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!

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

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. 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)
  - Your school (include the district if contacting state level personnel)
  - Error messages, including the testlet number if applicable to the problem.
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AUDIENCE AND PURPOSE

The DCPS and Dynamic Learning Maps® Alternate Assessment User Guide provides guidance and information for teachers administering the DCPS within the Dynamic Learning Maps (DLM®) system. Teachers prepare students for the assessments and administer the assessments to students.

Additional Resources for administering testlets may be found in the DLM TEST ADMINISTRATION MANUAL. Additional information on Delaware DCPS forms and criteria can be found on the DDOE state website under Instruction and Assessment, or the DDOE DCPS Test Administrators Manual.
The following checklist details the critical steps for DCPS teachers to follow. Refer to the checklist while reading this manual and while preparing for the DCPS. Follow the provided links to quickly access the DeSSA and DLM websites.

<table>
<thead>
<tr>
<th>Task</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete and successfully pass all training requirements.</td>
<td>Moodle</td>
</tr>
<tr>
<td>2. Read, agree to, and sign the security agreement in Educator Portal.</td>
<td>DCPS AND DLM ALTERNATE ASSESSMENT USER GUIDE</td>
</tr>
<tr>
<td>3. Determine Student Communication Levels and email DDOE.</td>
<td>Learner Characteristics Inventory and Communication Matrix <a href="https://communicationmatrix.org/">https://communicationmatrix.org/</a>, DDOE Email DCPS Test Administrators Manual.</td>
</tr>
<tr>
<td>4. Complete each student’s First Contact survey and Personal Needs and Preferences (PNP) Profile in Educator Portal before the window opens.</td>
<td>DCPS AND DLM ALTERNATE ASSESSMENT USER GUIDE</td>
</tr>
<tr>
<td>5. Check rosters in Educator Portal to make sure they have all students rostered in each tested subject area.</td>
<td></td>
</tr>
<tr>
<td>6. Print the appropriate Student Response Booklet located on the Delaware DLM webpage under Supplemental Resources.</td>
<td><a href="http://dynamiclearningmaps.org/delaware">http://dynamiclearningmaps.org/delaware</a></td>
</tr>
<tr>
<td>7. Create Instructional Plans in ITI in Educator Portal, and confirm them for each window.</td>
<td>DCPS AND DLM ALTERNATE ASSESSMENT USER GUIDE and TEST ADMINISTRATION MANUAL</td>
</tr>
<tr>
<td>8. Ensure Student Portal has been installed on all testing devices.</td>
<td>TECHNICAL SPECIFICATIONS MANUAL</td>
</tr>
<tr>
<td>Task</td>
<td>Resource</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9. Log in to Student Portal using the student’s username and</td>
<td>DCPS and DLM Alternate Assessment User Guide and Test Administration Manual</td>
</tr>
<tr>
<td>password to complete testlets and observation forms.</td>
<td></td>
</tr>
<tr>
<td>10. Click <strong>Other</strong> for Observation Forms in Student Portal. All</td>
<td>DCPS and DLM Alternate Assessment User Guide</td>
</tr>
<tr>
<td>data must be entered at once before the window closes. These should</td>
<td></td>
</tr>
<tr>
<td>match your Student Response Booklets.</td>
<td></td>
</tr>
<tr>
<td>11. Click on the desired content area—mathematics, ELA, or science—</td>
<td>DCPS and DLM Alternate Assessment User Guide</td>
</tr>
<tr>
<td>for the student to access the planned testlet(s) in Student Portal</td>
<td></td>
</tr>
<tr>
<td>12. During Window 1, complete observations and a minimum of one</td>
<td>DCPS and DLM Alternate Assessment User Guide</td>
</tr>
<tr>
<td>mathematics testlet in Student Portal.</td>
<td></td>
</tr>
<tr>
<td>13. During the Window 2, complete observations and a minimum of one</td>
<td>DCPS and DLM Alternate Assessment User Guide</td>
</tr>
<tr>
<td>ELA testlet in Student Portal.</td>
<td></td>
</tr>
<tr>
<td>14. During the Window 3, complete observations and a minimum of one</td>
<td>DCPS and DLM Alternate Assessment User Guide</td>
</tr>
<tr>
<td>science testlet in Student Portal.</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES FOR PARTICIPATION IN DCPS

The Delaware Communications Portfolio Summary (DCPS) was developed for DeSSA-alternate assessment eligible students with no consistent and reliable mode of communication understood by others.

