

Dynamic Learning Maps®

Alternate Assessment

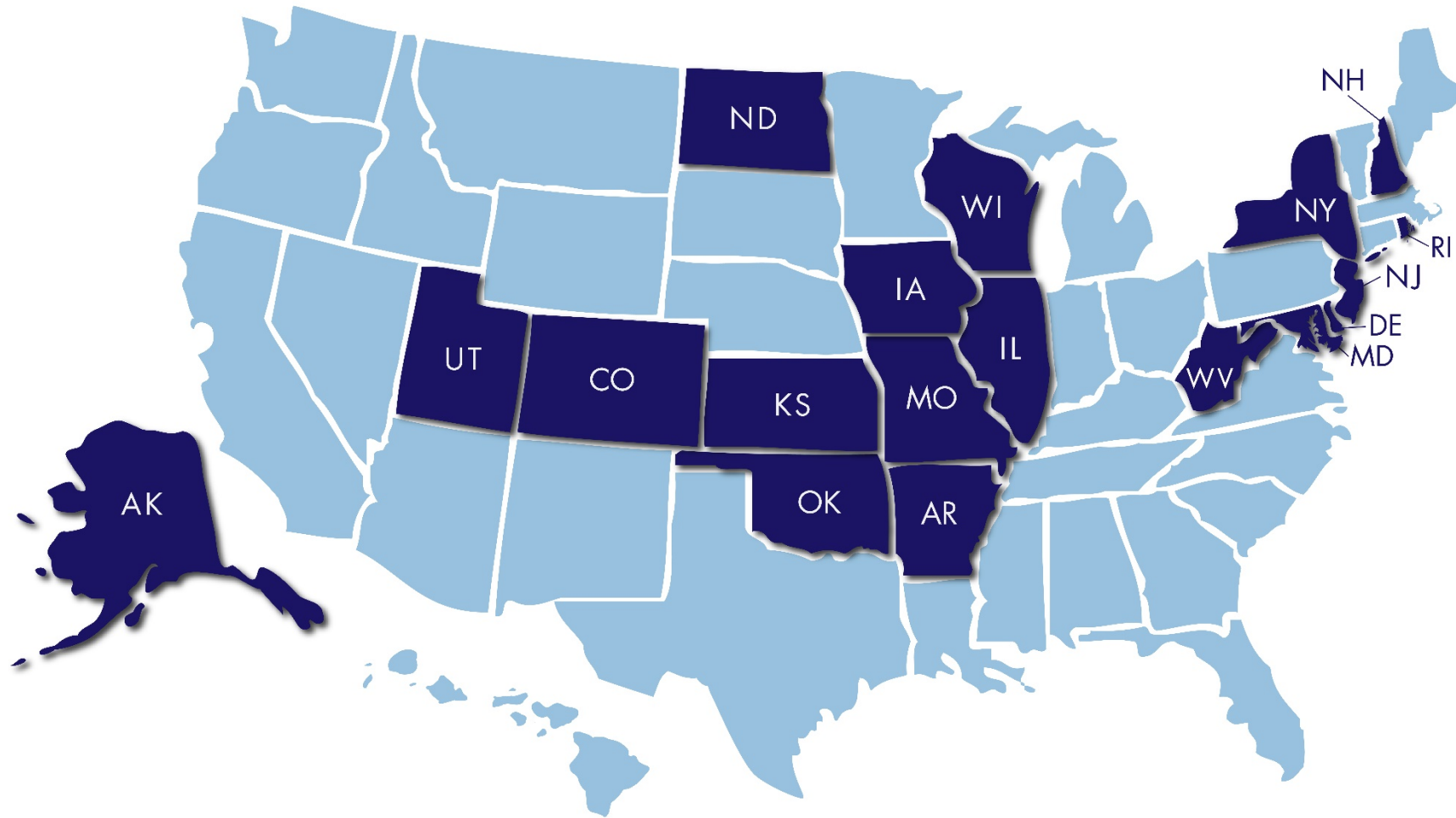
AR DTC Training

August 28-29, 2018

Introductions and Opening Remarks

- State leadership
- DLM[®] staff
- Decorum
- Breaks

Welcome Arkansas!



Objectives

- Part 1- Learn about the DLM Alternate Assessment
 - Learn important DLM vocabulary
 - Locate manuals and resources on the DLM website
 - Understand what is required of test administrators & district level staff
- Part 2- Learn about Data Management
 - System roles & functions
 - Uploading & manual entry of data
 - Reports & Extracts

PART 1: LEARN ABOUT DLM ALTERNATE ASSESSMENT

Assessment Overview

- ELA, mathematics, and science
- Computer-based
- Mostly multiple-choice
- Series of mini-assessments per content area
- Administered one-to-one (test admin to student)



Lingo Alert!

- **Testlet** – a short assessment (3-5 items)
 - 5-15 minutes to administer a single testlet
 - Multiple testlets per content area
 - Not all administered in a single testing session
 - Number of testlets required vary by grade and content area

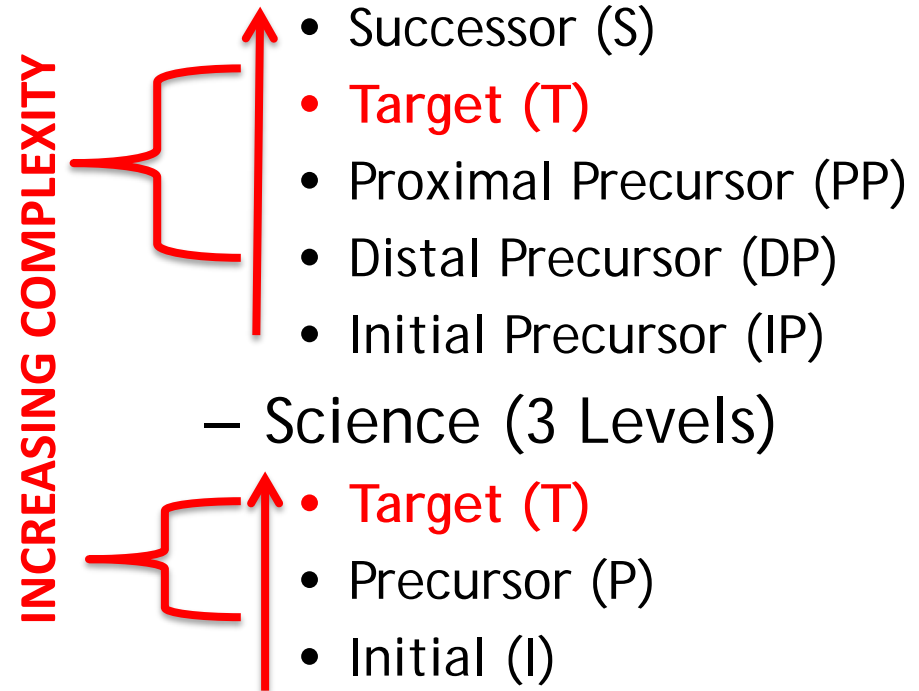


Lingo Alert!

- Essential Elements (“EE”) – DLM alternate achievement standards
 - Grade-level targets
 - Specific statements of knowledge and skills
 - Link to general education standards

- Linkage Levels

- ELA and mathematics (5 Levels)





Lingo Alert!

- **Blueprint** – the document that shows the Essential Elements by subject and grade



Lingo Review

- **Testlet** - a short, mini assessment
- **Essential Element** - alternate achievement standard
- **Linkage Level** - Allows testing students on skills/knowledge appropriate for their cognitive abilities.
- **Blueprint** - list of EEs available by subject and grade

Assessment Overview

- Two assessment windows
- Individualized
 - Customizable accessibility features
 - Adaptive routing based on student performance
- Unique score and progress reports generated

Assessment Windows

Instructionally Embedded Window

- AR Dates for 2018-2019
 - September 19 - February 27
 - Note: Short break for system maintenance from December 19 to January 1
- Teacher creates instructional plan, selecting EEs and linkage levels.
- Testlet administered after instruction.

Spring Assessment Window

- AR Dates for 2018-2019
 - March 11 - May 10
- System uses information from Instructionally Embedded Window testlets to assess student*

*ELA & Mathematics handled differently than Science



Lingo Alert!

- **Instructionally Embedded Assessments** – computer-based assessments that are intended to be integrated with classroom instruction
 - Provide teachers with flexibility in the selection and delivery of testlets for a student (customization)
 - Generate results that teachers can use to inform plans for further instruction
 - Available for all subjects; ELA & Mathematics results included in final student performance evaluation

Assessment Overview

- Grades tested in Arkansas
 - ELA and mathematics: Grades 3-11 (all required)
 - Science: Grades 3-10 (all required)

Sample Testlet Demonstration



Lingo Alert!



- **Student Portal:** the application students use to take their testlets
 - Each student has a unique username and password accessed through Educator Portal
 - Also location of released testlets and practice activities



Lingo Alert!



