Dynamic Learning Maps® (DLM®) Instructionally Embedded Assessments

District of Columbia Fall 2021 Training

Objectives

- Discuss key dates and information about the District of Columbia Instructionally Embedded Assessment.
- Provide an overview of DLM website updates.
- Learn the steps involved in using the Instruction and Assessment Planner (the Planner).

Districts and Schools—Why Promote?

Instructionally embedded assessments can help…

emphasize the instruction/assessment relationship

increase the likelihood instruction targeting the Essential Elements occurs throughout the year

reduce assessment anxiety (teachers and students)

boost the use of tools/resources the assessment system offers

What Are They?

Instructionally embedded assessments are…

testlets administered during the fall/winter months

Sept 13, 2021–Feb 23, 2022

intended to be administered after instruction has occurred

a means of helping guide instruction

risk-free since their results do not affect end-of-year scoring

What Aren't They?

Instructionally embedded assessments are NOT…

baseline assessments

progress monitoring events

benchmarks or interim assessments

intended predictors of spring performance

How Are They Like the Spring Assessment?

Both instructionally embedded assessments and spring assessments…

are secure (test security guidelines apply)	are administered in Kite® Student Portal	are based on the Essential Elements and linkage levels	assess a single Essential Element per testlet (with the exception of writing)
involve the same administration procedures	have the same item and testlet types	have Testlet Information Pages (TIPs)	use the same kinds of materials

DYNAMIC LEARNING MAPS®

How Do They Differ From the Spring Assessment?

Instructionally Embedded Testlets	Spring Testlets
Optional for District of Columbia	Required
No set number to complete	Nine testlets to be completed for science
Do not impact end-of-year results	Used to determine end-of-year results
Can choose the Essential Elements and linkage levels to assess	System adaptively determines linkage levels for each testlet
Taken one at a time, but more than one can be planned and queued for each subject	Delivered one after another until all taken

How Do They Differ From Released Testlets?

Instructionally embedded assessments are…

accessed with the student's own credentials rather than demo accounts

specific to the student's academic and accessibility needs

available for all Essential Elements and linkage levels

How Do They Benefit Teachers?

Instructionally embedded assessments give teachers…

- context for instructional planning
- experience administering testlets
- immediate feedback on student performance
- increased familiarity of the assessment system and its resources

How Do They Benefit Students?

Instructionally embedded assessments can help students…

gain experience taking DLM assessments

reduce assessment anxiety

show what they have learned and can do

Overview of The Process

Choose

- The teacher chooses one or more Essential Elements in the Instruction and Assessment Planner (tool inside Kite Educator Portal).

Instruct

- The teacher uses the information provided in the Instruction and Assessment Planner and on the DLM website to plan and implement instruction.

Assess

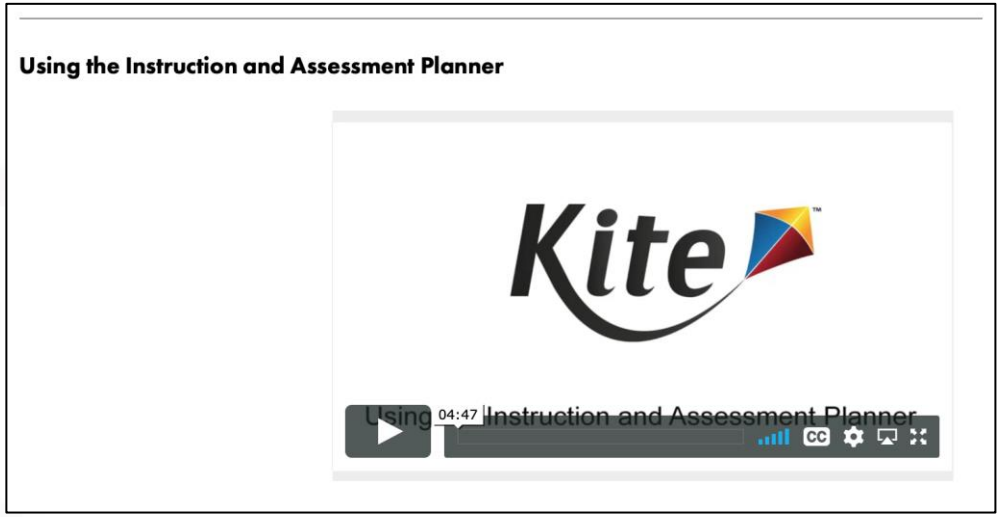
- When the teacher determines adequate instruction has been provided, the teacher confirms the Essential Element assignment in the Instruction and Assessment Planner, which makes a testlet available for the student in Student Portal.

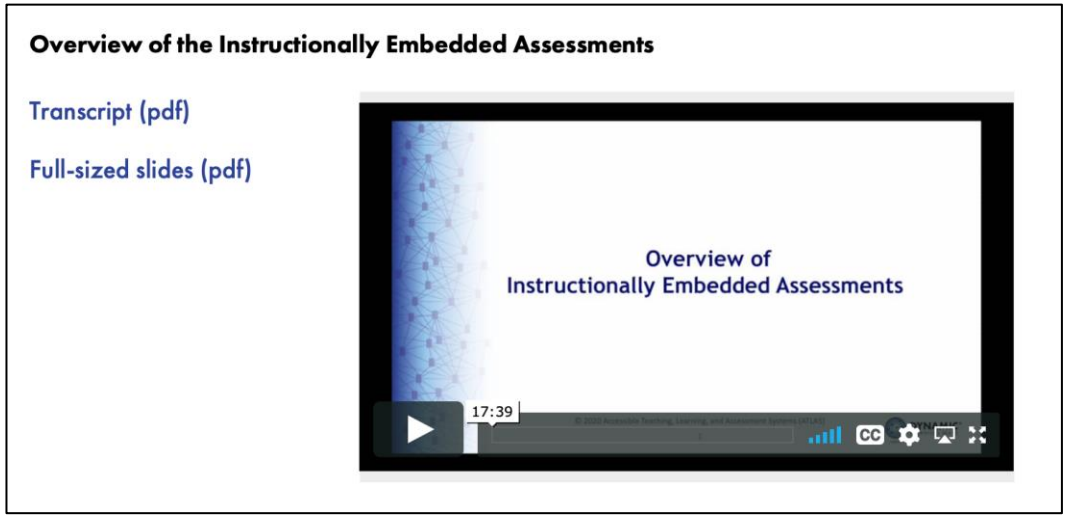
Determine Next Steps

- Each time the student completes a testlet in Student Portal, the teacher accesses the results in Educator Portal and makes a decision.
  — Is more instruction needed?
  — Should a different linkage level be chosen?

Training Videos

DLM Website > States tab > District of Columbia> Resources for Educators and District Staff Tab > [Educator Resource Videos]





2021 INSTRUCTIONALLY EMBEDDED ASSESSMENT PREPARATION

Window Dates: September 13, 2021–February 23, 2022

First Steps—Instructionally Embedded Window

Sept 14, 2021–Feb. 24, 2022

Note: These steps are not repeated for the spring assessment window.

Required Test Administrator Training must be completed.

The Test Security Agreement must be completed.

The student must be enrolled.

The student must be rostered.

