Slide 1.   This presentation provides information for test coordinators for Maryland's Dynamic Learning Maps® spring 2022 Alternate Assessment.

Slide 2.   This presentation includes an overview of the DLM assessment. Review of roles and resources including required test administrator training, data management responsibilities, special circumstance codes, updating data entered for the early fall instructionally embedded assessment window, data extracts and reports, and uploading writing samples. We will also discuss necessary steps for a student to be assessed.

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

Slide 4.   Maryland's spring DLM assessment window opens on March 15, 2022, and closes on June 3, 2022. Data clean-up should occur before the window opens but can continue throughout the window. Testlets will not be delivered in Student Portal prior to the window opening.

Slide 5.   Maryland requires students to be assessed in grades 3 through 8 and grade 11 for English language arts and mathematics. 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. Grade 11 students are assessed on biology only. Assessing grade 12 students is optional.

Slide 6.   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 7.   ELA, mathematics, and science each have a blueprint, and within each subject, 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 8.   Mathematics Essential Elements are grouped into four major claims. Claims are overt statements about what we intend for students to learn and what the DLM assessment will measure. For example, Claim 2 for mathematics is, "Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles." Essential Elements in a claim are then divided into subareas, called conceptual areas, which identify large areas of conceptually-related skills. Within Claim 2, one conceptual area, M.C2.1, is, "Understand and use geometric properties of two-and three-dimensional shapes."

Slide 9.   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 10.   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 understanding 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 First Contact survey data the student's teacher completes in the DLM system. This ensures 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 11.   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 12.   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 13.   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. The number of testlets varies by grade and subject. 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. 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 14.   Each testlet is either computer-delivered or teacher-administered. 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. 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 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 the best practice.

Slide 15.   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 16.   The next section addresses assessment delivery.

Slide 17. Assessment delivery uses the Kite® Suite. Kite is the name of the system educators and students use for the DLM assessment. 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. 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. Desktops, laptops, iPads, or Chromebooks can all be used as a testing device.

Slide 18. MSDE does not permit remote testing of the DLM assessment. All testing must be completed inside a classroom setting.

Slide 19. A student's Personal Learning Profile consists of the Personal Needs and Preference (PNP) Profile and the First Contact survey. If the student did not participate in the early fall IE assessment, the test administrator will need to complete these in Educator Portal. A student's PNP Profile informs the system as to which support features the student will need during the assessment. Categories of support include Display, Language and Braille, Audio and Environment, and Other Supports. The DLM system uses the information 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 20. 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 21. Maryland has opted to allow test administrators to upload writing samples for the spring 2022 assessment. 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 22. The following section discusses roles and resources for teachers, technology personnel, assessment coordinators, and data managers.

Slide 23.   All teachers must complete the Required Test Administrator Training, or they will not have access to the assessment. If the test administrator completed the training for the early fall IE assessment, they will not need to do this again. For new teachers, the Required Test Administrator Training consists of eight modules, each with a post-test. Returning teachers will see one self-directed module with a post test. The training is offered in both self-directed and facilitated formats. When a teacher activates their account in Educator Portal, they will be 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.

Slide 24.   Roles are designated into four categories: teacher, which is the same as test administrator; 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 25.   The teacher or 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 pop up on the screen, which must be read and electronically signed before gaining access to Educator Portal.

When a teacher activates their account, they are automatically enrolled in the DLM Required Test Administrator Training. The teacher will not receive an email from Moodle, but uses the Training Courses link at 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 26.   Maryland's 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

directions 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 27.   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 28.   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 29.   Technology personnel are vital to the successful administration of the DLM assessment. Types of tasks that technology personnel would be asked to complete include ensuring devices used meet minimum operation system requirements, installing Student Portal on testing devices, assisting teachers in setting up switches and other accessibility supports for use during the assessment, checking that local networks meet bandwidth requirements, and installing a PDF reader on devices educators will use to access Educator Portal. If technology personnel expect issues regarding bandwidth, school personnel should contact the state.

Slide 30.   Maryland's DLM website has many resources available for assessment coordinators to 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 DLM 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 helplet videos detailing specific data management tasks. All Essential Elements assessed are listed by grade and subject in the test blueprints. Scoring and Reporting Resources include videos describing DLM score reports and information specifically written for teachers and parents.