Students must meet the following criteria to participate in the DCPS.

- Criterion #1: Meets Criteria for the DeSSA-Alt
- Criterion #2: Complexity of Communication Needs
- Criterion #3: Student responses
- Criterion #4: Stimuli responses
- Criterion #5A: Communication Matrix
- Criterion #5B: Learner Characteristics Inventory
- Criterion #6A: Previous Results of State Assessments
- Criterion #6B: Results of DCPS

More detailed information related to DeSSA and the required documents can be found on the Delaware Department of Education State webpage.

Please refer to the DCPS Test Administrators Manual on the Delaware Department of Education website for more information about DCPS.

DETERMINE COMMUNICATION LEVELS OF STUDENTS

To determine the communication level of the student, complete the Learner Characteristics Inventory (Appendix B on page 29 contains an overview of the questions), and the Communication Matrix for each student. This information will be used to assist with determining eligibility for DCPS.

The Learner Characteristics Inventory form is used to collect information about learner characteristics including

- classroom setting
- related services
- assistive technology usage
- communication
- used during IEP team decision-making process

The Learner Characteristics Inventory form is available on the Delaware Assessment Website under the Accessibilities Guidelines.
The Communication Matrix is an online assessment tool that allows professionals and parents to assess and understand

- the present level of communicative functioning
- progress toward communication development
- communication needs of students functioning in the early stages of communication
- language development with the use of different forms of communication

Access the Communication Matrix at https://communicationmatrix.org/

After determining the student’s communication level, email DDOE at Lisa.Alexander@doe.k12.de.us.
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, who often have multiple disabilities. Educators and students use two of the four applications in the Kite system.

Students have accounts in Student Portal

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

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

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

EDUCATOR PORTAL ACCOUNT ACTIVATION AND SECURITY AGREEMENT

Educator Portal is the administrative application where staff and educators manage student data and retrieve reports. Once test administrators have been uploaded in to Educator Portal, an email will be sent to activate the account. Click that link and follow the activation instructions.

1. Complete these fields
   - First Name
   - Last Name
   - Password
   - Confirm Password
2. Click **Activate**.

3. Receive a confirmation message. Click **Back To Login**.

4. Follow the instructions provided to log in.

5. Read and agree to the Security Agreement.
   a. This agreement can be found under Profile.
   b. This must be done annually and defaults to do not agree.

**REQUIRED TRAINING FOR ADMINISTRATION OF DCPS**

Test Administrators must complete the following before administering the DCPS
- PDMS training in the Communication Matrix, unless previously completed
- Online Dynamic Learning Maps (DLM) Personal Profile training
- Statewide face-to-face training session for DCPS/DLM alternate assessment which will include
  - Required DLM New Test Administrator Training modules and quizzes for the facilitated course in Moodle
  - ITI Educator Videos

Test administrators who do not participate in the face-to-face training must complete all required self-directed modules in Moodle. The PDMS training in the Communication Matrix is not included in Moodle. Contact the DDOE Office of Assessment at Lisa.Alexander@doe.k12.de.us for more information.

**COMPLETE THE REQUIRED TEST ADMINISTRATOR TRAINING**

Required test administrator training for teachers participating in 2018-2019 DLM testing is available in Moodle on a state-driven schedule. Start with the Guide to DLM Required Test Administrator
Training (pdf), which has information about accessing the DLM Moodle training site for your first login.

Recommended browsers include:
- Google Chrome 51.x
- Mozilla Firefox 47.x
- Apple Safari 6
- Microsoft Internet Explorer 9 or 10

Your Required Test Administrator Training in Moodle will be linked to the email address in your Educator Portal account.

