Slide 1.   Welcome to the Dynamic Learning Maps® Training for District Roles.

Slide 2.   This training is for district staff, including assessment coordinators, data managers, and technology personnel. The purpose is to explain the DLM® assessment responsibilities of each of these roles.

Slide 3.   The training will provide an overview of the assessment design and its terminology as well as the roles and responsibilities of district staff in supporting the assessment administration.

Slide 4.   Feel free to pause the video for more time to read, take notes, and contemplate the slide content or to scroll back to review the video as needed.

Slide 5.   First, this training will address the assessment design and its terminology.

Slide 6.   English language arts and mathematics assessments are available for grades 3–8 and high school. The science assessment is grade banded: grades 3–5, 6–8, and high school. Each state decides the grades at which each subject is assessed.

Slide 7.   The DLM content standards for all three subject areas are called Essential Elements and are the learning targets for the assessments. The Essential Elements build a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities. Therefore, the Essential Elements are linked to each state's grade-level standards.

Slide 8.   Test blueprints list the Essential Elements available for assessment for each grade and subject. For the Instructionally Embedded model, teachers choose which Essential Elements they want to assess for ELA and mathematics using the requirements included in the blueprints for ELA and mathematics. The science blueprint does not include requirements because assessing science is optional during the fall window, and all Essential Elements for a student's grand band are assessed during the spring window. The blueprints are organized into groups of related Essential Elements by claims and conceptual areas for ELA and mathematics, and domains for science.

Slide 9.   The assessment as a whole is comprised of a series of testlets that align to the Essential Elements. The number of testlets varies by grade and subject based on test blueprint requirements. Each testlet includes three to nine conceptually-related items. A student typically takes five to fifteen minutes to complete a

single testlet. The brevity of each testlet is intended to prevent fatiguing the student, and the set of testlets for each grade and subject are administered across multiple sessions.

Note: The assessment is administered one-on-one between the test administrator and student. Even within a class of students in the same grade, students will likely take testlets at varying linkage levels and may need a variety of individualized supports.

Slide 10.   Each testlet begins with an engagement activity to increase the instructional relevance of the assessment. The engagement activity is intended to spark student interest, activate the student's prior knowledge, and provide a context for the items, which follow the engagement activity.

Slide 11.   Single-select multiple choice items are the most common item type in DLM assessments. In fact, they are the only type of item used in science testlets. Other item types student may encounter are multi-select multiple choice, drag and drop sorting, matching, and select text.

Slide 12.   The DLM alternate assessment has two types of testlets: computer-delivered and teacher-administered. Computer-delivered are more common and are designed for the student to interact with the computer independently or with supports as needed. Items in teacher-administered testlets are written to the teacher, who follows a provided script to interact with the student and enter the response options that most closely reflect the student behavior observed.

Note: Teachers who administer the assessment to students are referred to as test administrators.

Slide 13.   Every Essential Element includes linkage levels, which help make accessible the academic content of the Essential Elements by providing multiple levels of complexity for each Essential Element. Each testlet a student takes is designed to assess one particular linkage level. Writing testlets are an exception. A student will receive one writing testlet per window which will be a combination of writing Essential Elements and linkage levels.

Slide 14.   Each Essential Element for English language arts and mathematics has a total of five linkage levels, including three precursor levels (leading up to the Target level) and one successor level (for students who have already achieved the targeted skills).

Slide 15.   Science Essential Elements have three linkage levels, including two levels that lead up to the Target.

Slide 16.   As mentioned previously, the assessment as a whole for each subject area is comprised of a series of testlets that are administered one at a time across multiple testing sessions. Testlets are administered within two assessment windows: fall and spring. The fall window spans early September to mid-December, and the spring window spans early February to mid-May. Each state chooses its own dates within these timespans. Check the state's page of the DLM website for specific dates.

Both assessment windows are instructionally embedded for ELA and mathematics, meaning teachers choose Essential Elements from the test blueprints, provide instruction, and assess students as suits their plans and schedules throughout the windows. Assessing science in the fall window is optional, but required during the spring window. Teachers do not choose science Essential Elements for the spring window because all science Essential Elements for a student's grade band are assessed.

Slide 17.   Be advised that results from all ELA and mathematics testlets taken during both the fall and spring windows are used to determine the student's final, end-of-year score report. However, only results from science testlets taken during the spring window determine a student's final, end-of-year score report for science since assessing science during the fall window is optional.

