Slide 1.   This presentation is for district test coordinators for the Dynamic Learning Maps® (DLM®) Alternate Assessment.

Slide 2.   This presentation includes an overview of the DLM assessment and the DLM website for any new district test coordinators not already familiar with the assessment and for returning district test coordinators who may find the information refreshing. The presentation will also address data management responsibilities, updates for 2020–2021, and the necessary steps for a student to be assessed.

Slide 3.   The following section explains the design of the assessment.

Slide 4.   Maryland requires students to be assessed in grades 3 through 8 and 11 in ELA and mathematics. Assessing grade 12 students is optional. The ELA portion of the assessment includes both reading and writing. For science, students in grades 5 and 8 are assessed on physical, life, and Earth and space science concepts, but grade 11 students are assessed on biology only.

Slide 5.   The DLM Essential Elements are the learning targets for the assessment. Essential Elements provide a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities and align to states' grade-level standards.

Slide 6.   ELA, mathematics, and science each have a blueprint, and within each blueprint the Essential Elements assessed are listed by grade or grade band. In ELA and mathematics, the Essential Elements for each grade are sub-grouped into claims and conceptual areas. Science Essential Elements are grade-banded and sub-grouped into the domains of physical, life, and Earth and space science. However, as mentioned previously, the science blueprint lists only life science Essential Elements for high school because, in Maryland, students in grade 11 are assessed on biology concepts only.

Slide 7.   Mathematics Essential Elements are grouped into four claims. Claims are broad statements about intended student performance. Each claim is further organized into conceptual areas, which are statements about groups of closely related Essential Elements within the larger claim.

Claim 1 is "Students demonstrate increasingly complex understanding of number sense." Claim 1 has three conceptual areas. M.C1.1 is "Understand number structures (counting, place value, fractions)." M.C1.2 is "Compare,

compose, and decompose numbers and sets." M.C1.3 is "Calculate accurately and efficiently using simple arithmetic operations."

Claim 2 is "Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles." Claim 2 has two conceptual areas. M.C2.1 is "Understand and use geometric properties of two- and three-dimensional shapes." M.C2.2 is "Solve problems involving area, perimeter, and volume."

Claim 3 is "Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures." Claim 3 has two conceptual areas. M.C3.1 is "Understand and use measurement principles and units of measure." M.C3.2 is "Represent and interpret data displays."

Claim 4 is "Students solve increasingly complex mathematical problems, making productive use of algebra and functions." Claim 4 has two conceptual areas. M.C4.1 is "Use operations and models to solve problems." M.C4.2 is "Understand patterns and functional thinking."

Slide 8.   Shown here is the blueprint for grade 4 mathematics. Grade 4 students are assessed on the eight Essential Elements in the blueprint.

The Essential Element M.EE.4.MD.6, "Identify angles as larger and smaller," falls under the Conceptual Area M.C2.1, "Understand and use geometric properties of two- and three-dimensional shapes," which is a subarea of Claim 2, "Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles."

The Essential Element "Identify angles as larger and smaller" is the grade-level target and may or may not be too complex for some students. Therefore, each Essential Element has linkage levels.

Slide 9.   Each Essential Element has linkage levels composed of knowledge, skills, and understandings of varying complexity relative to that Essential Element. Some linkage levels are knowledge, skills, and understandings that build toward the Essential Element, while others address the Essential Element specifically, and still others go beyond. The assessment is comprised of short, mini assessments called testlets. The linkage level of the first testlet delivered in a specific subject area to a student is based on data from the First Contact survey the student's teacher completes in the DLM system so that the academic content assessed is not too hard or too easy, thus providing a student the best

opportunity to demonstrate what they know and can do. After the first testlet, student performance determines the linkage level of subsequent testlets.

Slide 10.   ELA and mathematics Essential Elements each have five linkage levels. The Target linkage level aligns to the content of the Essential Element. The three linkage levels that build toward the Target are the Initial Precursor, Distal Precursor, and Proximal Precursor. The Initial Precursor is the least complex and includes foundational skills. The Distal Precursor includes knowledge and skills needed to reach the Target, and the Proximal Precursor provides access to the Target. The Successor linkage level progresses beyond the Target.

Slide 11.   At this time, science has three linkage levels. The Initial linkage level is the least complex, and the Precursor linkage level is more complex than the Initial, but not as complex as the Target. The Target linkage level aligns with the Essential Element.

Slide 12.   The DLM assessment was developed from large-scale models of the acquisition of knowledge, skills, and understandings. The knowledge, skills, and understandings assessed at a linkage level are taken from the learning map models, and different pathways are presented to guide instruction from one linkage level to the next. The DLM website provides educators a mini-map for each Essential Element, which maps out pathways from one linkage level to the next.

Slide 13.   Shown here is an excerpt from a mini-map document accessed from Maryland's page of the DLM website. This example is for grade 4 mathematics.

The grade-level standard is M.4.MD.6, "Measure angles in whole number degrees using a protractor. Sketch angles of specified measure."