**Log In to Moodle**

To log in to the Moodle training site

1. Using a recommended browser, go to [http://dynamiclearningmaps.org/delaware](http://dynamiclearningmaps.org/delaware)
2. Scroll down, and on the right side, find the section on Required Moodle Training.
3. Click the DLM Moodle training site link to access Moodle.

<table>
<thead>
<tr>
<th>Required Moodle Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required test administrator training for teachers participating in 2018-19 DLM testing will become available in Moodle according to your state's scheduled training date. The Guide to DLM Required Test Administrator Training (pdf) is a great place to start, with information about accessing the DLM Moodle training site for your first login.</td>
</tr>
</tbody>
</table>

**Required Moodle Training**

After accessing the DLM Moodle training site, you will be required to log in to Moodle.

4. Enter your username.
   a. Your email address is your username.
   b. Use the email address you use in Educator Portal.
      i. For example, educator Jane Jones will use her email address, jjones@email.com, as her username.
5. Enter your password.

6. At your first login, use your temporary password, which is the first part of your email address up to the "@" symbol.
   a. For example, educator Jane Jones, who used her email address jjones@email.com as her username in Step 2, would use jjones as her temporary password.

7. You will then be prompted to change your password.

8. If unable to log in to the Moodle training site, click Forgotten your username or password? If those steps don’t resolve the issue, contact dlm@ku.edu

HINT: After logging into Moodle, you are not enrolled in the DE/DCPS Training for New DLM Test Administrators. Contact DDOE at Lisa.Alexander@doe.k12.de.us to be enrolled.

FIRST CONTACT SURVEY AND PERSONAL NEEDS AND PRERENCES PROFILE IN EDUCATOR PORTAL

Before assessing a student, the test administrator must
- Complete the First Contact survey for a student and
- Complete each student’s Personal Needs and Preferences Profile so that students may receive customized access to their assessments.

The First Contact survey and Personal Needs and Preferences Profile are available in Educator Portal.
**FIRST CONTACT SURVEY**

The First Contact survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. Log into Educator Portal.

1. Click Settings.

![Settings dropdown menu]

2. Click Students from the dropdown menu.

![Students dropdown menu]

3. Click Search.

![Search form]

4. If applicable, apply filters in the **Select Organization** fields to choose the level you need. Settings for teachers will auto populate.

5. To view a student, click the student’s State ID number.

![Student information]

6. The First Contact survey column will show one of four status options:
   - **Not Started**: no fields have been completed.
   - **In Progress**: some fields are completed and saved. Survey has **not** been submitted.
   - **Ready to Submit**: all required fields are completed. Survey has not been submitted.
- **Complete**: all required fields are completed, and survey has been submitted.

7. On the View Student Record screen, click the link in the First Contact Survey column.

8. Read the information on the welcome screen. Verify the student’s name. Click **Start Survey**.
9. Complete the survey on the student’s primary disability and placement. Click **Next**.

10. Fill out the survey by progressing through each tab. The next tab will not become available until all required fields in the active tab have been completed. The survey does not need to be completed in one sitting. You may save the information and close out to return later.

   **HINT:** The FC survey includes nine tabs, each containing a section of the survey. Each of the survey tabs will display either blue or orange circles. Blue circles indicate that all questions for that tab have been completed, while orange circles indicate that one or more questions have not been completed.

11. On the **Student Record Report**, the **First Contact** link will read “Completed.”
See the EDUCATOR PORTAL USER GUIDE on the Delaware DLM webpage for more detailed information.

**PERSONAL NEEDS AND PREFERENCES (PNP) PROFILE**

The Personal Needs and Preferences Profile allows the selection of a student’s personal needs and preferences, which will then be reflected in the assessment.

1. Complete Steps 1-5 under First Contact survey beginning on page 13 before returning here to complete the steps for the Personal Needs and Preferences Profile.

2. On the **View Student Record** window, click the link next to PNP Profile.

3. The Summary tab appears, showing Student Demographics on the left and the Current Profile Settings on the right. The tabs at the top of the page break down accessibility options into four categories.
HINT: The PNP Profile window will display the currently selected supports in edit mode.

