

DYNAMIC[®]
LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2017-18

ELA, MATH, and SCIENCE

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Version YE

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

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

FINDING HELP

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

HINT: Print this page and keep it handy!

For these items:	Contact:
<ul style="list-style-type: none">• KITE® Client installation• General computer support• Internet availability• Display resolution• Issues with sound, headphones, speakers, etc.	Local technology representative
<ul style="list-style-type: none">• How to use KITE Client and Educator Portal• Training requirements• Assessment questions• Assessment scheduling	State education agency
<ul style="list-style-type: none">• Data issues (rosters, enrollment, etc.)	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu
<ul style="list-style-type: none">• Test invalidation requirements• Student Individualized Education Program (IEP) requirements• Test window dates, extensions, requirements, etc.• Test resets (may take up to 72 hours)	State education agency

**If contacting the DLM Service Desk:*

- **Do not send any Personally Identifiable Information (PII)** for a student via email. This 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. Please check with your assessment coordinator to find out what student information can be legally emailed in your state.
- Do send:
 - your contact information (email address and name)
 - the state and district in which your school is located
 - error messages, including the testlet number if applicable to the problem
 - the Service Desk ticket number when following up on a previously submitted issue

ASSESSMENT COORDINATOR MANUAL

2017-18

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AUDIENCE AND PURPOSE

The ASSESSMENT COORDINATOR MANUAL for the Dynamic Learning Maps® (DLM®) alternate assessment provides assessment coordinators with information to support data managers, technology personnel, and test administrators (e.g., educators, examiners, proctors, or teachers) in preparing for the assessment. Assessment coordinators oversee the assessment process and serve as the main point of contact between the state department, service desk, and district.

ADDITIONAL RESOURCES

To learn about updates to assessment coordinator resources such as this manual, subscribe to Test Updates on the DLM website under Assessment Resources | Test Updates (<http://dynamiclearningmaps.org/test-updates>).

WHAT'S NEW IN THIS VERSION?

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

Topic	Starting Page
Audience and Purpose statement: Updated/clarified language	5
About the Dynamic Learning Maps Alternate Assessment System: Updated/clarified language	15
Develop and Implement a Comprehensive Training Plan: Updated/clarified language	21
Required Test Administrator Training: Updated/clarified language	23
Professional Development for Instructional Support: Updated/clarified language	23
Responsibilities for Braille Test Administration: Updated/clarified language, inclusion of UEB	27
First Contact Survey: Updated/clarified language	27
Glossary: Updated/clarified language in some entries	31

A more comprehensive list of changes to this manual prior to this release is included in the Appendix under Document History.

INTRODUCTION

This manual provides information and a checklist to assist the assessment coordinator support district staff and educators participating in Dynamic Learning Maps® (DLM®) assessment. It includes policies and procedures and outlines the roles and responsibilities the DLM Alternate Assessment Consortium has defined for participants.

The DLM Alternate Assessment Consortium has defined four participant roles in test delivery. These titles are used throughout the assessment administration manuals and training resources:

- test administrator
- assessment coordinator
- data manager
- technology personnel

One person may fill
multiple roles.

Information about the roles of data manager and technology personnel is included in this manual only as it supports assessment coordinators in their activities. Resources specifically written for data managers and technology personnel are available on each state's page on the DLM website. The roles and responsibilities of the people administering testlets are addressed in the TEST ADMINISTRATION MANUAL (TAM).

How a state defines the tasks and titles may vary. First, assessment coordinators should check the state page on the DLM website to see if the state has provided additional information.

Title	Task Summary
Assessment Coordinator	<p>The assessment coordinator is presumed to work at the district level and is the main point of contact between the state department, the service desk, and the district.</p> <p>The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff.</p>
Data Manager	<p>The data manager is presumed to work at the district or building level, but may be at a higher level.</p>

Title	Task Summary
	<p>The key duty of the data manager is to maintain educator, student, and roster data. The assessment coordinator and data manager work together throughout the year. These roles may be interchangeable in some states.</p>
Technology Personnel	<p>The technology personnel is presumed to work at the district or building level, but may have a position at a higher level. The technology personnel does not always have access in Educator Portal.</p> <p>The key duty of the technology personnel is to prepare the network and assessment devices for assessment administration.</p>
Test Administrator	<p>The test administrator is an educator who is responsible for working with Individualized Education Program (IEP) teams to select and enter the accessibility supports for each student into Educator Portal. The test administrator is also responsible for completing the First Contact survey for each student, completing Required Test Administrator Training, reviewing and verifying student data, preparing students for assessment, instructing students on the Essential Elements, and administering the DLM alternate assessments to students.</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

HINT: Print these pages for your convenience!

The following checklists detail the critical steps for assessment coordinators to follow. Refer to them when reading this manual and preparing the school or district for the DLM alternate assessments. Follow the links provided for more information to quickly navigate to topics in this guide or to access other resources.


The checklists are organized into four sets of tasks for different parts of the school year. Information about each task is developed in more detail later in this manual.

- Before Beginning Assessment
- Instructionally Embedded Assessment (Optional)
- Spring Assessment Window
- Preparing for Next Year

Before Beginning Assessments

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Use the resources on the state's DLM webpage to become familiar with the DLM Alternate Assessment System, your roles and responsibilities, the roles and responsibilities of other participants from the state and district, and the procedures and materials needed to prepare for the assessment, including the DLM support resources.	The DLM website, Assessment Resources Year-End Model Educator Resources: http://dynamiclearningmaps.org/erp_ye
	2. Activate your Educator Portal (EP) account by following the instructions in the KITE® activation email. After the state assessment administrator (SAA) uploads your account in EP, you will not receive an activation email. The state education agency (SEA) must upload data manager information. (If you already have an active EP account, skip this step.)	Activate Educator Portal Account, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us
	3. Work with the SAA to activate accounts equal to or above the district test coordinator level.	

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<p>4. Complete the annual security agreement in your EP profile.</p>  <p>Test administrators will not be able to administer testlets if they do not agree to and sign the security agreement each year.</p>	<p>Complete Security Agreement, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us</p>
	<p>5. Sign up for the DLM Test Updates during the year.</p>	<p>The DLM website, Assessment Resources Test Updates: http://dynamiclearninmaps.org/test-updates</p>
	<p>6. Participate in DLM assessment coordinator training. States may also provide their own training for assessment coordinators.</p>	<p>The DLM website http://dynamiclearninmaps.org/district-staff-training-resources-ye</p>
	<p>7. Manage district and school staff roles and responsibilities.</p> <ul style="list-style-type: none"> a) Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role. b) Identify educators who will serve as test administrators for the DLM alternate assessments. c) Make sure each person is aware of his or her roles and responsibilities and the timeline of events, including firm deadlines for required steps. d) Make sure the technology personnel, the data manager, and test administrators understand the DLM assessment policies and procedures, as well as state-specific policies. 	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
8.	<p>Develop and implement a comprehensive training plan or implement your state's training plan for district staff and test administrators.</p> <ul style="list-style-type: none"> a) Review the checklists for data managers, technology personnel, and test administrators. b) Encourage data managers and technology personnel to complete the DLM-sponsored or state-sponsored training on their roles. c) Deliver Required Test Administrator Training (if assigned by the state or district). d) Monitor educator completion of all parts of Required Test Administrator Training and the security agreement. e) Identify additional training or resource needs specific to local DLM participants and develop resources to address needs. f) Encourage and monitor participation in the DLM professional development for instruction. 	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> <p>The DLM training for data managers and technology personnel</p> <p>The DLM Required Test Administrator Training http://dynamiclearningmaps.org/district-staff-training-resources-ye</p> <p>Develop and Implement a Comprehensive Training Plan, page 21</p>