- **Educator Portal** – the website educators use
 - Electronically sign the Test Security Agreement
 - Manage student and testing data
 - Access reports and extracts to monitor assessment

ASSESSMENT WINDOWS

INSTRUCTIONALLY EMBEDDED WINDOW

Instructionally Embedded Assessment Window

The teacher

- Uses the Instructional Tools Interface (ITI), accessed in Educator Portal
- Chooses Essential Elements for instruction and assessment
 - Chooses the linkage levels
- Develops instructional plans
- Adjusts plans and provides additional instruction as needed

Instructionally Embedded Assessment Window

The teacher

- Ensures the minimum blueprint coverage is met
- Uses the Student Progress Report to make decisions about further instruction

Using Instructionally Embedded Assessments

- Identify the student's current knowledge and understandings relative to grade-level targets
- Check the student's readiness for
 - A higher linkage level
 - A different Essential Element

Cautions

- Should be used after instruction has occurred
 - Not appropriate to use a testlet to check baseline prior to instruction
 - Not repeated “progress monitoring” events
- Not benchmarks or interim tests
 - Results do not predict how a student will perform later

Using the Instructional Tools Interface (Helplet)

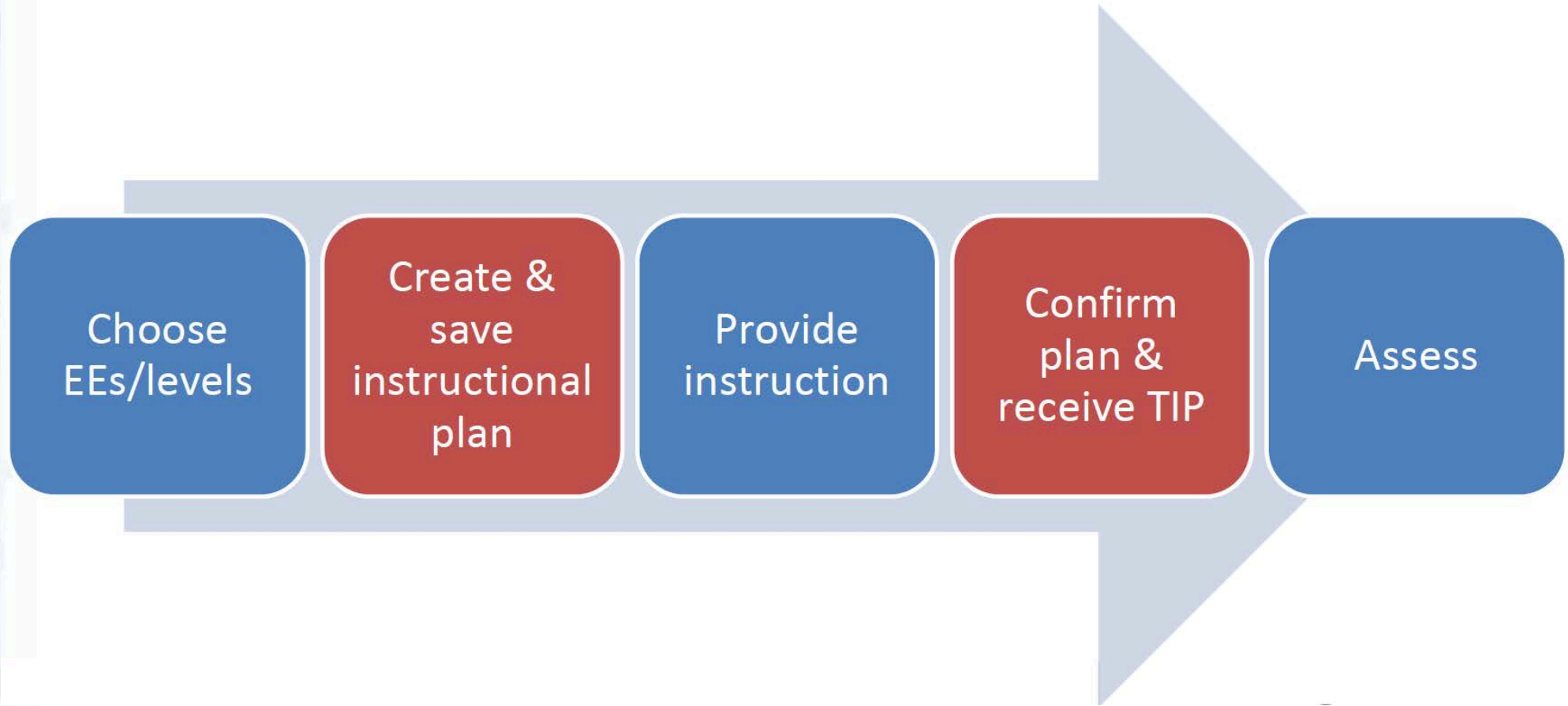
States >

Videos, Training, and Educator Resources tab >>

Educator Resource Videos

<http://dynamiclearningmaps.org/erp/videos>

ITI Process Summary



SPRING ASSESSMENT WINDOW

Spring Assessment Window

- Each student completes
 - 5 testlets for ELA
 - 5 testlets for mathematics
 - 9 testlets for science
- System determines Essential Elements and linkage levels

