Assessment Coordinator YE District Training Transcript

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Hello and welcome to the Assessment Coordinator Training for the Dynamic Learning Maps® alternate assessment.

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Before registering for the optional live Question and Answer chat session scheduled later this fall, we recommend watching the pre-recorded video, viewing the PowerPoint slides, and reading the script and the frequently asked questions. Registration information is available at the end of this video.

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At the end of this training you should have an understanding of your responsibilities as assessment coordinator and where to find support for your duties. You will know the DLM subjects that are tested in your state and what is similar and what is different about testing of the three subject areas. You will have been introduced to the DLM assessment system and know the difference between Kite Educator Portal and Kite Student Portal. You will know how the testlets are delivered, where to look for the details of testlet delivery, how to use the extracts and reports available to manage your district testing, and have some understanding of the Individual Student Score Reports. By the end of this training, you will know how to conduct assessments successfully in your district.

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As the assessment coordinator, you have several responsibilities for your district to successfully use the Dynamic Learning Maps alternate assessment.

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The Assessment Coordinator Manual details your responsibilities in the format of a checklist to print and follow to help you be successful. The checklist is organized into sets of tasks for different parts of the school year -- those before the assessment window opens, during the assessment window, and following the assessment window to prepare for the next year.

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Other manuals will also be helpful to you. The Test Administration Manual (TAM) provides specifics about what the test administrators must do for testing. Also the TAM has more details about the three DLM subjects, e.g., the specifics about the number of testlets for each subject and grade. The Accessibility Manual will help with questions about all the supports that are available during testing. The Data Management Manual explains what data needs to be uploaded and how to do this. The Educator

PORTAL USER GUIDE provides screen shots and directions about using Educator Portal and the extracts and reports. You will reference these manuals for necessary details about the alternate assessment.

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Now, let us look at the three DLM subjects: English language arts, mathematics, and science. All three subjects will be covered in this training. However, not every DLM state participates in the DLM science assessment. Check with your state assessment administrator about whether your state tests DLM science, and if so, in which grades.

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Testlets for ELA, math, and science are all based on Essential Elements. The assessments are delivered in testlets assigned by linkage levels. The testlets for ELA, math, and science are delivered during the instructionally embedded assessment window during the fall and winter months and then again during the spring assessment window. First let's briefly discuss Essential Elements.

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Essential Elements are academic standards. They are <u>not</u> functional or pre-K skills. Essential Elements build a bridge from the grade-level content standards to academic expectations for students with the most significant cognitive disabilities. They are at a reduced depth, breadth, and level of complexity while providing an appropriate level of rigor and challenge. The Essential Elements focus on skills with students having multiple ways to demonstrate their understanding of these skills. Although the three subjects have these similarities, they also have some important differences.

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ELA and math are organized a little differently than science. ELA and math are both organized into four claims and nine conceptual areas. They both are aligned to the grade-level expectations identified in College and Career Readiness Standards for English language arts and mathematics. Both subjects are assessed in each grade 3 – 8 and high school, and both subjects are broken into nodes in fully-developed learning map models.

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This is a snapshot of a portion of the DLM ELA learning map model. The DLM learning map model is fully developed for English language arts and math and clarifies how students can reach their specified academic standards. In this snapshot you can see the various nodes and the multiple connections, or pathways, between the nodes.

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Each subject has linkage levels, which are incremental levels of complexity toward the learning target where an assessment has been developed for a particular Essential Element. Testlets are delivered at the complexity of the linkage level. ELA and math each have five linkage levels. All ELA and math Essential Elements have at least one testlet available at each linkage level, and many have more than one testlet at each linkage level.

The easiest of the nodes is used to create the testlets at the Initial Precursor linkage level. Testlets at this linkage level typically reflect foundational nodes in the map and are normally intended for students who do not yet have symbolic communication. They are usually administered by the test administrator, who observes the student's behavior as directed by the teacher instructions in the testlet. The test administrator then records the student's responses in Student Portal. These early foundational nodes connect directly to the target nodes through one or more pathways in the learning map model.

Between the Initial Precursor and Target testlet are two other linkage levels, Distal Precursor and Proximal Precursor, which demonstrate skills that lead toward the Target. A testlet at the Target linkage level most closely matches the Essential Elements that align with the grade-level standards. Finally, other testlets are written at the Successor linkage level, giving students the opportunity to stretch toward content in the general education standards.

