

Getting to Know the Dynamic Learning Maps® (DLM®) Alternate Assessment Assessment Coordinator Training

Module One—Overview of the DLM System
Pennsylvania
Fall 2020

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PA Training Guidance: Participation Verification and Act 48 Credit

- Getting to Know DLM for Assessment Coordinators is a required training.
- For verification, **all** participants **must**:
 - Register in the PaTTAN Courseware system prior to viewing modules. Act 48 credit is available.
 - Use the link at the end of each module and enter the code provided and answer all survey questions.
- Act 48 credit will be awarded after the training window closes on December 31.



Agenda: Module One

- overview of the DLM system
- what teachers must do
- role of the assessment coordinator (or PASA Assessment Coordinator/AC)
- available resources



Overview of the DLM System



CORE BELIEFS



DLM Core Beliefs

- The DLM system provides accessibility by design with two main core beliefs:
 - All students should have access to challenging, grade-level content.
 - Test administrators should adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.





ASSESSMENT DESIGN


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2020-21 Subjects and Grades Assessed

- English language arts
 - Grades 3-8 and 11
 - Reading
 - Writing
- Mathematics
 - Grades 3-8 and 11
- Science
 - Grades 4, 8, and 11


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Standards: Essential Elements

- Essential Elements
 - are the learning targets for the DLM assessments
 - provide a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities
 - align to states' grade-level standards
 - are comparable to alternate eligible content in PA


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Blueprints

- Blueprints
 - list the Essential Elements assessed
 - for each grade
 - for each subject
 - are organized into groups of related Essential Elements
 - by claims and conceptual areas for ELA and mathematics
 - by domains for science

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Major Claims and Conceptual Areas

Major Claims and Conceptual Areas in Mathematics

	Major Claim	Conceptual Area
1	Students demonstrate increasingly complex understanding of number sense.	M.C1.1 Understand number structures (counting, place value, fractions)
		M.C1.2 Compare, compose, and decompose numbers and sets
		M.C1.3 Calculate accurately and efficiently using simple arithmetic operations
2	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.	M.C2.1 Understand and use geometric properties of two- and three-dimensional shapes
		M.C2.2 Solve problems involving area, perimeter, and volume
3	Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.	M.C3.1 Understand and use measurement principles and units of measure
		M.C3.2 Represent and interpret data displays
4	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.	M.C4.1 Use operations and models to solve problems
		M.C4.2 Understand patterns and functional thinking

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Sample Mathematics Blueprint

Grade 4: Essential Elements Assessed

Conceptual Area	Essential Element	Description
M.C1.1		
M.C1.3	M.EE.4.NF.1-2	Identify models of one half (1/2) and one fourth (1/4).
M.C2.1	M.EE.4.NBT.4	Add and subtract two-digit whole numbers.
M.C2.2	M.EE.4.MD.6	Identify angles as larger and smaller.
M.C3.1	M.EE.4.MD.3	Determine the area of a square or rectangle by counting units of measure (unit squares).
M.C3.1	M.EE.4.MD.2.a	Tell time using a digital clock. Tell time to the nearest hour using an analog clock.
	M.EE.4.MD.2.b	Measure mass or volume using standard tools.
	M.EE.4.MD.2.d	Identify coins (penny, nickel, dime, quarter) and their values.
M.C4.2	M.EE.4.OA.5	Use repeating patterns to make predictions.

Linkage Levels

- provide levels of complexity for each Essential Element
 - ELA and mathematics each have five linkage levels.
 - Science has three linkage levels.
- designed so that academic content is accessible to the individual student—not too hard or too easy
- assessed on the skills and knowledge at one linkage level in a testlet
- are based on data about the student entered in the system by the student’s teacher



Linkage Levels for ELA and Mathematics

Linkage Levels	Complexity
Initial Precursor	least complex; foundational
Distal Precursor	knowledge & skills needed to reach the target
Proximal Precursor	provides access to the target
Target	aligns to content of the Essential Element
Successor	progresses beyond the target



Linkage Levels for Science

Linkage Levels	Complexity
Initial	least complex
Precursor	more complex
Target	most complex and aligns with Essential Element



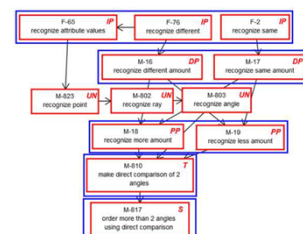
Essential Element and Linkage Levels

ESSENTIAL ELEMENT, LINKAGE LEVELS, AND MINI-MAP MATH: GRADE 4 M.EE.4.MD.6		
Grade-Level Standard	DLM Essential Element	Linkage Levels
M.4.MD.6 Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.	M.EE.4.MD.6 Identify angles as larger and smaller.	Initial Precursor <ul style="list-style-type: none"> • Recognize attribute values • Recognize different • Recognize same Distal Precursor <ul style="list-style-type: none"> • Recognize different amount • Recognize same amount Proximal Precursor <ul style="list-style-type: none"> • Recognize more amount • Recognize less amount Target <ul style="list-style-type: none"> • Make direct comparison of 2 angles Successor <ul style="list-style-type: none"> • Order more than 2 angles using direct comparison