Slide 18.   The Instructionally Embedded model gives teachers the opportunity to integrate the assessment with their instruction. Teachers use the test blueprints to choose Essential Elements, then provide instruction, assess a student on the provided instruction, receive an on-demand progress report regarding the student's performance, and evaluate whether or not the student is ready to move on to another skill or Essential Element or if further instruction is needed on the assessed skill.

Teachers can (and are encouraged to) build instructional units based on multiple Essential Elements since many skills in the Essential Elements are related and it is not efficient to teach each Essential Element in isolation even though each testlet (other than writing testlets) assesses a single Essential Element.

The cycle continues throughout both assessment windows for ELA and mathematics and for the fall window if assessing students in science.

Slide 19.   In addition to accessible content via the linkage levels, the assessment delivery itself is also designed to be accessible to the widest range of participating students as possible.

Slide 20.   The assessment platform is called Kite® Suite. Kite Educator Portal is a website where test administrators (and district staff) manage student data. Student Portal is an application students use to take their testlets.

Slide 21.   The DLM assessment utilizes a Personal Learning Profile comprised of a First Contact survey and a Personal Needs and Preferences (PNP) Profile.

The teacher completes a First Contact survey for each student. The assessment system uses the teacher's responses to recommend a linkage level for each instructionally embedded assessment a student takes during the fall and spring windows, which the teacher may change if needed, and to determine the linkage level for the student's first science testlet during the spring window. After a student takes the first science testlet in the spring window, the system adapts the linkage level of each subsequent testlet based on student performance.

The Personal Needs and Preference Profile, often referred to simply as the PNP, is where teachers document any accessibility supports a student may need when taking testlets.

Both the First Contact survey and the PNP are completed in Kite Educator Portal.

Slide 22.   The PNP Profile is used to make selections regarding testlet display settings, language and braille needs, audio and environment considerations, and other supports. The First Contact survey includes questions about a student's communication, academics, sensory characteristics, motor characteristics, and computer access skills. Both the PNP Profile and the First Contact survey are important because while the DLM assessment is computer-based, it is not intended to assess a student's ability to use technology.

Slide 23.   DLM test administration is a fairly flexible process, but there are some parameters to keep in mind. In addition to flexible scheduling, allowable practices include allowing the student to take a break during an assessment session. The test administrator may log into Student Portal for the student, navigate across screens for the student, and even enter a student's responses provided that the responses entered are those the student chooses. Special equipment for positioning is allowed, as is projecting the assessment on an interactive whiteboard for better interaction. The Kite system has a computer

read–aloud feature that can be activated in a student's PNP Profile, but human read aloud is also allowed. Practices not allowed are those that would make the student's testing experience inauthentic, such as influencing a student's responses, providing hints or hand-over-hand guidance, previewing a student's testlets ahead of time then teaching the student the answers, removing or reducing the number of response options, and adding pictures or communication symbols to response options that are text only. More information about these practices is provided in both the DLM TEST ADMINISTRATION MANUAL and the ACCESSIBILITY MANUAL.

Slide 24.   Teachers select Essential Elements for instructionally embedded assessments using a tool in Educator Portal called the Instruction and Assessment Planner, which is selected under the MANAGE TESTS tab on the Educator Portal landing page.

Slide 25.   The Instruction and Assessment Planner lists the students rostered to the teacher. Although not the only place in Educator Portal in which these tasks are available, the teacher can conveniently complete a student's First Contact survey, make PNP Profile selections, and access the student's Student Portal credentials all within the Instruction and Assessment Planner. A caution icon appears if the teacher has not completed the First Contact survey. When the teacher has completed the survey, a checkmark appears. Remember, a student cannot be assessed until the teacher has completed the student's First Contact survey. Then, teachers can use the Instruction and Assessment Planner to select Essential Elements and linkage levels using the blueprint guidelines shown in the Instruction and Assessment Planner, create instructional plans, assign testlets, and monitor the number of testlets completed.

Use of the Instruction and Assessment Planner is addressed in the Required Training for Test Administrators, in a helplet video on the DLM website, and in the EDUCATOR PORTAL USER GUIDE.

Slide 26.   New test administrators must complete four modules, which explain the assessment design, provide examples of testlets and the test administration process, and orientate the test administrators to the DLM website and its resources. Each module includes a note-taking guide activity that the test administrators may complete as the module is presented or at its conclusion, and each module has a post-test. The training is offered in an online, self-directed format, or some states and districts choose to assemble test administrators together and have facilitated training for the group. Facilitators have access to materials and instructions for how to conduct the training. Whether using the

self-directed or facilitated version, the training takes approximately two and a half hours to complete.