INSTRUCTIONAL RESOURCES

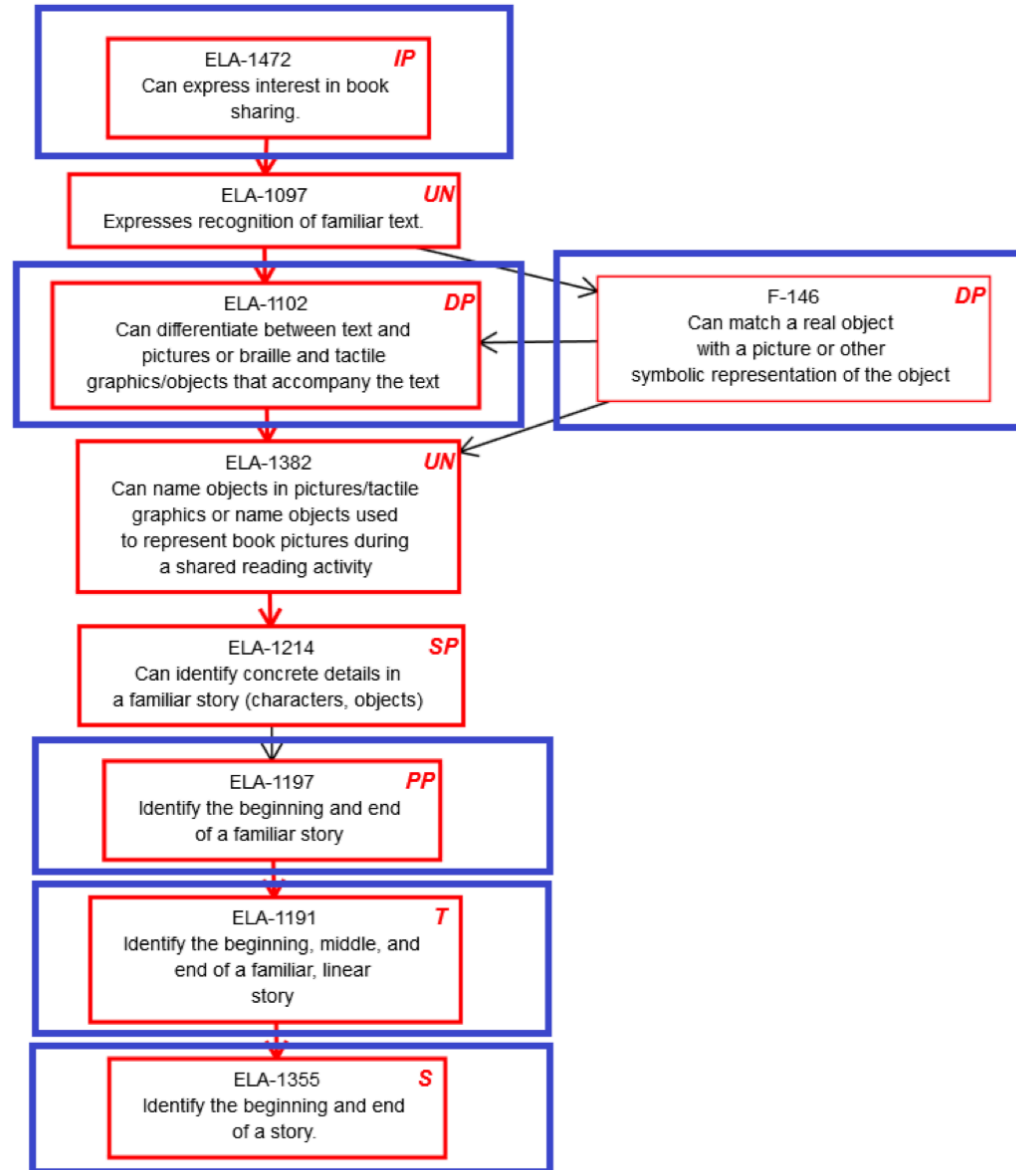
Instructional Resources

- Mini-Maps
- Science Instructional Activities
- Professional Development

Mini-Maps

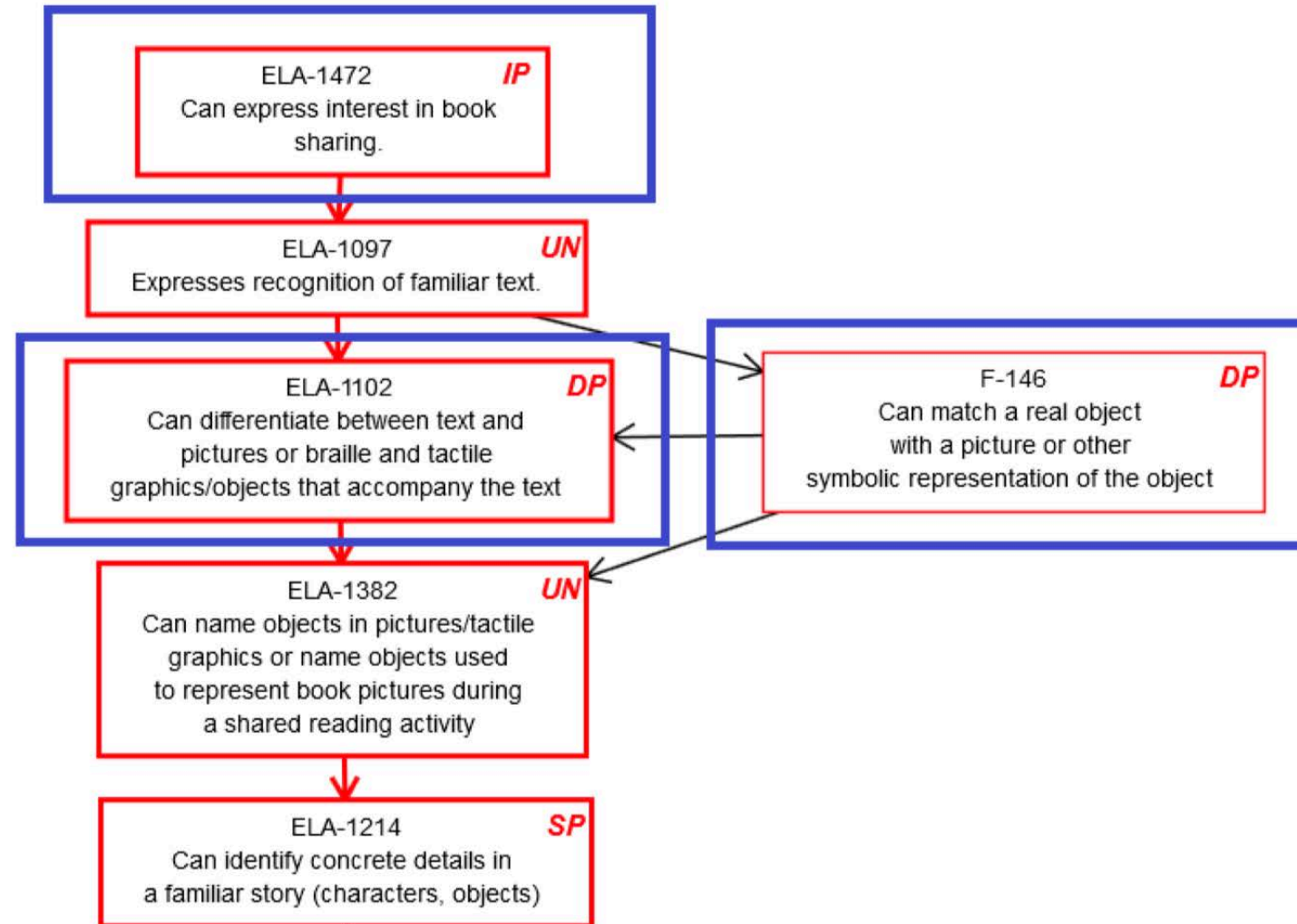
Grade-Level Standard	DLM Essential Element	Linkage Levels
ELA.RL.3.5 Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene, stanza, describe how each successive part builds on earlier sections	ELA.EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Student engages in a behavior indicating he or she is attending to the text (story, information book, alphabet book). May display this with gaze, decreased movement (i.e., stilling), and noise <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can differentiate between text and pictures. Can pair an object with a picture, tactile graphic, or other symbolic representation of the object <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story <p>Target:</p> <ul style="list-style-type: none"> • Can determine the events that occur at the beginning, middle, and end of a familiar, linear story <p>Successor:</p> <ul style="list-style-type: none"> • Student can identify the beginning and end of an unfamiliar story

Mini-Maps

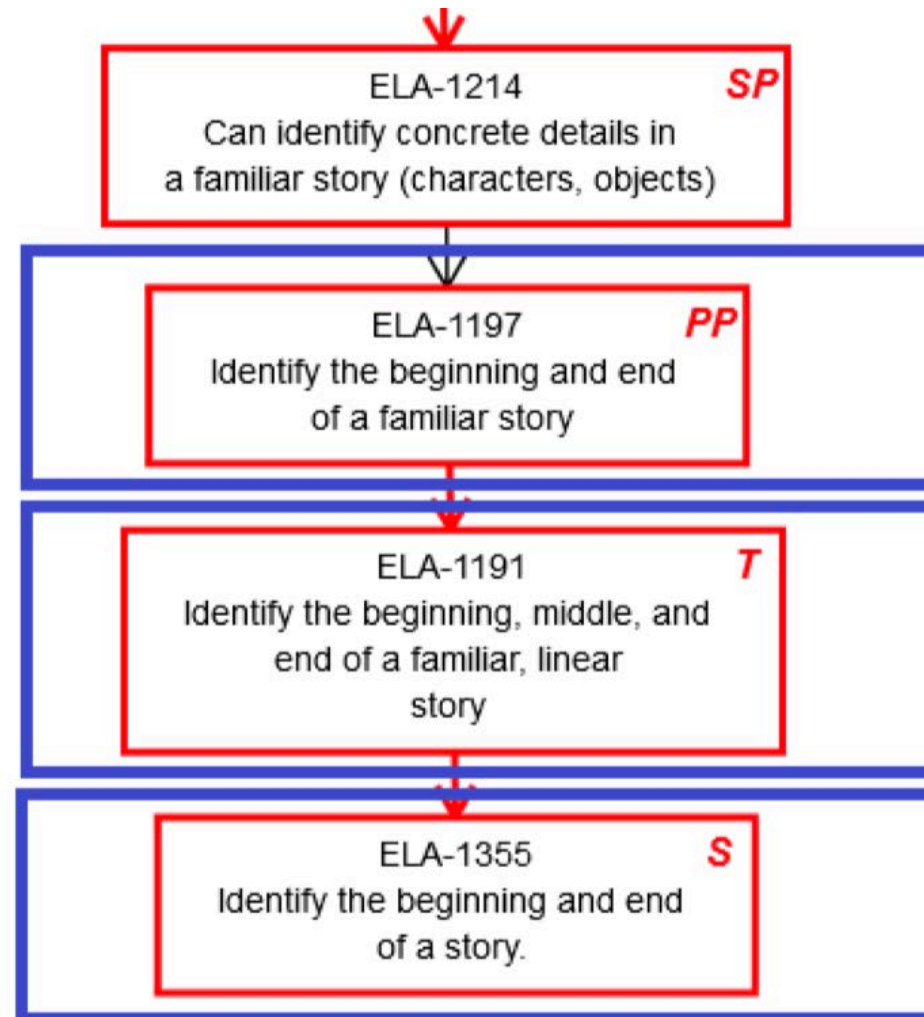


The number of nodes per linkage level varies from one Essential Element to another.

Mini-Maps



Mini-Maps



Mini-Maps

Maps lead to a destination!

Science Instructional Activities

- Available to assist with instruction on certain Science EEs
- Located on Educator Resource Page for Science

Science Instructional Activities




Science Instructional Activity – page 1 of 3

Target Level Create a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.	Precursor Level Identify a model that shows the movement of matter from plants to animals (e.g. food chain/food web).	Initial Level Identify common human foods.	Accessibility Considerations for Science and Engineering Practice <ul style="list-style-type: none">• Access information through concrete pictures, physical scale models (e.g., tactile displays) and/or computer generated models.• Represent relationships with diagrams representing only the most relevant information.
Activity Title Food Cycles	Estimated Classroom Time Needed One session	Essential Questions <ul style="list-style-type: none">• Does the student understand that the food of most animals can be traced back to plants?• Does the student understand that there is a cycle of matter that supports life?	
Suggested Materials <ul style="list-style-type: none">• Story or description about an ecosystem• Pictures or tactile representations of animals from the story• Pictures or tactile representations of food and non-food items• Arrows to indicate direction of energy transfer <p>The following website provides a list of books that may be used or adapted: http://www.nsta.org/recommends/</p>		Engage Students in the Activity <p>Ask students questions such as, “What is food?” “Why do we need food?” Ask students about their favorite food. Explain that food gives living things the energy and material they need to grow and stay alive. Ask students to provide information they already know about food chains.</p> <p>The following video explains why humans and animals need food: “Gotta Eat!” https://www.youtube.com/watch?v=z9TlIM96lT8</p>	
Activity Description <p><i>Define</i> (throughout activity): matter, movement of matter, food chain</p> <p><i>Step 1:</i> Students will be given a small model to complete that represents what humans eat. Give students pictures or tactile representations of food and non-food items to place or select that will complete the model. For example, give the student a picture or tactile representation of an apple and a picture or tactile representation of a pencil and have the student complete the model.</p>			


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Professional Development Modules



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PROFESSIONAL DEVELOPMENT

DLM Professional Development

This site was developed to provide professional development for educators working with students with significant cognitive disabilities. It focuses on teaching and learning in the areas of English language arts, mathematics and science, while also providing important information regarding components of the Dynamic Learning Map[®] system. The modules on this site are part of the instructional professional development system. For information about the Dynamic Learning Maps Required Test Administrator Training, please link to your state from the main [Dynamic Learning Maps](#) web site.