The DLM Essential Element derived from the grade-level standard is M.EE.4.MD.6, "Identify angles as larger and smaller."

Then, the skills assessed at the Initial Precursor linkage level for this Essential Element are "recognize attribute values," "recognize different," and "recognize same."

The skills assessed at the Distal Precursor linkage level for this Essential Element are "recognize different amount" and "recognize same amount."

The skills assessed at the Proximal Precursor linkage level for this Essential Element are "recognize more amount" and "recognize less amount."

The skill assessed at the Target linkage level is "make direct comparison of two angles."

The skill assessed at the Successor linkage level is "order more than two angles using direct comparison."

Slide 14. Further into the mini-maps document referenced on the previous slide is the actual mini-map diagram for the grade 4 mathematics Essential Element M.EE.4.MD.6, "Identify angles as larger and smaller." In this view, the linkage level skills are shown in boxes. The skills increase in complexity from top down. Arrows are used to show possible routes of learning students may take to reach the Target and beyond.

In this example, the Initial Precursor linkage level skills "recognize attribute values," "recognize different," and "recognize same" are listed as separate boxes on the top row of the mini-map, and the letters IP in each box are used to indicate these skills are at the Initial Precursor linkage level.

The letter-number codes in the boxes are insignificant to educators and simply indicate where those skills are located in the full learning map model.

The next line of the mini-map includes boxes for the Distal Precursor linkage level skills "recognize different amount" and "recognize same amount." These skills are marked with the letters DP.

For this particular Essential Element, the skills in the next row down are marked with the letters UN, which means the skills are untested but may still be necessary for some students to learn in order to continue down the map. These skills are "recognize point," "recognize ray," and "recognize angle."

Continuing down the mini-map, the next row contains the Proximal Precursor skills "recognize more amount" and "recognize less amount," as the letters PP indicate in the boxes.

Then, for this particular Essential Element, the Target linkage level is a single skill: "make direct comparison of two angles" with a T for Target in the box.

Finally, the Successor linkage level skill for this Essential Element is found at the bottom of the mini-map. It states, "order more than two angles using direct comparison" and has an S for Successor in the box.

Every Essential Element has a mini-map like this one, but the number of skills per linkage level and the connections between the skills vary from one Essential Element to another.

Slide 15.   The assessment is comprised of a series of short assessments called testlets that are administered to a student over the course of the spring assessment window.

All students complete nine testlets for ELA, and one of those testlets is a writing testlet. The number of testlets for mathematics depends on the student's grade but ranges from six to eight. For science, students in grades 5 and 8 complete nine testlets, and students in grade 11 complete ten testlets.

Each testlet includes three to nine conceptually-related items. A student typically takes five to fifteen minutes to complete a single testlet.

Slide 16.   Every testlet begins with an engagement activity. The engagement activity is intended to spark student interest, activate prior knowledge, and provide a context for the items that follow. No items are embedded in the engagement activity.

Slide 17.   The most common item type is multiple choice. Sorting, matching, and select text are item types that may be used at the upper linkage levels.

Slide 18.   Each testlet is either computer-delivered or teacher-administered.

Slide 19.   Computer-delivered testlets are more common at upper linkage levels and are written to the student. They are designed for the student to interact as independently as possible with the testing device, including the student navigating and entering responses. The goal is for the student to communicate what they know and can do, so it is permissible for the test administrator to read aloud to the student, navigate for the student, and enter student responses.

Slide 20.   The other testlet type is teacher-administered. The directions in a teacher-administered testlet are written to the test administrator, who then sets up any needed materials, delivers the testlet to the student, and records the student's responses. All Initial Precursor testlets are teacher-administered, as are writing testlets. Some science testlets include picture response cards, which are to be printed prior to the assessment. Printing in color is best practice.

Slide 21.   A Testlet Information Page provides the test administrator with information about the testlet delivered for the student. A Testlet Information

Page is provided in Educator Portal for each testlet. For example, the Testlet Information Page shown here is for the grade 9 mathematics Essential Element M.EE.N-CN.2.b. The Testlet Information Page indicates the testlet will assess the Essential Element at the Initial Precursor linkage level, will be teacher-administered, and will have five items.

The Testlet Information Page also provides information about the materials needed to administer the specific testlet, how the materials will be used, and ideas of substitutions if the materials needed are not suitable for the student's needs. In the example shown here, the Testlet Information Page indicates five erasers, five pencils, and one rubber band will be needed to administer the testlet. The student will use the materials to recognize set and separateness. Therefore, if those materials are not suitable for the student's needs, the test administrator may use substitutions. Suggested substitute materials for this testlet include two sets of five or more objects that can be bundled, stacked, or grouped, such as seven cups and six erasers. Where applicable, use a rubber band or piece of string for bundling.

Calculator use for this testlet is not applicable.

The mathematics vocabulary used in the testlet are together and set.