For returning test administrators, the training consists of a single module and post-test. However, the post-test is divided into four parts that correspond to the training for new test administrators, and returning test administrators who struggle to answer the questions correctly are redirected to the training for new test administrators. Only an online, self-directed format is offered, and the training takes approximately one hour to complete.

All test administrators must complete the appropriate training and electronically sign the test security agreement each school year to have access to student assessment information in Educator Portal.

Slide 27.   To review, the Instructionally Embedded model of the DLM alternate assessment is based on blueprints of Essential Elements that serve as the alternate achievement standards for the assessment. Teachers use the blueprint requirements to select ELA and mathematics Essential Elements in the Instruction and Assessment Planner to use in instruction and for assessment during both the fall and spring windows. The system uses the teacher's input on a student's First Contact survey to recommend a linkage level for each ELA and mathematics Essential Element in order help guide the teacher's instruction and make the content of the assessment accessible to each student. For instructionally embedded assessments, the teacher may choose a different linkage level than the one the system recommends. The cycle of instructionally embedded assessments is ongoing through both the fall and spring windows. Both windows are required for ELA and mathematics, but for science, only the spring window is required. The test administrator does not choose Essential Elements for science for the spring window; rather, the system determines the testlet delivered for each science Essential Element from the science test blueprint. The Kite system determines the linkage level for the student's first science testlet based on the test administrator's responses to the First Contact survey and adapts the linkage level of each subsequent testlet based on the student's performance. The First Contact survey and the Personal Needs and Preferences Profile are the two components of a student's Personal Learning Profile, which, along with flexible test administration practices, serve to help make the technology and delivery of the assessment as accessible as possible. Educators use Educator Portal to manage student data, including completing both a student's First Contact survey and PNP Profile, and students use Student Portal to take testlets.

Slide 28.   The next part of the training addresses district staff roles and responsibilities. These roles are somewhat intertwined, and in some cases, the same person may fill more than one of these roles. Therefore, be mindful of the information presented about each role, as it may be applicable to other roles.

Slide 29.   As mentioned at the beginning of this presentation, this training is for district staff serving as assessment coordinators, data managers, and/or technology personnel. Each of these roles has its own manual on the DLM website.

Slide 30.   The DLM website is located at dynamiclearningmaps.org. Each state has its own page within the site. Select the STATES tab and then the applicable state from the list of Instructionally Embedded model states.

Slide 31.   The manuals for assessment coordinators, data managers, and technology personnel are found under the Manuals and Blueprints tab of a state's page along with other manuals, blueprints, and guides pertinent to test administration, such as the EDUCATOR PORTAL USER GUIDE. Each manual includes a checklist of tasks to perform as well as detailed information about the role.

Depending on the state and/or district, some educators may fill more than one of these roles.

Slide 32.   A link to Educator Portal, where data management takes place, and a link to the Moodle training site for Required Test Administrator Training appear in the ACCESS column of the footer of every page of the DLM website. To navigate directly to the Educator Portal login page, go to educator.kiteaai.org.

Slide 33.   First, the training will highlight the roles and responsibilities of assessment coordinators. Assessment coordinators are key figures in successful administration because they communicate and collaborate with test administrators, data managers, and technology personnel to ensure everyone has what they need and understands all that is expected of them.

Slide 34.   Assessment coordinators must manage district and staff school responsibilities. This includes identifying the staff who will fill the roles of technology personnel and data managers, identifying the teachers who will serve as test administrators, ensuring each person is aware of their roles and responsibilities and the timeline of events, and ensuring each person understands DLM assessment policies and procedures as well as state-specific policies.

Slide 35.   Assessment coordinators must develop and implement a comprehensive training plan or implement the state's training plan for district staff and test administrators. To ensure everyone is properly and adequately trained, review the checklists for data managers, technology coordinators, and test administrators, which are found in each role's respective manual on the state page of the DLM website. Promote any DLM-and state-sponsored trainings about the DLM alternate assessment for each role. If assigned, facilitate the required test administrator training, or help coordinate how teachers will complete the training. States and districts vary in their approach to ensuring teachers are trained. Remember, the Required Test Administrator Training for new test administrators can be facilitated for groups, or teachers can complete the online, self-directed version. The training for returning test administrators is self-directed only. Monitor educator completion of all parts of the training and their completion of the test security agreement. Identify and develop a plan to address any training or resource needs. Also, encourage and monitor participation in DLM's professional development opportunities, which are found at dlmpd.com and described in the Required Test Administrator Training.