☑	Tasks	Resources
9.	<p>Prepare for assessment implementation.</p> <ul style="list-style-type: none"> a) Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage all staff involved in assessment in any capacity to sign up for Test Updates on the DLM website. b) Establish communication between data managers, technology personnel, and the DLM Service Desk. c) Determine how you will receive communications from the state or district representatives for information specific to the state or district. d) Monitor creation of EP user accounts. 	<p>Test Updates Page http://dynamiclearningmaps.org/test-updates</p> <p>Educator Portal https://educator.cete.us</p> <p>EDUCATOR PORTAL USER GUIDE</p> <p>Prepare for Assessment Implementation, page 24</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<ul style="list-style-type: none"> e) Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training. f) Establish an assessment security plan and monitor adherence to the DLM- and the state-specific test-security policies. g) Troubleshoot issues as they arise. 	
	<p>10. Monitor and support assessment preparations and administration.</p> <ul style="list-style-type: none"> a) Remind technology personnel, data managers, and test administrators about important deadlines. b) Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about the state's policy for students who are hospitalized or home-bound as needed. c) Support test administrators and data managers in conducting data verification and revision within the two windows (fall for optional instructionally embedded for English language arts and mathematics assessments; spring for spring assessment). d) Ensure that every student who is supposed to participate is listed in EP and assigned to the correct test administrator. e) Monitor completion of the Access Profile (AP) using the Accessibility Profile Extract. The AP is where test administrators enter a student's personal needs and preferences. Follow up with test administrators as needed. f) Monitor completion of the First Contact (FC) survey for all students who will be assessed using the FC survey extract. Follow up with test administrators as needed. g) Assist test administrators with technology preparations (e.g., making sure assistive devices work) and assessment environment set-up (e.g., computer lab scheduling) as needed. Use the 	<p>Educator Portal https://educator.cete.us</p> <p>Educator Portal section in this manual</p> <p>Participation Guidelines on the DLM website</p> <p>Your state page on the DLM website</p> <p>Monitor and Support Assessment Preparations and Administration, page 26</p> <p>GUIDE TO PRACTICE ACTIVITIES AND RELEASED TESTLETS on the DLM website</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<p>practice and released testlets to ensure computers are configured correctly.</p> <p>h) Support test administrators in preparing the assessment environment.</p> <p>i) Ensure student's usernames and passwords are printed. If the responsibility for printing student usernames and passwords for KITE Client will be centralized in the school/district, assign responsibility for each task (the DLM Alternate Assessment Consortium assumes test administrators are responsible).</p>	
	<p>11. Develop a plan to facilitate communication with parents/guardians and district staff or follow your state-developed communication plan. Schedule meetings as necessary.</p> <p>a) Consider what parents/guardians and district staff will need and want to know about the DLM assessments.</p> <p>b) Determine the frequency of communication to various audiences.</p> <p>c) Deliver communication to various audiences according to the timeline in the communication plan.</p> <p>d) Relay new information from the DLM Alternate Assessment Consortium, the state, and the district to appropriate audiences as needed.</p>	<p>The DLM Webpage About Us Information for Parents</p> <p>Develop a Communication Plan, page 28</p>

CHECKLISTS FOR ASSESSMENT COORDINATORS

Instructionally Embedded Assessments (Optional)

<input checked="" type="checkbox"/>	Tasks	Resources
	<ol style="list-style-type: none">1. Monitor and support test administration.<ol style="list-style-type: none">a) Facilitate communication between the DLM staff and district staff during the assessment window(s).b) Monitor assessment activity, including assessment completion, prior to the end of the assessment window.c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.d) Serve as the point of contact for the DLM Service Desk.	

CHECKLISTS FOR ASSESSMENT COORDINATORS

Spring Assessment Window

☑	Tasks	Resources
	<p>1. Support test administrators in verifying that student demographic information, the AP, and the FC have been completed.</p> <div data-bbox="402 394 456 537" data-label="Image"> </div> <p>Students will not receive testlets until the First Contact survey is completed and submitted.</p>	<p>TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE</p>
	<p>2. Monitor and support test administration.</p> <ul style="list-style-type: none"> a) Facilitate communication between the DLM staff and district staff during the assessment window(s). b) Monitor assessment activity, including assessment completion, prior to the end of the assessment window. c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. 	<p>Form Delivery, page 28</p>

Prepare for Next Year

☑	Tasks	Resources
	<p>1. Prepare assessment coordinator plans for next year (develop calendar, design communication plan, schedule required training, etc.).</p>	
	<p>2. Support test administrators in preparing for next year (evaluate APs, review blueprints for the next grade, etc.).</p>	<p>TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE Blueprints on the state page on the DLM website</p>
	<p>3. Contact the SAA for the coming year's test windows.</p>	

ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in the DLM-assessed subject areas in grades 3-8 and high school. The department of education in each state determines which subjects and which grades 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 test administrators should adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

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, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students for whom general education assessments, even with accessibility supports, are not appropriate.

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

Seek guidance from the state assessment administrator about the state's participation guidelines for eligibility requirements.

THE DYNAMIC LEARNING MAPS FOUNDATION

The DLM maps are highly connected representations of how academic skills are acquired, as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in either English language arts (ELA) or mathematics, as well as important foundational skills that provide a foundation for academic skills. As of April 2016, there are 2,089 nodes in the ELA map, 2,399 nodes in the mathematics map, and 150 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of April 2016, the ELA map has 5,045 connections and the mathematics map has 5,200 connections.

The DLM science assessment does not presently use a map model; however, a learning map model for science is currently under development.

ESSENTIAL ELEMENTS

The DLM content standards are called Essential Elements (EEs) and are the learning targets for the assessments for grades 3-8 and high school in ELA, mathematics, and science. The purpose of the EEs is to build a bridge from those content standards to the academic expectations for students with the most significant cognitive disabilities.

ENGLISH LANGUAGE ARTS AND MATHEMATICS ESSENTIAL ELEMENTS

The ELA and mathematics EEs are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. The EEs specify academic targets, and the DLM map clarifies how students can reach those targets. For each EE, small collections of nodes are identified earlier in the map, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level is the Target in ELA and mathematics, and there are three levels below the Target and one level beyond the Target. See Linkage Level in the GLOSSARY on page 31 for more detail.

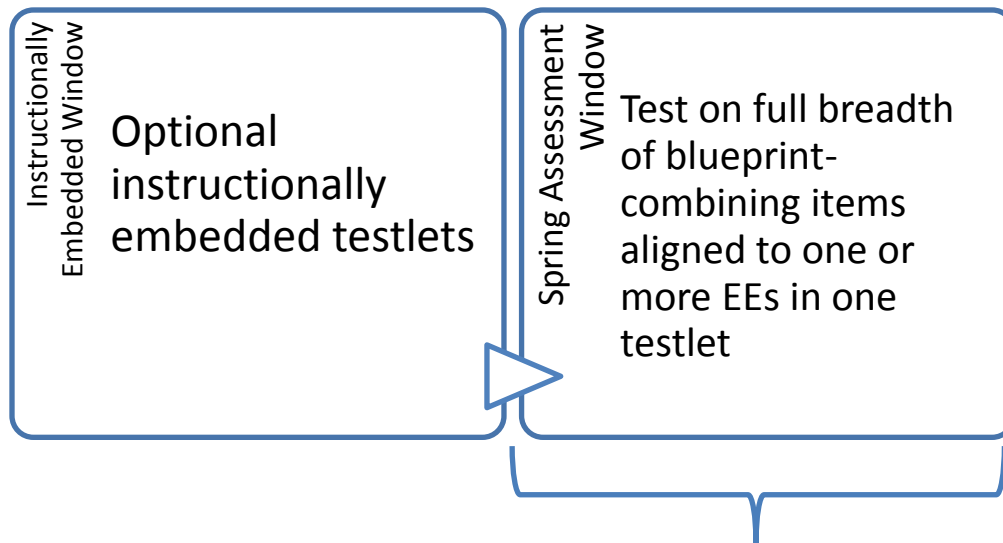
SCIENCE ESSENTIAL ELEMENTS

The science EEs are the learning targets for the DLM assessment in grade bands: elementary, middle school, and high school. Science EEs are specific statements of knowledge and skills, including science and engineering practices, linked to grade-level expectations identified in the National Research Council's Framework for K-12 Science Education. In science, each EE has three linkage levels. The highest linkage level is the Target, and two levels, Initial and Precursor, exist below the Target.