The student's First Contact survey must be completed.*

First Contact survey can be accessed directly in the Instruction and Assessment Planner **or in the student's record.*

Manuals and Templates

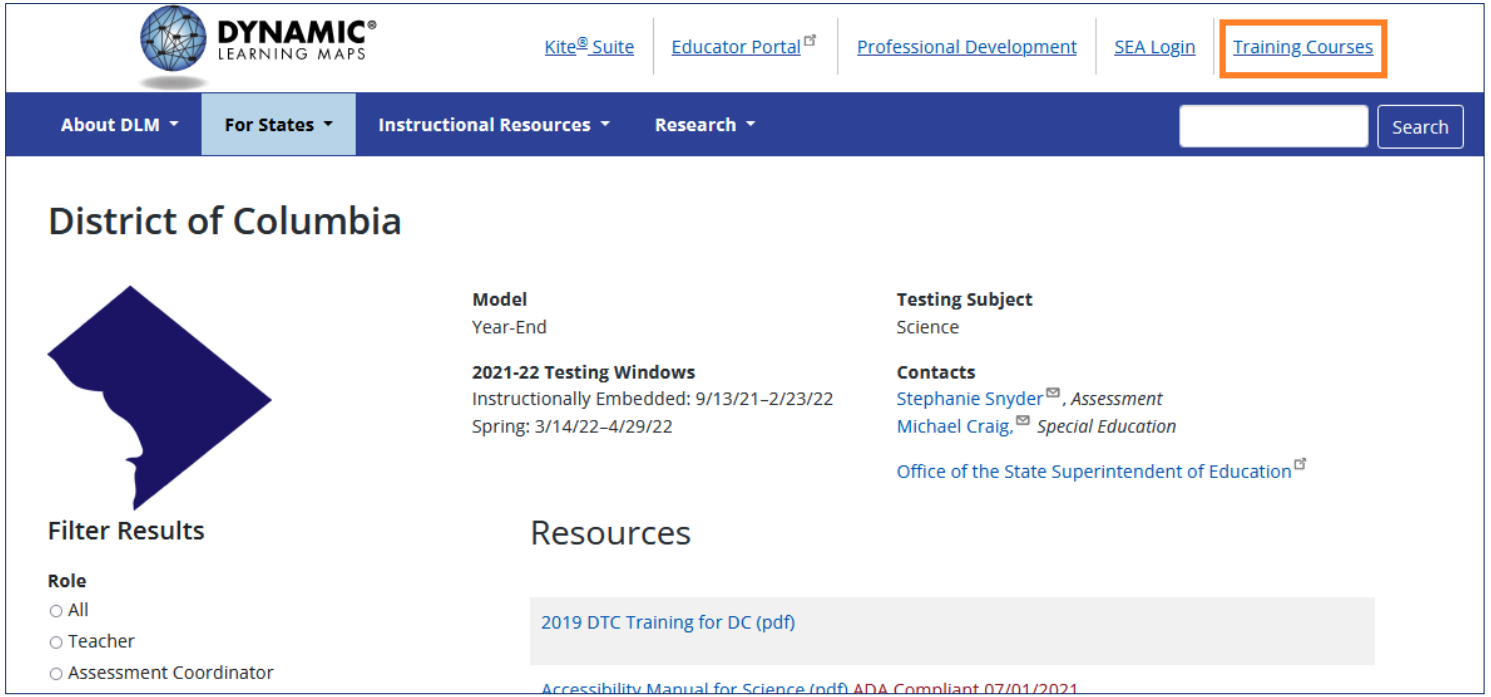
- To assist with the data management process, upload templates and manuals can be accessed on DC's DLM website.
- Helpful manuals and templates:
  - Data Management Manual
  - Educator Portal User Guide
  - Templates for user uploads, student enrollment, and rostering
  - State organizational table for District of Columbia

Teacher Preparation (1)

- New teachers must activate their account in Educator Portal.
- All teachers, new or returning, must agree to security standards in Educator Portal.
  - Security Agreement pops up the first time a teacher logs in to Educator Portal for the new school year.
  - A teacher who does not agree to the security standards will not have access to Educator Portal.

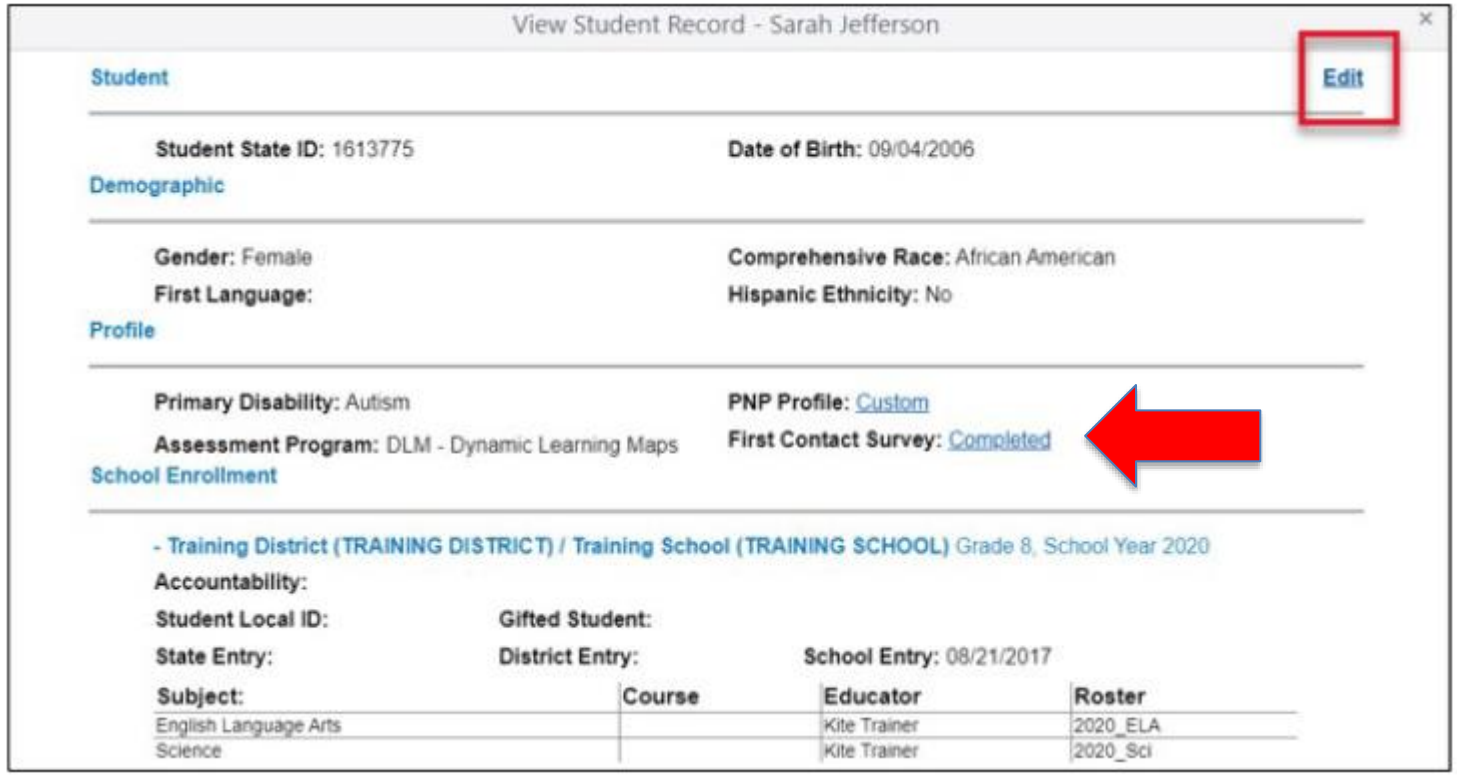
Teacher Preparation (2)

- All teachers, new or returning, must
  - complete Required Test Administrator Training
  - access Required Test Administrator Training from the District of Columbia DLM webpage



Teacher Preparation (3)