4. Progress through each tab, selecting the supports that are specific for the student.

HINT: While moving through the tabs, be sure to click Save on each tab. This action will display a message that the profile attributes have been successfully saved.

Some Personal Needs and Preferences Profile options are automatically set to Activate by Default. Users may not deselect Activate by Default.

5. See the EDUCATOR PORTAL USER GUIDE on the Delaware DLM webpage for more detailed information.
INSTRUCTIONAL TOOLS INTERFACE: ASSESSING STUDENTS DURING THE DCPS WINDOW

The DCPS has three assessment windows. During these windows, a test administrator must assess a DCPS student on a minimum of one content area testlet and complete the DCPS student observation booklet.

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Window 1: 10/15/18- 10/31/18</th>
<th>Window 2: 12/3/18- 12/17/18</th>
<th>Window 3: 2/1/19- 2/15/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Observation Booklet + Math Task</td>
<td>Observation Booklet + ELA Task</td>
<td>Observation Booklet</td>
</tr>
<tr>
<td>4</td>
<td>Observation Booklet + Math Task</td>
<td>Observation Booklet + ELA Task</td>
<td>Observation Booklet</td>
</tr>
<tr>
<td>5</td>
<td>Observation Booklet + Math Task</td>
<td>Observation Booklet + ELA Task</td>
<td>Observation Booklet + Science Task</td>
</tr>
<tr>
<td>6</td>
<td>Observation Booklet + Math Task</td>
<td>Observation Booklet + ELA Task</td>
<td>Observation Booklet</td>
</tr>
<tr>
<td>7</td>
<td>Observation Booklet + Math Task</td>
<td>Observation Booklet + ELA Task</td>
<td>Observation Booklet</td>
</tr>
<tr>
<td>8</td>
<td>Observation Booklet + Math Task</td>
<td>Observation Booklet + ELA Task</td>
<td>Observation Booklet + Science Task</td>
</tr>
<tr>
<td>10</td>
<td>Observation Booklet</td>
<td>Observation Booklet</td>
<td>Observation Booklet + Science Task</td>
</tr>
<tr>
<td>11</td>
<td>Observation Booklet + Math Task</td>
<td>Observation Booklet + ELA Task</td>
<td>Observation Booklet</td>
</tr>
</tbody>
</table>
**PREPARING FOR THE ASSESSMENT**

Review the DCPS Blueprint for a window’s assessed content area to determine the Essential Elements (EE) available for assessment and the EE(s) to provide instruction prior to assessment. Prior to administering the content area testlet to the student, create an Instructional Plan for the student in Educator Portal.

**Create an Instructional Plan in Educator Portal**
To choose an EE for instruction, follow these steps:

1. Log in to Educator Portal.
2. Click **Manage Tests**.
3. Select **Instructional Tools** from the dropdown menu.
4. Click **Add New Instructional Plan**.
5. On the **Student Roster** tab, click the radio button for a student.
6. Click **Next**.

7. On the **Select Content** tab, specify the Essential Element.

8. Essential Elements for DCPS have been selected by the DDOE and can be found under supplemental resources on the DLM Delaware webpage.

9. Select only Essential Elements approved by DDOE for DCPS.

10. Select the appropriate linkage level for the student.
11. Click **Next**.

12. The Theme field allows test administrators to choose one or more sensitive topics to allow on a student’s reading testlets. This is an optional step for English language arts plans.

13. Click the PDF icon to view or save Instructional Information.
14. When finished setting up the plan, click **Save Plan**. The plan will save, and the window will close, allowing the test administrator to provide instruction to the student.

![Save Plan Button]

**Confirm an Instructional Plan**

Teachers must create and confirm an Instructional Plan for each administered testlet. Testlets will be populated once these plans have been confirmed.

1. Click **Manage Tests**.

2. Select **Instructional Tools** on the dropdown menu.

3. Locate the student on the list.

4. Scroll to the right to see the History column. Click **History**.
5. In the View Instructional Plan History window, locate the plan for the EE being tested. It will be in Pending status. Click Pending.