Accessibility supports not allowed are also listed, but for this testlet, the direction is to see "other comments." The Other Comments section states, "Test administrators should not define the following words: separate and group."

As noted at the top of the page, Testlet Information Pages are secure testing documents. Do not reproduce or distribute them. If downloaded, they must be securely deleted after use, and if printed, they should be shredded after use.

Slide 22.   Using the Essential Element cited on the previous slide, shown here is the begin screen for the testlet in Student Portal.

Choose BEGIN to start.

Slide 23.   Educator Directions:

In this testlet you will present the student with objects in a set and objects separate from the set. It is important that separate objects are clearly separated, and objects in sets are clearly in a group (such as stacked, connected, touching, etc.). The student will recognize set and separateness.

Gather:

- 5 erasers

- 5 pencils

- 1 rubber band (or piece of string)

You may substitute other objects if required.

For items 1 and 2, you will use the erasers. For items 3 and 4, you will use the pencils. For item 5, you will use the erasers and pencils.

NEXT

Slide 24.   Educator Directions:

Present the five erasers to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the erasers. Allow the student time to explore the objects.

- Show the student how to erase a pencil mark with an eraser.

Once the student has attended to the erasers, bundle three erasers together with a rubber band or string and leave the remaining erasers separate from the group.

NEXT

Slide 25.   Educator Directions:

SHOW: the bundled erasers.
SAY: "Here are some erasers."

SHOW: the erasers separate from the bundled erasers.
SAY: "Here are some more erasers."

SHOW: all of the erasers.
SAY: "Show me the erasers separate from the group."

NEXT

Slide 26.   Record student response:

- Indicates the erasers separate from the group

- Indicates the group of bundled erasers

- Indicates or interacts with the materials in some other way

- Attends to other stimuli

- No response

Slide 27.   Indicates the erasers separate from the group.

As shown here, a box appears around the selected response option. A selected response option will not be shown for the rest of the items in this demonstration.

NEXT

Slide 28.   Educator Directions:

SHOW: the bundled erasers.
SAY: "Here are some erasers."

SHOW: the erasers separate from the bundled erasers.
SAY: "Here are some more erasers."

SHOW: all of the erasers.
SAY: "Show me the group of erasers."

NEXT

Slide 29.   Record student response:

- Indicates the group of bundled erasers

- Indicates the erasers separate from the group

- Indicates or interacts with the materials in some other way

- Attends to other stimuli

- No response

Slide 30.   Educator Directions:

Place the erasers out of sight or immediate reach of the student. Present the five pencils to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the pencils. Allow the student time to explore the objects.

- Show the student how to write with a pencil.

Once the student has attended to the pencils, bundle three pencils together with a rubber band or string and leave the remaining pencils separate from the group.

On the next screens, you will ask the student some questions about the pencils.

NEXT

Slide 31.   Educator Directions:

SHOW: the bundled pencils.
SAY: "Here are some pencils."

SHOW: the pencils separate from the bundled pencils.
SAY: "Here are some more pencils."

SHOW: all of the pencils.
SAY: "Show me the group of pencils."

NEXT

Slide 32.   Record student response:

- Indicates the group of bundled pencils

- Indicates the pencils separate from the group

- Indicates or interacts with the materials in some other way

- Attends to other stimuli

- No response

Slide 33.   Educator Directions:

SHOW: the bundled pencils.

SAY: "Here are some pencils."

SHOW: the pencils separate from the bundled pencils.
SAY: "Here are some more pencils."

SHOW: all of the pencils.
SAY: "Show me the pencils separate from the group."

NEXT

Slide 34. Record student response:

- Indicates the pencils separate from the group

- Indicates the group of bundled pencils

- Indicates or interacts with the materials in some other way

- Attends to other stimuli

- No response

Slide 35. Educator Directions:

Present the five pencils and five erasers to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the pencils and erasers. Allow the student time to explore the objects.

- Show the student how to write with a pencil.

- Show the student how to erase pencil marks with an eraser.

Once the student has attended to the pencils and erasers, bundle three erasers and three pencils together with a rubber band or string and leave two pencils and two erasers separate from the group.

On the next screen, you will ask the student a question about the pencils and erasers.

NEXT

Slide 36.   Educator Directions:

SHOW: the pencils and erasers separate from the bundled pencils and erasers.
SAY: "Here are some pencils and erasers."

SHOW: the bundled pencils and erasers.
SAY: "Here are some more pencils and erasers."

SHOW: all of the pencils and erasers.
SAY: "Show me the pencils and erasers separate from the group."

NEXT

Slide 37.   Record student response:

- Indicates the pencils and erasers separate from the group

- Indicates the group of bundled pencils and erasers

- Indicates or interacts with the materials in some other way

- Attends to other stimuli

- No response

Slide 38.   Review: Mathematics N-CN.2.b Initial Precursor. (Note: Since this is a teacher-administered testlet, this screen is an opportunity for the test administrator to ensure responses for all items in the testlet have been recorded. For computer-delivered testlets, the same screen appears to give the student the opportunity to go back and answer any items left unanswered.)

