

Slide 1. This Getting to Know the Dynamic Learning Maps Alternate Assessment training is intended for assessment coordinators and is designed to introduce you to the DLM assessment, which is replacing the PASA. Module One is an overview of the DLM system.

Slide 2. Participants are reminded that this is a required training. Participation is confirmed through registration in the PaTTAN Courseware System and completion of the survey via the link provided at the end of the presentation. If you are starting this training and did not register in the PaTTAN Courseware System, please stop and register prior to continuing.

Also, if Act 48 was selected during the registration process, survey completion provides the needed requirements for awarding credit. Act 48 credit will be processed and awarded for all participants at the conclusion of the training window.

Slide 3. Module One of this training will consist of an overview of the DLM system and specifically what teachers must do in order to deliver the assessment, along with identifying the various roles of the assessment coordinator and available resources.

Slide 4. We will begin with an overview of the DLM system.

Slide 5. Core beliefs.

Slide 6. The DLM system was designed around two main core beliefs. The first core belief is that all students should have access to challenging, grade-level content. The second core belief is that test administrators should adhere to the highest levels of integrity in providing instruction and administering assessments based on this challenging content.

Slide 7. Students taking the DLM alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains. The students learn academic content aligned to grade-level content standards but at reduced depth, breadth, and level of complexity.

Slide 8. Next, we will cover subjects, grades assessed, and the design of the assessment.

Slide 9. PA students taking the DLM alternate assessment will be assessed in ELA and mathematics in grades 3–8 and 11. The ELA portion of the assessment includes both reading and writing. Science will be assessed at grades 4, 8, and 11 in three domains; physical, life, and Earth and space science are assessed at each grade. Next, we will discuss the standards.

Slide 10. Essential Element is a common DLM term. The DLM Essential Elements equate to standards and 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. Essential Elements are comparable to alternate eligible content in Pennsylvania.

Slide 11. The spring assessment is guided by the blueprints, and students are tested across all Essential Elements in all subject areas. ELA, mathematics, and science each have a blueprint, and within each subject, the Essential Elements tested are listed by grade. The Essential Elements are the same as AEC in Pennsylvania. In ELA and mathematics, the Essential Elements for each grade are sub-grouped into claims and conceptual areas. Science Essential Elements are sub-grouped into the domains of physical, life, and Earth and space science.

Next, we will cover the mathematics blueprint in more detail. ELA and science blueprints are similarly structured.

Slide 12. 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. Major 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 Major Claim 2, one conceptual area, M.C2.1, is: "Understand and use geometric properties of two-and three-dimensional shapes."

Slide 13. This is the blueprint for grade 4 mathematics. In the spring, a student would be 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 be too complex for some students. Therefore, each Essential Element has linkage levels, which we will now discuss in detail.

Slide 14. Each Essential Element has linkage levels composed of knowledge, skills, and understandings of different 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. Linkage levels are similar to tiers or levels on the prior version of the PASA.

The assessment is comprised of testlets, or short mini-tests, that will be described in greater detail later. 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 that the student’s teacher has entered 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 15. For ELA and mathematics, there are five linkage levels. The Target linkage level aligns to the content of the Essential Element. The three linkage levels that build towards 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 16. 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 17. Now, we will look at one example of the resource that connects the general education standard to the Essential Element and to the knowledge, skills, and understandings at the various linkage levels.

The first column is the general education grade-level standard. The middle column is the grade 4 DLM Essential Element, “Identify angles as larger and

smaller," which has been reduced in depth, breadth, and complexity from the general education standard. The third column lists the specific knowledge, skills, and understandings for each of the linkage levels. This resource is provided for every Essential Element.

Slide 18. Also provided for each Essential Element is a mini-map. The mini-map includes the specific knowledge, skills, and understandings at each linkage level and pathways between linkage levels as well as skills that may be necessary for a student to master but are not assessed.

Slide 19. Information on how the learning map models were used to develop the DLM alternate assessment will serve as a nice recap of Essential Elements and linkage levels. 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, 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 20. So far, we have covered the Essential Elements and linkage levels, which provide the academic content that will be assessed, but what does the actual test look like? The assessment is broken up into a series of short assessments called testlets that are administered to a student over the course of the spring testing window. A student will complete 6 to 9 testlets in each subject area. The exact number of testlets differs by grade. A testlet will have 3 to 9 conceptually-related items for the Essential Element at the same linkage level. A student typically takes 5 to 15 minutes to complete a single testlet.

