	Grade 6 ELA and Math	12
September 1, 2009–August 31, 2010	Grade 7 ELA and Math	13
September 1, 2008–August 31, 2009	Grade 8 ELA, Math, and Science	14
September 1, 2004–August 31, 2005	Secondary-Level ELA, Math, and Science**	18

\*NYSAA-eligible students who meet the age criteria for 4<sup>th</sup> grade will not be tested in [science in the 2022-23 school year](#). Instead, these students will be tested in grade 5 the following year (spring 2024). Do not roster students to 4<sup>th</sup> grade Science for spring 2023 NYSAA.

\*\*NYSAA-eligible students who do not meet the age criteria above for the secondary level 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 secondary-level students who were expected to participate in the spring 2020, spring 2021, or spring 2022 NYSAA administration but could not do so are not expected to take the NYSAA before they exit school.

**Reminder:** all NYSAA-eligible students noted in the secondary-level age range above 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.

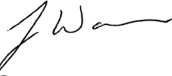



DIRECTOR, OFFICE OF STATE ASSESSMENT  
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ASSISTANT COMMISSIONER, OFFICE OF SPECIAL EDUCATION  
89 Washington Avenue, Room 301M EB  
Albany, New York 12234

May 2022

**To:** District Superintendents  
Superintendents of Schools  
Principals of Public, Religious, and Independent Schools  
Charter School Leaders  
Special Education Teachers

**From:** Zachary Warner   
Director, Office of State Assessment  
Christopher Suriano   
Assistant Commissioner, Office of Special Education

**Subject:** Administration of the New York State Alternate Assessment in the 2022-23  
School Year

This memorandum provides important information about the administration of the New York State Alternate Assessment (NYSAA) beginning with the 2022-23 school year. Students eligible to participate in the NYSAA are assessed in English language arts (ELA), mathematics, and science using the Dynamic Learning Maps (DLM) Alternate Assessment System. The NYSAA is part of the State testing program that measures student knowledge on Essential Elements, which are alternate achievement standards that are reduced in depth and breadth from the learning standards.

### **NYSAA in Science**

In December 2016, the Board of Regents adopted the new [P-12 Science Learning Standards](#) which are based on the Framework for K-12 Science Education developed by the Research Council and the Next Generation Science Standards. The [DLM Essential Elements in science](#) are specific statements of knowledge and skills that are linked to the grade-level expectations in the Framework for K-12 Science Education.

Students participating in the NYSAA in science are assessed once each at the elementary, middle, and high school levels. Beginning with the 2023-24 school year and thereafter, NYSAA eligible students will be tested in science in grade 5, grade 8, and one time in high school. As the Board of Regents and the Department work to [implement the science learning standards](#), **students eligible to participate in the grade 4 NYSAA in science will not be tested in the 2022-23 school year**. Instead, these students will be tested in grade 5 the following year (spring 2024). This is consistent with the implementation of the Elementary- and Intermediate-level Science Assessments.

## **NYSAA in English Language Arts and Mathematics**

Students will continue to take the NYSAA English language arts and mathematics tests in grades 3-8 and once in high school. As in past years, these tests will measure the DLM Essential Elements in [ELA](#) and [math](#). The Department and DLM Consortium staff are currently working together on alignment studies to link the [New York State Next Generation Learning Standards](#) with the DLM Essential Elements. However, these linkages will not impact the student experience or how teachers prepare students for the assessment. The Essential Elements in these subject areas remain unchanged.

The Department and the DLM Consortium will continue to work cooperatively to ensure that students, teachers, and administrators have the necessary supports for successful assessment. If you have questions about the alternate assessment, please contact the Office of State Assessment by phone at (518) 474-5902 or by email at [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov). Questions about special education should be directed to the Office of Special Education by phone at (518) 473-4818 or by email at [speced@nysed.gov](mailto:speced@nysed.gov).

## 2022-23 New York State Alternate Assessment (NYSAA): Dates to Remember

### Important Dates to Remember

<b>08/31/2022</b>	Kite Student Portal Update to Kite Student Portal for 2022-23.
<b>09/12/2022</b>	ELA, Math, & Science Instructionally Embedded Assessment opens. <ul style="list-style-type: none"> <li>• 09/12/2022-02/22/2023</li> <li>• 12/22/2022-01/02/2023 window closed</li> </ul>
<b>10/03/2022</b>	Moodle Training opens.
<b>10/31/2022</b>	Printed manuals sent to schools.
<b>10/03-11/11/2022</b>	NYSAA-DLM Virtual Training <ul style="list-style-type: none"> <li>• Virtual Training Window 10/04/2022-11/18/2022</li> <li>• Prior registration required</li> </ul> Live Q&A sessions: <ul style="list-style-type: none"> <li>• 10/20/2022 12-1 pm</li> <li>• 11/17/2022 3-4 pm</li> </ul> More information to follow. Virtual Training must be viewed prior to participation in a live Q&A session.
<b>10/21/2022</b>	Recommended deadline to complete review of user information in Educator Portal. Make corrections, add new users and delete users no longer needing accounts.
<b>11/12/2022</b>	NYSAA-eligible students need to be identified in the state data warehouse with the program service code <b>0220</b> to be included in the NYSED enrollment pull. Districts/Schools utilizing the Instructionally Embedded Window must comply with this deadline.