END

Slide 39.   The next section addresses assessment delivery.

Slide 40.   Assessment delivery uses the Kite® Suite. Kite is the name of the system educators and students use for the DLM assessment. Kite Educator Portal is where test administrators, assessment coordinators, and data managers enter information, obtain student usernames and passwords, and view reports. Assessment coordinators who need access to student data are assigned the role of District Test Coordinator in Educator Portal. Kite Student Portal is where students take their testlets. Student Portal is a secure testing platform that must

be downloaded onto a student's testing device. Desktop computers, laptops, iPads, or Chromebooks can all be used as a testing device.

Slide 41.   MSDE does not permit remote testing of the DLM assessment. All testing must be completed in a classroom setting.

Slide 42.   A student's Personal Learning Profile consists of the Personal Needs and Preference (PNP) Profile and the First Contact survey. The test administrator completes these in Educator Portal.

Slide 43.   A Personal Learning Profile is comprised of the PNP Profile and the First Contact survey. A student's PNP Profile informs the system as to which supports the student will need during the assessment. Categories of support include Display, Language and Braille, Audio and Environment, and Other Supports.

A test administrator must complete a student's First Contact survey prior to assessing the student. The DLM system uses the information in the First Contact survey to determine the linkage level of a student's first testlet in each subject. Only one First Contact survey is completed per student, so for a student who is rostered to different teachers by subject, the teachers should collaborate and decide which one of them will complete the student's First Contact survey.

Slide 44.   After the student's Personal Learning Profile is completed in Educator Portal, the system will deliver testlets for a student in Student Portal based on the Personal Learning Profile.

Slide 45.   The following section discusses roles and resources for teachers, technology personnel, assessment coordinators, and data managers.

Slide 46.   Roles are designated into four categories: test administrator, which the same as teacher, technology personnel, assessment coordinators, and data managers. Each of these roles has specific responsibilities and available resources.

In Maryland, ONLY a certified teacher can administer the DLM assessment.

Slide 47.   Each participating state has its own page on the DLM website. On the Home page, hover over the STATES tab to select Maryland from the list of Year-End Model states. The manuals referenced on the previous slide are found under the Manuals and Blueprints tab on the state's page.

Slide 48.   The teacher/test administrator role has specific tasks that must be completed prior to delivering the assessment. The teacher must activate their Educator Portal account from the email they receive from the Kite system once the data manager has added them as a user. Once a teacher activates their account, a security agreement will appear upon logging in to Educator Portal. The agreement must be read, agreed to, and electronically signed.

When a teacher activates their account, they are automatically enrolled in the DLM Required Test Administrator Training, which is completed in a training platform called Moodle. The teacher will not receive an email from Moodle but, rather, use the Training Courses link in the footer of the DLM website to access the required training.

The teacher also completes the First Contact survey and PNP Profile in Educator Portal for each student on the teacher's roster.

During the spring assessment window, the teacher plans and delivers the assessment to the student. Remember, the testlets are delivered to the student in Student Portal.

Slide 49.   All teachers must complete the Required Test Administrator Training, or they will not have access to the assessment. The Required Test Administrator Training consists of four modules, each with a post-test. The training is offered in both self-directed and facilitated formats. In the self-directed format, the training is completed independently in Moodle. The facilitated format is used when a facilitator presents the training live to a group, and then the post-tests are completed independently in Moodle. The training takes approximately two and a half hours to complete and can be completed in one session or over several sessions. A completion certificate is generated for the teacher when all post-tests have been passed. When a teacher activates their Educator Portal account, they are automatically enrolled in the Required Test Administrator Training in Moodle. Data managers and assessment coordinators with certain roles in Educator Portal will have access to a data extract for tracking completion of the Required Test Administrator Training.

Returning test administrators complete a single, self-directed module and a four-part post-test that gives them the opportunity to review important aspects of the system and test administration process.

Slide 50.   The state's page of the DLM website has many available resources for teachers. Helpful manuals are the Test Administration Manual, which describes

in detail how to administer the assessment, the Accessibility Manual, which details accessibility features and solutions for common student accessibility issues, and the Educator Portal User Guide, which provides step-by-step instructions with screenshots for tasks teachers must complete in Educator Portal.

Test blueprints and the list of "Currently Tested Essential Elements," which include linkage level descriptors, are found on the Educator Resource Page.

Helplet videos are short videos that cover a very specific task such as using Student Portal.

For teachers and students who want to become familiar with testlets, released testlets and practice activities are available.

Also, over 50 professional development modules are available to support teachers.

Slide 51. Technology personnel are vital to the successful administration of the DLM assessment. Technology personnel determine which devices will be used for the assessment, install the most current version of Student Portal on all devices to be used, support educators in checking the compatibility of devices and accessibility supports, verify local networks meet bandwidth requirements, and install a PDF reader, such as Adobe, on devices educators will use to access Educator Portal.