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Science Essential Elements are specific statements of knowledge and skills that are linked to the National Research Council's Framework for K-12 and the Next Generation Science Standards (NGSS). Science is organized a little differently than ELA and math. The science learning map model is still in development and is not yet being used for assessment. The science content areas are organized into three domains and three or four core ideas within each domain. Science assessments are delivered at three linkage levels of complexity instead of five like ELA and math. However, as the science assessment development continues, the three complexity levels will eventually be expanded to five levels after the final development of a fine-grained learning map model. Science is delivered in three grade bands - elementary, middle school, and high school, instead of being available at each grade like in ELA and math. The TAM has more information about the two-phase development of the science assessment that began in 2014.

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The science linkage levels begin with the Initial level, which is the lowest level and is similar to ELA and math's Initial Precursor. The Target most closely aligns with the grade level standard like ELA and math. Unlike ELA and math, science has only one linkage level between the Initial and the Target--the Proximal level. Science does not have a Successor level at this time.

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The blueprints outlining the claims and conceptual areas for ELA and math, and the domains and core ideas for science are found on your state's website under the tab Manuals and Blueprints. Also, the TEST ADMINISTRATION MANUAL can be found in that same dropdown. The TAM provides an overview of the three subject areas and their similarities and differences. Take some time to read the introductory pages of the TAM for a more in-depth understanding, and encourage your test administrators to do so as well.

The Professional Development tab on the DLM website has instructional resources and modules that provide a greater understanding of the Dynamic Learning Maps Alternate Assessment System for students with the most significant cognitive disabilities. These are strongly recommended for teachers in particular, but any educator working with this population of students will benefit from these modules.

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To recap this section, we have learned that all three DLM subjects have similarities and differences. All have Essential Elements and blueprints that can be found on your state's DLM website. ELA and math are most alike with each having their Essential Elements divided into claims and conceptual areas aligned with the College and Career Readiness Standards for English language arts and mathematics. ELA and math both use a fully developed learning map model; each has five linkage levels; and each is assessed in grades 3-8 and high school.

The science learning map model is still under construction. The science Essential Elements are aligned to the National Research Council's Framework for K-12 and the Next Generation Science Standards (NGSS). Science currently has three linkage levels and is assessed in grade bands – elementary, middle school, and high school. The TEST ADMINISTRATION MANUAL and the Professional Development modules provide considerable help for both instruction and assessment.

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We have discussed linkage levels and how students take the assessment at the linkage level that is best for them. We will next look at how students are assigned linkage levels.

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Each student has a Personal Learning Profile, which is a combination of information from the First Contact survey and the Personal Needs and Preferences (PNP) Profile.

The linkage levels are determined when the teacher completes the First Contact survey. This consists of base questions about the student's expressive communication, information about their hearing, vision, arm/hand control, along with subject-specific questions. The entire list of First Contact survey questions can be found in the appendix of the TAM.

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The test administrator submits the First Contact survey every year, and students cannot be tested until the survey is submitted. The test administrator must have the role of Teacher in Educator Portal to edit or submit the First Contact survey. For new students in the DLM system, all required questions in the survey must be completed, which takes about 30 minutes for each student. For returning students, the student's survey follows them to the next grade or to a new district or school, and the teacher must review, edit/update the survey, and then submit it for the current school year, which takes about 15-20 minutes for each student.

If the First Contact survey is submitted before the state assessment window opens, then a testlet in each subject will be waiting in the student's account in Student Portal for the test administrator to administer immediately. If the First Contact survey is submitted after the assessment window has opened, then the system will begin delivering the first testlet in each subject in about 24 hours. The testing system is adaptive in that it calculates the best linkage level for the first assessment in each subject using data from the First Contact survey. The First Contact survey uses the teacher-entered data about a student to recommend the linkage level for the first testlet being administered to the student. After the first testlet is submitted, the system calculates the score, then adapts and delivers the next most appropriate testlet to the student, which may be at the same linkage level or higher or lower.

As the assessment coordinator, you will want to monitor your teachers' progress on completing the survey for each student. You can use the First Contact Survey Extract to do so, which we will talk about later in this training. In addition to the First Contact survey, the test administrator should also complete the information in the Personal Needs and Preferences Profile.

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By using the PNP Profile, the testlet can be further customized for each student. The PNP Profile is where a student's personal needs and preferences are recorded in the system, e.g., magnification, contrast color, spoken audio, and many others. Depending on your state's policies, the PNP Profile entries should be in line with a student's Individualized Education Program (IEP).