The modules on this site are available in two formats: online self-directed learning modules and facilitated materials to be presented to groups for each module.

Each interactive self-directed module is short (30-45 minutes on average) and focuses on a single topic. When you begin a module, be certain to complete the information regarding your name, school, and state so that you will receive credit where available. If you have questions about these modules, please contact dldpd@unc.edu.


MODULES
Organized by DLM Claim
or Domain

MODULES
Organized Alphabetically

NAVIGATION

- [DLM Professional Development](#)
- [Dynamic Learning Maps](#)
- [Exemplar Text Supports](#)
- [Instructional Resources](#)
- [FAQs](#)
- [Blog](#)

PROFESSIONAL DEVELOPMENT PROVIDED BY THE CENTER FOR LITERACY AND DISABILITY STUDIES



DEVELOPMENT EDUCATION
RESEARCH

Professional Development Modules

All Modules Organized by Claim or Domain

All Modules by Claim

DLM Fundamentals	
ELA Claim 1	ELA Claim 1: Students will comprehend text in increasingly complex ways
ELA Claim 2	Shared Reading This module describes shared reading, a reading approach that emphasizes interaction and engagement with books. In the DLM assessment, students frequently engage in a shared reading of a text before rereading a text to respond to questions. Online Self-directed Module Facilitated Module Materials for Groups
ELA Claim 3	
ELA Claim 4	
Math Claim 1	Teaching Text Comprehension: Anchor-Read-Apply Participants will learn to identify the components of an Anchor-Read-Apply text comprehension lesson, match purposes for reading with anchor activities, and describe the difference between asking question to assess comprehension and teaching students to understand text in increasingly complex ways. Online Self-directed Module Facilitated Module Materials for Groups
Math Claim 2	
Math Claim 3	
Math Claim 4	
Science	Generating Purposes for Reading This module reviews the Anchor-Read-Apply framework for reading comprehension. Participants will learn how to generate purposes for reading using the DLM Essential Elements and review activities to help students activate background knowledge. Online Self-directed Module Facilitated Module Materials for Groups

Professional Development Webinars

- ELA and Mathematics Instruction
 - Dates (all held at 3:30PM):
 - September 18
 - October 23
 - November 13
 - December 11
 - 45 minutes in length
 - 15 minutes review of corresponding modules
 - 30 minutes to answer questions/share ideas

MANUALS AND RESOURCES

dynamiclearningmaps.org

- Bookmark the Arkansas page of the DLM website
 - Click **States** in the home menu
 - Click **Arkansas** under the list of Imbedded Model states

Demo on Website

DLM Webpage for Arkansas

- ▶ [Manuals and Blueprints](#)
- ▶ [Resources for Educators and District Staff](#)
- ▶ [Templates](#)
- ▶ [Scoring & Reporting](#)
- ▶ [Supplemental Resources](#)

Manuals and Blueprints Tab

- Manuals & Guides:
 - ACCESSIBILITY MANUAL
 - ASSESSMENT COORDINATOR MANUAL
 - DATA MANAGEMENT MANUAL
 - EDUCATOR PORTAL USER GUIDE (EPUG)

Manuals and Blueprints Tab

- Manuals & Guides (cont.):
 - Facilitator Guide to DLM Required TA Training
 - Guide to DLM Required TA Training
 - Guide to Practice Activities and Released Testlets
 - TECHNOLOGY SPECIFICATIONS MANUAL
 - TEST ADMINISTRATION MANUAL (TAM)

Manuals and Blueprints Tab

- Blueprints
 - Separate for each subject
 - ELA/Mathematics
 - Individual Blueprints for each grade from 3-8
 - Single HS Blueprint; Grade for EEs indicated on Blueprint
 - Provide EE selection guidance
 - Science
 - Grade banded into Elementary (3-5), Middle (6-8), and High School (9-12)
 - No EE selection guidance; all 9 EEs assessed during the spring window

Blueprint Requirements

Claim	Conceptual Area	EE	Description
1	Students demonstrate increasingly complex understanding of number sense. Choose two EEs from Claim 1 in different conceptual areas, i.e., one EE in C1.1 and one EE in C1.3.		
	M.C1.1	3.NBT.2	Demonstrate understanding of place value to tens.
		3.NBT.3	Count by tens using models such as objects, base ten blocks, or money.
		3.NF.1-3	Differentiate a fractional part from a whole.
	M.C1.3	3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.
2	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles. All students are assessed on the EE in Claim 2.		
	M.C2.2	3.G.2	Recognize that shapes can be partitioned into equal areas.
3	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures. Choose two EEs from Claim 3.		
	M.C3.1	3.MD.1	Tell time to the hour on a digital clock.
		3.MD.4	Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks
	M.C3.2	3.MD.3	Use picture or bar graph data to answer questions about data.
4	Students solve increasingly complex mathematical problems, making productive use of algebra and functions. Choose one EE from Claim 4.		
	M.C4.1	3.OA.1-2	Use repeated addition to find the total number of objects and determine the sum.
		3.OA.8	Solve one-step real world problems using addition or subtraction within 20.
	M.C4.2	3.OA.9	Identify arithmetic patterns.

RESOURCES FOR EDUCATORS AND DISTRICT STAFF

Resources for Educators and District Staff

- District Staff Training Resources
 - Recorded District Trainings
 - Helplets
- Educator Resource Page for ELA and mathematics
- Educator Resource Page for science
- Educator Resource Videos

Resources for Educators and District Staff

- Recorded District Training Videos
 - Assessment Coordinator Training (9/14 @ 1:00PM CT)
 - Data Management Training (9/12 @ 1:00PM CT)
 - Technology Specifications Training (9/13 @ 1:00PM CT)
 - District and Building Administrator Training (TBD)
- Follow-up Q&A Sessions
 - Date & Time listed above



TEMPLATES

Templates

- Enrollment Upload Template
- Manage Special Enrollments
- Parent Notification Letter (English & Spanish)
- Roster Upload Template
- State Organizational Table
- TEC (Test, Exit, Clear) Upload Template
- User Upload Template

SCORING & REPORTING

Scoring & Reporting

- Resources for interpreting Individual Student Score Reports
- Parent Interpretive Guide (English & Spanish)
- Teacher Interpretive Guide
 - Not currently posted on AR site, will be added in future

SUPPLEMENTAL RESOURCES

Supplemental Resources

- Where AR can add state specific documents and information.
- Instructionally Embedded Assessment Flyer
- Summer Teacher Training PP

Instructionally Embedded Assessments



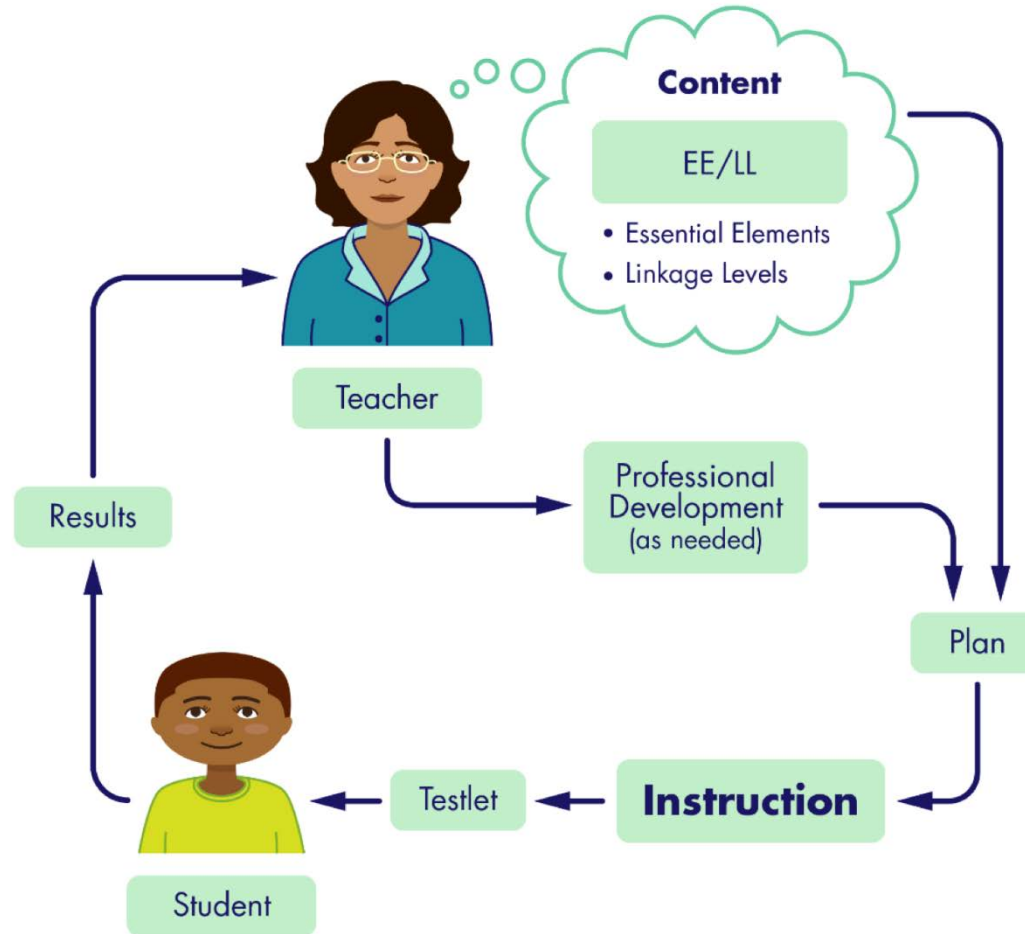
INSTRUCTIONALLY EMBEDDED ASSESSMENTS

DLM instructionally embedded (IE) assessments are computer-delivered alternate assessments that are intended to be integrated with classroom instruction throughout the year. IE assessments are testlets very much like those used for summative DLM assessments. IE assessments provide flexibility in the selection and delivery of testlets so that educators can customize the assessment experience for each student. Teachers can use results from IE assessments to inform instructional decisions.