<b>11/14/2022</b>	NYSED pull of students identified as NYSAA-eligible for loading of enrollment file to Educator Portal.
<b>11/16/2022</b>	NYSED loads enrollment file to Educator Portal.*
<b>11/23/2022</b>	Rostering of students begins for entities relying on NYSED load of enrollment data.
<b>11/30/2022</b>	Recommended deadline to complete First Contact survey (FCS) and Personal Needs Profile (PNP) for participation in spring assessment to utilize the Instructionally Embedded Window.
<b>01/30/2023</b>	Parent Brochures sent to schools.
<b>02/13/2023</b>	Final date for Braille marked in PNP Profile.
<b>02/20/2023</b>	Recommended deadline to complete PNP and FCS for participation in spring assessment.
<b>02/22/2023</b>	ELA, Math and Science Instructionally Embedded Window closes.
<b>03/10/2023</b>	Shipment of Braille forms or embossing paper to school.
<b>03/13/2023</b>	Spring assessment window opens.
<b>06/09/2023</b>	Spring assessment window closes.
<b>07/23/2023</b>	Last day to download and save all Data Extracts in Educator Portal pertinent to district needs.

\*Districts/schools can enroll and subsequently roster students prior to the NYSED load of enrollment data; they do not have to wait for NYSED to load the enrollment file.

# 2022-23 New York State Alternate Assessment (NYSAA): Training Guide

## Audience

AATNs, DTC, BTC

## Key Points of Training

- ☐ 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

- ☐ 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%





Steven E. Katz  
Assistant Commissioner  
Office of State Assessment

July 2018

**TO:** NYSAA District Test Coordinators  
NYSAA Building Test Coordinators  
Directors of Special Education  
Directors of Pupil Personnel Services

**FROM:** Steven E. Katz *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**

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## **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.

For information see <http://www.p12.nysed.gov/assessment/nysaa/>



OFFICE OF SPECIAL EDUCATION  
ASSISTANT COMMISSIONER

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 NYSA. 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 and Participation Criteria - NYSAA](http://www.nysed.gov/common/nysed/files/programs/state-assessment/8-eligibilityb-19.pdf) [http://www.nysed.gov/common/nysed/files/programs/state-assessment/8-eligibilityb-19.pdf].

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 \(NYSAA\) webpage](http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment) [http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment]. Questions regarding this memorandum may be directed to the Special Education Policy Unit at (518) 473-2878 or to [speced@nysed.gov](mailto: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](http://www.p12.nysed.gov/specialed/timely.htm) [http://www.p12.nysed.gov/specialed/timely.htm].

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 \(Sample Letter\)](#)



**The University of the State of New York**  
New York State Education Department  
Office of Special Education

**Eligibility Criteria for Participation in the**

**May 2019**

*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) [<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://govt.westlaw.com) [<https://govt.westlaw.com>], 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.