Slide 21. 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 22. 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 23. A testlet will be one of two types: computer-delivered, which is the most common, or teacher-administered.

Slide 24. 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 computer 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 25. The other testlet type is teacher-administered. The directions in the testlet are written to the test administrator, who will then set up any needed materials, deliver the testlet to the student, and record 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.

Slide 26. The following testlet demonstration is for a released computer-delivered mathematics testlet at the Proximal Precursor linkage level. For the purpose of the demonstration, each screen of the testlet will be read, and only correct response options will be chosen. The testlet will be shown without any accessibility features. The testlet screens are not included in PDF or printed versions of this presentation.

[Inserted Video Transcription]

Math 4.MD.6 Proximal Precursor

Choose BEGIN to start.

Begin.

Sue fills glasses with milk. Some glasses have more milk than other glasses.

Next.

Sue has 2 cups of milk.

A

B

What is true about the cups?

Cup A has less milk.

Cup B has less milk.

Both cups have the same amount of milk.

Cup A has less milk.

Next.

Sue has 2 cups of juice.

A

B

What is true about the cups?

Cup A has less juice.

Cup B has less juice.

Both cups have the same amount of juice.

Cup B has less juice.

Next.

Sue has 2 cups of lemonade.

A

B

What is true about the cups?

Cup A has less lemonade.

Cup B has less lemonade.

Both cups have the same amount of lemonade.

Cup B Has less lemonade.

Next.

Sue has 2 cups of chocolate milk.

A

B

What is true about the cups?

Cup A has more chocolate milk.

Cup B has more chocolate milk.

Both cups have the same amount of chocolate milk.

Cup A has more chocolate milk.

Next.

Sue has 2 bottles of water.

A

B

What is true about the bottles?

Bottle A has more water.

Bottle B has more water.

Both bottles have the same amount of water.

Bottle B has more water.

Next.

Review: Math 4.MD.6 Proximal Precursor

Are you done?

Red boxes mean you are not done. Ask your teacher for help.

Blue dots mean you are done. You can choose end.

End.

Are you sure you want to end? Yes.

Slide 27. Next, we will cover assessment delivery.

Slide 28. Assessment delivery uses the Kite Suite. Kite is just the name of the system used by educators and students 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 the student takes the test. 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 29. A student's Personal Learning Profile consists of the Personal Needs and Preferences Profile (PNP) and the First Contact survey. The test administrator completes these in Educator Portal. Both are required to be completed for all students.

Slide 30. A Personal Learning Profile is comprised of the PNP and First Contact survey. A student's PNP Profile informs the system as to which support features the student will need during the assessment. Pennsylvania requires the test administrator to complete a student's PNP Profile.

The test administrator must also complete a student's First Contact survey prior to assessing the student. The system uses the information in the First Contact survey to determine the linkage level of a student's first testlet in a subject.

Slide 31. After the test administrator completes the student's Personal Learning Profile in Educator Portal, the system will deliver testlets for a student in Student Portal based on the Personal Learning Profile.

Slide 32. To this point in the presentation, we have reviewed the design of the DLM assessment, as well as the delivery of the assessment. Now, we will look at specific roles and available DLM resources.

Slide 33. Roles have been designated into four categories: teacher, which is the same as test administrator; technology personnel; assessment coordinators; and data managers. Each one of these roles has specific responsibilities and available resources.

Slide 34. Before outlining the responsibilities of each role, we are going to review the DLM website, dynamiclearningmaps.org. On the DLM website, you will want to hover over the STATES tab and scroll down the list of Year-End Model states to Pennsylvania. Each state in the DLM Consortium has its own webpage. You will want to specifically use the Pennsylvania DLM webpage, as some of the resources and information is specific to Pennsylvania. A login is not required to access the general Pennsylvania DLM webpage.

Slide 35. Resources on the Pennsylvania DLM webpage are arranged under five tabs: Manuals and Blueprints, Resources for Educators and District Staff, Templates, Scoring & Reporting, and Supplemental Resources. As the different roles are covered, the location and purpose of commonly used resources particular to each role will be described.

Slide 36. Under the Manuals and Blueprints tab, the following manuals contain information and checklists most relevant to the specified roles:

- The TEST ADMINISTRATION MANUAL is for the teacher or test administrator, who delivers the assessment to the student.
- The TECHNOLOGY SPECIFICATIONS MANUAL is for technology personnel, who make sure teachers and students can access the system and assist with setting up a student's assistive devices.
- The ASSESSMENT COORDINATOR MANUAL is for the assessment coordinator, who is responsible for coordinating staff, communications, training, and monitoring.
- The DATA MANAGEMENT MANUAL is for data managers who are responsible for using PIMS to seed data uploads.