Mini-Map

M.EE.4.MD.6 Identify angles as larger and smaller



Learning Map Models

- large-scale models of the acquisition of knowledge, skills, and understandings (KSUs)
- nodes in the learning maps representing
 - knowledge
 - skills
 - understanding
 - foundational skills



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Testlets

- Testlets are short assessments that comprise the assessment as a whole.
- The number of testlets varies by grade and subject.
- Each testlet includes 3-9 conceptually-related items.
- A student typically takes 5-15 minutes to complete a single testlet.



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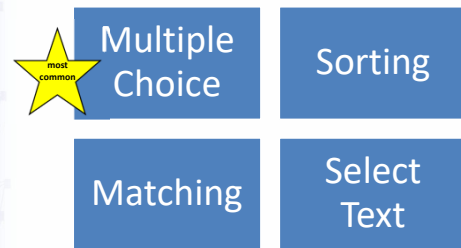
Testlet Structure

- Each testlet begins with an engagement activity to
 - spark student interest
 - activate prior knowledge
 - provide a context for the items that follow
- Items follow the engagement activity.



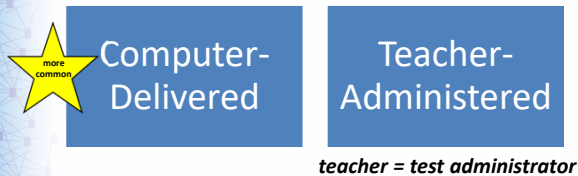
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Item Types



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Testlet Types



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Computer-Delivered Testlets

- administered directly to the student via computer
- designed to allow the student to interact independently with the computer
 - can use assistive technology
- are more common at upper linkage levels



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Teacher-Administered Testlets

- The online content is for the test administrator.
- The test administrator sets up, delivers, and records responses.
- This type of testlet is common at the lower linkage levels.
- All writing testlets are teacher-administered.
- Science testlets may include picture response cards.

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Computer-Delivered--Mathematics 4.MD.6 Proximal Precursor

TESTLET DEMONSTRATION

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ASSESSMENT DELIVERY

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Kite® Suite

Educator
Portal

Student
Portal

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Personal Learning Profile

Personal
Needs and
Preferences

First Contact
Survey

both accessed in Educator Portal

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Personal Learning Profile

PNP Profile

- display
- Language and braille
- audio and environment
- other supports

First Contact
Survey

- communication
- academics
- sensory characteristics
- motor characteristics
- computer access

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Kite Student Portal

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Students use Student Portal to take their testlets.

ROLES AND RESOURCES

Roles

teacher = test administrator

technology personnel

Each role has its own manual on the DLM website.

assessment coordinators

data managers

PA DLM Webpage

Checklists of tasks to perform are included.

dynamiclearningmaps.org

footer of every page of the site

<p>CONTACT US</p> <p>dlim@ku.edu</p> <p>#follow @dynamiclearning</p> <p>atlas4learning</p>	<p>ACCESS</p> <p>Training Courses</p> <p>Educator Portal login</p> <p>SEA login</p>	<p>OTHER ATLAS SITES</p> <p>ATLAS KU • KAP • ELM</p> <p>SE-SESE • I-SMART • SWIM</p>	<p>SERVICE DESK</p> <p>1-855-277-9751</p> <p>DLM-support@ku.edu</p> <p>Current hours: 7:00 a.m.–5:00 p.m. CDL, M-F</p>
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Teacher Responsibilities to Deliver the Assessment

- Activate Educator Portal account.
- Complete security agreement in Educator Portal.
- Complete Required Test Administrator Training in Moodle.
- Complete each student's First Contact survey and PNP Profile in Educator Portal.
- Plan and deliver assessment to student in Kite Student Portal.

DYNAMIC LEARNING MAPS

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Required Test Administrator Training

- Required Training for Test Administrators
 - new teachers
 - four modules, post-tests
 - offered in online self-directed format or facilitated format
 - 2.5 hours to complete
 - completion certificate generated
 - must have active Educator Portal Account
 - taken in Moodle
 - completion tracked in a data extract in Educator Portal

DYNAMIC LEARNING MAPS

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Resources for Teachers on the DLM Website

- manuals
 - TEST ADMINISTRATION MANUAL
 - ACCESSIBILITY MANUAL
 - EDUCATOR PORTAL USER GUIDE
- Educator Resource Page
 - test blueprints
 - Currently Tested Essential Elements
- helplet videos
- released testlets and practice activities
- professional development modules

DYNAMIC LEARNING MAPS

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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.
- Install a PDF reader (e.g., Adobe) on devices educators will use to access Educator Portal.