TEACHER PREPARATION

Teachers create an **instructional plan** for one linkage level for an Essential Element. After the teacher selects an Essential Element, the system suggests an appropriate linkage level and the teacher may choose the recommended level or a different level. Professional development modules support the teacher in creating a plan and providing student instruction.

Instructionally Embedded Assessments



Instructionally embedded assessments reinforce the primacy of instruction

Instructionally Embedded Assessments

STEPS TO USE INSTRUCTIONALLY EMBEDDED ASSESSMENTS

- 1) Create an instructional plan (in Educator Portal)
 - a) Choose a student
 - b) Choose a subject
 - c) Choose an Essential Element
 - d) Choose a linkage level
 - e) View/save Instructional Information PDF
- 2) Deliver instruction (outside of Educator Portal)
- 3) Confirm an instructional plan (in Educator Portal)
 - a) Confirm assignment
 - b) View/print Testlet Information Page (TIP)
- 4) Administer the testlet (in KITE Client)
- 5) Retrieve report that may be used to plan instruction (from Educator Portal)



Lingo Alert!

- Testlet Information Page (TIP)
 - Accessed in Educator Portal
 - Provides information about a specific testlet for a specific student
 - Helps the teacher prepare to administer *that* testlet
 - Should be accessed/printed in advance of assessing a student

Instructionally Embedded Assessments







RELEVANT REPORTS

- The **Student Progress** report summarizes a student's individual progress in instructionally embedded assessments. The report shows instructional plans created and results for testlets completed. Test administrators may find the report useful when planning or reviewing instruction for a student.
- The **Class Roster** report summarizes current instructional goals and recent activity in instructionally embedded assessment for one or more students.
- The **Monitoring Summary** report is available to school, district, and state level staff who supervise assessment. It summarizes student testing completion including the number of plans created and the number of testlets completed, sorted by subject.
- All reports may be viewed in Educator Portal or saved as a PDF.
- More detail is available in the Educator Portal User Guide, section titled Access Report and Data Extracts; located on your state DLM webpage under Manuals and Blueprints.

ADDITIONAL RESOURCES

- Educator Portal User Guide, section titled Use the Instructional Tools Interface (ITI); located on your state DLM webpage under Manuals and Blueprints
- [Professional development modules supporting Essential Elements](#)
- [DLM professional development website](#) with modules to support instruction on Essential Elements
- Video, Part 1, [Overview of Instructionally Embedded Assessments](#)
- Video, Part 2, [How to Use the Instructional Tools Interface](#)
- [DLM Project Brief #16-01](#)

Sample Student Progress Report

Individual Student Progress Report					
Name: First59845 Last59845 Subject: English Language Arts Report Date: October 05, 2015		School: Blue River Elementary District: Blue Valley SomethingLongName For Testing State: Kansas		 Year: 2015 Grade: Grade 5 ID: 59845	
<p>First59845's current performance in Grade 5 English Language Arts Essential Elements is summarized below. This information is based on all of the Dynamic Learning Maps tests taken between the beginning of the school year and October 05, 2015. The target level is the grade level expectation for students to have proficient understanding of and ability to apply the Essential Element.</p> <p>This report does not show progress on all of First59845's instructional goals. First59845 may be taught other academic concepts that have not yet been tested. This report does not show progress on IEP goals.</p>					
Claim: ELA.C2 Conceptual Area: ELA.C2.1 - Use writing to communicate					
Grade Level Expectation ELA.EE.CW.5.T Conventional Writing	Level 1 [Empty]	Level 2 [Empty]	Level 3 [Empty]	Level 4 introduces topic and writes related information Assessed: 02/28	Level 5 [Empty]
Claim: ELA.C1 Conceptual Area: ELA.C1.2 - Construct understandings of text					
Grade Level Expectation ELA.EE.L.5.5.c Demonstrate understanding of words that have similar meanings.	Level 1 identify familiar people, objects, places, events	Level 2 identify descriptive words	Level 3 identify words with opposite meanings	Level 4 understand similar word meanings Planned	Level 5 identification of similar meaning words
Grade Level Expectation ELA.EE.RI.5.2 Identify the main idea of a text when it is not explicitly stated.	Level 1 identify familiar people, objects, places, events	Level 2 identify illustrations for familiar text	Level 3 identify concrete detail in informational text	Level 4 identify implicit main idea and supporting details Mastered: 02/25	Level 5 identify implicit main idea and supporting details
Grade Level Expectation ELA.EE.RL.5.2 Identify the central idea or theme of a story, drama or poem.	Level 1 identify familiar people, objects, places, events	Level 2 identify character actions	Level 3 identify character's actions and the consequences	Level 4 identify specific theme of a story and apt details Mastered: 02/25	Level 5 identify specific theme of a story and apt details
Claim: ELA.C1 Conceptual Area: ELA.C1.1 - Determine critical elements of text					
Grade Level Expectation ELA.EE.RI.5.1 Identify words in the text to answer a question about explicit information.	Level 1 can respond to yes/no questions	Level 2 recognize simple details of familiar text	Level 3 identify/answer questions about concrete details Attempted: 12/12	Level 4 identify words related to explicit information Planned	Level 5 use details to identify explicit information
<div>  = Target  = Mastered  = Attempted  = Assessed, no results available  = Planned </div>					

This report provides student results so far for this school year. These results do not guarantee the student's overall performance at the end of the year.

Sample Monitoring Summary

SUMMARY LEVEL: DISTRICT: SCHOOL:

District x ▾ x

7/23/2018

Save

DLM Test Administration Monitoring Summary

District ID	District Name	Grade	Subject	Instructionally Embedded Number of Rostered Students				Year End Number of Rostered Students		
				No Plans Created	Plans Created; No Testlets Taken	Only One Testlet Completed	More Than One Testlet Completed	No Testlets Taken	Testing In Progress	All Required Testlets Completed
		4	English Language Arts	1	0	0	0	0	0	0
		4	Mathematics	1	0	0	0	0	0	0
		5	English Language Arts	2	0	0	0	0	0	0
		5	Mathematics	2	0	0	0	0	0	0

Website Scavenger Hunt

Process Activity

Note: There may be more than one place to find this information.

Question 1

- A teacher wants more information on how to assess a student who is only able to communicate verbally with “Yes” or “No” responses.
- Which resource would you direct them to and where is it located?

Question 2

- How many testlets will a teacher need to administer to an ELA student in Grade 6 during the course of the Instructionally Embedded window?
How did you find the answer?

Question 3

- On the user upload template, are there any fields that are NOT required? If so, which field(s) and where did you find that information?

Question 4

- A teacher needs to access the Required Test Administrator training site for the first time. Which resource provides instructions for the teacher and where is it located?

TEST ADMINISTRATOR REQUIREMENTS



Lingo Alert!

- **Test administrator** – a teacher who will administer the DLM alternate assessment one-to-one with a student
- **Roster** – linking a student, test administrator, and subject together in the system

Test Administrator Requirements

Each test administrator must

- Complete four training modules
 - Facilitated
 - Self-directed
- Complete a post-test for each module
 - Score of 80% or higher is passing
 - Unlimited number of attempts
 - True/false and multi-select multiple-choice questions

Additional Requirements

Each test administrator must

- Electronically sign the Test Security Agreement
- Check rosters and student information
- Provide instruction
- Plan assessment sessions for each student
- Ensure assessments are completed for all students
- Complete a Spring Teacher Survey for at least 1 student

Test Administration Practices

Do

- Complete Personal Needs & Preferences (PNP) Profile
- Complete First Contact survey
- Read directions
- In some cases
 - Read the assessment to the student
 - Help the student navigate from one screen to the next
 - Key in responses

Do NOT

- Give hints or prompts
- Lead the student to/from a particular answer
- Encourage the student to change an answer
- Provide performance feedback

Practice Signing Into EP

PART 2: LEARN ABOUT DATA MANAGEMENT

Overview of the Afternoon Session

- This afternoon we will be learning about the tasks a DLM alternate assessment data manager must perform.
- You may have other DLM alternate assessment responsibilities, but this afternoon our focus is on data management.

