Audience and Purpose

District and Building Administrators

• This training provides information about the
  – DLM system
  – Eligibility
  – Assessment delivery
  – Monitoring resources

Overview

• Core beliefs
• Assessment design
• Accessibility supports
• Assessment delivery
• Reports and resources

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

DLM Subjects

- English language arts
  - Grades 3-8 and high school
  - Reading, writing
  - States choose the grade(s) in high school
- Mathematics
  - Grades 3-8 and high school
  - States choose the grade(s) in high school
- Science
  - Grade bands 3-5, 6-8, and high school
  - States choose the grade(s) within each grade band

Standards: Essential Elements

- Are learning targets for the assessments
- Bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities
- Link to grade-level standards in each state

Sample ELA Blueprint

<table>
<thead>
<tr>
<th>Conceptual Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>SLA.C.1.1</td>
<td></td>
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<td></td>
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<tr>
<td>SLA.R.1.2</td>
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<tr>
<td>SLA.R.1.3</td>
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<td>SLA.R.1.4</td>
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<td>SLA.W.1.1</td>
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</tr>
</tbody>
</table>

Linkage Levels

- Provide levels of complexity for each Essential Element
  - ELA and mathematics each have five linkage levels.
  - Science has three linkage levels.
  - Each testlet a student takes includes items written to a particular linkage level.
- Are recommended by the system for ELA and mathematics (science discussed later in this presentation)
  - The teacher may override the system’s recommendation.
- Progress in complexity of skills
Linkage Levels for ELA and Math

<table>
<thead>
<tr>
<th>Linkage Levels</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Precursor</td>
<td>Least complex; Foundational</td>
</tr>
<tr>
<td>Distal Precursor</td>
<td>Knowledge and skills needed to reach the target</td>
</tr>
<tr>
<td>Proximal Precursor</td>
<td>Provides access to the target</td>
</tr>
<tr>
<td>Target</td>
<td>Aligns to content of the Essential Element</td>
</tr>
<tr>
<td>Successor</td>
<td>Progresses beyond the target</td>
</tr>
</tbody>
</table>

Linkage Levels for Science

<table>
<thead>
<tr>
<th>Linkage Levels</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Least complex</td>
</tr>
<tr>
<td>Precursor</td>
<td>More complex</td>
</tr>
<tr>
<td>Target</td>
<td>Most complex; aligns with Essential Element</td>
</tr>
</tbody>
</table>

Testlets

- Testlets are short assessments.
- The assessment as a whole is comprised of a series of testlets that are taken one at a time across multiple testing sessions.
- To help establish instructional relevance, each testlet begins with an engagement activity followed by 3-9 items.
- Each testlet assesses only one Essential Element. Writing testlets are the exception.

Item Types

- Items types include
  - Multiple-choice (most common)
  - Sorting
  - Matching
  - Select text
- Item types vary depending on the linkage level of the testlet.

Testlet Types

- Computer-delivered
- Teacher-administered

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
Teacher-Administered Testlets
- Online content is for the test administrator.
- 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.

ASSESSMENT DELIVERY

Personal Learning Profile
- Personalized for each student
  - First Contact survey settings
  - Personal Needs and Preferences (PNP) Profile settings

First Contact Survey and PNP Profile
- PNP Profile
  - Display
  - Language & Braille
  - Audio & Environment
  - Other Supports
- First Contact Survey
  - Communication
  - Academics
  - Sensory Characteristics
  - Motor Characteristics
  - Computer Access

Kite® Educator Portal
- Kite Educator Portal
  - Student data
  - Rosters
  - First Contact survey
  - Personal Needs and Preferences (PNP) Profile
  - Instruction and Assessment Planner

Educator Portal Contents
Kite Student Portal

Welcome back, First1095593!

Students use Student Portal to take their testlets.

Testlet Time

• The time needed to administer a single testlet varies depending on the student.
  – Most testlets take 5 to 15 minutes to complete.
  – Writing testlets may take a little longer.

Considerations

• Scheduling flexibility
• Many allowable practices
• Some practices not allowed
• Check the ACCESSIBILITY MANUAL and TEST ADMINISTRATION MANUAL

Assessment Windows

• Fall
• Spring

Fall Window

• The consortium window spans early September to mid-December.
  – States may specify dates within that span.
• ELA and mathematics are required to be assessed.
  – Each grade and subject has blueprint requirements (the number of Essential Elements to be assessed).
  – The teacher uses the Instruction and Assessment Planner to select Essential Elements and linkage levels, plan for instruction, and assign testlets for each student.
  – The student is assessed after instruction is provided.
  – Student performance contributes to a student’s end-of-year results.
• Assessing science is optional during the fall window.
  – Science does not have blueprint requirements.
  – Student performance DOES NOT contribute to a student’s end-of-year results.