ASSESSMENT SYSTEM DESIGN AND DELIVERY

The DLM alternate assessments are delivered in testlets. Each testlet consists of an engagement activity and three to nine items. Items in each testlet align to knowledge and skills in a single linkage level within an EE. An engagement activity for an ELA testlet consists of a reading or writing task. For mathematics, an engagement activity gives context, which is carried throughout the testlet. Science testlets begin with an engagement activity just like testlets in ELA and mathematics. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Specific item types are described in the TEST ADMINISTRATION MANUAL. Information on accessing practice activities and released testlets using demo student accounts is also included in the TEST ADMINISTRATION MANUAL.

There are instructionally embedded testlets available to educators during the year. These are optional. Required testlets are delivered in the spring (see the following graphic).



Summative scores based on EEs covered in the blueprint WILL NOT incorporate scores from instructionally embedded assessment.

In the spring, all students are assessed on the full range of EEs in the blueprint. Regardless of whether the educator chooses to use instructionally embedded assessments, the educator is responsible for providing instruction on those EEs during the year. Using an algorithm that defines the relationships among the nodes in the map and uses all prior information available about the student, the system is adaptive and provides testlets at the appropriate linkage level for each EE.

Spring Assessment Times	
Subject	Average Overall Time in Minutes
English language arts	70–90
Mathematics	35–60
Science	45–135

ABOUT THE KITE SYSTEM AND EDUCATOR PORTAL

The KITE® system was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities. Educators and students use two of the four applications in the KITE system. Students and educators each see a different part.



Students have accounts in **KITE Client**.

KITE Client delivers assessments to students through the use of a customized secure interface. Once launched, KITE Client prevents students from accessing websites or other applications during testing. Practice activities and released testlets are also available using demo student accounts through KITE Client. *Educators and staff do **not** have accounts in KITE Client.*



Staff and educators have accounts in **Educator Portal (EP)**.

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access EP online via <https://educator.cete.us>. For information on how to work within EP, see the EDUCATOR PORTAL USER GUIDE on the DLM website.

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators, assessment coordinators, data managers, and technology personnel are available on the DLM website. Resources are provided by the DLM Alternate Assessment Consortium, and state-specific resources may also be available.

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

1. Go to the DLM website <http://dynamiclearningmaps.org>.
2. Hover over the **STATES** tab to reveal a list of states.
Select your state.

HINT: Bookmark the page or save it to your favorites for quick access later.

RESOURCES ON THE DLM WEBSITE

The following table lists DLM resources that are designed for assessment coordinators. These resources are available on most state webpages.

ASSESSMENT COORDINATOR MANUAL (PDF)	Supports the assessment coordinator in preparing district and school staff for assessment.
DATA MANAGEMENT MANUAL (PDF)	Supports the data manager in gathering, editing, and uploading user (educator/staff) data, enrollment (student) data, and roster (groups of students by educator) data via EP.
TECHNOLOGY SPECIFICATIONS MANUAL (PDF)	Supports the technology personnel in preparing schools for the technology needs of the DLM alternate assessment.
TEST ADMINISTRATION MANUAL (TAM) (PDF)	Supports test administrators in preparing themselves and students for assessment. Expands the knowledge base for the assessment coordinator on specific topics.
Accessibility Manual (PDF)	Provides guidance to state leaders, districts, educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available in KITE Client.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports educators in navigating EP to access assessment information, including student data and reports.
Educator Resource Page (webpage)	Provides supplemental instruction and assessment resources for educators and test administrators.
GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Moodle is the website where the training modules are located. It is where test administrators take their tests.
GUIDE TO PRACTICE ACTIVITIES & RELEASED TESTLETS (PDF)	Supports the test administrator in accessing practice activities in KITE Client using demo student accounts.
Test Updates Page (webpage)	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available: http://dynamiclearningmaps.org/test-updates .

PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

OVERVIEW

The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff. In some cases, responsibilities will be determined by plans and communications decided at the state level.

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium suggests preparing for the DLM test administration through careful planning, implementation, and monitoring.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

NOTE: The user manuals for test administrators, data managers, and technology personnel direct users to contact their district assessment coordinator for a training plan tailored specifically to their state and district.

The DLM Alternate Assessment Consortium suggests developing a training plan to support test administration efforts by test administrators, data managers, and technology personnel. Consider the resources described in this section when developing a plan.

TRAINING WEBINARS AND HELPLET VIDEOS FOR ASSESSMENT COORDINATORS, DATA MANAGERS, AND TECHNOLOGY PERSONNEL

- Prerecorded training webinars for assessment coordinators, data managers, and technology personnel are available on each state's DLM website. Training includes PowerPoint slides, transcripts, and a Frequently Asked Questions document.
- Many 1- to 5-minute helplet videos are available on how to do specific tasks in Educator Portal (EP), such as How to Get Started in Educator Portal and the Personal Learning Profile Training to help test administrators complete the Access Profile (AP) and the First Contact (FC) survey.
- Users can subscribe to [Test Updates](#) that announces releases in new training and other important information.

NOTE: All resources listed above are located on the DLM website;
none are in Educator Portal.

See How to Use the DLM Website on page 19 to find resources by role.

RESOURCES FOR TEST ADMINISTRATORS

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

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
<ul style="list-style-type: none">• Covers critical content for managing and delivering the DLM alternate assessments• Required for test administrators• Test administrators will not be able to deliver testlets if training is incomplete.• States decide which format(s) to offer: self-directed or facilitated.• Successful completion is a score of 80% or higher on the post-test.	<ul style="list-style-type: none">• Addresses topics to support instruction in academics for students who take the DLM alternate assessment• Strongly recommended• States and districts may recommend or require specific modules.• States decide which format(s) to offer: self-directed or facilitated.	<ul style="list-style-type: none">• Includes a variety of topics to supplement use of the DLM materials and system navigation• Strongly recommended

Required Test Administrator Training

Training is required for all test administrators who will administer DLM alternate assessments. New test administrators must successfully complete four modules, with a passing score on each module's post-test, before administering the DLM alternate assessment. In states offering science, additional science content is included in the four modules. Total training time is estimated at about 2.5 hours.

States policy determines who takes the required training course, which course is offered, and the format for the course. In some states, in addition to test administrators, other educators, such as the district and building assessment coordinators, must take the required training. The first year a state administers the DLM alternate assessment, all new test administrators must take the new required test administrator course. During subsequent years, the state decides whether to require returning test administrators to complete the new training course or the returning training course. In states offering the returning training course, a returning test administrator is identified based on EP records. If a participant is a returning test administrator from the previous year and is mistakenly placed in the course for new test administrators, contact the state education agency.

HINT: See the GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING located on the DLM website for complete information.

Professional Development for Instructional Support

Professional development for instruction is strongly encouraged. If wishing to incorporate professional development for instruction into a training plan, the DLM Alternate Assessment Consortium offers a variety of content and multiple methods to access the materials.

- The DLM Alternate Assessment Consortium has created online professional development learning modules. These modules provide information and strategies to help educators instruct students.
- See the professional development website at <http://dlmpd.com>.
 - Each online, self-directed module lasts approximately 30–45 minutes and focuses on a single topic related to instruction of students with the most significant cognitive disabilities.
 - Facilitated modules for groups cover the same content as self-directed modules and provide materials to support a facilitator in addressing a group of test administrators.
 - Virtual Community of Practice is provided to encourage collaboration among educators across the consortium at <http://dlmpd.com/clds/forum>.