Slide 31.   Data managers are commonly called District Test Coordinators or DTCs in the DLM system. A data manage at the building level is called a BTC or Building Test Coordinator.

Slide 32.   For the DLM assessment, a DTC is responsible for gathering, editing, and uploading data in Kite Educator Portal for users. Common users include educators, test administrators, and staff who need access to student data. A DTC is responsible for enrolling students who take the DLM assessment and creating rosters, which connect students to educators for a subject.

Slide 33.   Maryland's DLM website has resources to guide data managers in completing data management tasks. 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. Templates for the State Organizational Table, which has schools and district codes that must be used when adding users and enrolling students and for Educator Portal uploads, are also available.

Slide 34.   The following slides will focus on the State Organizational Table.

Slide 35.   The State Organizational Table is located on Maryland's DLM website using the Assessment Coordinator and District Staff Resources filtering options.

Slide 36.   Maryland's State Organizational Table is structured with columns for the School Name, School Number, District Name, and District Number.

Slide 37.   Users in a district should be added prior to students being enrolled and rostered. Users may be added or inactivated throughout the year.

Slide 38.   Most or all users may have been added or edited for the early fall IE assessment window. Some other important general information about users to know is that 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;

and the deactivation of a user must be done manually by someone with the Educator Portal role of District Test Coordinator, District User, or District Superintendent.

Slide 39. In Educator Portal, after selecting **Users** from the settings drop-down menu, select **Add User** to add users manually or **Upload Users** to add users with an upload template. Most or all new users should have been added for the early fall IE assessment window.

Slide 40. 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 41. Common reasons to edit a user account include

- a teacher moves from one school to another

- a user 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 42. 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 43. Next, we'll talk about managing student data for the spring 2022 assessment.

Slide 44. Students should be enrolled and rostered according to Maryland's assessment requirements for the 2021-2022 school year. Grades 3-8 and 11 should be rostered for English language arts and mathematics. Grades 5, 8, and 11 should also be rostered for science.

Slide 45. Next, we will look at some flowcharts designed to help you edit student data and rosters. This scenario is for students who will be enrolled for grades 4 through 8 for the spring 2022 alternate assessment.

- Generate the enrollment extract in Educator Portal.

- Change the students' grade level to their grade for the 2021–2022 school year (and any other demographic information).

- Remove the first five columns of the .csv enrollment extract and save to a secure location.

- Upload the updated extract into Educator Portal using directions found in the DATA MANAGEMENT MANUAL.

- Remove any students from science rosters who now have their current enrollment updated and are not required to test for science for 2021–2022.

- Add any students to science rosters who are required to participate for the 2021–2022 school year.

- Exit any students enrolled for the early fall IE assessment window that have moved out of the district or school

Slide 46. This scenario is for students who will be enrolled for grade 3, grade 11, and any new DLM students for the spring 2022 alternate assessment.

- Add grades 3, 11, and any new students who will be testing for the first time during spring 2022.

- Add any grade 3, 11, or newly-enrolled students to rosters for required subjects.

- The teacher will need to complete the First Contact Survey and Personal Needs and Preferences profile for these students.

Slide 47. Scenario 3 applies to students who will be enrolled for grade 9 or 10 for the spring 2022 alternate assessment.

- Grades 9 and 10 are not required to test in any subjects.

- Exit grade 9 and grade 10 students manually or use the TEC upload.

Slide 48.   Scenario 4 is for students who will be enrolled for grade 11 or 12 for the spring 2022 alternate assessment.

- Generate the Enrollment extract in Educator Portal.

- Filter the extract to find students enrolled in grade 11.

- Remove the first five columns of the .csv enrollment extract and save to a secure location.

- If the student was enrolled as grade 11 and rostered to ELA, mathematics, and science and the student completed at least one testlet in each of those subject areas, do not make changes to the enrollment upload. Instead, the student should be exited manually or using the TEC upload template.

- If the student was enrolled as grade 11 and rostered to ELA, mathematics, and science and was not assessed in one or more of those subjects for grade 11, the student should be enrolled as grade 12 and rostered for any subject in which the student was not assessed.