Completing the Required Test Administrator Training personally is likely the best way for an assessment coordinator to understand the teacher role and responsibilities and identify teacher needs.

Slide 36.   Moodle is the training site where test administrators complete the Required Test Administrator Training. Test administrators and training facilitators may need assistance with logging into Moodle. Instructions are provided in the Guide to DLM Required Test Administrator Training and the Facilitator Guide to DLM Required Test Administrator Training, both of which are found under the Manuals and Blueprints tab of a state's page on the DLM website.

Slide 37.   Assessment coordinators should subscribe to receive test updates and encourage test administrators, data managers, and technology personnel to do so as well. To subscribe, go to the STATES tab of the DLM website and select **Test Updates**. Select **Subscribe automatically**. Doing so generates an email to a DLM email account used to manage test update subscriptions. Simply send the email.

Slide 38.   Much of an assessment coordinator's role involves providing a clear channel of communication between other staff. Assessment coordinators must initiate communication with 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, monitor creation of Educator Portal user accounts, monitor deadlines for teachers to activate accounts and complete training, and establish an assessment security plan and monitor adherence to DLM-and state-specific policies.

Slide 39.   Even with the trainings, manuals, guides, helplets, and website resources the DLM assessment offers, questions may arise. Assessment coordinators will need to contact the DLM Service Desk at 1-855-227-9751 or dlmsupport@ku.edu. The Service Desk has extended hours during peak assessment window times.

Slide 40.   Remember, many states use the DLM assessment, but certain matters vary from one state to another. For example, some states allow language translation for students who are English language learners. States have varying policies regarding assessing students who are hospitalized or homebound. Assessment coordinators should be aware of the state's decisions on such matters, which are often noted in the manuals and resources posted on the state's specific page of the DLM website. The DLM Service Desk is knowledgeable about many of the differences across the participating states, but they may refer an inquiry to state education agency staff for matters that are state decisions. As stated previously, assessment coordinators need to establish lines of communication with state education agency staff in order to address state decisions in a timely manner and ensure accurate information is disseminated.

Slide 41.   Assessment coordinators must also make sure educators have identified the students who will participate in the DLM assessment and help ensure data managers have the correct information to input into Educator Portal. Assessment coordinators should assist test administrators and technology personnel in making sure testing devices and assistive technologies are configured correctly. Also, assessment coordinators must support test administrators in creating a secure testing environment where distractions are minimized. These considerations require thoughtful planning.

Slide 42.   Assessment coordinators should maintain clear lines of communication with parents and guardians as well. Schedule meetings as necessary, and consider what parents will likely want to know about the assessment. Use parent resources from the DLM website as needed. For example, a Parent Interpretive Guide is located under the ABOUT US tab of the DLM website home page in the About DLM Tests column. The Parent Interpretive Guide is available in English and Spanish.

Slide 43.   During the assessment windows, assessment coordinators must monitor and support test administration by facilitating communication between DLM

and district staff and monitoring assessment activity, such as ensuring test administrators have completed the training, students are completing testlets, and blueprint requirements are met. Ultimately, assessing students and meeting the blueprint requirements is a test administrator responsibility, but an assessment coordinator needs to monitor such activity to ensure the assessment is completed within each window. Assessment coordinators will also have to troubleshoot as necessary, which may require assistance from technology personnel, the DLM Service Desk, or state-level staff.

Slide 44.   A number of extracts are available in Educator Portal to help district staff monitor various aspects of the assessment. Keep this in mind whenever the word "monitor" is used throughout the training. Also, keep in mind that more specifics about the extracts are provided later in the training.

Slide 45.   Extracts are available to monitor who has completed the Required Test Administrator Training and the test security agreement and who has not, student enrollment and roster assignments, users and their roles, progress toward meeting blueprint coverage requirements, the completion status of the First Contact survey for students, and the PNP settings selected for students.

Slide 46.   Finally, after the assessment windows have closed for the school year, assessment coordinators should plan for the next school year by developing a calendar and communication plan, scheduling training, and supporting test administrators as they reflect on the aspects of the assessment that went well and those that need fine tuning moving forward. Contact the state-level staff for the next year's dates for the fall and spring windows.