What Administrators do in EP

- Manage user, enrollment, and roster data
- Monitor PNP Profile and First Contact survey
- Monitor test administration
- Retrieve extracts and reports

Sign into Educator Portal

- All data management will take place in Educator Portal
- Getting Started in Educator Portal is a resource available to assist users in logging into Educator Portal
- Locations on AR DLM webpage
 - District Staff Training Resources
 - Educator Resource Videos

DATA MANAGEMENT RESPONSIBILITIES AND RESOURCES

Manage User, Enrollment, and Roster data

- To gather, edit, and upload data in Educator Portal for
 - Users - educators, test administrators, staff
 - Enrollment - students
 - Rosters - assigning students to educators
 - Best Practice: Users 1st, Students 2nd, Rosters 3rd

Data Management Resources

- Book mark the following link
- <http://www.dynamiclearningmaps.org/arkansas>
- Use the link to go to the Arkansas DLM webpage
- Resources most used by a data manager
 - DATA MANAGEMENT MANUAL
 - State Organizational Table
 - District Staff Training Resources

Data Management Resources Continued

- EDUCATOR PORTAL USER GUIDE
- Test Updates - please subscribe
- System-related announcements to be displayed in Educator Portal

Arkansas Organizational Table Structure

School Name: Not used in data upload. Name of the school. Associated with the number in column B.	School Number: Matches <i>Organization</i> in User file. Matches <i>Attendance_School_Program_Identifier</i> in Enrollment, Roster, and TEC files. Matches <i>AYP_School_Identifier</i> in Enrollment file.	District Name: Not used in data upload. Name of the district that the school is assigned to. Associated with the number in column D.	District Number: matches <i>Attendance_District_Identifier</i> in the Enrollment and Roster files.
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District Test Coordinator

- ADE must upload or enter DTCs into Educator Portal.
- ADE must complete any changes for a DTC, such as changes in districts.
- One DTC per district
 - Additional district level staff can be given a District User role to assist DTC
- Returning DTCs are rolled over from the year before. Users retain usernames and passwords from year to year.

Data Management by ADE

- ADE will
 - do an initial upload of DTCs
 - Districts will upload/enter teachers
 - do an initial enrollment of students



LS-19-010



ARKANSAS
DEPARTMENT
OF EDUCATION

Student Coding for Alternate Assessment

TWO actions to complete in e-School by 4:00 p.m. on September 7th:

1. Update the alternate assessment field (also known as alt_port) in the special education school age module according to the three codes below.

The student's IEP requires him or her to take an alternate assessment instead of the statewide assessment. This code applies to grades 3-10 for ELA, math, and science; and grade 11 for ELA and math. All other students should be marked NA.

NA = Not Applicable or Null (default) - IEP does not require the alternate assessment for the student

ALM = Alt_Literacy & Math (Grade 11 only)

ALMS = Alt_Literacy, Math & Science (Grades 3 thru 10)



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2. Ensure that students are enrolled in the appropriate courses according to the codes.

2018-19 Special Education Assessment and Course Codes
tinyurl.com/18-19sped

	Statewide Assessment for Students in Special Education Classes Who Will Take the General Assessment				Alternate Assessment for Students in Special Education Classes Who Cannot Participate in the General Assessment		
Grade(s)	ELA	Reading (optional)	Math	Science	Lit	Math	Science
K-2	972100 SPED ELA	972110 SPED Reading	972300 SPED Math	972200 SPED Science	971540 or 971550	971540 or 971550	971540 or 971550
3	ACT Aspire 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
4	ACT Aspire 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
5	ACT Aspire 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
6	ACT Aspire 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
7	ACT Aspire 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
8	ACT Aspire 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
9	Aspire EHS 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
10	Aspire EHS 972100 SPED ELA	ACT Aspire 972110 SPED Reading	ACT Aspire 972300 SPED Math	ACT Aspire 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	DLM 973910 Alt Science
11	ACT 972100 SPED ELA	ACT 972110 SPED Reading	ACT 972300 SPED Math	ACT 972200 SPED Science	DLM 972120 Alt ELA	DLM 972350 Alt Math	971540 or 971550
12	972100	972110	972300	972200	971540 or 971550	971540 or 971550	971540 or 971550

Students will either take ALL alternate assessments or ALL ACT Aspire assessments.

Districts may change the last digit of a course code

The person responsible for scheduling can either:

- ☐ Meet the Deadline of September 7th, 2018 by 4:00 PM

OR

- ☐ Someone will possibly suffer the consequences - The more grades and attendance data collected in eSchoolPlus under incorrect course codes, the more manual work necessary to move this data to updated course codes.

- ☐ Manually correct all incorrect course codes
- ☐ Manually update all the grades previously entered
- ☐ Manually update all attendance entered

MANAGE USER DATA

User Roles

- District Test Coordinator - DTC
 - Access to district reports
 - Add, edit, and remove users, students and rosters for the district
- Building Test Coordinator - BTC
 - Access to school reports
 - Add, edit, and remove users, students and rosters for the school
- DU and BU roles for support staff

User Roles

- Teacher
 - Access to reports for students rostered to the teacher


Info to Know - Users

- New users must be added manually or through a file upload. The system then sends them an activation email.
- Users may be associated with multiple organizations.
- Users who will be administering the assessment must have the role of Teacher and their educator identifier in their EP account.
- Users remain in Educator Portal from one year to the next.

Info to Know – Users (Continued)

- If applicable, users will be automatically enrolled in Moodle for required training when user activates the account (up to 3 hours)
 - No enrollment email sent
 - Use Guide to DLM Required Test Administrator Training for instructions on how to login
- Roles automatically enrolled:
 - SAA
 - DTC and DU
 - BTC and BU
 - Teacher

User Interface - UI



Logged in as Patrick Watts, [Sign Out](#)

Role: State Assessment Administra...

Organization: DLM QC State

Assessment Program: DLM

Home SETTINGS MANAGE TESTS REPORTS HELP

View Users Add User Upload Users

SELECT ORGANIZATION
Specify organization level and click on Search.

STATE:*

DLM QC State x

DISTRICT:

Select

SCHOOL:

Select

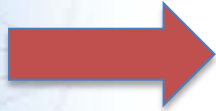
	Status	Educator Identifier	First Name	Last Name	Email
	Select				

Page 1 of 0 10 No records to view

Add and Edit a User Manually

- Add users manually when there are only a few to enter
 - Best Practice: Inform users to expect email from Kite-Support@ku.edu
- Modify user accounts to change school assignment or other data manually
- Resources:
 - District Staff Training Resources helplet video: Add and Edit Users Manually
 - DATA MANAGEMENT MANUAL

Account Activation Email



Activate your Account for Kite Assessment Administration

kite-support (kite-support@ku.edu)

To: you Details ▾ Slideshow

kite_logo_2018.png (85 KB)



Your account has been approved for access to Kite Educator Portal.
Your username is your email address with all lowercase letters.
To activate your account and set up your password click on the following link.

<https://educator.kiteaai.org/AART/activate.htm?an=174be91e-0d22-40e9-bf95-9281d5f7fcc3>

Please contact your local Assessment Coordinator or administrator if you did not request this account or are uncertain why you are receiving this email.
This link to activate your account will expire in 20 days.

Resending the Account Activation Email to Users

- The DATA MANAGEMENT MANUAL has the steps required to resend the Kite[®] activation email
- The most common reasons you would need to resend the Kite activation mail
 - The user did not activate the account within the first 20 days.
 - A user did not receive the account activation email.
 - The user deleted the account activation email not knowing what it was.

MANAGE ENROLLMENT DATA

Info to Know - Students

- All students must be enrolled every school year.
- A student who has previously been in the system for Arkansas
 - Cannot be enrolled manually
 - Can be reactivated using Find Student
 - Can be enrolled using an upload

Add and Edit a Student Manually

- When only having a few students to add do so manually in the UI
- Edit a student's information manually
- Resources:
- District Staff Training Resources helplet video: Add and Edit Students Manually
- DATA MANAGEMENT MANUAL

Manage Student Data

[Home](#) [SETTINGS](#) [MANAGE TESTS](#) [REPORTS](#) [HELP](#)

[View Students](#) [Find Student](#) [Add Student](#) [Transfer Students](#) [Exit Student](#) [Upload Enrollment](#) [Upload TEC](#)

SELECT ORGANIZATION

Specify organization level and click on Search.