![View Instructional Plan History](image)

6. To assign the test to the student, click Confirm Assignment.

![Confirm Assignment](image)

7. On the Confirm window, click Yes.

8. Download or print the TIP (Testlet Information Page).

![Download or print the TIP](image)

9. Click Done.

For more information on reviewing or canceling Instructional Plans, refer to the EDUCATOR PORTAL USER MANUAL.
**ADMINISTERING A TESTLET IN STUDENT PORTAL**

Student Portal delivers assessments to students through the use of a customized, secure interface. Ensure that Student Portal has been installed on the testing device prior to testing. For more information go to Kite Suite on the DE DLM webpage.

1. Log in to Student Portal using the student username and password. (Found in Educator Portal)
2. Click **TAKE A TEST**.
3. Click the desired content area to be assessed — math, ELA, or science.
4. Follow the instructions within the content area testlet.

---

**NOTE:** Use the student’s individual credentials to log in to Student Portal. Never share student credentials. Doing so is a violation of FERPA.

---

**STUDENT RESPONSE BOOKLETS AND DATA COLLECTION**

Test Administrators will choose the Student Response Booklet that corresponds to the student’s determined communication level. The link to the Student Response Booklets is under Supplemental Resources on the DLM Delaware webpage. Print out the booklet that corresponds to the student’s communication level.

Paper Student Response Booklets will be used to record data over the four days of observations. This data will be recorded in Student Portal after all of the data is collected. All four days of data must be entered at one time. Data cannot be entered after each day it is observed.

At the end of the testing window, Student Response Booklets should be stored securely for use in the next window. The same communication level must be used across all 4 observations in each window and for all windows.

The portfolio observations consist of a collection of observation rubrics. Observations should be

- Organized around an activity or lesson
- Planned for three separate activities
- Focused on two to three academic activities
- Recorded in the paper Student Response Booklet

**RECORD OBSERVATIONS IN STUDENT PORTAL**

Follow these instructions during each window:

1. Log in to Student Portal using the student username and password. (Found in Educator Portal)
2. To record the observation click **TAKE A TEST**.
3. Click **Other**.
4. Follow the instructions within the observation testlet.

All observational data and testlets must be completed in Student Portal within the test window.
NOTE: Use the student’s individual credentials to log in to Student Portal. Never share student credentials. Doing so is a violation of FERPA.
QUESTIONS AND ANSWERS

1. What if a teacher selects the wrong Essential Element (EE), but does not administer the testlet?
   - During the testing window, they can go back and select the correct EE and continue with the process. As long as the testlet is not administered, it will not be included in the student results.

2. What if a teacher administers a testlet for the wrong EE, (e.g. a grade 10 student who completes testlets for physical and/or earth and space science)?
   - Student takes a physical or Earth and space science testlet and a life science testlet:
     - Any results from a testlet that is not life science is not included
   - Student completes a physical and/or Earth and space science testlet and NO life science testlet:
     - Any results from a testlet that is not life science is not included.

3. What if a teacher administers a Testlet for the wrong EE – (e.g., An IM ELA EE, which is not on the YE blueprint)?
   - Any results from an IM ELA EE testlet is not included.

4. What if a teacher does not submit observation data within the specified window?
   - That specified window will not have observation data for that student. Observation data for a specified window may not be entered after the specified window closes.
   - Observation testlets for later specified windows will be delivered during the specified window.

5. What if a teacher does not assess student in the prescribed content area within the window?
   - Student may complete the content area testlet within any of the windows and results will be included in the student’s report.

6. What if a teacher administers more than one testlet in a content area?
   - All testlets will be scored and reported.

7. What if a teachers administers testlets in ELA and Math for 10th grade?
   - All testlets will be counted. Teachers should notify DDOE, and report to STC/DTC so they can report via the KACE ticket system.

8. What if a teacher submits observation data for fewer than the 4 days required?
- The only way to know is to review the paper observation booklet.