Slide 47.   The next section will focus on data management duties.

Slide 48.   After reading the DATA MANAGEMENT MANUAL and completing the test security agreement in Educator Portal, data managers should review the district's information inside the State Organizational Table spreadsheet found on the state's page of the DLM website under the Templates tab. Contact the State Education Agency (SEA) representative about new or changed schools in the district or any corrections needed.

Notice also the upload templates under the Templates tab.

Slide 49.   As mentioned previously, all data is managed in Educator Portal. State-level staff coordinate with DLM staff to create Educator Portal accounts for district-level users. When a user account is added to Educator Portal, the user

receives an email with directions for how to activate the account. Upon logging into Educator Portal, the user must complete the electronic test security agreement to begin working in Educator Portal. The test security agreement expires at the beginning of each August. Therefore, existing users must recomplete the test security agreement after expiration. A message in Educator Portal prompts all users to complete the test security agreement.

Slide 50.   The roles in Educator Portal are building Test Coordinator, Building User, District Superintendent, District Test Coordinator, District User, Proctor, and Teacher. Assessment coordinators and data managers will most likely be assigned the role of Building Test Coordinator or District Test Coordinator. Unless a technology coordinator also provides data management or assessment coordination, a role in Educator Portal is not necessary.

Note: Users are not to have multiple email addresses in Educator Portal. Typically, one user account can manage multiple roles in a district.

Slide 51.   Before students can be assessed, they must be enrolled and rostered to a test administrator, who must be active in the Kite system and must complete the test security agreement and each student's First Contact survey.

Collect educator, student, and roster data. Then prepare user, enrollment, and roster files using the templates listed under the Templates tab on a state's page of the DLM website. In some states, state agency staff upload all files. Therefore, check with the assessment coordinator before completing any uploads. If handling the uploads personally, be sure to verify data for accuracy before and after the upload. If the state handles the uploads, ensure the data is correct once it has been uploaded.

Slide 52.   Review and confirm user data from the previous year. Deactivate accounts for users who are no longer active in the district for the DLM alternate assessment. Users are tracked by email address, and a single user should only have one account and role. Contact the DLM Service Desk to consolidate multiple accounts found belonging to the same person. Then, send a test email message to users to verify the accuracy of email addresses.

Updating existing users may be done manually in Educator Portal. New users may be uploaded using the either User template on the state's page of the DLM website or via the user interface in Educator Portal. Also, each user must have an assigned role or roles.

Slide 53.   Confirm that students and educators are linked to correct schools in the User Upload and Enrollment Upload Templates. Confirm that students are linked to the correct test administrator for each subject in the Roster Upload Template.

Notify the assessment coordinator and educators when uploads are complete. Test administrators are trained to verify their rosters and student data and contact the assessment coordinator or data manager if corrections are needed.

Slide 54.   Throughout both assessment windows, it may be necessary to change user, enrollment, and roster data or to exit or transfer students. Manage these changes promptly, and refer to any state-provided deadlines.

Slide 55.   As is evident from the previous sections of the training, assessment coordinators and data managers must often work hand-in-hand. They must establish strong communication and collaborate to ensure user and student information is accurate.

Slide 56.   The third and final role addressed in this training is that of technology personnel.

Slide 57.   Technology personnel may or may not be assigned Educator Portal user accounts. If they are, their accounts must be activated in Educator Portal and the test security agreement completed. Access to Educator Portal is not typically required for technology personnel and is determined at the state or district level. Contact the assessment coordinator for more information. Regardless, technology personnel may be called upon to provide technical support for test administrators and other district staff using Educator Portal and Student Portal. Troubleshooting information is provided on the DLM website.

Slide 58.   The main responsibilities for technology personnel include determining which devices will be used for the assessment, installing the most current version of Student Portal on all devices to be used, supporting educators in checking the compatibility of devices and accessibility supports (such as one-and two-switch systems), verifying local networks meet bandwidth requirements, installing a PDF reader (such as Adobe Acrobat DC) on devices educators will use to access Educator Portal, and modifying spam and junk email settings to accept message from DLM accounts, which typically end in @ku.edu.

Slide 59.   From the home page of the DLM website, select the KITE SUITE tab to access downloads and instructions for Student Portal. Student Portal works with

Windows, Macs, iPads, and Chromebooks. The Status column provides further information about requirements and troubleshooting.