Completing the PNP Profile takes about 15 minutes for each student. You will be able to monitor what supports test administrators have chosen for students by using the PNP Extract. You will be able to monitor supports, such as braille, which should only be selected for students who are proficient enough reading braille to demonstrate their knowledge, skills, and understandings of the Essential Elements over which they are being assessed. By using the PNP Extract, you will easily be able to provide guidance to the test administrator about the supports they have selected.

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The short training video Personal Learning Profile Training demonstrates how to complete the First Contact survey and the PNP Profile. An educator with the role of Teacher in Educator Portal will benefit from viewing this video before entering the information for a student's Personal Learning Profile in Educator Portal. The video is available through your state's DLM webpage under Resources for Educators and District Staff/Educator Resource Videos.

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To recap this section, each student has a Personal Learning Profile comprised of the First Contact survey and the Personal Needs and Preferences Profile. The First Contact survey recommends the linkage level for the first testlet. The PNP Profile is where the student's personal needs and preferences are recorded. These must be updated and submitted each year. A testlet will not be available when the assessment window opens if the First Contact survey has not been submitted for the year. Completing the Personal Learning Profile takes between 30 – 45 minutes per student depending on the student. You can monitor progress and selections using the extracts for the First Contact survey and the PNP Profile.

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The optional instructionally embedded assessment window occurs during the fall and winter months. This window provides a time when test administrators can use the instructionally embedded testlets to check a student's understanding of the instruction that has been provided. Test administrators are encouraged to take advantage of this optional window.

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Please make note of the dates on this screen. Check with your state assessment administrator to see if your state further sets dates within the consortium window.

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Everyone should check student data prior to testing. Encourage test administrators to make sure each student's biographical information is correct; grade level is especially important. The rosters also need to be checked to ensure all students are correctly rostered to the correct test administrator.

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You can help test administrators ensure that the testing environment is ready for their students to test. The environment should be free from distractions, and the test administrator should arrange support for the other students while testing one student. Devices should be tested in advance to verify that they work and have the correct version of Student Portal installed. All peripherals should be ready. The test administrator should use the practice activities and released testlets to ensure the devices work with the assessment as expected.

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Other preparations include retrieving the materials needed for the assessments. A materials list is available for each subject during the instructionally embedded assessment window on the Educator Resource Page of the DLM website. The lists for the instructionally embedded window are available in early September while the lists for the spring assessment window are available after the first of the year. Ensure test administrators understand that not all materials on the list are needed during testing. Gathering the materials in advance and using them during instruction will help the students become accustomed to them. Test administrators are allowed to substitute materials if any items seem inappropriate for a particular student to use for instruction or testing.

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Test administrators have a great deal of latitude in choosing Essential Elements in all three subjects during the instructionally embedded assessment window. The system always recommends a linkage level for the instructionally embedded testlets, but the test administrator can accept that recommendation or choose another linkage level. At least one testlet is available for every Essential Element at every linkage level in all three subjects. Some Essential Elements, especially in ELA and math, have more than one testlet available.

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Each testlet comes with a Testlet Information Page or TIP. The TIP lists materials for the specific testlet when administering the assessment, but the TIP also describes the attributes of those materials so that the test administrator can use alternatives as needed. Generally, the attribute of the material is more important than the particular material itself. In the very few cases where substitutions are not allowed, the exception is clearly indicated in the TIP. However, since in most cases, substitutions are allowed, remind the test administrator that if an item is substituted, the name of the item in the testlet will also need to be replaced so that the student is not confused when reading the testlet information. For students with visual impairments, the TIP has additional information that will be helpful to the test administrator. For science testlets at the Initial linkage level, the TIP has pictures to print in color to use during testing. During the optional instructionally embedded assessment window, the TIP is found in the

Instructional Tools Interface. While the TIP should be printed prior to administering its matching testlet, it should be securely destroyed afterwards.

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Understanding what the test administrator must do during the optional instructionally embedded assessment window is very important for a successful assessment. Review the step by step instructions and screen shots of each part of the process found in the TAM. Additionally, three short helplet videos are available for you and your test administrators to view on your state's webpage under Resources for Educators and District Staff.