9. What if a new student enrolls during a testing window?
   - There are cut off dates for each window to have students enrolled, and rostered. TA will need time to get observations done and data entered before the window closes. If they miss a window they can "make up" content area testlets but not observations missed in previous window(s).

10. What if a teacher chooses the wrong student response booklet and has made observations?
    - Internal process to handle within DE state policy.
      - Test administrator should contact DTC.
      - Test administrator must use Student Observation Booklet that corresponds with the student's communication category. The observation testlet in Student Portal will match the student's communication category provided by DE to DLM staff.
      - If time allows teacher may make observations and record in the correct observation category booklet for the student.

11. What if a student moves during testing?
    - If student exits and does not re-enroll - no results will be provided.
    - If a student exits and does re-enroll and re-roster will get results.

12. What if a different target or activity is selected after the fall or winter window?
    - Default to what is entered for the first window.
## APPENDIX A: GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>Delaware Communication Portfolio Summary.</td>
</tr>
<tr>
<td>Educator Portal (EP)</td>
<td>Educator Portal (EP) is the administrative application where staff and educators manage student data and retrieve reports. Users can access EP via <a href="https://educator.kiteaa.org">https://educator.kiteaa.org</a>. For information on working within EP, see the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.</td>
</tr>
<tr>
<td>First Contact (FC) survey</td>
<td>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 first testlet, or initialization, into the assessment.</td>
</tr>
<tr>
<td>Instructional Tools Interface (ITI)</td>
<td>A tool in Educator Portal that allows a test administrator to create an instructional plan. The test administrator selects an Essential Element and accepts the system recommended linkage level or chooses a different linkage level for a student. An instructionally embedded assessment is generated based on those choices.</td>
</tr>
<tr>
<td>Kite Student Portal</td>
<td>A secure customized interface used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal. See the TEST ADMINISTRATION MANUAL for more information about Student Portal.</td>
</tr>
<tr>
<td>Moodle</td>
<td>A learning platform test administrators use to complete the Required Test Administrator Training course.</td>
</tr>
<tr>
<td>Personal Needs and Preferences (PNP) profile</td>
<td>Student-specific information that informs Kite Student Portal about an individual student’s personal needs and preferences. The PNP profile includes information the system needs to make the student’s user interface compatible with their accessibility needs. In Educator Portal, the PNP profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile.</td>
</tr>
</tbody>
</table>
APPENDIX B: LEARNER CHARACTERISTICS INVENTORY.

These directions guide you through completing the Learner Characteristics Inventory (LCI).

**INSTRUCTIONS**

Collect the following data for the Learner Characteristics Inventory (LCI).

Questions 1-12 require a single response that best describes the student. Question 13 asks for optional additional information regarding the student’s learning characteristics.

Questions 14-27 relate to assistive technology devices used by the student on the MTAS. If you select “Yes” for question 14, continue to questions 15-27 to indicate any device(s) the student will use on the assessment.

If you select “No” for question 14, no responses are required for questions 15-27. Any question left unanswered indicates the student will not use the device(s).

You must complete this Learner Characteristics Inventory (LCI) document for IEP team discussion in conjunction with the DCPS Guidelines (re: criterion #5B).

**STUDENT PLACEMENT QUESTIONNAIRE**

1. **Classroom Setting** (select the best description)
   a. Special school
   b. Regular school, self-contained classroom for almost all activities
   c. Regular school, self-contained classroom except for homeroom, lunch, and “specials”
   d. Self-contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes)
   e. Resource room (e.g., children come for services and then go back to their general education classroom (at least 40% of the school day in general education classes)
   f. Inclusive/Collaborative – students based in general education classes, special education services delivered in the general education class (at least 80% of the school day in general education classes)
2. **Augmentative Communication System (select the best description)**

   Does your student use an augmentative communication system in addition to or in place of oral speech?
   
   a. No
   
   b. Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal).
   
   c. Yes; can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests).
   
   d. Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions.
   
   e. Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions.