STATE:*

DLM QC State x

DISTRICT:*

Watts District x

SCHOOL:

Select

Search

State ID	First Name	Last Name	Current School Year	Local Id

< >

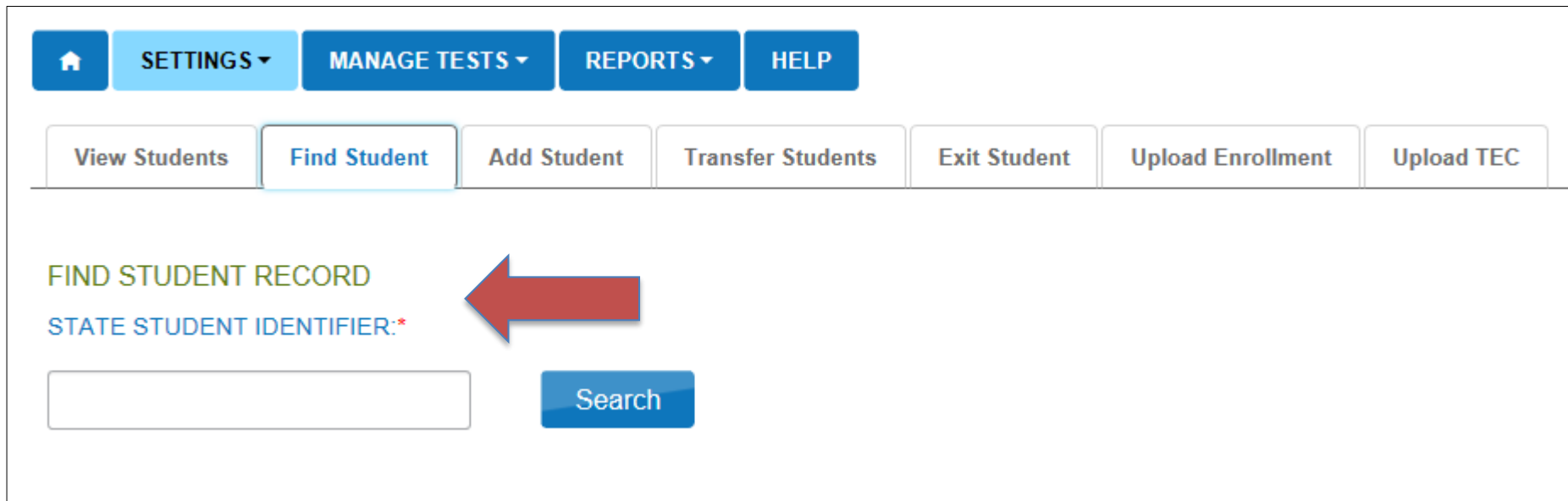
Page 0 of 0 10

No records to view

Find Student Feature

- Uses
 - Edit enrolled student information if the student is in an organization in which you have permissions
 - Update district, school, and grade level
- Must enter exact State Student Identifier
- Resources:
 - District Staff Training Resources helplet video: Find Students
 - DATA MANAGEMENT MANUAL

Find Student Feature



The screenshot shows a web application interface for finding student records. At the top, there is a navigation bar with buttons for Home, SETTINGS, MANAGE TESTS, REPORTS, and HELP. Below this is a secondary menu with buttons for View Students, Find Student (highlighted with a red arrow), Add Student, Transfer Students, Exit Student, Upload Enrollment, and Upload TEC. The main content area is titled "FIND STUDENT RECORD" and contains a label "STATE STUDENT IDENTIFIER:" followed by a text input field and a "Search" button. A large red arrow points from the "Find Student" button in the secondary menu to the input field.

Home SETTINGS MANAGE TESTS REPORTS HELP

View Students Find Student Add Student Transfer Students Exit Student Upload Enrollment Upload TEC

FIND STUDENT RECORD

STATE STUDENT IDENTIFIER:*

Search

Exit a Student Manually

- When must a student be exited
 - Student is leaving the state
 - Student no longer taking the DLM alternate assessment
 - Student is transferring to a different district
- Resources:
 - District Staff Training Resources helplet video: Manually Exit Student
 - DATA MANAGEMENT MANUAL

Grade Changes

- Can change a student's grade through
 - An enrollment upload
 - Manually edit when using the Find Student feature
- If testing already started, will receive a warning message that test sessions from the previously enrolled grade will be inactivated

MANAGE ROSTER DATA

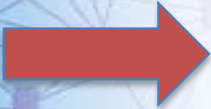
Roster Students

- DTCs will roster students.
- Rosters may be created manually or with an upload.
- Students must be rostered for each subject area being assessed
- AR standard naming convention - details to come from ADE

Rostering

- DTC or BTC can continue adding new students to rosters
- Student can only be on one roster for a subject
- DTC or BTC will receive a warning message if attempting to add a student to another roster for the same subject
- If you continue, student will be removed from the old roster and placed on the new one

Rostering



[Home](#) [SETTINGS ▾](#) [MANAGE TESTS ▾](#) [REPORTS ▾](#) [HELP](#)

[View Roster](#) [Create Roster](#) [Upload Roster](#)

SELECT ORGANIZATION

Specify organization level and click on Search.

STATE:*

DLM QC State x ▾

DISTRICT:*

Watts District x ▾

SCHOOL:

Select ▾

Search

Roster Name ▴ ▾	Educator Identifier ▴ ▾	First Name ▴ ▾	Last Name ▴ ▾	Subject ▴ ▾

Page 1 of 0 10 ▾

No records to view

Roster Students Manually

- Resources:
 - District Staff Training Resources helplet video:
Create and Edit Rosters Manually
 - DATA MANAGEMENT MANUAL

Transfer a Student

- A student may be transferred manually or several students may be transferred using CSV Upload Templates
- A district-level user can transfer a student between schools in the same district only - not between districts
- Resources:
 - District Staff Training Resources helplet video: Transfer Student - In District
 - DATA MANAGEMENT MANUAL
- State users can transfer a student manually between districts.

Transfer a Student

[Home](#) [SETTINGS ▾](#) [MANAGE TESTS ▾](#) [REPORTS ▾](#) [HELP](#)

[View Students](#) [Find Student](#) [Add Student](#) [Transfer Students](#) [Exit Student](#) [Upload Enrollment](#) [Upload TEC](#)

SELECT ORGANIZATION

Specify organization level and click on Search.

STATE:*

DLM QC State x ▾

DISTRICT:*

Watts District x ▾

SCHOOL:*

Select ▾

Search

Select student(s) to Transfer From, then click Next:

Note: Select students transferring to the same District ?

<input type="checkbox"/>	State ID ▾	Last Name ▾	First Name ▾	School Name ▾	Accountability School Name

Page 0 of 0 10 ▾

No records to view

Next

UPLOADS

Upload Info

- Follow the instructions and use the field definitions in the DATA MANAGEMENT MANUAL for the specific upload
- Download the necessary CSV template from the AR DLM webpage OR
- Use the ? icon that appears when upload option is selected in Educator Portal

Upload Template Icon in EP

🏠

SETTINGS ▾

MANAGE TESTS ▾

REPORTS ▾

HELP

View Users

Add User

Upload Users

SELECT ORGANIZATION

select file and organization level, click on Upload.

STATE:*

DLM QC State ▾

DISTRICT:*

Watts District ▾

SCHOOL:

Select ▾

FILE:*

CSV ?