PREPARE FOR ASSESSMENT IMPLEMENTATION

To prepare for assessment implementation, consider these tasks:

- ❑ Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage staff to sign up for Test Updates on the DLM website.
- ❑ Establish communication between data managers, technology personnel, and the DLM Alternate Assessment Consortium.
- ❑ Determine how you will receive communications from the state or district representatives for information specific to the state or district.
- ❑ Monitor creation of EP user accounts.
- ❑ Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training.
- ❑ Establish an assessment security plan and monitor adherence to the DLM and state-specific test-security policies. Consider these tasks when developing a plan:
 - Designate the assessment location(s); a quiet, private environment is best.
 - Ensure test administrators complete required training on assessment security and agree to the Security Agreement in EP.
 - Adhere to state and district policies for assessment security.
- ❑ Troubleshoot issues as they arise.

COMPLETE THE SECURITY AGREEMENT

Test administrators have a unique opportunity to administer new items and assessments. These items are expected to be treated as secure assessments. Therefore, each user is provided a security agreement that covers five security policies.

Each year, those with access to EP must renew their DLM security agreement. The previous year's agreement expires August 1. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section called Complete Security Agreement or view the "Getting Started" helplet video. The text of the security agreement is provided below.

My Profile

Overview

- Edit Display Name
- Change Password
- Change Default Role
- Security Agreement**
- Renewal/Expiration

The KITE Assessment provides opportunities for flexible assessment administration. However, all KITE assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2016 are secure tests.

Test administrators and other educational staff who support KITE 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, 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 else. 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 KITE Assessment Coordinator.

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

☐ I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

Jane A. Doe

Save

NOTE: If DLM staff discovers that a user account has been used by someone other than the account owner, the user account will be considered compromised and will be locked.



Help test administrators avoid this common pitfall.

If a user does NOT agree to the annual security agreement, the user will NOT have access to the Test Management tab in Educator Portal.

MONITOR AND SUPPORT ASSESSMENT PREPARATIONS AND ADMINISTRATION

The DLM Alternate Assessment Consortium suggests monitoring and supporting assessment preparations and administration to promote success in schools and districts. Include these tasks:

- Remind technology personnel, data managers, and test administrators about important deadlines.
- Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about the state's policy for students who are hospitalized or home-bound as needed.
- Support test administrators and data managers in conducting data verification/revision within the two windows (fall for instructionally embedded testing and spring for spring assessment).
- Ensure that every student who is supposed to participate is listed in EP and assigned to a test administrator **and** remove students who are not eligible for the DLM alternate assessment and should not be in EP. Educators, along with Individualized Education Program teams, identify students who will participate in the DLM alternate assessments. Participation guidelines are available on the DLM website.

HINT: Help test administrators who have students who are leaving or joining the classroom after the spring assessment has started. Work with the data manager (who has more information about best practices and procedures) so these students have accurate records and receive testlets at their current school. A student who has begun testing in one school and transfers to another can continue testing as soon as the student is enrolled and rostered in the new school.

- Monitor completion of the AP and FC for all students who will be assessed. Follow up with test administrators as needed.

ACCESS PROFILE

The test administrator, using information and procedures from the ACCESSIBILITY MANUAL, completes an AP for each student. The AP ensures the correct selection and use of the accessibility supports available in KITE® Client. Use the AP extract to monitor supports being used across the district.

FIRST CONTACT SURVEY

The test administrator completes a FC in Educator Portal for each student. The survey data determine a student's first testlet. The DLM Alternate Assessment System will not generate testlets until the FC is completed and submitted.

Test administrators receive training on how to answer the FC questions as part of the Required Test Administrator Training. The assessment coordinator's job is to answer questions and help test administrators make sure they have answered all items and successfully completed the survey. Responses selected in the FC determine the linkage level assigned for the first testlet during the spring assessment window and the linkage level recommended for optional instructionally embedded testlets during the instructionally embedded assessment window. Additionally, a short helplet video called Personal Learning Profile provides training on how to complete the student's AP and FC in Educator Portal. Use the First Contact survey extract to monitor completion of the FC across the district.

HINT: The TEST ADMINISTRATION MANUAL includes checklists that define policies and procedures for test administrators.

RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION

Assessment coordinators monitor and support the administration of braille forms during spring assessment. The DLM Alternate Assessment System supplies braille forms for some testlets. These forms are available in uncontracted UEB or EBAAE, depending on what the test administrator selects in the student's Access Profile. DLM braille forms also include Nemeth code for mathematics as needed.

See the below chart for information about the potential availability of braille forms for each subject, grade, and linkage level.

Subject	Grades	Linkage Levels
ELA and mathematics	3 – 5	Target and Successor
ELA and mathematics	6 – 8 and HS	Proximal Precursor, Target and Successor
Science	3 – 8 and HS	Target

However, not all parts of the assessment at every grade level have braille equivalents. Where they are not provided, test administrators will need to use other approaches to deliver assessments to students who are blind or have visual impairments. Braille should not be selected for emerging braille readers because the DLM alternate assessment tests the student's knowledge and understanding of the Essential Elements

and *not* the student's ability to use braille. For more information, see the TEST ADMINISTRATION MANUAL.

Form Delivery

Select the braille support in the AP so the system will assign braille forms to the student when available. Although braille forms are only available during the spring window, educators can select braille in the AP at any time.

Braille Ready Files are delivered through EP. The DLM Alternate Assessment Consortium does not provide embossed braille forms. All braille forms are delivered via EP and must be embossed locally. The forms are adaptive; consider the testlet embossing process into the time used for assessment preparation. The braille forms are located in the same area of the Test Management screen as the Testlet Information Page. See the procedure titled Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the Braille Ready File.

Scoring a Student's Response

When the system assigns a testlet, it delivers a computer-based version through KITE Client. This version is equivalent to the braille version the student receives. As the student takes the testlet on the braille paper version, the student indicates each response choice to the test administrator as is normally done on other braille assignments. The test administrator inputs each student response into KITE Client. Responses are scored by the system the same way as with non-braille forms.

MONITOR TEST ACTIVITY

You may retrieve reports to monitor assignment of and completion of testlets through the DLM Test Administration Monitoring Extract. Using this same extract, test administrators have the ability to monitor students who are rostered to them. Building-level users have the ability to monitor students in the building, while district-level users have the ability to monitor students in the district. See the procedure titled Understanding the DLM Test Administration Monitoring Extract in the EDUCATOR PORTAL USER GUIDE for more detail.

DEVELOP A COMMUNICATION PLAN

The DLM Alternate Assessment Consortium suggests developing a plan to facilitate communication with parents/guardians and district staff **or** following the state-developed communication plan. Schedule meetings as necessary.

The DLM Alternate Assessment Consortium provides a Parent Notification Letter, available in English and Spanish, as an editable Word document. These resources are available to download and edit to fit the needs of a state or district. The DLM Alternate Assessment Consortium also offers information and resources for parents/guardians on the DLM Webpage | About Us | [Information for Parents](#).

REPORTS AND DATA EXTRACTS

PROGRESS REPORTS

A student's participation in the optional instructionally embedded assessment generates a progress report. This report summarizes the progress of a student in an individual subject area. It only includes information about assessments from instructional plans selected through the Instructional Tools Interface used during the instructionally embedded assessment window.

Test administrators may find the progress report to be useful when planning or reviewing instruction for an individual student or for a roster of students. The progress report displays the conceptual area(s) tested, the Essential Element, and the linkage level tested. The progress report contains sensitive information, including the student's name, school, grade, and state identification number, among other data, and the report should be treated as a secure document and handled accordingly.

The optional assessments' results do not factor in or contribute to the end of the year Individual Student Score Reports.

INDIVIDUAL STUDENT SCORE REPORTS

Depending on when your state spring assessment window closes, the Individual Student Score Reports, commonly called ISRs, become available to the assessment coordinator in late summer or early fall. Other roles in your state may also have access to these reports in EP in the Reports tab. Only student responses to assessments administered during the spring assessment window are incorporated in the results reported in the Individual Student Score Reports.