DYNAMIC LEARNING MAPS

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Technology Personnel

- Modify spam and junk email settings (whitelisting) to accept messages from DLM accounts (@ku.edu).
- Whitelist URLs for access to Vimeo for completion of Required Test Administrator Training and other training.

DYNAMIC LEARNING MAPS

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Technology Personnel

to download Student Portal

Assessment Coordinators

- Who has responsibilities?
 - test administrators
 - technology personnel
 - data managers
- What do they need to know?
 - their roles and responsibilities
 - DLM assessment policies and procedures
 - state-specific policies

Assessment Coordinators

- How will district staff and test administrators be trained?
 - Promote DLM- and state-sponsored trainings.
 - Deliver Required Test Administrator Training (if assigned to facilitate).
 - Encourage and monitor participation in professional development opportunities.

Assessment Coordinators

- How will lines of communication be established?
 - Initiate communication with teachers/test administrators, data managers, and technology personnel.
 - Serve as the point of contact to the DLM Service Desk.
 - Determine how to communicate with state or district representatives for information specific to the state or district.

Assessment Coordinators

- What are other responsibilities?
 - Review checklists.
 - Monitor creation of Educator Portal user accounts.
 - Monitor deadlines for teachers to activate accounts and complete training.
 - Monitor First Contact survey completion.
 - Monitor completion of the assessment.

Resources for Assessment Coordinators on the DLM Website

- Manuals
 - ASSESSMENT COORDINATOR MANUAL
 - ACCESSIBILITY MANUAL
 - Guide to DLM Required Test Administrator Training
 - TEST ADMINISTRATION MANUAL
 - EDUCATOR PORTAL USER GUIDE
- District Staff Training Resources
 - recorded trainings
 - helplets
- test blueprints
- Supplemental Resources
- Scoring and Reporting resources

Pennsylvania Team

NAME	ROLE	AGENCY	CONTACT
Lisa Hampe	Special Education Advisor for Alternate Assessment	Bureau of Special Education	lihampe@pa.gov
Audrey Kappel	Research and Data Analyst	Western PA School for Blind Children	kappela@wpsbc.org
Lynda Lupp	Statewide Special Education Alternate Assessment Coordinator	PA Training and Technical Assistance Network	llupp@pattan.net
Ron Logan	Office Lead for Significant Cognitive Disabilities	PaTTAN East	rlogan@pattan.net
Tara Russo	Office Lead for Significant Cognitive Disabilities	PaTTAN Central	trusso@pattann.net
Kaylee Wynkoop	Office Lead for Significant Cognitive Disabilities	PaTTAN West	kwynkoop@pattan.net

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Questions: Alternate Assessment Directory

TOPIC	NAME	CONTACT INFORMATION
PA Alternate Assessment (PASA) and Accountability <ul style="list-style-type: none"> Assessment design Test administration and procedural requirements State assessment participation requirements for students with disabilities 	Lisa Hampe and Lynda Lupp	lihampe@pa.gov llupp@pattan.net
PASA Enrollment and Data Management <ul style="list-style-type: none"> Addition/revision of DTCs to Rite system 	Audrey Kappel	alternateassessment@pattan.net kappela@wpsbc.org
ESSA: One Percent Threshold Justification requirements and submission	Lisa Hampe	lihampe@pa.gov
PASA Eligibility/IEP	Lisa Hampe/Lynda Lupp	lihampe@pa.gov llupp@pattan.net
DLM Training (including registration and Act 48 requirements)	Ron Logan, Tara Russo, and Kaylee Wynkoop	rlogan@pattan.net trusso@pattan.net kwynkoop@pattan.net
DLM Resources <ul style="list-style-type: none"> Training questions DLM website resources PaTTAN publications 	Ron Logan, Tara Russo, Kaylee Wynkoop	rlogan@pattan.net trusso@pattan.net kwynkoop@pattan.net
DLM Questions <ul style="list-style-type: none"> System activation emails DLM template uploads System requirements and procedures including enrollment Extract reports 	DLM Service Desk	1-855-277-9751 dml-support@pa.edu Current hours: 7:00 a.m.–5:00 p.m. CDT, M-F

Verification of Participation and Act 48 Credit Hours

- Upon completion of this Module, go to the following survey link -
 - <https://www.surveymonkey.com/r/PA-DLM-DTC1-2020>
- Enter this code - **GTKDTC1**
- Complete all questions and submit the survey
 - The survey and code at the end of each training module is unique. The unique code must be entered and questions completed in order to verify participation. If Act 48 was requested during registration, it will be verified after the close of the training window on December 31.

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