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Students do not have to take a required number of testlets in any DLM subject during the optional instructionally embedded assessment window. For each subject, each testlet is a separate little package with 3 – 5 items, and each testlet takes about 5 - 15 minutes of testing time plus test administrator preparation, depending on the student and the subject.

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The optional instructionally embedded assessment window is in the fall and winter months, opening September 19th and closing the end of February for the year. ITI works exactly the same as it did for 2017-18. Three videos are available on how to use ITI on your state's webpage under Resources for Educators and District Staff/Educator Resource Videos. TIPs with material lists are available for every testlet and can be found in ITI. Each testlet has a TIP with specific information about the testlet, including a list of materials for the administration of the testlet.

Score results for this window are available for all three subjects in the Student Progress Report. However, the results from testing during this window do not impact the students' year-end Individual Student Score Reports. Also, your state does not have blueprint requirements during the optional instructionally embedded assessment window.

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Now we will have an overview of the spring assessment window.

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The consortium window for the spring assessment opens on March 11, 2019 and runs through June 7, 2019. Each state determines the dates of their own spring assessment window, which could be the same or different but will fall within the consortium window. Some districts choose a smaller window within their state window. The test administrators determine when to schedule each testlet with their students. Test administrators will need to consider availability of the computer lab or classroom coverage of other students. In all cases, you should work with the test administrators about the testing schedule to ensure all testing is completed during your state's spring assessment window.

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In your state, the spring assessment window is required for all DLM students in ELA, math, and in some states, science. ELA and math are in tested grades 3-8 and at least once in high school. Science is tested

in grade bands, and each state determines what grades within each band are selected. For example, a state may test in grades 4, 8, and 11. Some states require all three subjects be tested in all grades. Each student will receive 5 testlets in ELA, 5 in mathematics, and in states that test in science, 9 in science. Check with your state assessment administrator for the high school grades tested for ELA and math and if your state is testing in science. The Instructional Tools Interface is not used during the spring assessment window.

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During the spring assessment window, students are tested on the full blueprint for all subjects, and the system selects the Essential Elements for each testlet.

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When the spring assessment window opens, the linkage level for the first testlet is determined from the student's First Contact survey. Test administrators cannot override the system assigned linkage level or Essential Element selections for any subject.

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The linkage level for the second testlet is determined by the student's performance on the first testlet. Subsequent linkage levels are based on the student's performance on the previous testlets.

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After the first testlet is submitted and scored, all remaining spring assessment testlets follow the spring adaptive delivery. This process continues until the student receives the prescribed number of testlets in each subject. After a student is tested and the testlet is submitted, a new testlet in that subject arrives in about 15 minutes. Once all of the operational testlets have been submitted, the student may receive a field test assessment in each subject. Test administrators are strongly encouraged to administer field test assessments.

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Other preparations include retrieving the materials needed for the spring assessment window. As previously mentioned, a materials list is available for each subject. The spring list is found on the Educator Resource page of the DLM website and will be available after the first of the year. Again, ensure test administrators understand that not all materials on the list will be needed during testing. Test administrators are allowed to substitute materials if any items seems inappropriate for a particular student to use for instruction or testing.

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Each testlet in the spring assessment window comes with a TIP. The TIP lists materials to use when administering the specific testlet. The TIP for the spring assessment window is easily found in a column by the test tickets in Educator Portal as shown in this screen shot.

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To review, the main difference between the optional instructionally embedded assessment window and the spring assessment window is that during the optional instructionally embedded assessment window,

teachers may choose which Essential Elements and linkage level they use for testing. Unless your state provides additional requirements, the assessments are optional, and the blueprint does not have to be covered. During the spring assessment window, the system chooses the Essential Elements to be tested and the linkage level assigned, and these cannot be changed. Student are tested on the full blueprint for each DLM subject. Students are tested on 5-7 testlets in ELA, 5-7 in math, and in some states, 9 science testlets. The TIP is located next to the test tickets in Educator Portal.

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In this section, we will discuss the two parts of Kite Suite that district staff use.

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Kite® Suite has two main parts, one for controlling user and student data, and one for students taking assessments.

First, we will learn about Educator Portal, which is launched using an internet web browser. Ensure an updated supported web browser is being used for Educator Portal. See http://dynamiclearningmaps.org/requirements to verify browser requirements.

Your data managers, test administrators, and other educators who have a role in the DLM assessments will use Educator Portal. It is accessed using the educator's login information. A student never logs into Educator Portal.