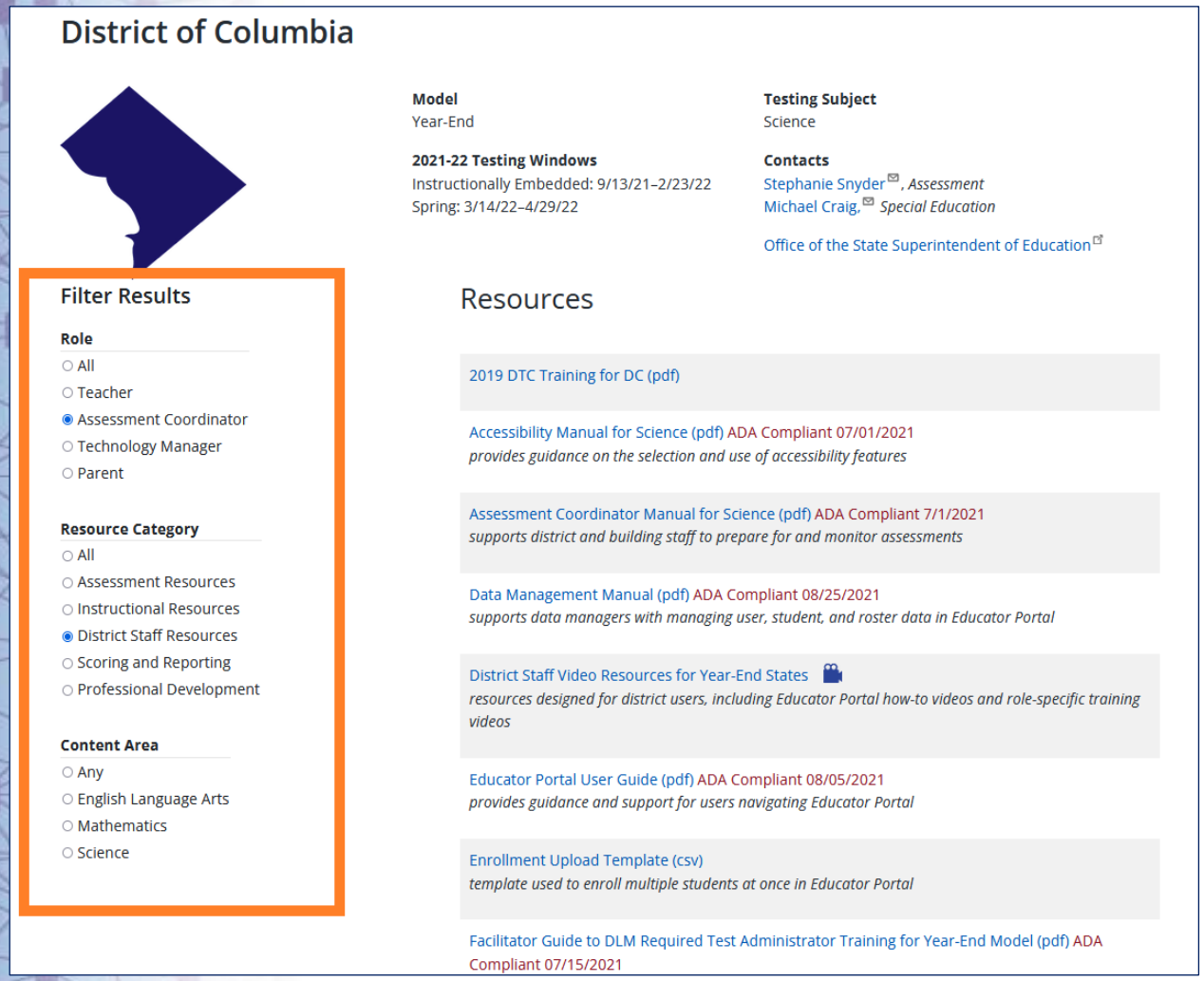
- Complete and submit the First Contact survey and Personal Needs and Preferences (PNP) Profile for all rostered students in Educator Portal.



DLM Webpage Updates (1)

- Redesign improvements
  - ADA compliance
  - Ease of navigation
  - Improved searchability
  - Addition of filters to locate resources more quickly

DLM Webpage Updates (2)



- To locate data management resources on DC's DLM webpage, use the Assessment Coordinator and District Staff Resources filters.

DLM Webpage Updates (3)

- Teacher assessment administration resources are found by selecting the Teacher and Assessment Resources filters.

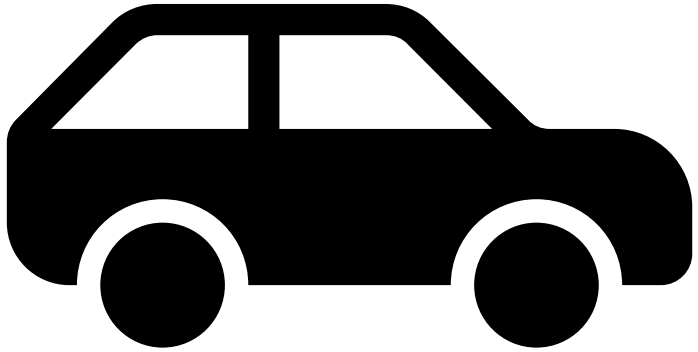
Technology Preparation

- Kite Student Portal must be installed on all student devices for the 2021–2022 assessments.
  - Macs and PCs require an uninstall of older versions.
  - Chrome auto-updates if that feature is turned on.
- When launched, a pop-up message will inform the user if the most up-to-date version is not installed.
- Go to the Kite Suite on the DLM website to get the installation instructions for supported platforms, screen requirements, and additional resources.

DLM Alternate Assessment

USING THE INSTRUCTIONALLY EMBEDDED ASSESSMENT PLANNER

The Teacher Is In The Driver's Seat!