If technology personnel expect issues regarding bandwidth, school personnel should contact the state.

Slide 52. Other technology tasks include modifying spam and junk email settings to accept messages from @ku.edu and whitelisting URLs for accessing Vimeo. The videos used in the Required Test Administrator training and on the DLM website are hosted in Vimeo.

Slide 53. Assessment coordinators need to identify test administrators responsible for administering the DLM alternate assessment, technology personnel, and data managers. Once those persons are identified, communicating responsibilities, providing direction to specific resources available, and understanding assessment policies and procedures are important measures for the assessment coordinator to take. An assessment coordinator may also have the role of data manager or technology personnel.

Slide 54.   Training is an important aspect to understanding and delivering the DLM assessment. DLM provides role-specific trainings and helplets located on the state's page of the DLM website. Assessment coordinators should promote DLM- and state-sponsored trainings, deliver the Required Test Administrator Training if assigned to facilitate, and encourage and monitor participation in professional development opportunities.

Slide 55.   Teachers/test administrators should direct questions to the assessment coordinator. Many times, the assessment coordinator will be able to answer questions received from district personnel involved with the DLM assessment. With questions coming to the assessment coordinator, the assessment coordinator will become familiar with common questions and will be able to provide answers to a wide audience. The DLM Service Desk is available to assist when needed.

Initiate communication with teachers, data managers, and technology personnel. Serve as the point-of-contact to the DLM Service Desk. Determine how to communicate with the state or district representatives for information specific to the state or district.

Slide 56.   A review of the role-specific checklists provided in the DLM manuals will assist in determining timelines and due dates. Extracts are available in Educator Portal for monitoring the creation and activation of Educator Portal user accounts, completion of Required Test Administrator Training, submission of the First Contact survey, and completion of the assessment.

Slide 57.   The state's page of the DLM website has many resources assessment coordinators use. Helpful manuals are the Assessment Coordinator Manual, which provides greater detail and guidance on assessment coordinator responsibilities; the Accessibility Manual, which details accessibility features and solutions to common student accessibility issues; the Guide to Required Test Administrator Training, which outlines the training and how to navigate Moodle; the Test Administration Manual, which describes in detail how to deliver the assessment; and the Educator Portal User Guide, which details extracts available for monitoring.

Under the Resources for Educators and District Staff tab, district staff training resources include a fall and spring training for district-level educators and helpful videos detailing specific data management tasks.

All Essential Elements assessed are listed by grade and subject in the test blueprints.

The Supplemental Resources tab contains state-specific resources.

Scoring and reporting resources include videos describing DLM score reports and information specifically written for teachers and parents.

Slide 58.   Data managers are commonly called District Test Coordinators or DTCs in the DLM system. A data manager at the building level is called a BTC or Building Test Coordinator.

Slide 59.   For the DLM assessment, a DTC is responsible for gathering, editing, and uploading data in Educator Portal for users, which includes educators, test administrators, and staff who need access to student data. A DTC is also responsible for enrolling students who take the DLM assessment and creating rosters, which connect students to educators for a subject.

Slide 60.   The state's page of the DLM website has resources to guide data managers in completing data management tasks. The Manuals and Blueprints tab is where the Data Management Manual and Educator Portal User Guide are located. The Data Management Manual includes step-by-step directions for each task along with screenshots. The Educator Portal User Guide describes the purpose of the extracts in Educator Portal, which are used for monitoring purposes. Under the Templates tab is the State Organizational Table, which has schools and district codes that must be used when adding users and enrolling students, and templates for Educator Portal uploads.

Slide 61.   District staff training resources are located under the **Resources for Educators and District Staff** tab. Helplets are short, one- to five-minute how-to videos. Many tasks described in this presentation have a corresponding helplet.

Slide 62.   Data management tasks are completed in Educator Portal. A link to Educator Portal is located in the footer of every page of the DLM website.

Slide 63.   The following slides will focus on the State Organizational Table.

Slide 64.   The state's Organizational Table is located on the state's page of the DLM website under the **Templates** tab.

Slide 65.   Maryland's State Organizational Table is structured with columns for the School Name, School Number, District Name, and District Number.

Slide 66.   Users in a district should be added prior to students being enrolled and rostered. Users may be added or inactivated throughout the year.

Slide 67.   The most common user roles are District Superintendent, District Test Coordinator, District User, Building Test Coordinator, Building User, and Teacher. The key identifier for a user in Educator Portal is the user's email address.

Slide 68.   Important general information about users:

- The state must upload any users with the role of District Test Coordinator.

- New users need to be added manually or through a file upload.

- Educator Portal sends an activation email to the new user with a link to create a password.

- The user's email address is the unique account key.

- Users may have more than one role in Educator Portal.

- Users are rolled over from the year before.

- A District Test Coordinator must deactivate a user manually, as Building Test Coordinators may not deactivate users.