- Once changes are completed, upload the updated extract into Educator Portal using directions found in the DATA MANAGEMENT MANUAL.

- Update rosters or exit students based on fulfillment of the assessment requirements during the early fall IE window.

Slide 49.   Next, we'll review some key information for updating student data for the 2022 spring assessment.

- Current grades 3 and 11 students and any new students will need to be added to Educator Portal, rostered, and First Contact Survey and Personal Needs and Preferences (PNP) profile completed.

- Current grades 4–8 will need to have their grade changed to their current grade level and rosters updated.

- Current grade 9 students will need to be exited manually or using a test, exit, clear (TEC) upload.

- 2021 grade 11 students who completed the required testing will need to be exited manually or using a TEC upload.

- 2021 grade 11 students who did not complete all required testing will need to have the grade changed to 12 and rostered for any subject that was not completed.

Slide 50.

- When updating the enrollment extract, do not remove any student information from the file. Only make grade and other demographic changes before uploading the template.

- Removing a student from the enrollment template does not exit the student from the system.

- Exiting students must be done manually or using the TEC template.

- After you have completed all steps, generate another enrollment extract and check the file for students enrolled in grades that are not required to test, students enrolled in incorrect grades, and make any needed corrections and verify data in the enrollment extract is correct for the spring 2022 assessment.

Slide 51.   Steps must be completed in the following order.

Step 1: Update the grade for all students on the Current Enrollment Extract.

Step 2: Exit students who will not be assessed in spring 2022.

Step 3: Enroll students.

Step 4: Roster students to subjects which are assessed for that grade.

Step 5: Remove students from rosters for subjects which are not assessed for that grade.

Slide 52.   Now we'll look at some specific examples for enrollment and roster updates for the 2022 spring DLM assessment. For example 1, the student was enrolled in the early fall IE assessment window for grade 5 and was rostered to English language arts, mathematics, and science. For the spring 2022 assessment, the student will be enrolled in grade 6 and rostered to English language arts and mathematics and removed from the science roster.

Slide 53.   For example 2, the student was enrolled in the early fall IE assessment window as grade 7 and was rostered to English language arts and mathematics. For the spring 2022 assessment, the student will be enrolled in grade 8 and rostered to English language arts and mathematics and added to the science roster.

Slide 54.   Example 3 shows a student in the early fall IE assessment window as grade 8 and rostered to English language arts, mathematics, and science. For the spring 2022 assessment, the student will be exited from the system since they are not required to test in any subjects for grade 9.

Slide 55.   For this example, the student was enrolled in the early fall IE assessment window as grade 11 and was rostered to English language arts, mathematics, and science. The student completed at least one testlet for ELA and science but did not complete testing for mathematics. For the spring 2022 assessment, the student will be enrolled in grade 12 and rostered for mathematics and removed from the English language arts and science rosters.

Slide 56.   In this last example, the student was enrolled in the early fall IE assessment window as grade 11 and was rostered to English language arts, mathematics, and science. The student completed at least one testlet for ELA, mathematics, and science. For the spring 2022 assessment, the student is not required to test and should be exited from the system.

Slide 57.   Verifying user data and adding new users was discussed earlier in this presentation. The next step is enrolling and editing student data.

Slide 58.   To complete data management tasks for students, select **Settings** and then choose **Students**. At this point, you will see options to view, find, add, transfer, or exit a student. You will also see options to upload an enrollment or a test, exit, clear, also known as a TEC, template.

Slide 59.   To view all students enrolled in your organization, click **View Students** and **Search**. A table will populate with all enrolled students. Verify the student record matches what is in USIS and select a student to make edits if needed.

Slide 60.   Grade 3, grade 11, and any new students who will be testing for the first time in spring 2022 will need to be added. Students enrolled for the early fall IE assessment window do not need to be added again. 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 LSSs and LEA 24 schools need to validate the students' SASID; first, middle, and last names; and the date of birth against USIS each year.

Slide 61.   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 62.   If the student was enrolled according to guidelines outlined during the early fall IE assessment window, their grade needs to be changed to their 2021-2022 school year. 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 63.   Students enrolled for the early fall IE assessment window will need their grade changed to the current grade level for 2021–2022. 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 after testing has started 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 64.   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. For example, students who were enrolled in grade 8 for the early fall IE assessment window and are no longer required to test and students enrolled as grade 11 for the early fall IE assessment window who completed testing for all required subjects should be exited from the system. For accountability purposes, exiting is not applicable to students who are remote and cannot test.