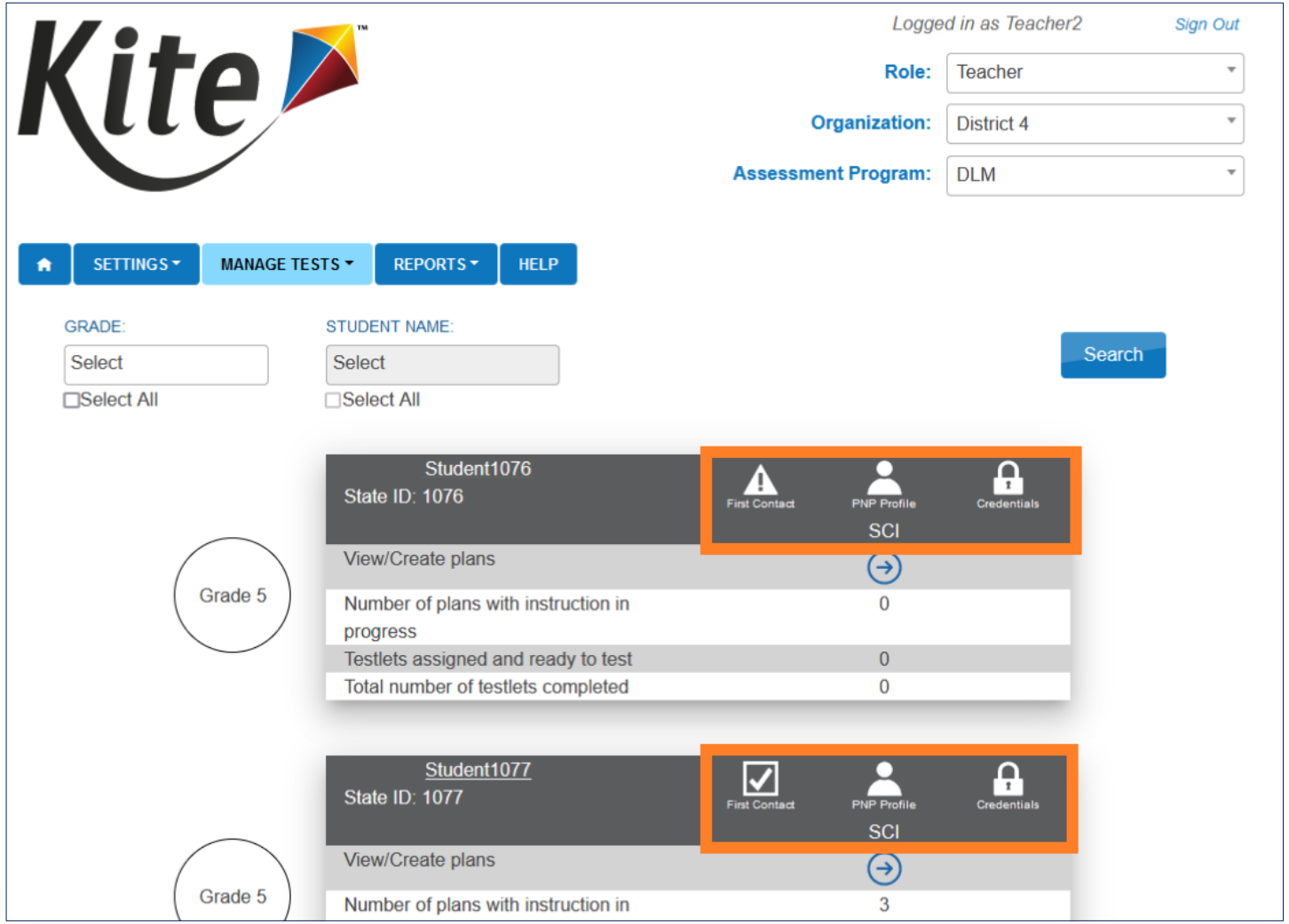
The teacher has the opportunity to

1. choose the Essential Elements and linkage levels for each student
2. decide when the student is ready to be assessed
3. cancel plans in the Instruction and Assessment Planner or proceed to assigning a testlet
4. determine next steps for instruction
5. make assessment a normal part of the classroom experience

Instruction and Assessment Planner

Note: The Instruction and Assessment Planner is only available during the instructionally embedded assessment window.

Using the Process (1)

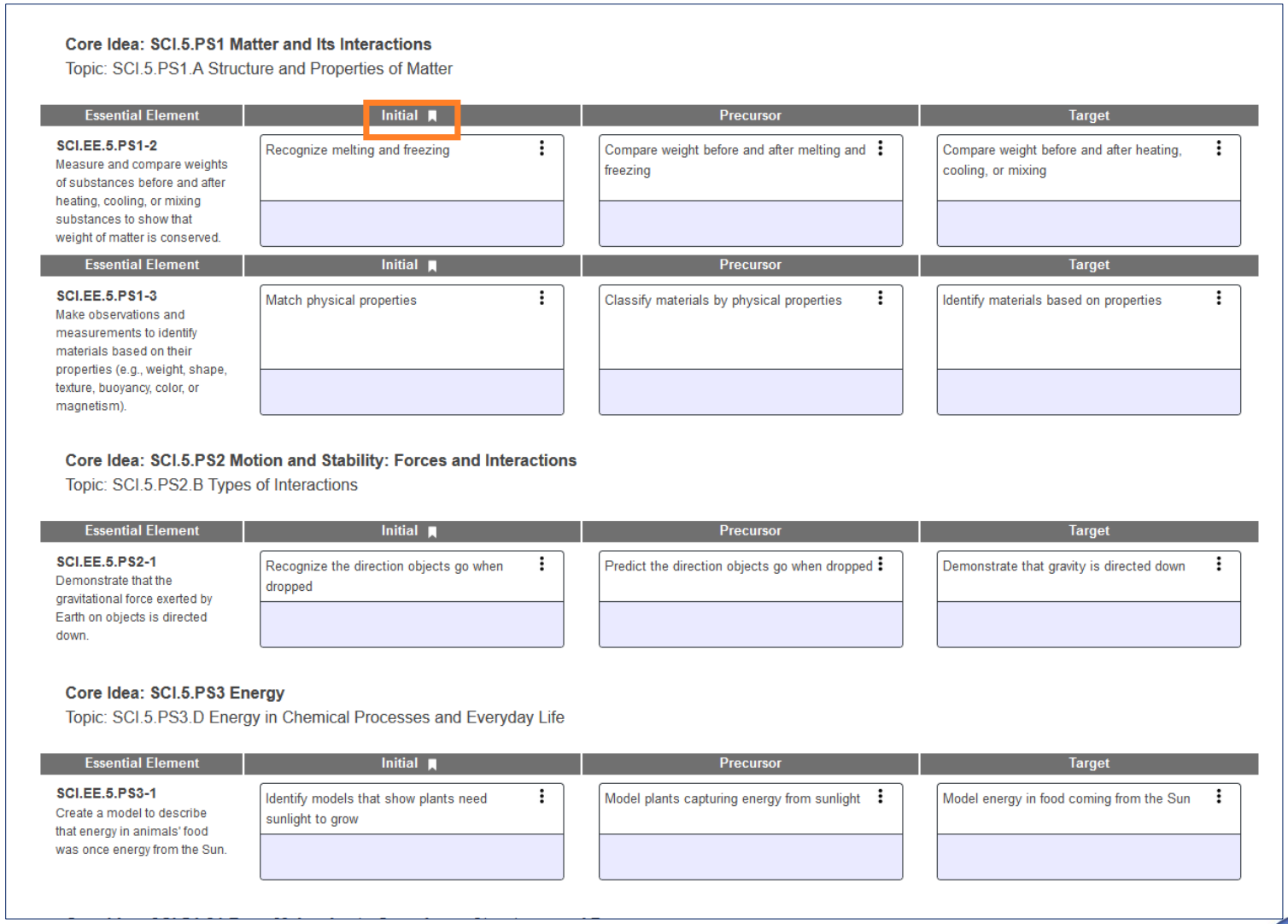


inside the Instruction and Assessment Planner

Using the Process (2)

inside the Instruction and Assessment Planner

Continue scrolling the page for Essential Elements in other conceptual areas.



Core Idea: SCI.5.PS1 Matter and Its Interactions

Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing	Compare weight before and after melting and freezing	Compare weight before and after heating, cooling, or mixing

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties	Classify materials by physical properties	Identify materials based on properties

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions

Topic: SCI.5.PS2.B Types of Interactions

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS2-1 Demonstrate that the gravitational force exerted by Earth on objects is directed down.	Recognize the direction objects go when dropped	Predict the direction objects go when dropped	Demonstrate that gravity is directed down