Slide 69.   To complete tasks in Educator Portal for users, select **Users** from the **Settings** drop-down menu.

Slide 70.   After selecting **Users** from the settings drop-down menu, select **Add Users** to add users manually, or **Upload Users** with a users upload template.

Slide 71.   Resending the Kite activation email is a common request. The most common reasons the email would need to be resent include

- A user did not receive the email because the address was incorrect, the email went to a spam folder, or firewall issues prevented the email's delivery.

- The user did not activate the account within 20 days of receiving the email.

- The user deleted the account activation email not knowing what it was.

Slide 72.   Common reasons to edit a user account include

- a teacher moves from one school to another

- a teacher has a name or email address change

- a user needs to have a role added or removed

These edits can be made manually or using an upload template.

Slide 73.   When a user leaves the district or changes positions and no longer needs access to student data in Educator Portal, the user should be deactivated. Sometimes a user who was deactivated will need to be reactivated. Both tasks are completed manually in Educator Portal. Users at the building level cannot deactivate users.

Slide 74.   After selecting the **View Users** tab, select **Search**. This action populates a table with all users associated with the district, and a school in the district if selected. Select a user located on the table to send an activation email, edit user information, and activate an inactive user or deactivate an active user.

Slide 75.   After users have been added to the system, the next step is to enroll students.

Slide 76.   Important information about students:

- All students to be assessed must be enrolled every school year.

- A student who has been exited from the system

  o cannot be enrolled manually

  o can be reactivated using Find Student

  o can be enrolled using an upload

Slide 77.   To complete data management tasks for students, select **Settings** and then choose **Students**.

Slide 78.   When only a few students need to be added, do so manually. Use an upload template when several students need to be added.

Please note: The local school systems and LEA 24 schools need to validate the student demographics against USIS each year prior to testing. The student record

must match USIS on these demographics: SASID; first, middle, and last names; and date of birth.

Slide 79.   The process to add a student manually begins with entering the **State Student Identifier**. Enrolling students using an upload will be discussed in detail later in this presentation.

Slide 80.   Common edits made for students include a change of school, grade, or corrections to demographic data. Edits can be made manually or through an upload template in Educator Portal. A student upload does not impact students in the system who are not in the upload.

Slide 81.   To view all students enrolled in an organization, click **View Students** and **Search**. A table will populate with all students in that organization. Verify the student record matches what is in USIS and select a student to make edits if needed.

Slide 82.   A student must be exited when the student is leaving the state, leaving the district with an unknown destination, or is no longer taking the DLM alternate assessment. Exits can be done manually or using the Test, Exit, Clear (or TEC) upload.

Slide 83.   From the **Student** selection, go to **Settings** and select the **Exit Student** tab to search for the student. Using the **Upload TEC** option involves the upload of a template, which will be covered later in this presentation.

Slide 84.   Again, if only a few students need to be transferred, do so manually. To transfer several students, use the TEC template to exit all students from the current school, and then use an enrollment upload to add students to the new school. A DTC can only transfer a student between schools in the same district; however, a state level user can transfer a student manually between districts.

A student may be transferred at any time prior to the spring testing window closing. All student data, such as the First Contact survey, PNP Profile, and completed testlets follow the student to the new school.

Slide 85.   After selecting students from the **Settings** drop-down menu, select **Transfer Students**. Select the student's current **School** and select **Search**. Follow the directions to complete the student's transfer to another school in the district.

Slide 86.   Changing a student's grade can be accomplished two ways: through a template upload or using the Find Student feature. If the grade change is made

using the Find Student feature during the spring assessment window, the system will provide a warning message that all testing sessions completed will be inactivated. The student will have to start testing over at the new grade level, and the system will assign the first testlet based on information in the student's First Contact survey.

Slide 87.   Now that users and students are in the system, rosters can be created.

Slide 88.   Important information to know about rosters includes

- Rosters connect a student to a teacher in a subject. Students may not be rostered unless the teacher has an active Educator Portal account and the student has been enrolled in Educator Portal.

- Districts will roster students.

- New students can be added to an existing roster.

- The teacher on a roster can be changed.

- When all students are removed from a roster, the roster will be removed from the system.

Slide 89.   To complete data management tasks for rostering, select **Settings** and then choose **Rosters**.

Slide 90.   Within Educator Portal, rosters can be created manually or with an upload. Students must be rostered once in each subject area in which they will be assessed. For example, a grade 5 student will be on three rosters: one for ELA, one for mathematics, and one for science; whereas, a grade 6 student would only be on two rosters: one for ELA and one for mathematics. The teacher may be the same or different on the rosters. From a data sorting perspective, a standard naming convention for rosters is helpful, such as the teacher's last name, teacher first name, and the subject.

Slide 91.   Students can only be on one roster for a subject. When creating rosters manually, a warning message will appear if attempting to add a student to a roster who is already on a roster for the same subject. If the DTC confirms the decision, the student will be removed from the old roster and placed on the new one.