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

Summative results are determined from the linkage-level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area or domain and for the subject overall. Summative results are based on all of the Essential Elements on the blueprint for English language arts, mathematics, and science that are assessed.

See the [EDUCATOR PORTAL USER GUIDE](#) for further information about accessing reports and data extracts.

KITE CLIENT

SUPPORTED BROWSERS

See the [KITE® Requirements webpage](#) to choose a browser that will work well with Educator Portal. For more information on browsers and technology in the district, contact the technology personnel.

KITE ASSESSMENT DEVICES

The Dynamic Learning Maps® (DLM®) alternate assessments may be administered on:

Windows PC desktops	Via KITE Client with Windows and Mac instructions
Mac desktops	
Laptops (PC or Mac)	
iPads	Via KITE Client app with iPad instructions (previous versions are not supported)
Chromebooks	Via KITE Client or Google app with Chromebook instructions

Local devices attached to these machines, such as interactive whiteboards, are also acceptable. Interactive whiteboards (brand names SMART, Promethean, etc.) may be used during assessment. The same hardware, software, and screen-resolution constraints apply. The projector associated with the interactive whiteboard must project the computer screen at a resolution of no lower than 1,024 × 768 pixels. For more information on assessment devices, contact the technology personnel.

ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments through the use of KITE Client. Test administrators may contact you or technology personnel to ask about opportunities available for assessment without the use of an internet connection.

KITE PROCEDURES

See the EDUCATOR PORTAL USER GUIDE for procedures that support test administrators.

- Access Practice Activities and Released Testlets
- Start a Test
- Navigate in KITE Client
- Take a Break During Assessment
- Complete the Test
- Change an Accessibility Support During Assessment
- Troubleshoot in KITE Client

GLOSSARY

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

Access Profile (AP)	Student-specific information that informs KITE® Client about individual student's personal needs and preferences. The AP includes information the system needs to make the student's user interface compatible with his or her accessibility needs. In Educator Portal, the AP includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.
claim	A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within English language arts and mathematics. Each claim is subdivided into two or more conceptual areas.
conceptual area	A region within the DLM learning map containing nodes associated with related Essential Elements, representing concepts and skills that support the learning of the Essential Elements in English language arts and mathematics. Conceptual areas are composed of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
connection	The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.
core idea	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.
domain	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.

engagement activity	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts (ELA) 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.
Essential Elements (EEs)	Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council's Framework for K-12 and the Next Generation Science Standards (NGSS). Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.
First Contact (FC) survey	A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. Core questions from the FC are used to determine a student's entry point, or initialization, into the assessment.
initialization	The process by which existing information about a student is used to determine the point in the DLM learning map where the student enters the assessment for the first time.
instructionally embedded assessment	Assessment that occurs throughout instruction in the instructionally embedded assessment window during the fall and winter months.
KITE Client	A secure customized interface platform used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in KITE Client. See the TEST ADMINISTRATION MANUAL for more information about KITE Client.
linkage level	A small section of the DLM map containing one or more nodes that represent critical concepts or skills needed to learn the EE. See the TEST ADMINISTRATION MANUAL for more information about the number and names of linkage levels for each DLM subject.

node	A representation in the DLM learning maps of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
state education agency (SEA)	A state department of education.
testlet	Short for instructionally relevant testlet. Beginning with an engagement activity and combining multiple items increases the instructional relevance of the assessment, and provides a better estimate of the students' knowledge, skills, and understandings than can be achieved by a single assessment item. See the TEST ADMINISTRATION MANUAL for more information about the number of items for each DLM subject.

STATE APPENDICES

DOCUMENT HISTORY

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

Date	Section Name/Summary of Changes	Starting Page
08/01/07	Audience and Purpose statement: Updated/clarified language	5
	About the Dynamic Learning Maps Alternate Assessment System: Updated/clarified language	15
	Develop and Implement a Comprehensive Training Plan: Updated/clarified language	21
	Required Test Administrator Training: Updated/clarified language	23
	Professional Development for Instructional Support: Updated/clarified language	23
	Responsibilities for Braille Test Administration: Updated/clarified language, inclusion of UEB	27
	First Contact Survey: Updated/clarified language	27
	Glossary: Updated/clarified language in some entries	31

Eligibility and Participation Criteria - NYSAA

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

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

NYSAA Eligibility

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

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

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

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

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

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

NYSAA Participation Criteria

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

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

workplace); **and**

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

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



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.

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"> • 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. • Invert Color Choice: Makes the background color black and the font white. • 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. • 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. • 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. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • Individualized Manipulatives: Students may use familiar manipulatives. • Calculator: Permitted on mathematics testlets unless otherwise noted on the Testlet Information Page (TIP). • 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. 	<ul style="list-style-type: none"> • Human Read Aloud: Test Administrators may read the assessment aloud to students. • Sign Interpretation of Text: Test administrators may sign the content to students, using American Sign Language (ASL), Exact English, or personalized sign systems. • 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. • Entering Responses for Student: Test Administrators can enter responses for students that are physically unable to input their answer choices. • Partner—Assisted Scanning (PAS): A strategy in which test administrators assist students with scanning or going through students' response options.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Assistant Commissioner

Office of Assessment, Standards and Curriculum

TO: Educators working with the 2016 New York State Alternate Assessment (NYSAA) English Language Arts (ELA) and mathematics Assessments

FROM: Peter Swerdzewski, Assistant Commissioner
Assessment, Standards, and Curriculum

DATE: April 8, 2016

SUBJECT: New Policy on Language Translation for NYSAA for ELA and Math

Beginning with the 2015-16 school year, the New York State Education Department (NYSED) has partnered with a national organization known as Dynamic Learning Maps (DLM). The NYSAA for ELA and mathematics will be assessed using the DLM computer-based adaptive assessments.

Our students with significant cognitive disabilities have very different communication challenges, especially those NYSAA-eligible students with English language learning (ELL) needs. NYSED is following the recommendation from DLM regarding the policy of language translation as outlined in the Testing Administration Manual (TAM) on page 51 (http://dynamiclearningmaps.org/sites/default/files/documents/Manuals/tam_ye_2015-16_NY.pdf). 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.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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: Important Information Regarding Changes to the New York State Alternate Assessment (NYSAA) in Social Studies and Science

Please be advised that, beginning with the 2017-18 school year, the NYSAA Program will no longer include a Social Studies component. The NYSAA Assessments in English Language Arts (ELA), Mathematics, and Science will continue to be administered. In addition, for the 2017-18 school year and thereafter, NYSAA-eligible students will be assessed using the Dynamic Learning Maps (DLM) computer-based assessments for Science, as well as for ELA and Mathematics.

The goal of the elimination of the Social Studies component is to require the least amount of testing necessary to provide accurate information about student achievement, and to minimize the instructional time required to administer the NYSAA Program to students. As part of the NYSAA Program, students with severe cognitive disabilities are assessed on the NYSAA Assessments in ELA and Mathematics (at Grades 3-8 and once at the secondary level), and in Science (at Grades 4, 8 and once at the secondary level). Students participating in the NYSAA Program earn separate and independent scores on each NYSAA Assessment.

The discontinuance of the NYSAA Assessment in Social Studies will not impede any NYSAA-eligible student from attaining the Skills and Achievement Commencement Credential Certificate. In addition, since the results of the State Assessments in Social Studies are not used for State or Federal accountability purposes, this discontinuance will not affect the accountability status of a district or school.

The change in assessing Science with DLM will allow for the use of a computer adaptive testing program for Science, similar to the program already being used by NYSAA-eligible students for ELA and Mathematics. In adaptive testing, students receive testlets of varying difficulty, depending on their answers to the questions on the previous

testlet. During the assessment administration, students have access to unique accessibility tools and supports to fit each student's needs and preferences, which will result in an assessment that measures a greater depth and breadth of proficiency than in the past. Computer-administered assessments are also compatible with a wide range of technology-based assistive technology devices. The DLM computer-administered assessments in Science will be electronically scored and reported.