Slide 37. The footer of every page on the DLM website contains links to sites connected to the DLM assessment. The Training Courses link will take the user to the learning management system, Moodle, where the Required Test Administrator Training will be completed.

The Required Test Administrator Training will be discussed in more detail later in this presentation. The Educator Portal login link takes the user to Educator Portal where teachers or test administrators, assessment coordinators, and data managers complete tasks.

Slide 38. 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, agreed to, and signed.

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 will use the Training Course link in the footer of the DLM webpage to access the required training. The teacher will also complete the First Contact survey and PNP Profile in Educator Portal for each student on the teacher's roster.

During the spring window, the teacher will plan and deliver the assessment to the student. Remember the testlets are delivered to the student in Student Portal.

Slide 39. 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. On the other hand, the facilitated format is where a facilitator presents the training live to a group, and the post-tests are completed independently in Moodle. It will take 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 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 40. The Pennsylvania DLM webpage has many available resources for teachers. Helpful manuals are the Test Administration Manual that 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 which cover a very specific task, such as using Student Portal. For teachers and students who want to become familiar with testlets, there are released testlets and practice activities available.

Over 50 professional development modules are available to support teachers. Pennsylvania has a DLM PaTTAN Core Team that can assist schools and teachers in better understanding and using the professional development resources available.

Slide 41. Technology personnel are vital to the successful administration of the DLM assessment. Types of tasks technology personnel will be asked to complete include ensuring devices used to administer the assessment meet minimum operation system requirements; installing Student Portal on testing devices, as security measures used by districts and schools prevent teacher installation; 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 be in contact with the state.

Slide 42. Other 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 other trainings and helplets are hosted on Vimeo. The Required Test Administrator Training videos are accessed in Moodle. The other videos are accessed on the Pennsylvania DLM webpage.

Slide 43. The device and network requirements, whitelisting URLs, and downloads for Student Portal are found on the DLM website under the KITE SUITE tab. Additionally, the TECHNOLOGY SPECIFICATIONS MANUAL is available on the Pennsylvania DLM webpage.

Slide 44. Assessment coordinators will need to identify test administrators responsible for administering the DLM assessment, technology personnel, and data managers. Once those persons are identified, it will be important to communicate responsibilities, provide direction to specific resources available, and understand assessment policies and procedures.

The responsibilities of test administrators and technology personnel were covered previously. The second module of this training will cover the responsibilities of a data manager. An assessment coordinator may also have the role of data manager or technology personnel.

Slide 45. Training is an important aspect to understanding and delivering the DLM assessment. Role-specific trainings and helplets are located on the Pennsylvania DLM webpage. Besides this Assessment Coordinator Training, Pennsylvania is providing a Getting to Know the DLM Alternate Assessment training for teachers or test administrators in addition to the DLM Required Test Administrator Training. For assessment coordinators who wish to conduct facilitated Required Test Administrator Training, a guide is available on the Pennsylvania DLM webpage, and the videos and handouts are available in Moodle.

Professional development modules are available in both self-directed and facilitated formats and cover general topics such as “Who are Students with Significant Cognitive Disabilities” to more content-specific topics such as “Counting and Cardinality.”

Slide 46. As this is the first year that Pennsylvania is delivering the DLM alternate assessment, it will be important to communicate resources and responsibilities to teachers or test administrators, data managers, and technology personnel. Teachers or 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.

Slide 47. A review of the role-specific checklists that are 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 during the spring window. These will be covered in more detail in the next module.

Slide 48. The DLM Pennsylvania webpage has many resources that will be used by assessment coordinators. 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;
- 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 short helplet 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 Pennsylvania-specific resources.

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

This concludes Module One: Overview of the DLM System. Data Management is the topic of Module Two.

Slide 49. This table provides the names, roles, agencies, and contact information of the Pennsylvania PASA DLM team.

Slide 50. This directory provides the names and contact information for the Pennsylvania PASA DLM Team based upon topic. The DLM Service Desk is also available to assist. The Service Desk's phone number, email address, and hours are provided. Please note that the hours are Central Time.

Slide 51. Thank you for your participation in this training. As a reminder, you are required to use the following link, enter the code provided, and answer all questions. Note: This link is unique to this training module. Completion of the survey provides participation verification and the details needed to award Act 48 credit if Act 48 was selected during the registration process.

Please know that Act 48 will be processed and awarded after the training window closes.