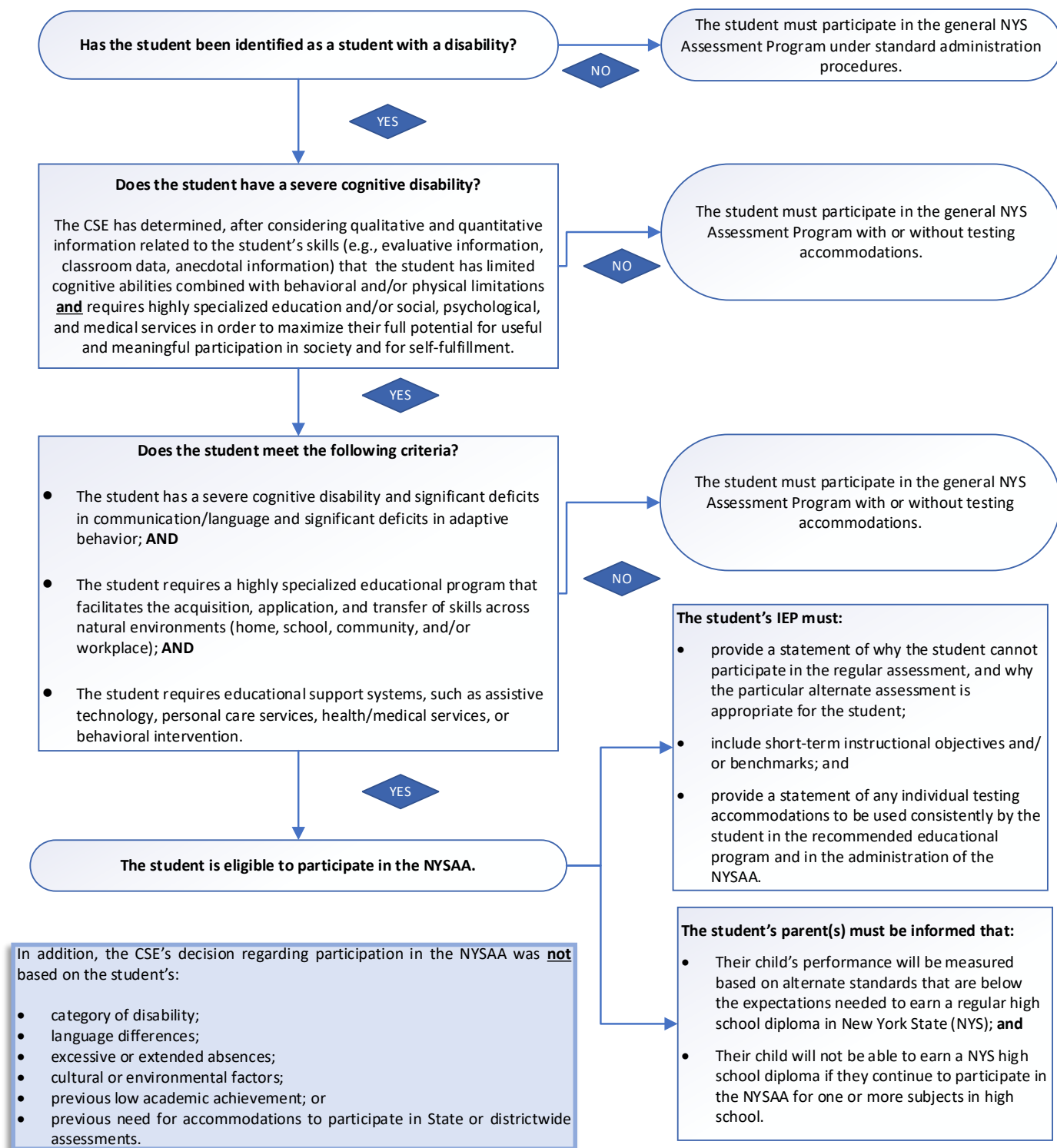
<b><i>What are the NYSAA scores used for?</i></b>	<p>NYSAA scores show parents and teachers how a student is progressing in the attainment of grade-level alternate achievement standards. These scores can help:</p> <ul style="list-style-type: none"> <li>• Identify a student's strengths and needs;</li> <li>• Provide information to allow for meaningful discussions surrounding a student's IEP;</li> <li>• Set instructional priorities that inform a student's functional and academic goals and short-term objectives; and</li> <li>• Identify a student's most effective method of communication across multiple settings.</li> </ul>
<b><i>Where can I find additional information on NYSAA administration?</i></b>	<p>Additional information on administering NYSAA to students with severe disabilities is available on the Office of State Assessment's <a href="http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment">New York State Alternate Assessment (NYSAA) webpage</a> [http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment]. 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 <a href="http://www.p12.nysed.gov/specialed/timely.htm">News, Announcements and Timely Information webpage</a> [http://www.p12.nysed.gov/specialed/timely.htm] when available.</p>
<b><i>Legal Reference</i></b>	<p>8 NYCRR §§100.1(t)(2)(iv); 100.3(b)(2)(iii); 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)<sup>1</sup></p>

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<sup>1</sup> Please reference the Official Compilation of Codes, Rules and Regulations of the State of New York (8 NYCRR) for regulatory language. An unofficial compilation of these regulations can be found at the [Department of State, Division of Administrative Rules](https://govt.westlaw.com) [https://govt.westlaw.com].

## 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 NYSA. Consistent with the provisions in the Every Student Succeeds Act (ESSA), NYSA 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 – NYSA](#), 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 NYSA.