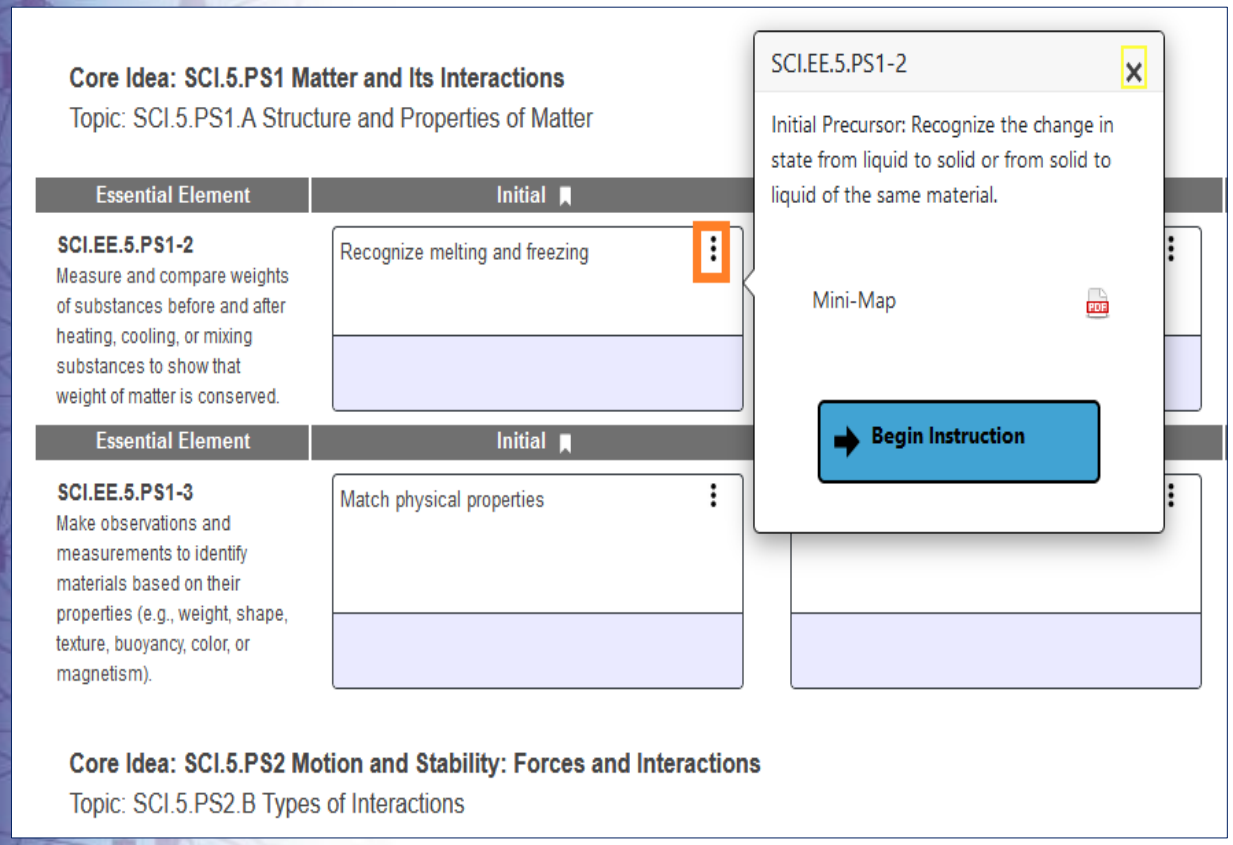
Core Idea: SCI.5.PS3 Energy

Topic: SCI.5.PS3.D Energy in Chemical Processes and Everyday Life

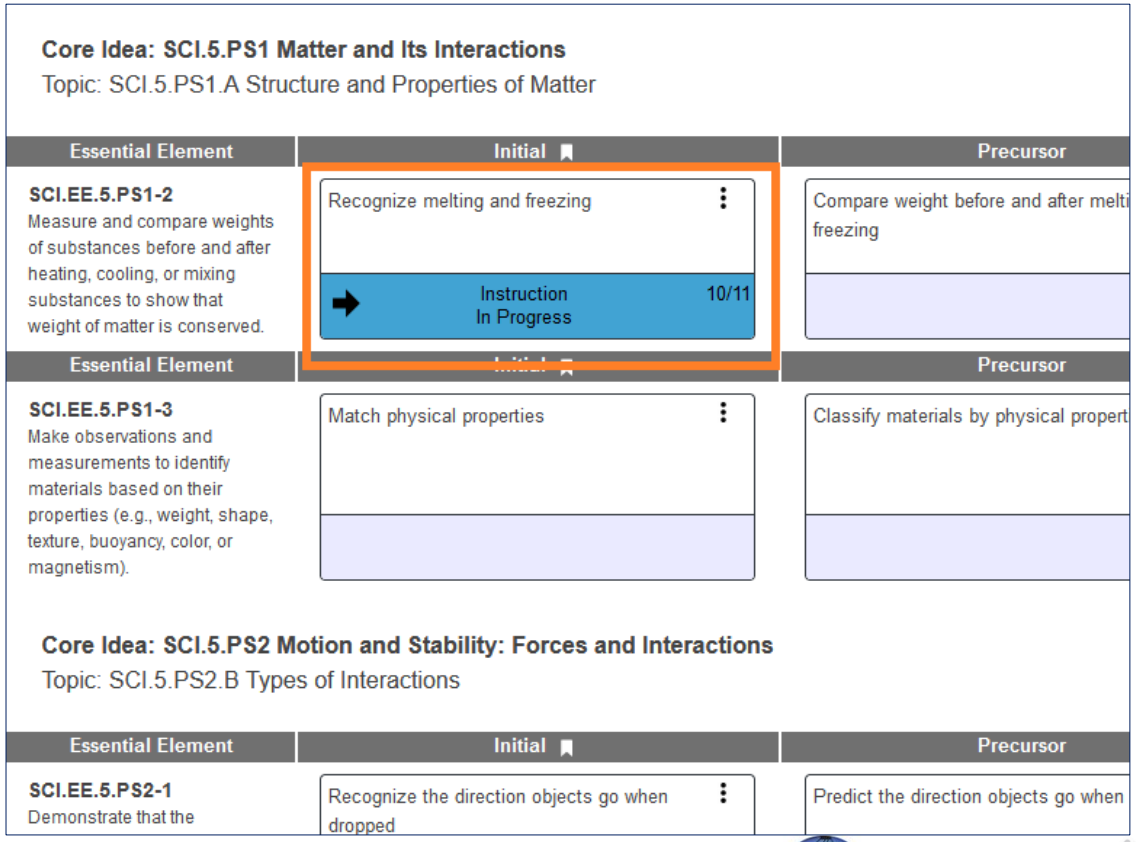
Essential Element	Initial	Precursor	Target
SCI.EE.5.PS3-1 Create a model to describe that energy in animals' food was once energy from the Sun.	Identify models that show plants need sunlight to grow	Model plants capturing energy from sunlight	Model energy in food coming from the Sun

Using the Process (3)

1. Choose



2a. Instruct



Using the Process (4)

2b. Instruct – Mini-Maps and Instructional Resources

DYNAMIC® LEARNING MAPS

Mini-Map for SCI.EE.5.PS3-1

Subject: Science
Physical
Grade: 3–5

Learning Outcome

DLM Essential Element	Grade-Level Standard
SCI.EE.5.PS3-1 Create a model to describe that energy in animals' food was once energy from the Sun.	**5-PS3-1** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.

Linkage Level Descriptions

Initial	Precursor	Target
Identify simple models (e.g., concrete pictures or tactile displays) that show that plants need sunlight to grow.	Use models (e.g., visual/tactile displays) to describe that plants capture energy from sunlight.	Create a model (e.g., visual/tactile display) to describe that energy in animals' food was once energy from the Sun.

Instructional Resources

Linkage Level	Instructional Activities
Initial/Precursor/Target	Energy from the Sun
Connections	
Science and Engineering Practices	Developing and Using Models
Crosscutting Concepts	Energy and Matter
ELA Essential Elements	**ELA.EE.RI.5.7**: Locate information in print or digital sources. **ELA.EE.SL.5.5**: Select or create audio recordings and visual/tactile displays to enhance a presentation.
Released Testlets	
See the Guide to Practice Activities and Released Testlets.	