Slide 60.   In addition to the TECHNOLOGY SPECIFICATIONS MANUAL, technology personnel may need to consult the EDUCATOR PORTAL USER GUIDE.

Slide 61.   Technology personnel may need to contact the assessment coordinator or data manager to assist with helping users access their Educator Portal or Moodle accounts to, for example, make sure an account has been created for the user.

Slide 62.   Please note: Everyone involved with the DLM alternate assessment is obligated to protect students' personally identifiable information (PII). Be very careful about sharing PII electronically. If contacting the DLM Service Desk electronically, providing the student's state ID is typically sufficient. If the Service Desk needs more information, they will ask for it. States have varying rules regarding PII. Follow state guidance.

Slide 63.   To review the roles and responsibilities of district staff, a data manager's primary responsibility is to ensure user and student information is accurately uploaded to Educator Portal. The main role of technology personnel is to ensure all devices used for the assessment are compatible with the Kite system and have the proper downloads. Then, the assessment coordinator's role is to ensure test administrators, data managers, and technology personnel have the necessary training and support needed to fill their roles. Assessment coordinators are also primarily responsible for monitoring the assessment. Collaboration is the key to successful assessment administration from start to end.

Slide 64.   The final portion of this training will provide more information about the extracts used to monitor various aspects of the assessment.

Slide 65.   Data extracts are available in Educator Portal based on user role. Therefore, district-level users have access to district-level reports, building-level users have access to building-level reports, and teachers have access to their student and class reports.

All reports and extracts can be downloaded, saved, and printed as needed. Reports are in PDF format. Extracts are in CSV format but can be downloaded and saved as an Excel file if formatting changes are desired.

Slide 66.   Among the extracts are the Current Enrollment extract, which provides current enrollment information for active students; the blueprint coverage summary, which provides information about each student's progress toward

meeting blueprint requirements; and the DLM Instructionally Embedded Blueprint Monitoring extract, which provides information by student, subject, and window, including the number of testlets completed, the percent of blueprint coverage requirements met, and the number of science testlets completed in the spring window.

Slide 67.   Three extracts pertain to students' Personal Learning Profiles. The First Contact Survey File provides information about each student's First Contact survey settings, including the name of the educator who last completed the survey. The PNP Settings Count extract shows the student PNP setting counts by organization, and the PNP Settings extract lists the personal needs and preferences selected for each student.

Slide 68.   Additionally, a Roster extract links each student and test administrator by grade, a Security Agreement Completion extract shows users' status of completion by organization, a Training Status extract shows users' completion status for the Required Test Administrator Training, and finally a Users extract lists all users and their assigned role or roles.

Slide 69.   In conclusion, extracts are useful in monitoring the assessment throughout both assessment windows, particularly for assessment coordinators. Extracts should be downloaded and saved in a secure location, as each time an extract is downloaded the information is updated in the extract.

Slide 70.   End-of-year score reports are delivered in Educator Portal in late summer/early fall. State education agency staff typically alert districts when the Individual Student Score Reports are available in Educator Portal. Test administrators must contact the district for information about score reports when they are initially delivered. However, once the new school year starts and new rosters are created and uploaded, test administrators will have access to score reports in Educator Portal for students rostered to them in the new school year. This means if a student is rostered to the same test administrator in the new school year as in the previous school year, the test administrator will have access to the student's end-of-year score report for the previous year. Otherwise, the test administrator will not have access to score reports for students they previously assessed.

Slide 71.   Finally, on a state's page of the DLM website under the Resources for Educators and District Staff tab, a link to several resources for district users is available.

Slide 72.   The resources for district staff are a series of helplet videos, each covering a specific topic. Helplets pertinent to all district staff include Getting Started in Educator Portal and Signing the Security Agreement. The others will be particularly useful to data managers as they work to upload and edit users and students either manually or using templates.

Elsewhere on the DLM website are several other helplet videos regarding topics such as using the Instruction and Assessment Planner and how to interpret score reports.

Slide 73.   As a final checkpoint review, extracts are available in Educator Portal help monitor various aspects of the assessment. Individual Student Score Reports are also delivered in Educator Portal.

Slide 74.   A Q&A session will be offered as a follow-up to this training. At the end of this training, a form is provided to sign up for the Q&A session.

Slide 75.   Thank for you for your attention to this training and for your commitment to your role in the DLM alternate assessment.