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Educator Portal is the part of the system used for managing student, user, roster, and assessment data. Data managers will become very familiar with this interface, and will primarily be responsible for collecting and uploading templates of test administrators, students, and rosters. Assessment coordinators will be able to access extracts and reports to help them manage testing in their district. Test administrators will be able to view their rosters and student data, complete the Personal Needs and Preferences Profile and First Contact survey information for each student, access the Instructional Tools Interface, the TIP for each testlet, and the students' test tickets.

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Student Portal is the test delivery engine and is used by students. It is an application that is downloaded on testing devices where students take assessments. Once downloaded, an icon can be seen on the device's screen. Clicking on this icon launches Student Portal and restricts access to all other programs on the device, including web browsers, until the student is logged out, and Student Portal is closed. The district technology personnel is responsible for managing the Student Portal installation process.

Please note that this year before testing begins, all previous versions of KITE Client must be uninstalled on devices used for testing before the new Kite Student Portal can be downloaded. Complete installation directions for all devices is found in the Kite Suite on the DLM website.

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A student takes teacher-administered or computer-delivered testlets, depending on the linkage level or the student's needs. The test administrator can log into Student Portal for the student, but must always use the student's credentials.

Student Portal must be ready at the beginning of the optional instructionally embedded assessment window if students are going to participate when the window opens in the fall.

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Students also use Student Portal to take practice activities and released testlets using uniquely identified practice login user names and passwords. Test administrators are strongly encouraged to practice using these resources before launching into operational testing. Information about practice activities and released testlets are available on your state's DLM webpage.

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To recap this section, when the test administrator and student are ready for testing, the student logs into Student Portal, using their user name or password. The test administrator can log in for the student when needed. The student will take either teacher-administered or computer-delivered testlets, depending on the linkage level of the testlet. More information about these two types of testlets are available in the TEST ADMINISTRATION MANUAL.

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The reports and extracts in Educator Portal help an assessment coordinator stay in control and manage assessments for the district.

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Several extracts are available in Educator Portal under the Reports tab.

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Assessment Coordinators can monitor their test administrators' training progress using the Training Extract. The Security Agreement Completion extract shows when an educator agreed to and signed their security agreement. The First Contact survey extract will help the assessment coordinator know when the First Contact survey was completed and by whom. The PNP extract allows the assessment coordinator to see which accessibility supports were selected for each student.

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Once testing begins, the DLM Test Administration Monitoring extract shows the number of testlets assigned, and the status of each by subject and by student. This extract is available to help an assessment coordinator be in control of the testing progress throughout the assessment window before the final score reports become available.

Longer descriptions of the extracts are available in the EDUCATOR PORTAL USER GUIDE.

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Reports are available in addition to extracts. During the optional instructionally embedded window, testing progress can be monitored using the Student Progress Reports. This report summarizes the progress of a student in an individual subject area during the optional instructionally embedded assessment window. This report displays the area tested, the grade-level expectation (Essential Element), the linkage level tested, and indicates if the student has been assessed at that level. The report also shows mastery at the selected linkage level. These progress reports are at both the student level and at the class roster level.

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Other reports provide information for the entire year, such as the Monitoring Summary Report, which summarizes student testing completion information at school, district, or state levels by the number of plans created and how many testlets have been taken, as well as other helpful information. The report lists all currently rostered students.

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To recap this section, using the extracts and reports helps the assessment coordinator monitor progress and troubleshoot for the district. The EDUCATOR PORTAL USER GUIDE provides longer descriptions of each extract and report and provides directions on how to download and save them. Educators with the role of District Test Coordinator have the highest level of permissions for the district and can monitor progress and results for the entire district or by schools within the district.

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We will now discuss Individual Student Score Reports.

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The scoring system in the DLM alternate assessments works differently than scoring in traditional alternate assessments. Students are not given raw scores, percentages, or scale scores. Instead, results for each linkage level are determined based on the probability that the student has mastered the skills at that linkage level.

At the end of the year, an Individual Student Score Report, sometimes called an ISR, is produced for each student and will be available between the middle of July to early September, depending on when your state's spring assessment window closed.

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The ISRs are comprised of the Performance Profile, which aggregates linkage level mastery information for reporting for the subject overall. The performance levels reported on the Performance Profile for all DLM subjects are named Emerging, Approaching the Target, At Target, and Advanced.