Slide 92.   The manual process for creating a roster has been updated to be more streamlined and user friendly.

Slide 93.   The following slides will address the available upload templates.

Slide 94.   When adding users, enrolling, editing, exiting students, or creating rosters, follow the instructions and use the field definitions in the Data Management Manual for the specific upload. Upload templates can be found on the DLM website or use the question mark icon that appears when the upload option is selected in Educator Portal.

Slide 95.   Shown here is the Educator Portal screen when using an upload to create rosters. For the template that must be used, select the **question mark icon** next to **File**.

Slide 96.   The upload process is the same for a user file, enrollment file, roster file, and TEC (Test, Exit, Clear) file. To upload, all files must have a .csv file extension. When uploading the files, the differences are the template used, the information required. The system will provide error messages.

Slide 97.   Next, data extracts will be discussed. They are available in Educator Portal and are useful in monitoring the assessment.

Slide 98.   Educator Portal has many extracts available to district-level and building-level users and teachers. The extracts are in CSV format. The extracts a user can access depends on the user's role.

Slide 99.   In Educator Portal, select the **Reports** tab and then **Data Extracts** from the drop-down menu.

Slide 100. The extracts are listed in alphabetical order. The following slides will provide information about each extract from the list.

Slide 101. The Current Enrollment extract lists all active students in the selected organization. Other information included for each student is the

- accountability district and school

- attendance district and school

- student name

- student grade

- student demographic information

Slide 102. During the spring assessment window, the DLM Test Monitoring extract is used to track the completion of testing by a student for each subject. For example, a student in grade 3 for ELA would need to complete nine testlets to complete the assessment.

The "End of Year # Testlets Not Started" column will always be a 0 or a 1. Testlets are only delivered one at a time, so if a number 1 is in the "End of Year # of Testlets Not Started" column, then the student still has at least one testlet to complete. A 0 means in the best-case scenario, the student has completed testing. On the other hand, a 0 may mean the student's First Contact survey has not been submitted and the system therefore cannot deliver the first testlet of the assessment.

The "End of Year # Testlets Completed" column is the number of testlets a student has completed in the series. The "End of Year # Testlets Required" is the number of testlets total in a subject the student would need to complete. When "End of Year # Testlets Completed" is the same as "End of Year # Testlets Required," the student has completed the assessment for that subject.

Slide 103. The First Contact Survey File lists all students in the selected organization; responses for each student to questions on the survey; status of completion: not started, in progress (with some questions answered), ready to submit (all questions answered), submitted; and the date and person's name who last modified the First Contact survey for the student.

Slide 104. The PNP Settings Count extract provides an aggregate count of the number of students in the organization for which a particular PNP feature has been selected. For example, ten students in the district have 5× magnification selected.

Slide 105. While the PNP Settings Count extract provides an aggregate count for the organization, the PNP Settings extract lists students individually in an organization for which PNP selections have been made, along with the date and name of the person who modified selection settings for the student. Note: If a student does not appear on the extract, no PNP Profile settings have been selected for that student.

Slide 106. A student needs to be on a roster for each subject in which they will be assessed. This extract can be used to determine that a student is rostered to the

subjects assessed at the student's grade. For example, a student in grade 5 should be on three rosters: one for ELA, one for math, and one for science.

Slide 107. The Security Agreement Completion extract lists each user and shows if the user has accepted or rejected the security agreement. Note: A teacher who has not accepted the terms of the DLM Security Agreement will not have access to testlets in the spring assessment window.

Slide 108. The Training Status extract determines if users enrolled in Required Test Administration Training completed the training. Teachers must complete the Required Test Administrator Training to access the assessment. The extract includes each enrolled user's username and roles, school and district, and if the user has completed the training.

Slide 109. The Users extract provides Educator Portal users and their role(s) in a selected organization and the user status: active, pending, or inactive. Active means the user has an activated account. Pending means the user is in the system but has not activated the account. Inactive means the user's rights have been removed.

Slide 110. A new extract called the Student Roster and First Contact Survey Status Extract has been added for 2020–2021. The extract provides testing readiness information in one extract, and includes the grade, rostered subjects, and First Contact survey status and completion date for each student.

Slide 111. Data cleanup is the responsibility of all users. Teachers do not have rights to edit student or roster data in Educator Portal. Teachers will need to contact their DTC to have edits made to data.

Slide 112. Data cleanup means asking the following questions:

- Is every student in the correct district?

- Is every student in the correct building?

- Is every student rostered to the correct teacher?

- Do any students appear who will not be taking the DLM alternate assessment?

- Does the student have a valid SSID?

- Is every student enrolled in the correct grade?

- Is every student rostered to the correct subject?

Slide 113. Next is a discussion about Special Circumstance Codes.