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

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 NYSSA. The committee on special education (CSE) must determine annually whether a student will participate in NYSSA 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 NYSSA. 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:**

**Date:**

**Persons Involved in Decision-Making:**

Eligibility Criteria	YES	NO	Comments/Evidence
The student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	
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).	<input type="checkbox"/>	<input type="checkbox"/>	
The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.	<input type="checkbox"/>	<input type="checkbox"/>	
Both qualitative and quantitative information (e.g., evaluative information, classroom data, anecdotal information) have been considered to inform decisions on the above-listed criteria.*	<input type="checkbox"/>	<input type="checkbox"/>	

**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 NYSSA (with or without testing accommodations) for:
- ☐ English    ☐ Math    ☐ Science

**Parental Understanding:** If my child has been determined eligible to participate in NYSSA, 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 NYSSA for one or more subjects in high school.

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\* The decision for the student's participation in NYSSA 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/) (<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 [NYSAA webpage](http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment) (<http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>).

Thank you for your attention to this important matter.

Sincerely,

# 2022-23 New York State Alternate Assessment (NYSAA): Test Completion, Field Testing, & Teacher Surveys

## 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, a 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 to compare with the expected number to be 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](mailto:CBTSupport@nysed.gov) or [EMSCASSESSINFO@nysed.gov](mailto:EMSCASSESSINFO@nysed.gov) for additional information.

### NUMBER OF TESTLETS FOR SPRING ASSESSMENT

Grade	Math Testlets	ELA Testlets	Science Testlets*	Field Testlets
3	8	9	Not-tested	0 or 1
4	8	9	Not-tested *	0 or 1
5	8	9	Not-tested	0 or 1
6	7	9	Not-tested	0 or 1
7	7	9	Not-tested	0 or 1
8	8	9	9	0 or 1
High School-cohort grade 9	7	9	9	0 or 1

\*Students eligible to participate in the grade 4 NYSAA in science will not be tested in the 2022-23 school year. Instead, these students will be tested in grade 5 the following year (spring 2024).

## Field Testing

Once all required spring assessments are complete, there may be zero or one field test 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 difficult 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), and 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 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 into Kite Educator Portal to see if a field testlet, which is labeled with NA, is available just as you would check for an operational assessment.

**Remember: After you have completed the required testlets, please go back into Kite Educator Portal to see if a field testlet has become available.**

## **Teacher Surveys**

Teacher surveys will be delivered in Student Portal again this spring. The survey is optional, but it is strongly recommended that the survey be completed. The survey is accessed under the Other tab. It does not pop-up during student test administration. Utilize the Exit Does Not Save button should it be accidentally opened by the test administrator or student during testing. Please complete the survey.

## 2022-23 New York State Alternate Assessment (NYSAA): Braille & Language Translation

### Accessibility Supports

Please refer to the New York-specific guidance regarding accessibility supports and testing accommodations at: <http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>.

### Braille

If a student requires braille, please select braille in the student's Personnel Needs and Preferences (PNP) 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 their 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](mailto:EMSCASSESSINFO@nysed.gov) if you need braille assistance.

Please be advised that the final date to select braille and contact NYSED regarding braille is 02/13/2023.

### 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.

Specific guidance about language translation can be found in the TEST ADMINISTRATION MANUAL and on the NYSAA homepage at: <http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>.



Deputy Commissioner  
Office of Instructional Support  
89 Washington Avenue – Room 875 EBA  
Albany, New York 12234

Tel: (518)474-5915  
Fax: (518)486-2233

February 2017

**TO:** District Superintendents  
Superintendents of Schools  
Directors of Special Education  
School Administrators of Public Schools  
School Administrators of Nonpublic Schools  
School Administrators of Charter Schools  
Chairpersons of Committees on Special Education

**FROM:** Angélica Infante-Green *A. Infante - Green*

**SUBJECT:** Accessibility Supports for Students with Severe Cognitive Disabilities  
Tested on the New York State Alternate Assessment (NYSAA) in English  
Language Arts and in Mathematics

This memorandum provides guidance regarding the selection and use of accessibility supports that are currently available as part of the Dynamic Learning Maps (DLM) assessment system to students with severe cognitive disabilities. During the 2015-16 school year, the New York State Education Department (NYSED) introduced the DLM computer-based testing program for administering the NYSAA in English language arts (ELA) and mathematics. For the 2016-17 school year, during the test administration window, March 20, 2017 to June 2, 2017, special education teachers will administer the NYSAA in ELA and in mathematics to eligible students with severe cognitive disabilities.

The DLM system provides accessibility supports that allow NYSAA-eligible students to meaningfully participate in the NYSAA in ELA and mathematics. These accessibility supports enable administrators and teachers to customize the NYSAA assessments to meet the individual needs of eligible students. DLM's assessment system provides many accessibility supports, the use of any of which must be selected by the teacher prior to testing. Students with disabilities should be accustomed to using accommodations prior to the administration of a State assessment. A student's individualized education program (IEP) must clearly document all testing accommodations, including accessibility supports that will be provided to the student when participating in the NYSAA. A list of these accessibility supports is included on page 3 of this memorandum.