EE.5-PS3-1

DLM Science Instructional Activities

DYNAMIC® LEARNING MAPS

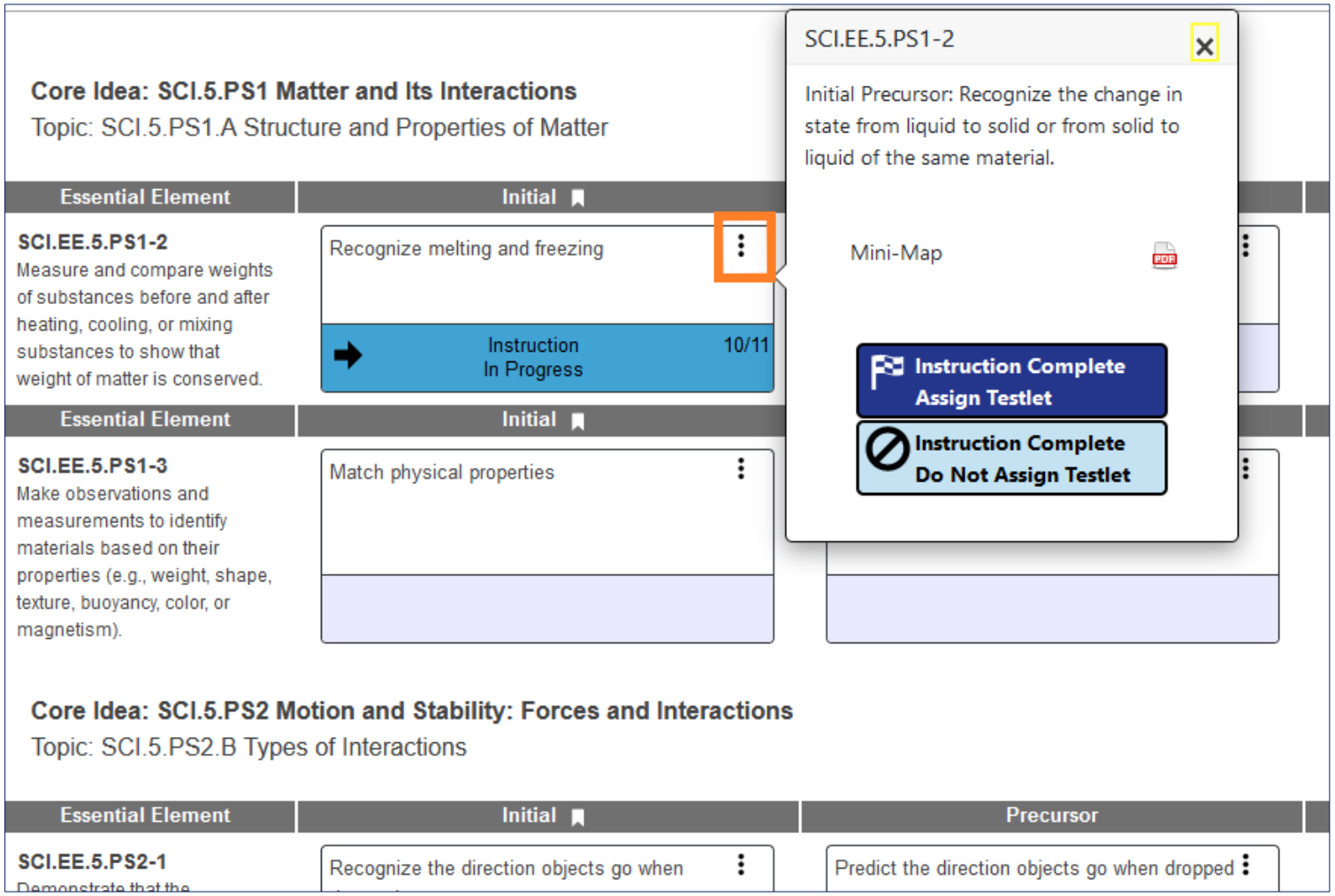
Science Instructional Activity – *page 1 of 2*

Target Level Create a model (e.g., visual/tactile displays) to describe that energy in animals' food was once energy from the Sun.	**Precursor Level** Use models (e.g., visual/tactile displays) to describe that plants capture energy from sunlight.	**Initial Level** Identify simple models (e.g., concrete pictures or tactile displays) that show that plants need sunlight to grow.	**Accessibility Considerations for Science and Engineering Practice: Developing and Using Models** • Access information through concrete pictures, physical scale models (e.g., tactile displays), and/or computer-generated models. • Represent relationships with diagrams, showing only the most relevant information.
Activity Title Energy from the Sun	**Estimated Classroom Time Needed** One session	**Essential Questions** • Does the student recognize that food contains energy? • Does the student recognize that energy comes from the Sun?	
Suggested Materials Picture cards or tactile graphics to build models of food chains. For example, pictures cards of: • Healthy plants • Unhealthy plants (plants that are small, plants that have withered leaves) • The Sun • Plant-eating animals • Arrows (to indicate direction of energy transfer)		**Engage Students in the Activity** Ask students if they have ever observed an animal eating. Have them share examples. Lead students to identify animals that eat plants. Then ask, "Why do animals need to eat?" (Possible answers: helps them grow, makes them stronger, gives them energy) The following video introduces food chains: "Fabulous Food Chains," https://www.youtube.com/watch?v=MuKs9o1s8h8	
Activity Description Students will use models to track energy from the Sun to animals. *Define* (throughout activity): energy, grow, sunlight, food chain *Step 1*: Focus on what living things need. Talk about how humans need food to live. Explain to students that food provides energy for people. Identify foods for animals. Make sure students identify plants as foods that humans and animals eat. Plants get energy from the Sun. The Sun releases energy. Ask students if they have ever felt warmth from the Sun, as this is energy. Plants make their own food using energy from sunlight. Have students sort through pictures or tactile graphics of healthy plants that have been exposed to sunlight and unhealthy plants that have not been exposed to sunlight. Students should recognize which plants are expected to grow. Later, when building models, only pictures or tactile graphics of plants that are healthy and exposed to sunlight should be used. 			

DYNAMIC® LEARNING MAPS

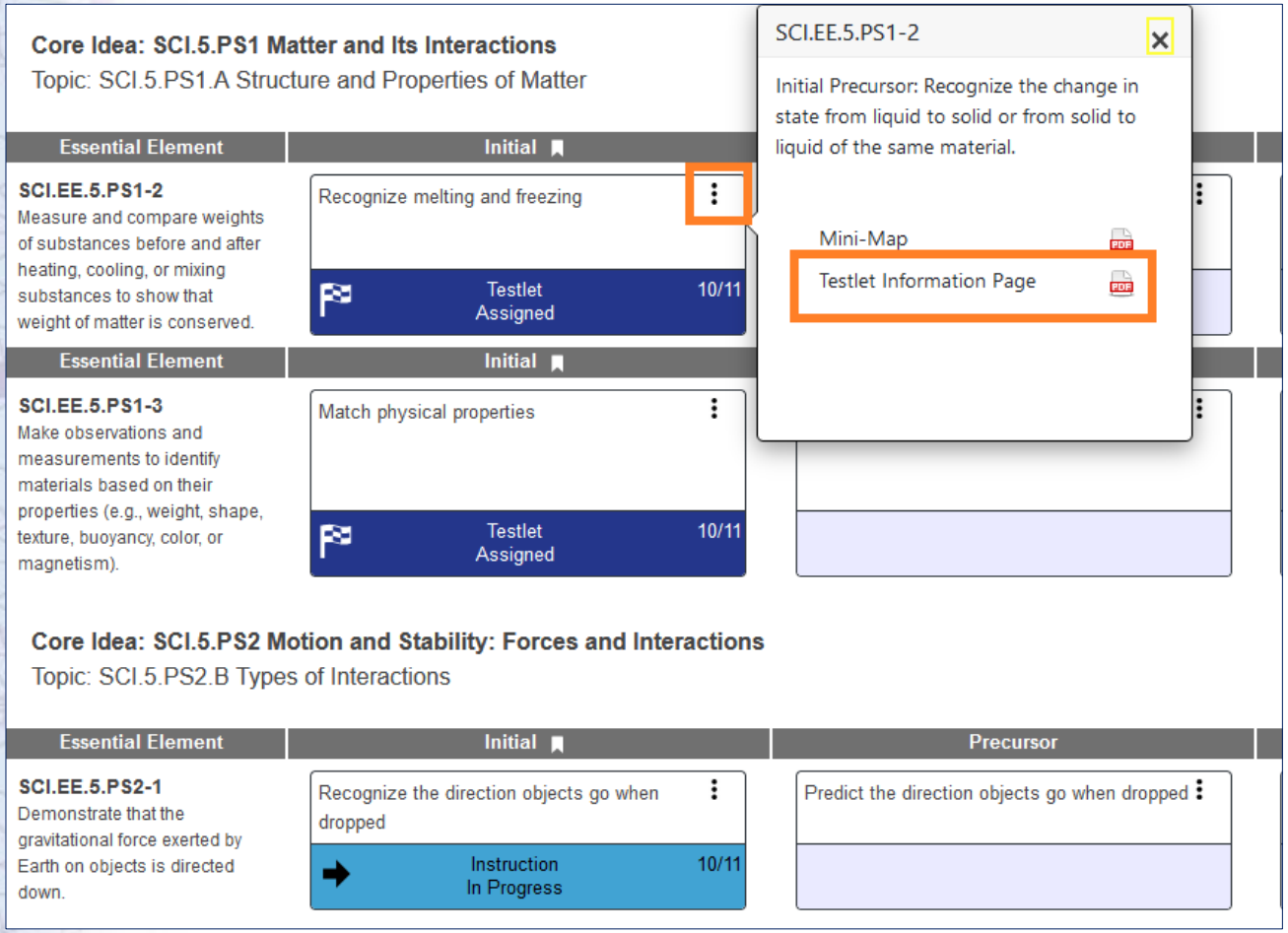
Using the Process (5)

