

Helpful Reminders

This document provides tips, clarifications, and reminders about important test administration considerations. The TEST ADMINISTRATION MANUAL, ACCESSIBILITY MANUAL, and EDUCATOR PORTAL USER GUIDE provide more detailed information about these topics and many others. Use of all these resources helps maximize the assessment's many benefits for both teachers and students.

- **High expectations:** To learn more about how the Dynamic Learning Maps[®] (DLM[®]) assessment promotes high expectations for students with significant cognitive disabilities, refer to the video *High Expectations for Student Success* in the right margin of the [DLM website](#) home page.
- **One-on-one test administration:** The DLM alternate assessment is designed to be administered one-on-one between the test administrator and the student.
 - Even students in the same class and grade receive a variety of testlets.
 - Each student usually needs the test administrator's attention, even when completing computer-administered testlets.
- **Assessment windows:** Testlets are expected to be administered across multiple sessions within the state's DLM assessment window dates (fall and spring). This helps prevent overwhelming the student and gives the test administrator a span of time to provide instruction and complete the assessment.
- **Instructionally Embedded model:** The assessment is designed so that instruction should always precede assessment. The instructionally embedded cycle should continue throughout each assessment window to give students ample opportunities to demonstrate what they learned from instruction.
 - Assessing the student on enough testlets to satisfy the blueprint requirements on any one day of an assessment window defeats the value of the instructionally embedded design and should be avoided.
- **On-demand reports:** In the Instruction and Assessment Planner, mastered or not mastered will be indicated for each completed testlet. (Writing testlets are the exception.) An Essential Element Status Report is also provided. Additionally, Blueprint Coverage, Student Progress, and Class Roster Reports are available under the Reports tab for each window.
- **Adaptive delivery for the required spring science assessment:** For the spring window, science is not instructionally embedded. Therefore, the Instruction and Assessment Planner is not used for science in the spring. Instead, spring science assessments are delivered adaptively one at a time.
 - The system may take up to 15 minutes to deliver each subsequent testlet for a student in science during the spring window. During this time, the system will

- Analyze the student's performance
 - Determine the appropriate linkage level for the next testlet
 - Assign the testlet to Kite® Student Portal
 - Deliver the testlet-specific Testlet Information Page (TIP) to Kite Educator Portal under the Manage Tests tab
- **Flexible test administration practices:** While computer-delivered testlets are designed for the student to interact with Student Portal independently, if possible, the test administrator may log in for the student, read aloud the testlet to the student, support the student in navigating through the testlet, and enter the student's chosen response options.
 - Several common accessibility situations and example solutions are provided in the ACCESSIBILITY MANUAL.
- **Materials:** Lists of common classroom materials and personal items used to administer testlets are published for each grade and subject. The lists are located on each state's page of the DLM website. They are not shopping lists for the teacher. Students are not likely to need all the materials listed. Instead, the lists offer an idea of the types of materials used to administer testlets and that might be practical to use in classroom instruction.
 - Consider gathering the materials from the lists that seem most relevant, and recruit assistance from paraprofessionals as needed.
 - Not every testlet requires additional materials for administration. When needed, materials are listed on the TIP for the specific testlet. The TIP will describe how the materials will be used in the testlet, which can help determine if the actual object is necessary or if a picture will suffice. Substitutions are usually permitted if the materials listed are not readily available or suitable for the student's needs.
- **Personal Needs and Preferences (PNP) Profile:** Selections made in a student's PNP Profile should match accessibility supports the student needs and uses in instruction. The assessment should not be the student's first exposure to accessibility supports. If unsure of which selections a student needs, try out the accessibility features with the student using the Guide to Released Testlets and Practice Activities. Consulting the student's former teacher and other educators with knowledge of the student (e.g., a speech language pathologist) may be helpful.
- **First Contact Survey:** Only one First Contact Survey is completed per student per year. The First Contact Survey must be submitted before a student can be assessed. If different test administrators assess the student for each subject, they should collaborate and determine how to best complete the student's First Contact Survey. Consulting the student's former teacher and other educators with knowledge of the student may also be helpful.
- **Keeping track:**
 - For English language arts and mathematics, the Instruction and Assessment Planner will display a checkmark as each blueprint requirement is met during an assessment window.

- For science during the spring window, the Manage Tests tab of Educator Portal includes a Test Progress column that indicates how many testlets a student has completed and how many are required.
- Teachers who assess multiple students may find data extracts useful. Data extracts are available on demand under the Reports tab of Educator Portal.
 - For further guidance, refer to the video [Monitoring the Assessment Using Extracts](#).