To select accessibility supports that are most appropriate for each student, educators must first familiarize themselves with the full scope of supports that are available in the DLM assessment system. The accessibility supports that are available with the DLM system may be viewed by special education teachers in conjunction with the practice tests. Information regarding accessing practice tests by using the DLM KITE Client system is available on pages 3-6 of the [Guide to Practice Activities & Released Testlets](#).

Educators should work with their Committees on Special Education (CSEs) to ensure that all testing accommodations and accessibility supports are documented on a student's IEP. Documenting accessibility supports as testing accommodations on a student's IEP promotes appropriate, consistent implementation during testing, and clear communication between teachers and parents. The *DLM Accessibility Manual* and the *DLM Test Administration Manual* provide further information about accessibility supports. Both manuals are available at: <http://www.dynamiclearningmaps.org/newyork>.

Information regarding testing accommodations for students with disabilities, including students with disabilities who are taking the NYSA, is available at: <http://www.p12.nysed.gov/assessment/accommodations/testingaccomell-16.pdf>.

For more information regarding the NYSA, please visit the NYSED Office of State Assessment web page at: <http://www.p12.nysed.gov/assessment/nysaa/>.

Questions regarding this memorandum may be directed to the Office of State Assessment at 518-474-5902 or [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov).

Thank you for your attention to this important matter.

## Accessibility Supports of the DLM Assessment System

Category 1: Supports Provided in Kite Client Via Access Profile	Category 2: Supports Requiring Additional Tools/Materials	Category 3: Supports Provided Outside the System
<ul style="list-style-type: none"> <li>• Magnification: Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen.</li> <li>• Invert Color Choice: Makes the background color black and the font white.</li> <li>• Color Contrast: Allows educators to choose from color schemes for the background and font. The background and font color options are a white background with green font, a white background with red font, a black background with gray font, or a black background with yellow font.</li> <li>• Overlay Color: The background color of the assessment. The default color is white. Educators may select from the alternate colors of blue, green, pink, gray, and yellow.</li> <li>• Spoken Audio: Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. There are three preferences for spoken audio: text only, text and graphics, and nonvisual.</li> </ul>	<ul style="list-style-type: none"> <li>• Uncontracted Braille: Braille should be selected only if the student is proficient in reading braille materials. It must be selected prior to the opening of the spring assessment window.</li> <li>• Single-Switch System: This support is activated by using a switch and switch interface that emulates the enter key in the keyboard. Educators can enter this setting in the Access Profile.</li> <li>• Two-Switch System: Two switches and a switch interface are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted. Does not require activation in the Access Profile.</li> <li>• Individualized Manipulatives: Students may use familiar manipulatives.</li> <li>• Calculator: Permitted on mathematics testlets unless otherwise noted on the Testlet Information Page (TIP).</li> <li>• Alternate Form-Visual Impairment: Should be selected when a student does not read braille but is blind or has a visual impairment that prevents interaction with the onscreen content.</li> </ul>	<ul style="list-style-type: none"> <li>• Human Read Aloud: Test Administrators may read the assessment aloud to students.</li> <li>• Sign Interpretation of Text: Test administrators may sign the content to students, using American Sign Language (ASL), Exact English, or personalized sign systems.</li> <li>• Language Translation of Text: Test administrators may translate the text for students who are English language learners or who respond best to a language other than English.</li> <li>• Entering Responses for Student: Test Administrators can enter responses for students that are physically unable to input their answer choices.</li> <li>• Partner—Assisted Scanning (PAS): A strategy in which test administrators assist students with scanning or going through students' response options.</li> </ul>

## 2022-23 New York State Alternate Assessment (NYSAA): Writing Testlets

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.

To read more about writing testlets, visit [https://dynamiclearningmaps.org/instructional-resources-ye/english\\_language\\_arts/writing](https://dynamiclearningmaps.org/instructional-resources-ye/english_language_arts/writing)

The DLM system uses information from the First Contact survey about the student 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, eye gaze 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 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 the use of both types of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic on 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.

With 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 their district for a period of one year following test administration.**

For more information on administering writing testlets, please visit:

[https://dynamiclearningmaps.org/instructional-resources-ye/english\\_language\\_arts/writing](https://dynamiclearningmaps.org/instructional-resources-ye/english_language_arts/writing)

For additional professional development on emergent and conventional writing instruction, please visit the modules associated with writing found at:

<https://www.dlmpd.com/>

# 2022-23 New York State Alternate Assessment (NYSAA): Continuing Teacher and Leader Education (CTLE)

## 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 link to determine who is eligible for CTLE:

<http://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html>

Acceptable CTLE must be taken from a sponsor approved by the New York State Education Department.