In addition, this change will allow the administration window for the Science component to align with the administration window for ELA and Mathematics, which will be from **March 14, 2018 to June 8, 2018**. In having one computer-based test system for the complete NYSAA program, the amount of time and resources needed for educator training in order to administer the assessment will be reduced. In fall 2017, there will be one comprehensive training for all three content areas, reducing the amount of time that educators will be out of the classroom for training.

If you have any questions concerning these changes, you may contact the Office of State Assessment at 518-474-5902 or emscassessinfo@nysed.gov.



DIRECTOR
Office of State Assessment

June 2017

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

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

SUBJECT: Birthdate Ranges for Students with Disabilities Participating in the
2017-18 New York State Alternate Assessment (NYSAA)

The chart below provides information on students with disabilities who are eligible to participate in the 2017-18 NYSAA. Each birthdate range is associated with the grade at which the student should be assessed, and this information should be used to determine the grade level at which the student will be assessed. **Students at the Secondary level, who are testing using DLM, must be tested at grade 9, regardless of their actual age.** Students should be tested only once at each grade, and in all the content areas indicated for each grade.

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 Ranges for Testing on NYSAA in 2017–18

Birthdate Range	Assessment
September 1, 2008—August 31, 2009	Grade 3 ELA & Math
September 1, 2007—August 31, 2008	Grade 4 ELA, Math, and Science
September 1, 2006—August 31, 2007	Grade 5 ELA and Math
September 1, 2005—August 31, 2006	Grade 6 ELA and Math
September 1, 2004—August 31, 2005	Grade 7 ELA and Math
September 1, 2003—August 31, 2004	Grade 8 ELA, Math, and Science
September 1, 1999—August 31, 2000*	Secondary-Level ELA, Math, and Science

***Note:** NYSAA-eligible students who do not meet the age criteria above and who will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school. NYSAA-eligible students with a birthdate prior to September 1, 1999 who have not been assessed at the secondary-level must be assessed in the 2017-18 school year before they leave school.

**2017-18 New
York State
Alternate
Assessment
(NYSAA)**

**Dates to Remember: Administration of
NYSAA in English Language Arts (ELA),
Mathematics and Science through
Dynamic Learning Maps (DLM)**

Important Dates to Remember

08/31/2017	KITE Client Auto-updated
9/19/2017	ELA & Math ITI opens
10/15/2017	Recommended deadline to complete review of user information in KITE Educator Portal. Make corrections, add new users and delete users no longer needing accounts.
10/27/2017	NYSAA-eligible students need to be identified in the state data warehouse with the program service code 0220 to be included in the initial enrollment pull. Districts/Schools utilizing ITI must comply with this deadline.
10/30/2017	NYSED initial pull of students identified as NYSA-eligible for loading of enrollment file to KITE Educator Portal.
11/3/2017	NYSED loads initial enrollment file to KITE Educator Portal.
11/13/2017	Science ITI opens
11/17/2017	Recommended deadline to complete First Contact Survey and Access Profile for participation in spring assessment to utilize ITI .
12/1/2017	NYSAA-eligible students need to be identified in state data warehouse with the program service code 0220 to be included in final enrollment pull on 12/4/2017.

12/4/2017	NYSED final pull of students identified as NYSAA-eligible for loading of final enrollment file to KITE Educator Portal.
12/8/2017	NYSED loads final enrollment file to KITE Educator Portal.
02/09/2018	Final date for Braille marked in Access Profile.
02/28/2018	ELA, math and Science ITI closes
03/12/2018	Spring assessment window opens.
06/08/2018	Spring Assessment window closes.



Where in the world can I find...?

Resource	Location
AATN Additional Training Materials	NYSED's NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Website: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html
AATN list	NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/
Accessibility Manual	NYSED's NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Website: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html Dynamic Learning Maps New York Page: http://www.dynamiclearningmaps.org/newyork
Accessibility Memo	NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/ Dynamic Learning maps New York Page: Accessibility Manual Assessment Coordinator Manual Test Administrator Manual http://www.dynamiclearningmaps.org/newyork
Access Profile & First Contact Survey	Educator Portal: www.educator.cete.us
Acronym	NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/ http://www.p12.nysed.gov/assessment/nysaa/2017-18/dlm-nysaa-acronyms.pdf
Assessment Coordinator Checklist	NYSED's NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Website: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html

Assessment Coordinator Manual	<p>NYSED's NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Website: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html</p> <p>Dynamic Learning Maps New York Page: Accessibility Manual Assessment Coordinator Manual Test Administrator Manual http://www.dynamiclearningmaps.org/newyork</p>
Birth Date Chart	<p>NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/</p> <p>Dynamic Learning Maps New York Page: Assessment Coordinator Manual Data Management Manual Educator Portal User Guide Test Administrator's Manual http://www.dynamiclearningmaps.org/newyork</p>
Blueprints (New York)	<p>NYSED's NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Website: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html</p> <p>Dynamic Learning Maps New York Page: http://www.dynamiclearningmaps.org/newyork</p>
BOCES/Big 5 Table	<p>NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/</p> <p>Dynamic Learning Maps New York Page: Assessment Coordinator Manual Appendix Test Administrator Manual Appendix http://www.dynamiclearningmaps.org/newyork</p>
Computer Based Testing (CBT) Support	<p>Computer-Based Testing Help Center: Visit: https://cbtsupport.nysed.gov/hc/en-us Email: CBTsupport@nysed.gov</p>

Data Management Manual	<p>NYSED NYSA A 2016-17 NYSA A ELA, Mathematics, and Science (DLM) Webpage: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html</p> <p>Dynamic Learning Maps New York Page: http://www.dynamiclearningmaps.org/newyork</p>
DLM Service Desk	<p>Phone: 1-855-277-9751 Visit: http://www.dynamiclearningmaps.org Email: DLM-support@ku.edu</p>
Educator Portal:	www.educator.cete.us
Educator Portal User Guide	<p>Dynamic Learning Maps New York Page: http://www.dynamiclearningmaps.org/newyork</p>
Educator Resources	<p>Dynamic Learning Maps Educator Resource Page: http://www.dynamiclearningmaps.org/erp_ye</p>
Essential Elements	<p>Dynamic Learning Maps New York Page: http://www.dynamiclearningmaps.org</p>
Data Management Manual	<p>Dynamic Learning Maps New York Page: http://dynamiclearningmaps.org/newyork</p> <p>NYSED Educational Design & Technology: http://www.nysed.gov/edtech/schools/new-york-state-alternate-assessment-nysaa</p>
Facilitator Guide to DLM Required Test Administrator Training	<p>Dynamic Learning Maps New York Page: http://www.dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Fgtrt_2016-17_NY.pdf</p>
Familiar Text	<p>Familiar Texts Used in Year-End Model Testlets: http://www.dynamiclearningmaps.org/familiar-texts-ye</p>
Guide to DLM Required Test Administration Training	<p>Dynamic Learning Maps New York Page: http://www.dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/gtrt_2016-17_NY.pdf</p>

Guide to Practice Activities and released testlets	Dynamic Learning Maps: http://www.dynamiclearningmaps.org
Instructional Tools Interface (ITI)	Information on how to use ITI: Educator Portal User Guide: Dynamic Learning Maps New York Page: http://dynamiclearningmaps.org/newyork Accessing ITI: Educator Portal: www.educator.cete.us
KITE- Student testlets	
Language Translation Memo	NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/ Dynamic Learning Maps New York Page: Assessment Coordinator Manual Data Management Manual Educator Portal User Guide Test Administrator's Manual http://www.dynamiclearningmaps.org/newyork
Materials List	NYSED NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Webpage: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html http://dynamiclearningmaps.org/sites/default/files/documents/ERP/YE_Mathematics_Materials_Collections_Spring_2017.pdf http://dynamiclearningmaps.org/sites/default/files/documents/ERP/YE_English_Language_Arts_Materials_Collections_Spring_2017.pdf Dynamic Learning Maps Educator Resource Page: http://dynamiclearningmaps.org/erp_ye