3. **Speech Language as a Related Service (select the best description of the extent to which the student is receiving speech/language as a related service)**

   a. Direct services for communication/language therapy (pull-out)
   
   b. Direct services integrated into student’s routine/classroom-collaboration
   
   c. Consultation services only
   
   d. Student does not currently receive speech language as a related service

4. **Expressive Communication (select one answer that best describes your student)**

   a. Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
   
   b. Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
   
   c. Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
5. **Receptive Language (select the best description)**
   a. Independently follows 1 – 2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
   b. Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1 – 2 step directions.
   c. Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
   d. Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

6. **Vision (select the best description)**
   a. Vision within normal limits.
   b. Corrected vision within normal limits.
   c. Low vision; uses vision for some activities of daily living.
   d. No functional use of vision for activities of daily living, or unable to determine functional use of vision.

7. **Hearing (select the best description)**
   a. Hearing within normal limits.
   b. Corrected hearing loss within normal limits.
   c. Hearing loss aided, but still with a significant loss.
   d. Profound loss, even with aids.
   e. Unable to determine functional use of hearing.

8. **Motor (select the best description)**
   a. No significant motor dysfunction that requires adaptations.
   b. Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
   c. Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
   d. Needs personal assistance for most/all motor activities.
9. Engagement (select the best description)
   a. Initiates and sustains social interactions.
   b. Responds with social interactions, but does not initiate or sustain social interactions.
   c. Alerts to others.
   d. Does not alert to others.

10. Health Issues/Attendance (select the best description)
    a. Attends at least 90% of school days.
    b. Attends approximately 75% of school days; absences primarily due to health issues.
    c. Attends approximately 50% or less of school days; absences primarily due to health issues.
    d. Receives Homebound Instruction due to health issues.
    e. Highly irregular attendance or homebound instruction due to issues other than health.

11. Reading (select the best description)
    a. Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
    b. Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
    c. Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
    d. Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
    e. No observable awareness of print or Braille.

12. Mathematics (select the best description)
    a. Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
    b. Does computational procedures with or without a calculator.
    c. Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
    d. Counts by rote to 5.
    e. No observable awareness or use of number
13. Teacher Comments: Please share any additional information you would like for us to know about the learning characteristics of this student. Thank you for your time and honest answers.

14. Were assistive technology devices used?
   NOTE: If you select “Yes,” continue to questions 15-27 to indicate any device(s) the student will use on the assessment. If you select “No,” no responses are required for questions 15-27.
     a. Yes
     b. No

15. Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen
     a. Yes
     b. No

16. Portable electronic word processors, with or without voice output
     a. Yes
     b. No

17. Alternate pointing system
     a. Yes
     b. No

18. Augmentative communication devices, including a range of low and high tech, including talking switches and sign language
     a. Yes
     b. No

19. Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings)
     a. Yes
     b. No
20. Partner assisted scanning
   a. Yes
   b. No

21. Calculator, all types
   a. Yes
   b. No

22. Eye gaze board
   a. Yes
   b. No

23. Colored overlays, visual screens or other visual supports
   a. Yes
   b. No

24. Magnification devices/enlarged materials, including computer screen magnification
   a. Yes
   b. No

25. Switches
   a. Yes
   b. No
APPENDIX C: NAVIGATING THE DLM WEBSITE

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

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<td><strong>Educator Portal</strong>&lt;br&gt;<a href="https://educator.kiteaai.org/">https://educator.kiteaai.org/</a></td>
</tr>
<tr>
<td>Test Administration Manual</td>
<td>Accessibility Manual</td>
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Tech personnel download to student testing device

Use Student Usernames and Passwords

Students’ Testlets
## DCPS Specific Documentation

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<td>Supplemental Resources</td>
<td><a href="http://dynamiclearningmaps.org/delaware">http://dynamiclearningmaps.org/delaware</a></td>
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<tr>
<td>Blueprint for ELA, Math, Science</td>
<td>Supplemental Resources</td>
<td><a href="http://dynamiclearningmaps.org/delaware">http://dynamiclearningmaps.org/delaware</a></td>
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<tr>
<td>Parent Brochures</td>
<td>Supplemental Resources</td>
<td><a href="http://dynamiclearningmaps.org/delaware">http://dynamiclearningmaps.org/delaware</a></td>
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