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

The 2022 annual fall NYSED-sponsored NYSAA (DLM) facilitated training and the 2022-23 Moodle self-directed trainings are available for **CTLE** credit.

To receive credit, please email [EMSCASSESSINFO@nysed.gov](mailto: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](mailto:EMSCASSESSINFO@nysed.gov) or call 518-474-5900.

## 2022-23 New York State Alternate Assessment (NYSAA): Professional Development

### **DLM<sup>®</sup> Professional Development**

Please visit <https://www.dlmpd.com/> for instructional resources to learn more about the Dynamic Learning Maps<sup>®</sup> 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 DLM 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.

Remember that you can submit these PD opportunities for CTLE hours. See the CTLE information document.



## Quick DLM Reference and Resource Guide

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

TEACHERS, EDUCATORS, AND TEST ADMINISTRATORS				STUDENTS
<b>NY's Page of the DLM® Website</b> <a href="http://dynamiclearningmaps.org/newyork">dynamiclearningmaps.org/newyork</a>		<b>Kite® Educator Portal</b> <a href="http://educator.kiteaai.org">educator.kiteaai.org</a>	<b>Moodle</b> <a href="http://training.dymaniclearningmaps.org">training.dymaniclearningmaps.org</a>	<b>Kite® Student Portal</b>
TEST ADMINISTRATION MANUAL	ACCESSIBILITY MANUAL	DLM Security Agreement	Facilitator Guide for Required Test Administrator Training includes Moodle login information	Tech personnel download to student testing device
Blueprints	Educator Portal User Guide	Student Rosters	Guide to DLM Required Test Administrator Training includes Moodle login information	Use Student Usernames and Passwords
Essential Elements	Guide to Practice Activities & Released Testlets	Personal Needs and Preferences Profile & First Contact Survey	Test Administrator Training Modules	Students' Testlets
Professional Development Modules	Educator Resource Pages: ELA, Math, and Science	Testlet Information Pages (TIPs)	Test Administrator Module Post-Tests	Use Practice Testlets – using demo student profiles (e.g., demo.sue29, etc.)
Instructional Activities	Link to Moodle	Retrieval of Students' Usernames and Passwords		



## Recursos para las familias

### ¿TIENE ALGUNA PREGUNTA?

Póngase en contacto con la Oficina de Evaluación Estatal del Departamento de Educación del Estado de Nueva York (NYSED) en:

**518-474-5902**

o email:

**EMSCASSESSINFO@nysed.gov**

Para más información:

**VISITE LAS PÁGINAS EN LA RED DE NYSED EN:**

**<http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>**

Y

Oficina de Educación Especial en:

**<http://www.p12.nysed.gov/specialed/>**

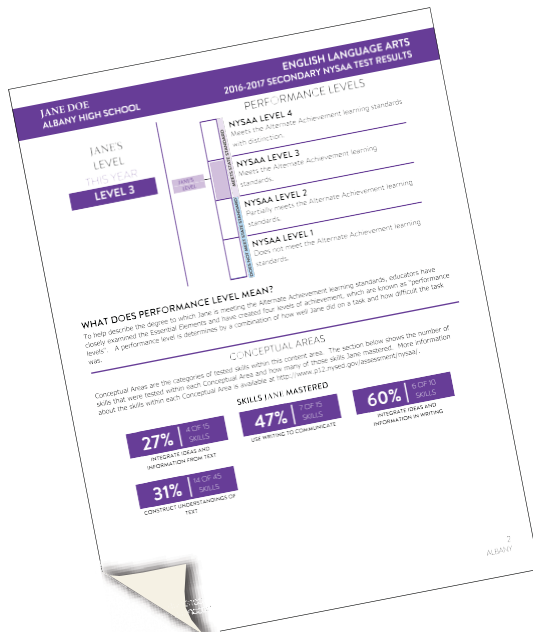
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

(518) 474-5902

FAX (518) 474-1989



Guía rápida  
de la **Evaluación Alternativa**  
del Estado de Nueva  
**York**  
(NYSAA)  
para los padres



New York State Education Department

## ¿Qué es la Evaluación Alterna del Estado de Nueva York (NYSAA)?

La NYSAA es una parte del programa de evaluación del estado de Nueva York que mide las destrezas de los estudiantes en base a estándares de logros académicos alternos en las áreas de Artes del lenguaje en inglés (ELA), matemáticas y ciencias para los estudiantes con las discapacidades cognitivas más severas. Estos estándares son los de menor complejidad de entre 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” pueden ser definidos como los estudiantes que tienen habilidades cognitivas limitadas, además de limitaciones de comportamiento y/o físicas, y quienes requieren servicios altamente especializados en educación, sociales, psicológicos y médicos con el fin de maximizar todo su potencial para lograr que participen de manera útil y significativa en la sociedad y alcancen su realización personal.