Moodle- Test Administrator Training Modules	<p>Dynamic Learning Maps New York Page: http://dynamiclearningmaps.org/newyork</p> <p>http://www.dynamiclearningmaps.org</p> <p>http://training.dynamiclearningmaps.org/login/index.php</p>
Office of State Assessment- question on NYSAA policy, administration, testing accommodations	<p>Phone: 518-474-5902</p> <p>Visit: http://www.p12.nysed.gov/aassessment/nysaa</p> <p>Email: emscassessinfo@nysed.org</p>
Parent Brochure	<p>NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/</p>
Policy on Language Translation	<p>NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/ http://www.p12.nysed.gov/assessment/nysaa/2016-17/dlm-translations.pdf</p>
Practice Testlets	<p>Demo Usernames and Passwords</p> <p>Guide to Practice Activities and Released Testlets: http://www.dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide to Practice Activities and Released Testlets 2016-17 YE.pdf</p> <p>Utilize Practice Testlets- Using Demo Student Profiles: Access KITE Client</p>
Professional Development Modules	<p>Dynamic Learning Maps: http://www.dynamiclearningmaps.org/professional-development</p>
Science	<p>Dynamic Learning Maps Science Resource Page: http://www.dynamiclearningmaps.org/sci_resources</p>
Security Agreement	<p>Educator Portal: www.educator.cete.us</p>
Service Desk (DLM)	See DLM above
Social Studies/Science Guidance Memo	<p>NYSED's NYSAA Home Page: http://www.p12.nysed.gov/assessment/nysaa/</p>

Special Circumstance Codes	<p>NYSED's NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Website: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html</p> <p>How to Enter Special Circumstance Codes: Assessment Coordinator Manual Data Management Manual Educator Portal User Guide Test Administrator's Manual http://dynamiclearningmaps.org/newyork</p> <p>Who can Enter Special Circumstance Codes: District/Building Test Coordinator (DTC/BTC)</p> <p>Where to enter Special Circumstance Codes: Educator Portal: www.educator.cete.us</p> <p>Educator Portal User Guide: Dynamic Learning Maps New York Page http://dynamiclearningmaps.org/newyork</p>
Students and Student Rosters	<p>Educator Portal: www.educator.cete.us</p>
Student Usernames and Passwords	<p>Educator Portal: www.educator.cete.us Test Management Tab</p>
Technology Specifications Manual and Supplemental Information	<p>Dynamic Learning Maps New York Page: http://dynamiclearningmaps.org/newyork</p> <p>NYSED Educational Design & Technology: http://www.nysed.gov/edtech/schools/new-york-state-alternate-assessment-nysaa http://www.p12.nysed.gov/assessment/nysaa/2016-17/dlm-techspecmanual.pdf</p>

Test Administrator Checklist	NYSED NYSAA 2016-17 NYSAA ELA, Mathematics, and Science (DLM) Webpage: http://www.p12.nysed.gov/assessment/nysaa/nysaa-dlm-18.html
Test Administrator Manual	Dynamic Learning Maps New York Page: http://dynamiclearningmaps.org/newyork
Testlets	Access in KITE Client
Testlet Information Pages (TIPS)	Information on Accessing Educator Portal User Guide: Dynamic Learning Maps New York Page http://dynamiclearningmaps.org/newyork Where to access: Educator Portal: www.educator.cete.us
Test Security Agreement	Educator Portal: www.educator.cete.us

**2017-18 New
York State
Alternate
Assessment
(NYSAA)**

**Additional Training Materials:
Administration of NYSAA through
DLM Alternate Assessment**

Accessibility Supports

Please refer to the New York specific guidance regarding accessibility supports and testing accommodations at: <http://www.p12.nysed.gov/assessment/nysaa/>.

Braille

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

Where braille testlets are not provided, test administrators will use other approaches to deliver assessments to students who are blind or have visual impairments. For more information, see the Braille Fact Sheet available on the Educator Resource Page at: http://dynamiclearningmaps.org/content/erp_ye.

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

Please be advised that the final date to select braille and contact NYSED regarding braille is 02/09/2018.

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 at:
<http://www.p12.nysed.gov/assessment/nysaa/2016-17/dlm-translations.pdf>.

**2017-18 New
York State
Alternate
Assessment
(NYSAA)**

**Additional Training Materials:
Administration of NYSAA through
DLM Alternate Assessment**

Field Testing

Once all required spring assessments are complete, there may be zero to one field tests delivered in each content areas. The field testlets are assigned at the same or lower linkage level as the final operational testlet that the student completed during the spring assessment. Test administrators can expect each field testlet to take the same approximate length of time to administer as an operational testlet. Test administrators are strongly encouraged to deliver the field testlets, which help build a larger operational bank of available testlets. Please see the previous chart for the number of testlets delivered per grade level. After you have completed the required testlets, please go back in to educator portal to see if a field testlet has become available just as you would for an operational assessment.

***Remember- after you have completed the required testlets, please go back in to educator portal to see if a field testlet has become available just as you would for an operational assessment.**

**2017-18 New
York State
Alternate
Assessment
(NYSAA)**

**Additional Training Materials:
Administration of NYSAA through
DLM Alternate Assessment**

Test Completion

Please note that test administrators **will not** receive notification in KITE CLIENT when all the testlets for a subject have been completed. Rather, test administrators can track completion in Educator Portal for each testlet ticket. Each testlet ticket for the Test Progress Column will indicate a specific testlet as being delivered, such as 1 of 6. In addition, test administrators should keep a chart tallying the number of testlets students have completed and compare with expected number completed as found in the TAM (see chart below). District Test Coordinators must run an Extract Report to determine that all testing for each subject has been completed. Please visit: CBTSupport@nysed.gov or EMSCASSESSINFO@nysed.gov for additional information.

NUMBER OF TESTLETS FOR SPRING ASSESSMENT

Grade	Math Testlets	ELA Testlets	Science Testlets
3	6	7	Not-tested
4	7	7	9
5	6	7	Not-tested
6	6	6	Not-tested
7	6	6	Not-tested
8	6	6	9
High School (9)	6	6	9

**2017-18 New
York State
Alternate
Assessment
(NYSAA)**

**Continuing Teacher and Leader
Education (CTLE): Administration of
NYSAA through Dynamic Learning
Maps (DLM)**

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 the registration period if they practice in a NYS school district or BOCES.

Use the following to determine who is eligible for CTLE:

<http://www.highered.nysed.gov/tcert/pdf/Registration%20Table.pdf>

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

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

The 2017 Fall NYSED sponsored NYSAA (DLM) facilitated training and the Moodle self-directed trainings are available for **CTLE** credit.

Please email EMSCASSESSINFO@nysed.gov, and provide the following:

- your name as it appears on your NY teaching certification,
- your email,
- name and type of training,
- date, and
- copy of training completion certificate.