Spring Window

ELA and Mathematics

• The consortium window spans early February to mid-May.
  – States may specify dates within that span.
• ELA and mathematics are required to be assessed.
  – The same blueprint requirements used for the fall window are used for the spring window.
  – The Instruction and Assessment Planner is again used select Essential Elements and linkage levels.
  – The teacher may choose the same Essential Elements and linkage levels used for the fall window, different ones, or a combination thereof.
• Student performance on testlets taken during both the fall and spring windows contributes to a student’s end-of-year score report.
Spring Window Science

- Assessing science is required during the spring window (state-specific grades).
  - The window dates for science are the same as for ELA and mathematics.
- Students are assessed on the full science blueprint for their grade band.
  - The Instruction and Assessment Planner is not used for science in the spring window.
- The Kite system determines the linkage level for each science testlet
  - First testlet based on the student’s First Contact survey
  - Subsequent testlets based on student performance
- Student performance on science testlets taken during the spring window contributes to a student’s end-of-year score reports.

DATA EXTRACTS AND REPORTS

Extracts and Reports

- Available in Educator Portal
  - Under the Reports tab
- Based on user role
  - District users = district-level reports
  - Building users = building-level reports
  - Teachers = student and class reports
- Provided in CSV format for extracts
- Provided in PDF format for reports

Extracts

- Current Enrollment
- Blueprint Coverage Summary
- DLM Instructionally Embedded Monitoring
- First Contact Survey File
- PHP Settings Counts
- PHP Settings
- Roster
- Security Agreement Completion
- Training Status
- Users

DLM Instructionally Embedded Monitoring Extract

- For both the fall and spring windows
- For ELA and mathematics
  - Shows the percentage of blueprint requirements each student has met overall for each subject
  - Shows whether or not a student has met each blueprint requirement
- For ELA, mathematics, and science
  - Shows the number of testlets each student has completed for each subject
Reports

- **Blueprint Coverage Report**
  - Indicates Essential Elements chosen for students (by teacher)
  - Documents when students have completed a testlet and if/when they have partially or fully met the blueprint requirements for each conceptual area

- **Student Progress Report**
  - Summarizes a student’s progress in each window
  - Is useful when planning or reviewing instruction for a student
  - Displays planned and assessed Essential Elements and linkage levels, the grade-level expectation (Essential Element), and whether the student has demonstrated mastery at that level

- **Class Roster Report**
  - Displays most recent assessment and current instructional goals by Essential Element for one or more students on a roster
Individual Student Score Reports

- Are available after the spring window has closed
- Are accessible depending on which user roles have state permission to view the reports
- Are summative reports
- Provide student results from the year’s DLM assessments

Individual Student Score Reports

- Individual Student Score Reports (ISRs) provide results for the year.
  - They are comprised of a Performance Profile and a Learning Profile.
- Resources are available for understanding the reports and how to explain them to parents and guardians.
- Check with your assessment coordinator about when your Individual Student Score Reports will be available.

Aggregate Reports

- Summarize testing results across the district, school, or class in PDF format
- Provide the number of students tested by grade, subject, and performance level
- Are released based on user role

Archived Reports

Summary of Extracts and Reports

- Many helpful extracts and reports are available in Educator Portal.
- Check the EDUCATOR PORTAL USER GUIDE for help on how to access and use the resources.
Parent Resources

- Parent Interpretive Guide (also in Spanish)
- A Parent Cover Letter for Score Reports
- Student Portal
  - Can be downloaded on a home computer/tablet
  - Use practice activities and released testlets

Additional Resources

- Professional development
  - More than 50 instructional modules (three specific to science)
  - A variety of instructional resources including books that can be read with a student
  - Writing tools are available if a student cannot use a standard pencil or computer keyboard
  - Communication supports if a student struggles to use speech to communicate
  - A virtual community of practice to interact with other families

Summary of Manuals

- ACCESSIBILITY MANUAL
- ASSESSMENT COORDINATOR MANUAL
- DATA MANAGEMENT MANUAL
- EDUCATOR PORTAL USER GUIDE
- TECHNOLOGY SPECIFICATIONS MANUAL
- TEST ADMINISTRATION MANUAL

Conclusion

- DLM assessments
  - Are designed for students with the most significant cognitive disabilities
  - Enable students to better demonstrate what they know, understand, and can do academically in relationship to the Essential Elements
  - Reflect a reduced depth, breadth, and level of complexity
  - Present accessible content, accessible design, and accessible delivery
  - Include available reports and extracts to help monitor assessments

THANK YOU!

If you have further questions, contact the DLM Service Desk at 1-855-277-9751, email dlm-support@ku.edu, or visit dynamiclearningmaps.org