3a. Assess



Using the Process(6)

3b. Assess



Once the testlet has been assigned, the status will change to Testlet Assigned and show the date the testlet was assigned. Additionally, the Testlet Information Page (TIP) can be accessed using the kabob and downloaded prior to beginning the testlet in Student Portal.

Using the Process (7)

3c. Assess

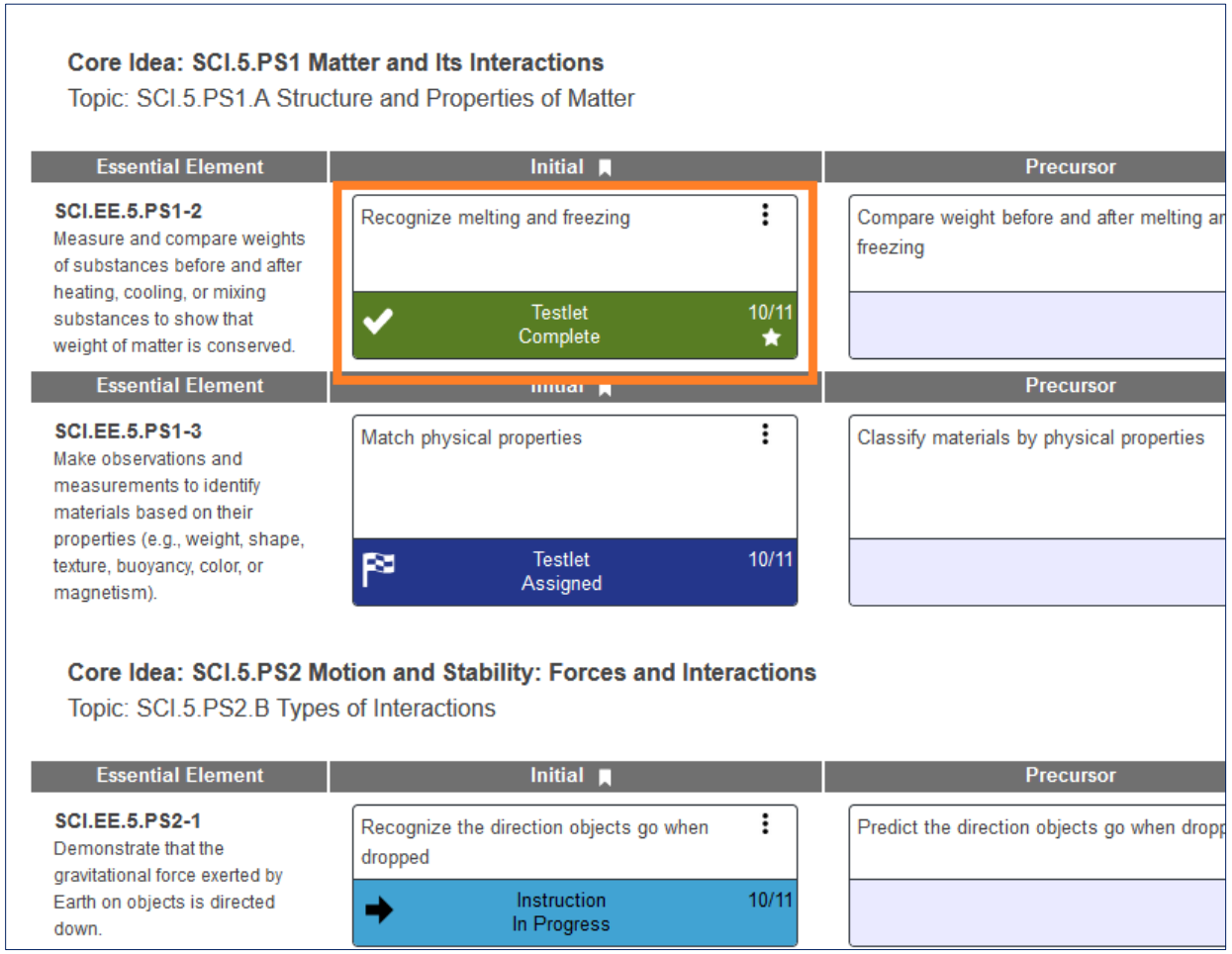
- In Student Portal
  - Log in using the student's credentials.
    - Remember, the credentials are accessible in the Instruction and Assessment Planner!
    - 

  - Select **Take A Test**.
  - Select the desired testlet.

Using the Process (8)

3d. Assess

Once the testlet has been taken, the Planner indicates the testlet has been completed along with the date it was completed.



Core Idea: SCI.5.PS1 Matter and Its Interactions

Topic: SCI.5.PS1.A Structure and Properties of Matter

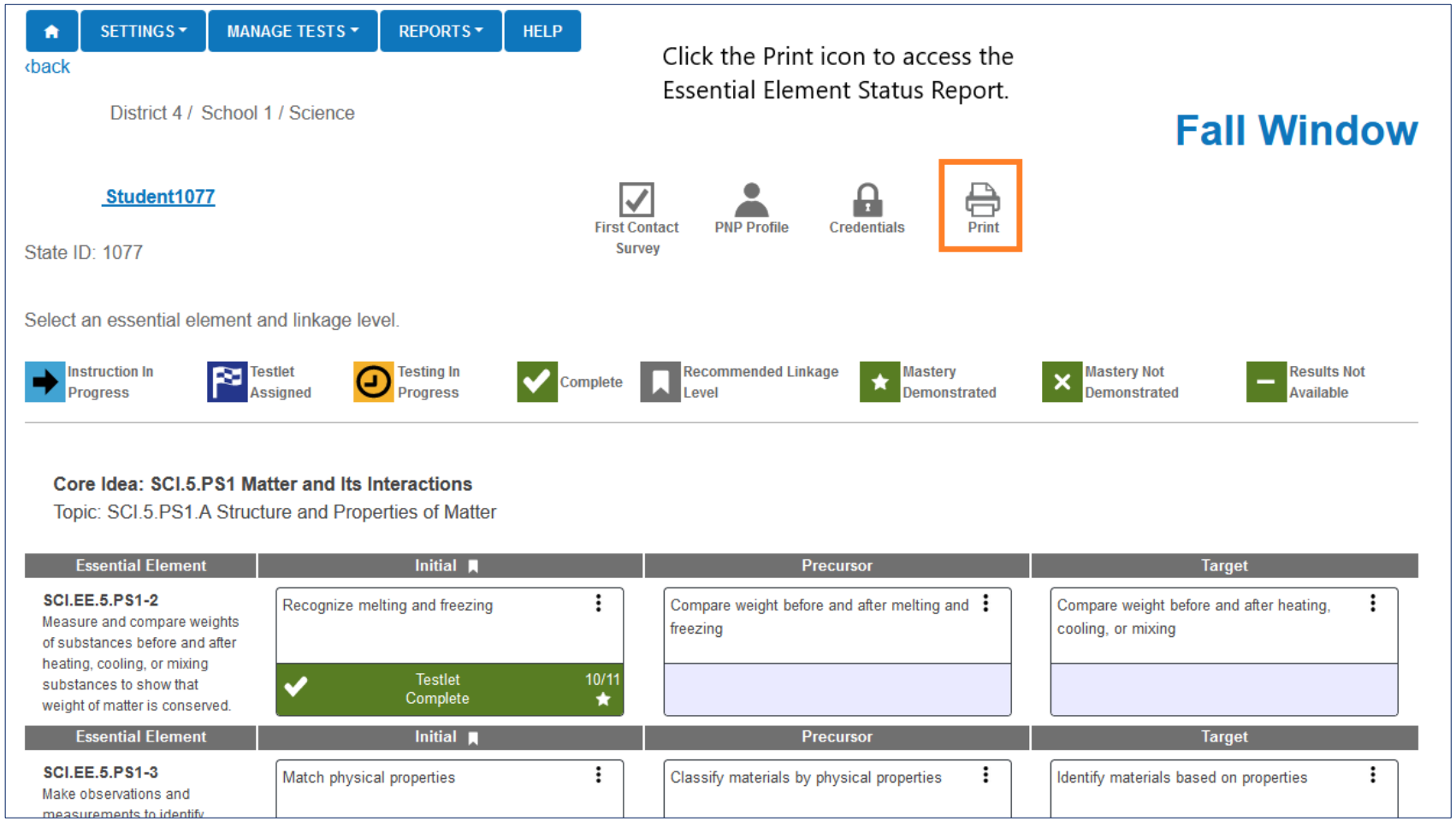
Essential Element	Initial	Precursor
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing Testlet Complete 10/11	Compare weight before and after melting ar freezing
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties Testlet Assigned 10/11	Classify materials by physical properties