Use the following as a guide for record keeping:

<http://www.highered.nysed.gov/tcert/pdf/donotsubmit-ctlerecord.pdf>

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

2017-18
New York
State
Alternate
Assessment
(NYSAA)

Assessment Coordinator Checklist: Administration of NYSAA in English Language Arts (ELA), Mathematics and Science through Dynamic Learning Maps (DLM)

Step 1: Read and become familiar with the DLM Assessment Coordinator Manual, Test Administrator's Manual (TAM) and Accessibility Manual:			
	Yes	No	Done
Updated manuals can be located at http://dynamiclearningmaps.org/newyork			
Connect with relevant personnel in district Data Manager: Technology Coordinator:			
Step 2: Develop a logistics plan for test administration:			
	Yes	No	Done
Identify technical/data issues that may need to be addressed and response chain within district/school.			
Identify emergency test administration personnel for unplanned staff leaves.			
Step 3: Develop a test security plan:			
	Yes	No	Done
Adhere to State and district policies for testing			
Ensure test access as well as quiet spaces for testing			
Step 4: District/Building Test Coordinator (DTC/BTC) account set up in Educator Portal, https://educator.cete.us/ .			
	Yes	No	Done
If the District or Building Test Coordinator does not have an account, contact the Data Manager to set up an account and/or NYSED at CBTSupport@nysed.gov or EMSCASSESSINFO@nysed.gov .			
Verify your Profile (i.e., user role, district, etc....)			
Step 5: Assessment Coordinators should then complete the Security Agreement:			
	Yes	No	Done
Note: Security Agreement should be updated & signed each school year			
Step 6: Manage district/school staff roles:			
	Yes	No	Done
Required training: Facilitated by District or Self-directed in Moodle. Ensure Certified Educators have completed the required training modules and the required qualifiers in MOODLE in order to be eligible as a Test Administrator.			
Staff will receive a completion report when all requirements have been met. This should be printed for staff records. Please contact EMSCASSESSINFO@nysed.gov for more information on Continuing Teacher and Leader Education (CTLE) hours.			
Monitor Education Portal Accounts to ensure all staff have been trained.			
Run Report: Training Status Extract to monitor required training completion.			

Ensure educators have completed Security Agreement Run Report: Security Agreement Completion			
Note: Security Agreement should be updated & signed each school year by test administrators.			
Sign up for test updates at http://dynamiclearningmaps.org/content/operational-testing .			
Step 7: Preparations before Spring Assessment Window:			
	Yes	No	Done
KITE (Kansas Interactive Test Engine):			
<ul style="list-style-type: none"> Verify that devices meet the requirements at http://dynamiclearningmaps.org/requirements and verify with technology personnel. 			
<ul style="list-style-type: none"> KITE user guide (e.g., system requirements, internet connections, navigating the system, troubleshooting issues) 			
<ul style="list-style-type: none"> Test Coordinator or technology personnel should verify that the most current version of KITE 4.0 has been automatically updated on all testing devices prior to testing. 			
Data Clean-up:			
<ul style="list-style-type: none"> Coordinators should verify accuracy of Roster: student/educator data Confirm Student Eligibility- refer to student's IEP and the Birth-date Chart http://www.p12.nysed.gov/assessment/nysaa/2017-18/agerange-18.pdf 			
<ul style="list-style-type: none"> If educators/students are entered in error, Coordinator and/or Data Manager can make changes, or Coordinator can contact NYSED at CBTSupport@nysed.gov, EMSCASSESSINFO@nysed.gov and/or DLM service desk for assistance. 			
<ul style="list-style-type: none"> If Educators cannot "see" students in KITE, some questions to explore: <ul style="list-style-type: none"> ✓ Did the educator complete training, including passing the associated quizzes? ✓ Did the educator agree to the security agreement? ✓ Is the educator rostered to their students? ✓ Contact DLM 1-855-277-9751 or email at DLM-support@ku.edu for assistance 			
<ul style="list-style-type: none"> Ensure that all Access Profile (PNP) and First Contact Survey (FCS) - are completed; Run Reports: Accessibility Profile and First Contact Survey File extracts. 			
Step 8: Test Administrator preparations:			
Accessibility/Accommodations:			
	Yes	No	Done
Ensure that the Access Profile (PNP) and First Contact Survey (FCS) have been completed.			
The expectation is that Accessibility supports are similar to those which have been used during instruction (refer to the Accessibility Manual). <ul style="list-style-type: none"> ✓ Do not have the assessment be the first time a student is using accessibility features 			
The braille ready file (BRF) comes in uncontracted EBAE (note <i>Refer to Braille Forms</i> section in the TAM). Requests for materials necessary for embossing should be made to NYSED at EMSCASSESSINFO@nysed.gov or 518-474-5900 in advance.			
Language translators should be provided by district. Refer to Translation memo http://www.p12.nysed.gov/assessment/nysaa/2016-17/dlm-translations.pdf .			
Adaptive and specialized equipment or furniture; Noise buffers/headphones need to 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 Teacher Information Pages (TIPS) for specific test materials (e.g., manipulatives, calculators, etc....) (refer to <i>Retrieve Testlet Information</i> page and <i>Gather Materials</i> section of the TAM).			

NOTE: Best Practices would have accessibility features documented on a student's IEP as testing accommodations (refer to Accessibility Memo http://www.p12.nysed.gov/assessment/nysaa/2016-17/accessibility-sscd.pdf).			
Step 9: Recording testing exemptions if applicable:			
	Yes	No	Done
Notify DTC/BTC to enter appropriate special circumstance code for student) after the FCS has been completed, but prior to the end of the test administration period.			
For Test resets, the DTC/BTC should contact State Assessment at 518-474-5900 or email EMSCASSESSINFO@nysed.gov .			
Step 10: Develop a plan to facilitate communications with parents (DLM resources):			
	Yes	No	Done
http://dynamiclearningmaps.org/content/information-parents .			
Step 11: Testing Window begins...			
	Yes	No	Done
Monitor and support test administration			
For DLM testing system questions, please contact DLM at 1-855-277-9751 or email at DLM-support@ku.edu for assistance.			
For NY data related question, please contact NYSED at CBTSupport@nysed.gov .			
For administration and policy related issues, please call State Assessment at 518-474-5900 or email EMSCASSESSINFO@nysed.gov .			
Confirm all eligible students have been tested prior to the end of testing. Run the Test Administration Extract Report to ensure all eligible students have completed testing.			
Step 12: Ensure that the test administrator completes the online teacher survey:			
	Yes	No	Done
Please refer to the NYSAA homepage for more information			
http://www.p12.nysed.gov/assessment/nysaa/			

**2017-18
New York
State
Alternate
Assessment
(NYSAA)**

**Special Circumstance Codes:
Administration of NYSAA in
English Language Arts (ELA),
Mathematics and Science
through Dynamic Learning
Maps (DLM)**

Directions: Students must first be added to Educator Portal, then rostered to a teacher and the first contact survey completed. This results in a testlet being generated. Once the testlet is generated, it would not be opened, rather the teacher would notify the District or Building Test Coordinator that a special circumstance code needs to be applied. The BTC or DTC would enter the special circumstance code one time per content area. Special Circumstance Codes can then be entered by the BTC or DTC under the Test Management Tab on the table where the TIP is retrieved. Documentation of the special circumstance must be kept on file.

NYSAA Not Tested Category *	NYSAA Not Tested Description *	DLM Special Circumstance Code in Educator Portal to Use
Absent	The student was in attendance for fewer than 30 school days as a NYSAA eligible student between March 20— June 2, 2017 (ELA and Mathematics) and it was determined that there was not enough time to assess the student.	Chronic Absences (13813)
Not Enrolled at Time of Test Administration	The student left the district before an assessment could be collected, or the student arrived in the district too late for the district to enter the student into SIRS as NYSAA eligible and an assessment could not be completed.	Other (9999)
Medically Excused	To be medically excused from taking the NYSAA, the student must be too incapacitated to be assessed because of illness or injury resulting from a significant medical emergency, as documented by a medical practitioner, for more than 30 school days between March 20— June 2, 2017 (ELA and Mathematics). Students taking the NYSAA are not considered medically excused from testing because of their disability.	Medical Waiver (3454)
Took Another Assessment to Fulfill Testing Requirement	The student took another approved assessment (i.e., a New York State general assessment, Regents Competency Test (or approved alternative), Regents Examination (or approved alternative)) to fulfill the testing requirement in a particular content area.	Other Reason for Non-Participation (13831)
	The student was not administered the NYSAA based on a parent refusal of the NYSAA assessment. This does NOT include students who were unable to engage in the assessment at the time of the testing for whom a valid score of zero is appropriate.	Parent Refusal (13820)