The reports are delivered during the summer, and educators with role of District Test Coordinator have highest level of permissions and access. Other roles in your state may also have access to these reports in Educator Portal in the Reports tab. Test administrators will have access to the reports only for students on their rosters.

Additional information about ISRs is in the ASSESSMENT COORDINATOR MANUAL, and information on accessing them is in the EDUCATOR PORTAL USER GUIDE.

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To review, the final Individual Student Score Reports for ELA, math, and science are only from the spring assessment window. The Performance Profile lists four performance levels named Emerging, Approaching the Target, At Target, and Advanced. The ISR is found in Educator Portal under the Reports tab.

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The assessment coordinator has many responsibilities.

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As the assessment coordinator, you will manage, monitor, and serve. Begin by printing the checklist in the ASSESSMENT COORDINATOR MANUAL and following it along the assessment year. Next, manage district and school staff roles and monitor assessment progress in Educator Portal. Finally, serve as the first point-of-contact for test administrators between the DLM Service Desk and the State Assessment Administrator, answering questions about the assessment and troubleshooting issues that arise.

The assessment coordinator should know the six most common reasons why test administrators cannot test. We recommend that the assessment coordinator take the Required Test Administrator Training and use the practice and released testlets to become familiar with how the testlets look and behave.

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In Educator Portal, each user is assigned at least one specific role. Some users have multiple roles. As the assessment coordinator, your state assessment administrator will assign you the role of District Test Coordinator. Then, in turn, one of your first responsibilities is to assign Educator Portal roles to other appropriate staff in your district, keeping in mind who is able and qualified to do each responsibility.

You will work very closely with the person who manages the data. This person will usually be at the district or school level. The person in charge of handling the data should be an experienced user of Excel files, CSV files, and data uploads, having authorized access to student data. The key duty of the data manager is to oversee the data uploads for test administrators, students, and the rosters. The Educator Portal role for this person is most typically the District User.

A chart in the DATA MANAGEMENT MANUAL shows the differences in permissions in the various roles. An educator or administrator with the role of District User does not have full permissions to handle all necessary data management tasks at the district level. In some cases, the assessment coordinator will need to make the data changes. If your state allows multiple users to have the role of District Test Coordinator, contact your state assessment administrator for those assignments.

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Although, everyone in a district is responsible to ensure all student level data is accurate, the data manager is uniquely charged with this responsibility. As the assessment coordinator, you also work very closely with data throughout the year and have the authority to make almost all required changes that

are needed. Both you and the District User can edit student data when corrections are needed. Test administrators do not have the permissions to edit student data. They will come to you to make changes.

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The majority of the roles that will be assigned in Educator Portal will be for the test administrators. Either you or the data manager can assign their role, which will be Teacher. The test administrators must also have an educator identifier. Some states use the educator's teaching certificate number, while others have a state assigned educator number. Some states simply use the educator's email address for the educator identifier. The educator identifier should NEVER be the social security number.

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The assessment coordinator is the main point of contact with the DLM Service Desk and with the State Assessment Administrator. The DLM Service Desk is available to answer questions via phone at 1-855-277-9751 (toll free) or via email at DLM-support@ku.edu. Typically, the Service Desk is contacted when there are testing environment issues that your technology personnel cannot resolve, user account issues such as Moodle issues caused by the confusion of multiple active accounts for a single test administrator in Educator Portal, or student information issues (such as testing began but then the test administrator discovered that the wrong grade was associated with a student). These are issues you may not be able to resolve on your own and will need the assistance of the Service Desk's analysts.

Test administrators should never be encouraged to call the Service Desk directly since this takes time away from their responsibilities for students in the classroom. Instead, the test administrators should provide you with the pertinent information about any issue they may be having with testing. By serving as the point of contact, you may learn that several test administrators are having the same issue or question. Use the manuals as your guide to troubleshooting as all have troubleshooting guides. You may also need to contact your technology personnel or your data manager.

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When contacting the Service Desk, provide as much detail as possible about the issues encountered and the system on which it occurred. Include your contact information: email address and name, the state and district in which the school is located, error messages (and testlet number, if applicable), operating system and browser information, and information about network configuration.

Do not email a student's personally identifiable information or PII. Doing so violates the Family Educational Rights and Privacy Act (FERPA). States have different standards about what combinations of information are considered personally identifiable. For example, some states allow a student's state ID to be emailed, while others do not. If you have any questions about what is allowable in your state, contact your state assessment administrator. Service Desk analysts are required to report any violations to your state's education department.