## ¿Quiénes deben tomar la NYSAA?

- Solo los estudiantes con las discapacidades cognitivas más severas tienen derecho a tomar la NYSAA. El Comité de Educación Especial (CSE) determina si un estudiante con una discapacidad cognitiva severa tiene derecho a tomar la NYSAA, basándose en los siguientes criterios:
- El estudiante tiene una discapacidad cognitiva severa, déficits significativos en comunicación/lenguaje, y déficits significativos en comportamiento adaptativo; y
- El estudiante requiere de 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 en el comportamiento.



## La NYSAA mide las destrezas del estudiante en: Artes del lenguaje en inglés (ELA), matemáticas y ciencias

Las artes del lenguaje en inglés, las matemáticas y las ciencias serán evaluadas mediante el sistema de evaluación alterna 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 los de menor profundidad y alcance de entre los estándares de aprendizaje. En ELA y matemáticas, los estudiantes son evaluados anualmente 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 la NYSAA?

Los puntajes de la NYSAA le muestran a usted y al maestro cómo está progresando su hijo/a en los estándares de logros académicos al nivel de su grado actual. Estos puntajes pueden ayudar a:

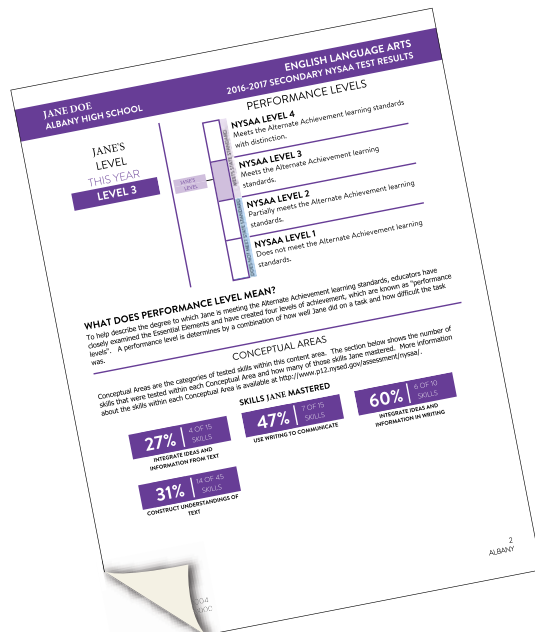
- Identificar claramente las fortalezas y necesidades de su hijo/a; y
- Proporcionar información que permita conversaciones significativas entorno al Programa de Educación Individualizada (IEP) de su hijo/a; y
- Establecer prioridades de enseñanza que informen acerca de las metas prácticas y académicas de su hijo/a y objetivos a corto plazo; e
- Identificar el método de comunicación más efectivo de su hijo/a en ambientes múltiples.



## Parent & Family Resources

### 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:

<http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment>

AND

Office of Special Education at:

<http://www.p12.nysed.gov/specialed/>



## A Parent's Quick Guide to the New York State Alternate Assessment (NYSAA)



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

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

New York State Education Department



## 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.



## 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. In ELA and mathematics, students are assessed annually 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.

## 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.



## 2022-23 New York State Alternate Assessment (NYSAA): Individual Student Score Reports

The NYSAA measures student knowledge of the Essential Elements in the academic areas of English Language Arts (ELA), mathematics, and/or science. The Essential Elements are alternate achievement standards that are reduced in depth, breadth, and complexity from the State's grade-level academic achievement standards. They have been adopted by the State for students with the most severe cognitive disabilities.

Individual Student Score Reports consist of two parts: a Performance Profile, which summarizes skill mastery for related content (e.g., a specific conceptual area or domain) and for the subject overall, and a Learning Profile, which describes the skills, as they relate to each Essential Element, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. A student-specific score report is available for each subject a student was assessed on.

Individual Student Score Reports are now available for students in your school who participated in one or more testlets of the New York State Alternate Assessment (NYSAA) in English Language Arts (ELA), mathematics, and/or science. These are for teacher use only.

### **Performance Profile**

The Performance Profile provides a report of the student's overall performance in a subject. Please note that there is no exact correlation between mastering a particular linkage level on a specific Essential Element and the overall performance level in the subject.

The bar graphs on the Performance Profile demonstrate the student's mastery of skills for groups of related Essential Elements (e.g., conceptual areas).

#### Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of skill mastery is based on what the student demonstrated on the DLM assessments at the time the assessment was administered. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the Target level, and that is to be expected.
- The number of skills mastered does not mean that a student answered a certain percent of items correctly.