Slide 65.   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 schools. 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 66.   Now that users and students are in the system, rosters can be created and modified.

Slide 67.   Here is some important information to know about rosters.

- Add students in grade 3, grade 11, or any new students to rosters for required subjects.

- Edit rosters for any students enrolled for the early fall IE assessment window for required subjects.

- Rosters connect a student to a teacher in a subject area. 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 68.   To complete data management tasks for rostering, select **Settings** and then choose **Rosters**. At this point, you will see options to view, create, and upload a roster template.

Slide 69.   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 70.   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 roster.

Slide 71.   Data extracts are available in Educator Portal and are useful for monitoring the assessment.

Slide 72.   Educator Portal has many extracts available to district-level and building-level users. The extracts a user can access depends on the user's role. The extracts are in .csv format.

Slide 73.   In Educator Portal, select the **Reports** tab and then **Data Extracts** from the drop-down menu.

Slide 74.   The extracts are listed in alphabetical order. The following slides will present information about each extract from the list.

Slide 75.   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 76.   New for the 2021–2022 school year is the DLM On-Demand Special Circumstance File. This file can be pulled to monitor special circumstance codes that have been applied to students within your organization. This extract is estimated to be available by mid-March 2022.

Contact MSDE to have a special circumstance code applied to a student.

Slide 77.   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 category 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 category, 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 category 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 78.   The First Contact Survey File lists all students in the selected organization; responses for each student to questions on the survey; status of survey completion: either not started, in progress, ready to submit, or submitted. The extract also includes the date and person's name who last modified the First Contact survey for the student.

Slide 79.   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 five times magnification selected.

Slide 80.   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. Also included is the date and name of the last 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 81.   The roster extract can be used to determine if 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 82.   The Security Agreement Completion extract lists each user and shows if the user has accepted the security agreement. Note: A teacher who has not accepted the terms of the DLM Security Agreement will not have access to data in Educator Portal.

Slide 83.   The Training Status Extract determines if users enrolled in Required Test Administrator Training have completed the training. Teachers must complete the Required Test Administrator Training to access the assessment.

Slide 84.   The Users Extract lists Educator Portal users and their role or roles in a selected organization and the users' 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 85.   The Student Roster and First Contact Survey Status 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 86.   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 87.   Data cleanup means asking the following questions:

- Is every student in the right district?

- Is every student in the right building?

- Is every student rostered to the right 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 88.   Next is a discussion about Special Circumstance Codes.

Slide 89.   Special Circumstance Codes provide reasons for not assessing a student. A Special Circumstance Code need only be added to one test session in each subject, even if more test sessions were administered in the subject. Applying a Special Circumstance Code does not prevent further testing. Should you require a special circumstance code for a student, you will need to contact Ann Herrmann at MSDE.

Slide 90.   Special Circumstance codes are used to explain why a student was not assessed.

The codes Maryland has selected to use are

- 3454 (medical waiver)

- 13813 (chronic absences)

- 13821 (cheating)

- 13836 (teacher cheating or misadministration)

- 09999 (other)

- 0203 (student wasn't eligible for testing due to COVID-19)

Slide 91.   The DLM Service Desk is available to help with the data management tasks covered in this presentation.

Slide 92.   When contacting the DLM Service Desk using email or live chat, do not send student personally identifiable information (PII), as this is a federal violation of the Family Education Rights and Privacy Act (FERPA). Maryland allows only the student's state identification number to be sent in an email or live chat.

Slide 93.   You may contact the DLM Service Desk by phone at 855-277-9751 (toll-free), by email at DLM-support@ku.edu, or using the live chat feature in Educator Portal. Service desk hours are Monday through Friday, between the hours of 7:00 a.m. to 5:00 p.m. Central Time.

Service Desk hours are extended during the spring assessment window.

Slide 94.   This concludes the presentation. Contact Ann Herrmann by email at ann.herrmann@maryland.gov with any questions you have about Maryland's spring 2022 DLM assessment.