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions

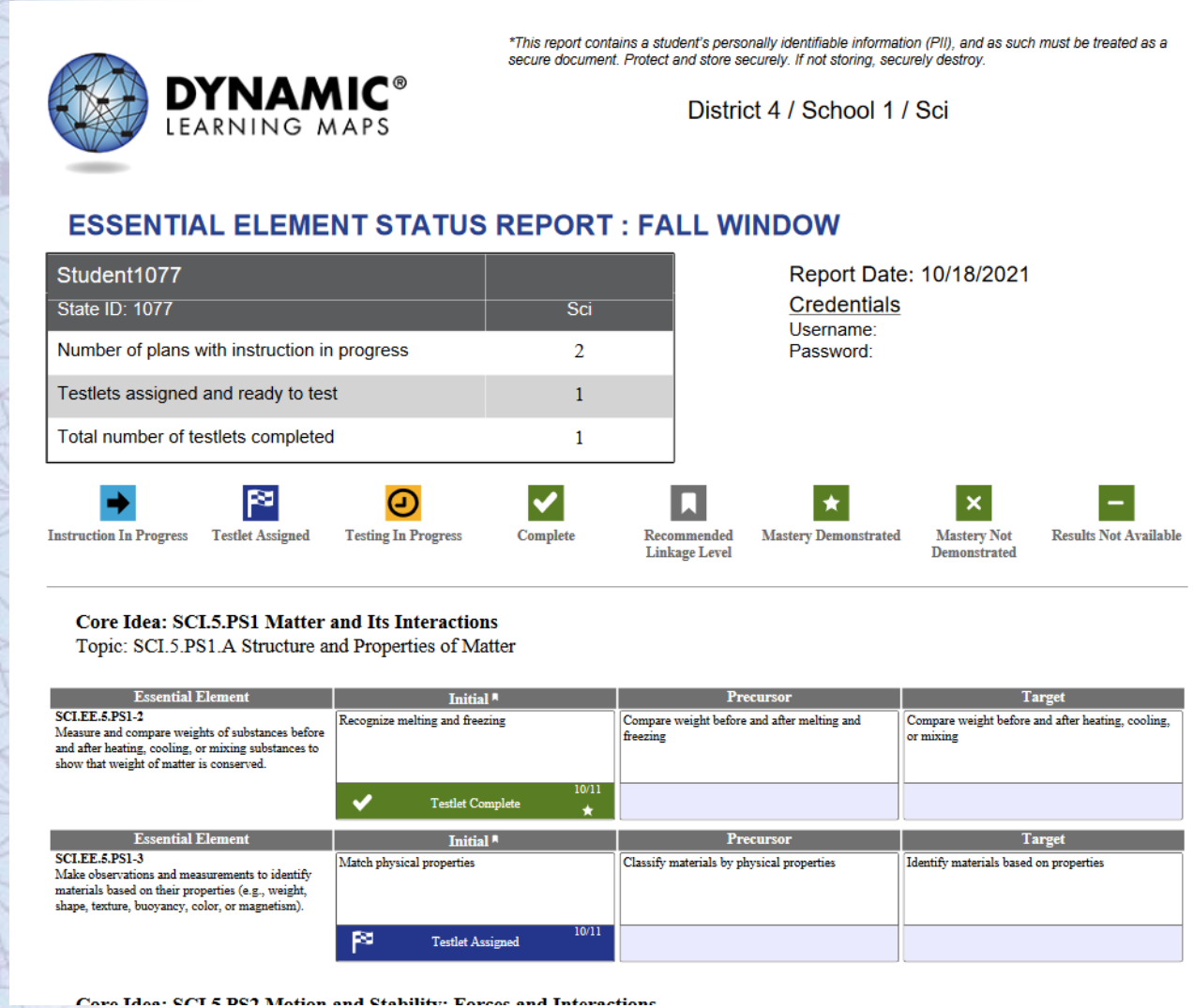
Topic: SCI.5.PS2.B Types of Interactions

Essential Element	Initial	Precursor
SCI.EE.5.PS2-1 Demonstrate that the gravitational force exerted by Earth on objects is directed down.	Recognize the direction objects go when dropped Instruction In Progress 10/11	Predict the direction objects go when dropp

Essential Elements Status Report (1)



Essential Elements Status Report (2)



*This report contains a student's personally identifiable information (PII), and as such must be treated as a secure document. Protect and store securely. If not storing, securely destroy.

DYNAMIC® LEARNING MAPS

District 4 / School 1 / Sci

ESSENTIAL ELEMENT STATUS REPORT : FALL WINDOW

Student1077	
State ID: 1077	Sci
Number of plans with instruction in progress	2
Testlets assigned and ready to test	1
Total number of testlets completed	1

Report Date: 10/18/2021

Credentials

Username:

Password:

Instruction In Progress | Testlet Assigned | Testing In Progress | Complete | Recommended Linkage Level | Mastery Demonstrated | Mastery Not Demonstrated | Results Not Available

Core Idea: SCI.5.PS1 Matter and Its Interactions

Topic: SCI.5.PS1.A Structure and Properties of Matter

Essential Element	Initial	Precursor	Target
SCI.EE.5.PS1-2 Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.	Recognize melting and freezing Testlet Complete 10/11 ★	Compare weight before and after melting and freezing	Compare weight before and after heating, cooling, or mixing
Essential Element	**Initial**	**Precursor**	**Target**
SCI.EE.5.PS1-3 Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).	Match physical properties Testlet Assigned 10/11	Classify materials by physical properties	Identify materials based on properties

Core Idea: SCI.5.PS2 Motion and Stability: Forces and Interactions

Example of a science Essential Elements Status Report

DYNAMIC® LEARNING MAPS

Thank You!

- For more information: www.dynamiclearningmaps.org
- For Professional Development: www.dlmpd.com
- For technical assistance contact the DLM Service Desk.
  - DLM-support@ku.edu
  - Phone: 855-277-9751
  - Live Chat is available in Kite Educator Portal.
  - General service desk hours are 7:00 a.m.–5:00 p.m. CST, Monday–Friday.