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The next two slides reflect the six most common problems test administrators report when they cannot administer testlets. Print these slides and keep them handy. The six most common problems are:

1. The test administrator has not completed the required training in Moodle and passed the post-tests at 80% or higher. Test administrators will not be able to administer testlets if their training is not completed. When the modules are successfully completed, test administrators should print their certificate of completion.

2. Each year the security agreement expires on August 1. Every educator must read, agree to, and sign the security agreement anew. Test administrators will not be able to administer testlets if their security agreement is not completed. Use the security agreement extract to monitor the security status for each user.

3. Each student must have a completed and submitted the First Contact survey. Students will not be delivered any testlets unless their First Contact survey is submitted. Use the First Contact survey extract to monitor the status for each student. The Access Profile should also be completed prior to testing. Use the Access Profile extract to ensure appropriate supports have been selected.

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4. Test administrators will not be able to administer testlets if they do not have the role of Teacher in Educator Portal. Use the User Extract to ensure every user with the role of Teacher has an educator identifier on their account. You will also be able to see if all users have activated their account in Educator Portal.

5. Test administrators will not be able to administer testlets if their students are not rostered to them in each content area. Use the Roster extract to check to see if students have been rostered appropriately.

6. The test administrator must be using an up-to-date, supported browser. Mozilla Firefox is the most compatible browser for use with Educator Portal. This browser is recommended. Sometimes data will not display correctly if the browser is not up-to-date or if the cache or cookies needs to be cleared. Please see the list of technology specifications for other browser choices if Firefox is not available in your district. Your district technology support staff is the most important contact for this issue.

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To review, have your checklist from the ASSESSMENT COORDINATOR MANUAL printed and ready. You will be assigned the role of DTC by your state assessment administrator and will assign other roles in the district. You are the point of contact between teachers, the state assessment administrator, and the DLM Service Desk. Know and be prepared to address the six most common reasons why test administrators are unable to test their students. Be cautious when contacting the Service Desk; avoid violating FERPA by not sending PII.

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In this next section we will discuss the training that is required for all test administrators prior to administering the DLM assessment. Please be sure to check your district and/or state policy on training requirements for returning educators.

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Required Test Administrator Training is in Moodle. If the educator's account in Educator Portal has the role of Teacher, then the account will be automatically registered in Moodle. The auto-registration takes up to 3 hours after an educator's information is entered into Educator Portal. Once test administrators take the modules and pass at 80% or higher, after 2 hours, the Test Management tab in Educator Portal is auto-released to the test administrator and testing can begin if the other requirements have been met.

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Training for new test administrators has 4 parts and can be completed in about 2.5 to 3 hours. Test administrators must take and pass each module sequentially. Training for returning test administrators is one module and can be completed in about an hour. Assessment coordinators benefit from completing the Required Test Administrator Training.

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Required Test Administration Training is available as two types of courses, either as a self-directed or as a facilitated course. Some states offer both types of courses, while others only offer one type. You will need to check with your state assessment administrator about the training courses. In the self-directed course, new test administrators will go through the 4 training modules, which consist of videos and short activities, and then take a post-test for each module. Once the test administrator completes all modules and post-tests with at least 80% accuracy, then one of the required annual steps has been completed.

In the facilitated course, participants attend a workshop to complete the activities and then access the post-tests in Moodle either at the workshop or on their own later. Whether self-directed or facilitated, all post-tests must be completed in Moodle. The certificate for passing the course is in Moodle and should be printed as it can come in handy in the future.

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Access to educational records is governed by federal and state law. Sharing or using another person's credentials is a violation of these laws. Each user in Educator Portal MUST use their own credentials when logging in or accessing student information.

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The DLM Service Desk is available to answer questions via phone at 1-855-277-9751 or via email at DLM-support@ku.edu. Typically, the Service Desk is contacted when there are testing environment issues that your technology staff cannot resolve, user account issues such as Moodle issues caused by the confusion of multiple active accounts for a single test administrator in Educator Portal, or student information issues (such as testing began but then the test administrator discovered that the wrong grade was associated with a student). These are issues you may not be able to resolve on your own and will need the assistance of the Service Desk.

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Thank you for viewing the DLM Assessment Coordinator training video. Be sure to check out the Frequently Asked Questions PDF document. Also the slides and the script from this video are available for your use.