Slide 114. Special Circumstance Codes provide reasons for not assessing a student. When a Special Circumstance Code is needed, contact Michael Plummer. A Special Circumstance Code is added to a testlet delivered in each subject area. For a student that will not be assessed, the code would be entered on the first testlet. The application of a Special Circumstance Code does not prevent further testing.

Slide 115. Special Circumstance codes are used to explain why a student was not assessed. The district test coordinator will need to contact the state assessment administrator when a code needs to be applied for a student. The deadline to submit codes is June 4, 2021.

The codes Maryland has selected to use are

- 3454 (medical waiver)

- 13813 (chronic absences)

- 13821 (cheating)

- 13836 (teacher cheating or misadministration)

- 09999 (other)

- 20203 (The student could not take the assessment in 2021 due to issues related to COVID-19.)

The code used for COVID-19 should be used for any illness related to COVID-19; family choice for the student not to return to the building for instruction or school activities; or the school building is closed, etc.

Slide 116. The DLM Service Desk is available to help with the data management tasks covered in this presentation.

Slide 117. When contacting the DLM Service desk via email, do not send student personally identifiable information (PII), as this is a federal violation of the Family Education Rights and Privacy Act (FERPA). Email only the student's state identification number.

Slide 118. You may contact the DLM Service Desk at 1-855-277-9751 (toll-free) Monday through Friday, between the hours of 8AM to 6PM Eastern Time. Service Desk hours are extended during the spring assessment window.

Slide 119. The DLM Service Desk is now also available via live chat. Access the live chat in Educator Portal.

Slide 120. This portion of the presentation discusses what's new for 2020–2021.

Slide 121. As mentioned already in this presentation, the process for rostering students has been streamlined, a student Roster and First Contact Survey Status extract has been added, and a live chat feature for contacting the DLM Service Desk has been added in Educator Portal.

Slide 122. Technology-wise, Kite will no longer support Internet Explorer. Microsoft Edge will be supported along with Mozilla Firefox, Google Chrome, and Apple Safari. As for supported platforms, Kite will support desktops and laptops running Windows 8.1 or 10, Mac OS 10.13 to 10.15, Chromebooks running Chrome 74 or newer, and iPads running iOS 12 to iOS 13.3.1.

Slide 123. Also, for the first time in a long time, all Educator Portal users will have to reset their passwords. Users will be directed to use the Forgot Password button to request the password reset. The reset is due to improved security measures and is not expected to become a yearly practice.

Another technology-related change has to do with the computer read-aloud feature for Student Portal. Previously, the speech voice was rather robotic. It has been upgraded to be more lifelike and can be tried out using the released testlets. Select a demo student account with the read-aloud support activated.

Slide 124. One minor change to the website has been made. The footer of the website has links to Educator Portal, the SEA login page, and the Moodle training site under the heading Access. However, to make the link to training more obvious to users who may not be familiar with the term Moodle, the link now simply reads, "Training Courses."

Slide 125. Another new feature involves the mini-maps. Longer descriptions for the Initial and Distal Precursor linkage levels were added to ELA and mathematics mini-maps to help explain how those linkage levels relate to the Target.

Slide 126. Since the Initial Precursor and Distal Precursor linkage levels are the lowest linkage levels for ELA and mathematics, their connections to the Target

linkage level are not always obvious. The mini-maps diagrams help in routing those connections, but this page, usually page 2 of the mini-maps document, was added to better explain how those linkage levels pertain the Target.

Slide 127. Professional development modules have been packaged into bundles to assist states with having available professional development for educators. Go to dlmpd.com, select the Professional Development tab, then select the link to the Professional Development Packages under the main heading of the page. Topics covered in the packages include Foundation of Instruction in DLM, Getting Started with Students Working at an Initial Precursor Linkage Level, From Shared Reading to Reading Comprehension, From Emergent Writing to Written Composition, and Moving Students from Initial to Distal Precursor Linkage Levels in Mathematics.

Slide 128. Educator Portal allows for a secure upload of student writing samples that is directly linked to the student's test administrator. Writing samples can only be uploaded by a test administrator during Maryland's testing window. Once the testing window is closed, the link will no longer be visible.

Slide 129. The necessary steps for students to be assessed have been discussed previously in this presentation. However, now is a good opportunity to recap those actions.

Slide 130. First, the data manager must enroll students. Then, the data manager must roster students. Test administrators only have access to students rostered to them. Test administrators must complete the Required Test Administrator Training, complete the security agreement, confirm student and roster information are correct (and reach out to the assessment coordinator if corrections or additions are needed), and complete each student's First Contact survey. Again, only one First Contact survey is completed per student, so for a student who is rostered to different teachers by subject, the teachers should collaborate and decide which one of them will complete the student's First Contact survey.

Slide 131. Michael Plummer is the Maryland State Department of Education contact regarding the DLM alternate assessment. His phone number is 410-767-2498. His email address is michael.plummer@maryland.gov. The URL for the Maryland Assessment, Accessibility, and Accommodations Policy Manual is provided onscreen.

Slide 132. Thank you for your attention to this presentation.