Upload

Date

Time

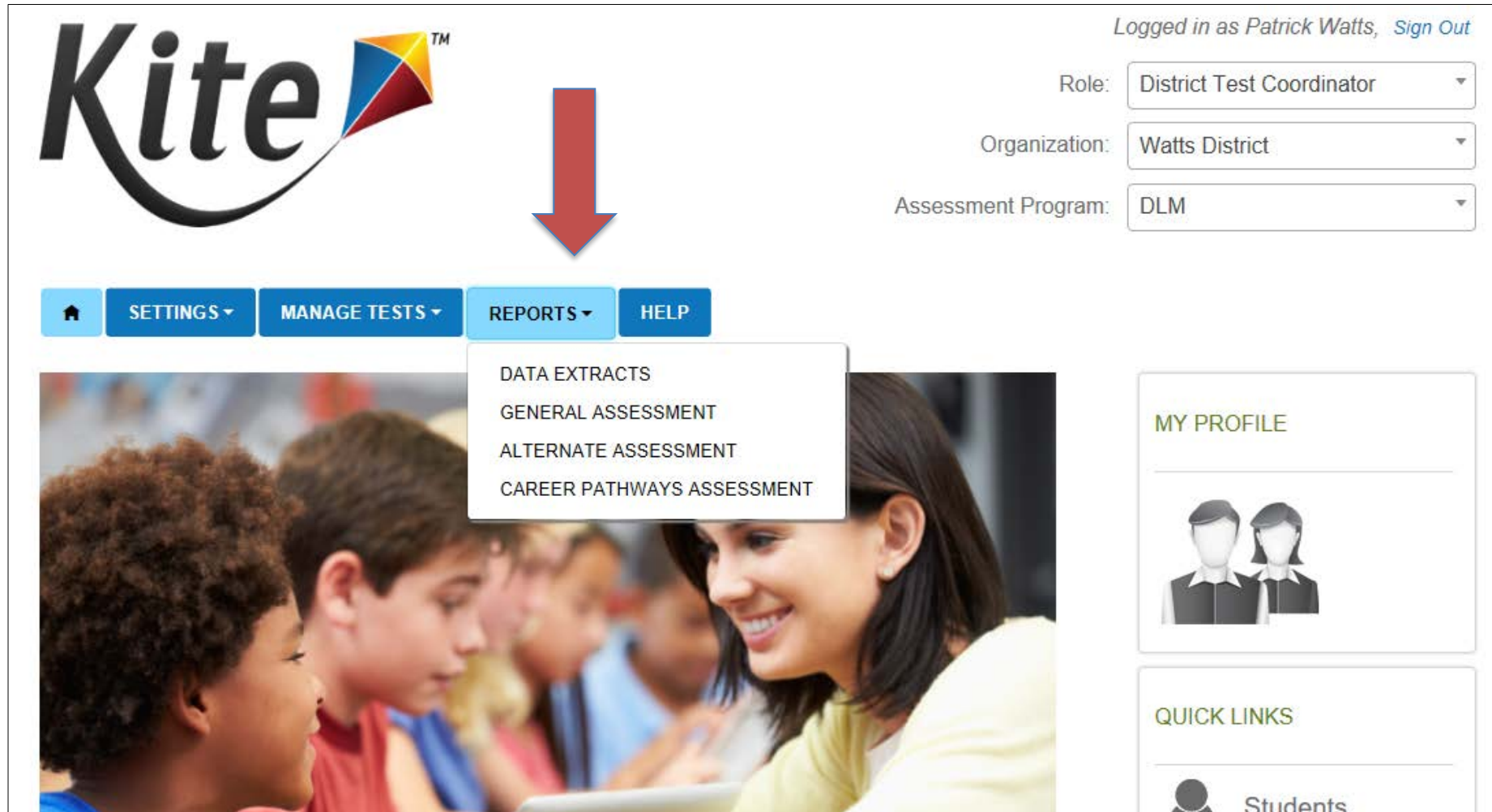
Page 1

Template Upload Resources


- District Staff Training Resources helplet video: Uploading Templates
- DATA MANAGEMENT MANUAL
 - User Uploads
 - Enrollment Uploads
 - Roster Uploads
 - TEC – Test, Exit, Clear
 - DLM system uses only Exit

REPORTS AND DATA EXTRACTS

Reports in Educator Portal



The screenshot displays the Kite Educator Portal interface. At the top left is the Kite logo, and at the top right, it shows the user is logged in as Patrick Watts with a 'Sign Out' link. Below the login information are three dropdown menus for 'Role' (District Test Coordinator), 'Organization' (Watts District), and 'Assessment Program' (DLM). A large red arrow points from the top center to the 'REPORTS' menu item in the navigation bar. The navigation bar includes links for Home, Settings, Manage Tests, Reports, and Help. The 'Reports' dropdown menu is open, showing options: Data Extracts, General Assessment, Alternate Assessment, and Career Pathways Assessment. The background of the page features a blurred image of a teacher interacting with students. On the right side, there are sections for 'MY PROFILE' with a placeholder for a user profile picture and 'QUICK LINKS' with a link to 'Students'.

Kite  TM

Logged in as Patrick Watts, [Sign Out](#)

Role:


Organization:

Assessment Program:


[Home](#) [SETTINGS ▾](#) [MANAGE TESTS ▾](#) [REPORTS ▾](#) [HELP](#)

- DATA EXTRACTS
- GENERAL ASSESSMENT
- ALTERNATE ASSESSMENT
- CAREER PATHWAYS ASSESSMENT

MY PROFILE



QUICK LINKS

 [Students](#)

Extracts in Educator Portal

First report requested must finish before requesting the next extract

STANDARD DATA EXTRACTS

Note: Student data extracts include **Personally Identifiable Information (PII)**, so please take the appropriate precautions to **protect** saved files.

Extract	Description	Requested	File	Action
Current Enrollment	Current enrollment information for active students.	05/17/2018 08:25 AM	CSV	New File
DLM Blueprint Coverage Summary	Percent of students meeting blueprint criteria, per organization	08/17/2018 08:17 AM	CSV	New File
DLM Test Administration Monitoring	Testlets assigned, in progress, and completed by subject, and student.	06/06/2018 11:41 AM	CSV	New File
First Contact Survey File	Current First Contact survey settings by student	05/17/2018 08:25 AM	CSV	New File
PNP Setting Counts	Student PNP setting counts by organization.			New File
PNP Settings	Personal Needs and Preferences (PNP) settings by student.			New File
Roster	Student assignment by educator and subject.	05/17/2018 08:24 AM	CSV	New File
Security Agreement Completion	Security Agreement status by organization	03/21/2018 11:31 AM	CSV	New File
Test Records	Student test types and subjects.			New File
Training Status	List of DLM users by organization and their training completion status	03/21/2018 11:31 AM	CSV	New File
Users	Educator Portal users and their associated role(s).	08/17/2018 03:52 PM	CSV	New File



What Different Extracts Show

- PNP Profile - shows personal needs and preferences selected for each student
- PNP Profile Counts - Provides the number of students for which a particular feature has been selected in the organization (school or district)
- Current enrollment - Current enrollment information for active students in the selected organization.
- Roster -Students rostered by teacher and subject

Example of Current Enrollment Extract

A	B	C	D	E	F	G	H	I
Extract_State	Extract_District	Extract_School _Name	Extract_Last_Modified _Time	Extract_Last_ Modified_By	AYP_School_ Identifier	Attendance_District _Identifier	Student_Legal _Last_Name	Student_Legal_ First_Name

What Different Extracts Show Continued

- First Contact Survey File - For each student shows, completion status, selections made to each question and the person, date and time of last user to enter information
- DLM Test Monitoring Extract - For each student shows testlets assigned, in progress, completed and number of testlets required by subject
- Blueprint Coverage Extract - Tracks % complete for blueprint requirements.

How to read the DLM Test Monitoring Extract

- Extract will show information for both IE and Spring Windows

R	S	T	U
End of Year # Testlets Not Started	End of Year # Testlets In Progress	End of Year # Testlets Completed	End of Year # Testlets Required
1	0	2	5
0	1	0	5
1	0	5	9
0	0	9	9

Blueprint Coverage Summary

Fields in the Extract

The extract is sorted by district and school information, teacher, subject, and grade.

Some columns on the file that may be of particular interest are described in the table below.

Column Heading	Definition
Criterion	Conceptual Area
# Students Testing	Number of students currently rostered
% Students Met	Percentage of those rostered students who have met full requirements for the conceptual area

What Different Extracts Show Continued

- Security Agreement Completion – Security agreement status by organization
- Training Status – Training completion status of users by organization
- Users – Provides Educator Portal users and their role(s)

Managing Data Verification and Revisions

- Data cleanup is the responsibility of all users. Ask teachers to verify if student data is correct and to contact you if they find incorrect data.
- Cleanup should be completed before the opening of the spring assessment window on March 11, 2019
- Data can be edited during spring assessment window
- Spring assessment window closes May 10, 2019

Managing Data Verification and Revisions Continued

- Data Cleanup means asking the following questions
 - Is every student in the right district?
 - Is every student in the right building?
 - Is every student rostered to the right teacher?
 - Is every student rostered to the right subject areas?
 - Is every student rostered in the right grade?
 - Are there any students appearing who will not be taking the DLM alternate assessment?

Scavenger Hunt

- Who has the highest district-level permissions and can perform most data management functions?
- What is the correct order of uploading data into Educator Portal? Where would you find that information?
- Who can transfer a student from one district to another?
- What resource would a data manager use to find the unique code for the district and building to be used in an enrollment CSV file?
- What resource(s) might a DTC use other than the DATA MANAGEMENT MANUAL for instructions on how to edit a student's information?

DLM SERVICE DESK

Why Can't I Test My Students?

Troubleshoot: 6 Most Common Issues

1. Test administrators must take all required training and pass at 80% or higher.
2. Test administrators must read, agree to, and sign the security agreement.
3. Test administrators must complete and submit the First Contact survey. The PNP Profile should also be completed.
4. Test administrators must have the role of 'teacher' and have their educator identifier on their EP account.
5. Students must be correctly rostered to the test administrator.
6. An up-to-date supported browser must be used for Educator Portal.

DLM Service Desk

Provide as much detail as possible.

- Please include:
 - Your contact information (email address, name)
 - The state and district in which your school is located
 - Error messages, including the testlet number if applicable to the problem
 - Operating system and browser information
 - Information about network configuration

Student Data Privacy

- Please be mindful of PII when emailing the Service Desk
- AR Policy on PII in Emails:
 - 2 pieces of student information okay
 - 3 or more pieces constitutes a breach
 - School and District information not considered student data

DLM Service Desk

Email d1m-support@ku.edu or
Call

1-866-204-7395 (toll-free)

Arkansas Dedicated Number

- Monday through Friday from 8:00 a.m. to 6:00 p.m., Eastern
- During spring testing window, open from 7:00 a.m. to 7:00 p.m., Eastern

TEST ADMINISTRATION OBSERVATIONS

Test Administration Observations

- State Policy:
 - At least 1 observation per district per window (IE & Spring)
 - Done by DTC, BTC, Counselor, or LEA Supervisor
 - State may also conduct observations; will contact to arrange time if needed.
 - Submit findings to BOTH DLM and ADE
 - Best Practice: Fill out paper observation form onsite

Test Administration Observations

- Tips:
 - Complete one protocol per testlet
 - Use an identifier that helps you distinguish between multiple students observed (e.g., green shirt, girl with glasses) rather than using any identifying information
 - Sit where you can unobtrusively observe
 - Allot time for filling in missing pieces right after completing an observation

Test Administration Observations

Review Observation Form

ONLINE FOLLOW-UP Q&A

Q&A Session

- Follow-up Online Q&A session
 - Wednesday, September 12 @ 1:30PM CT
 - Additional information & meeting details to follow

THANK YOU!

For more information, please contact:

d1m@ku.edu

Or

Go to: www.dynamiclearningmaps.org