- The amount of white space on the Learning Profile does not necessarily reflect a lack of instruction. The DLM assessment is adaptive and is designed so students are assessed at a linkage level that is an appropriate level of challenge for them.
- Students with the most significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's Learning Profile, including additional academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).
- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student will not have an Individual Student Score Report.

You may use these results to support teachers by

- helping them consider how the results can be used and the limitations of the data
- identifying areas of needed professional development to strengthen instruction
- identifying areas of academic skills where instruction may be focused
- reflecting on how a student's overall performance informs the IEP

## **Learning Profile**

A Student Learning Profile Report describes the student's mastery of certain skill levels for each assessed Essential Element.

For every Essential Element in English Language Arts and mathematics, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. For every Essential Element in science, there are skills at three linkage levels: Initial, Precursor and Target. These levels are shown in columns on the Learning Profile. The Target level represents the grade-level expectation for students with the most significant cognitive disabilities. Each student is assessed on one linkage level for all Essential Elements on the blueprint, with the exception of Writing. Students are typically not assessed at every linkage level and may not be assessed on every Essential Element.

A Student Learning Profile Report provides one piece of evidence to help inform instruction of NYSAA students and helps to build a bridge between the alternate achievement standards, the State assessment, and teaching.

## **Class and School Level Results**

The Class Results report provides a summary of results for all students who were rostered to the teacher. The report lists individual students, the number of Essential Elements tested, number of skills mastered, and their final achievement level.

Each school receives Class Results reports for every teacher with students enrolled in the DLM alternate assessment. The students are arranged alphabetically by grade level. All subjects are included on the report.

REPORT DATE: 06-10-2022

End of Year Report  
Class Results 2021-22



TEACHER NAME: Janice Walker  
DISTRICT: DLM District  
SCHOOL: DLM School

DISTRICT ID: 1234  
STATE: DLM State

Student Name	Grade	Subject	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Sigler, Alice	6	ELA	16	12	47	At Target
		Math	11	5	37	Approaching Target
		Science	9	3	9	Approaching Target
Sims, John	6	ELA	16	14	70	Advanced
		Math	11	8	30	At Target
		Science	9	7	21	Advanced
Daly, Joy	8	ELA	17	4	42	Emerging
		Math	15	2	33	Emerging

#### Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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The School Results reflected above are not New York specific and shown only as an example.

The School Results report contains the same information as the Class Results report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade and then by teacher and student in alphabetical order.

#### Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete a single item in any testlet in any subject of the assessment, the student is included, but with dashes in place of results.

- Reports include only valid student records as determined by state-level review of results. If a student record was invalidated during the state's two-week review window, the student is not included in these results.
- Remember that total skills mastered is based on what the student demonstrated on the DLM assessments. A student may have demonstrated similar skills during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the at Target level, and that is to be expected.
- These results provide a summary of overall performance in the grade/subject at the class and school level. More useful information for instructional planning is located in each student's Individual Student Score Report.

## **District- and State- Level Results**

The District Results report provides one table of results. Each row shows the number of students assessed at that grade and subject and the number of students who achieved at each performance level. The last column indicates the percent of students at the *at target* or *advanced* levels. The State Results report has the same formatting and provides the same type of information for all student records in the state.

### **Hints for Interpreting Final District and State Results**

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in DLM assessments but did not complete any items in any testlet in any subject, the student is not included in these results.
- Reports include only valid student records as determined by state-level review of results.
- These reports provide a high-level summary of all students at the district or state level. More useful information for instructional planning is located in each student's Individual Student Score Report.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the at target level, and that is to be expected.

## **How Reports Are Distributed**

Individual Student Score Reports are available through the Dynamic Learning Maps (DLM) Educator Portal platform. The reports will only contain information pertaining to the testlets that the student completed. The Performance Profile would indicate the student has a zero on performance or no levels mastered for Essential Elements not assessed and the Learning Profile would indicate a student was not assessed on these Essential Elements.

An Educator Portal user with the role of District Superintendent, District Test Coordinator (DTC), Building Test Coordinator (BTC) or Teacher will have access to Individual



Student Score Reports (Learning and Performance Profile Reports) for students who were assessed the previous spring. To access the reports, the authorized user logs into Educator Portal.

Educator Portal users with the role of District Superintendent, DTC or BTC will select Alternate Assessment from the Reports dropdown menu. Next the authorized user selects the End-of-Year tab and Student (Individual) or Students (Bundled).

Educator Portal users with the role of Teacher will have access to Student Learning Profile Reports for students who are rostered to them for the current school year's assessment. Teachers will have access to the reports by logging into the Educator Portal platform and selecting the Student Report Archive from the Reports tab dropdown.

Questions regarding the Individual Student Score Reports may be directed to the Office of State Assessment at [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov).