Slide 1.   Welcome to the overview of the instructionally embedded assessments. This video provides an overview of instructionally embedded assessments and how to use the Instruction and Assessment Planner in Kite® Educator Portal.

Slide 2.   During this training, the topics covered will include a description of the instructionally embedded assessments, an overview of using the Instruction and Assessment Planner in Educator Portal, and some strategies for meeting blueprint requirements during the fall and spring assessment windows.

Slide 3.   Teachers in states using the Instructionally Embedded model of the assessment are the primary intended audience for this presentation. However, this presentation will also be helpful to teachers in states using the Year-End model, provided the state allows the use of instructionally embedded assessments, it is understood that instructionally embedded assessments are optional for Year-End states, and it is understood that the fall/winter assessment window dates for Year-End states are different than the fall window for Instructionally Embedded model states. Teachers in Year-End states will need to check with the local assessment or district test coordinator regarding the state's expectation for participation in instructionally embedded assessments.

Slide 4.   Instructionally embedded assessments differ from the more traditional Year-End testing where a student's knowledge is assessed for all subjects during a few weeks in the spring, resulting in an Individual Student Score Report. The specifics of an instructionally embedded assessment will be the first topic covered.

Slide 5.   The primary intention of the instructionally embedded assessments is to connect instruction and assessment to a student's individual goals. It may be tempting to think the instruction-assessment relationship encourages "teaching to the test," but it is actually the other way around. They encourage assessing a student on what the student was taught using a cycle of instruction and assessment that gives students with the most significant cognitive disabilities opportunities to show what they know and can do. The testlets are used as snapshots of what a student has learned through the teacher's rich instruction in order to provide insight as to whether a student needs continued instruction for a particular skill or concept or is ready for instruction on a new skill or concept.

The instructionally embedded assessment is structured around the English language arts and mathematics test blueprint requirements. Teachers make choices within the blueprint requirements based on each student's academic goals for instruction and assessment.

Instructionally embedded assessments are administered in both a fall and spring window during the school year, as the assessment is intended to be integrated within classroom instruction.

Slide 6.   The instructionally embedded alternate assessment allows teachers choice and flexibility for a student's instruction and assessment. The Instruction and Assessment Planner in Educator Portal will provide for each student the blueprint requirements for the subject and grade, the Essential Elements and skills assessed at each linkage level, and a recommended linkage level for a specific Essential Element.

Within the options provided and the requirements for conceptual area coverage, educators should base Essential Elements instruction and assessment choices on a student's learning targets and grade level, as well as any state-specific expectations. Please refer to your state-specific guidance for further clarification on blueprint coverage.

The teacher has the entire window to instruct and assess a student on the chosen Essential Elements.

Slide 7.   The assessment is delivered in testlets. Each testlet assesses one Essential Element at one linkage level, except for writing. Instructionally embedded assessments are administered after the student has received instruction on an Essential Element or Elements. Each student is assessed individually, even if in the same grade and classroom. Since not all students will have the same academic goals, have the same Essential Elements chosen, receive the same instruction, or progress at the same rate, the assessment is different for each student and delivered individually at the appropriate time.

Instructionally embedded assessments should be administered throughout an assessment window. Students with the most significant cognitive disabilities are best able to demonstrate what they know and can do when a cyclical approach to their instruction, assessment, and evaluation is used, as opposed to being assessed at the end of a semester or school year on a mass of instruction they must recall from prior weeks and months.

Slide 8.   Instructionally embedded assessments can be used to identify a student's knowledge, skills, and understanding relative to the grade-level targets, or Essential Elements, after receiving instruction.

The student's progress report may be used at any time within the cycle to evaluate if additional instruction is needed or if the student is ready to move on to another linkage level or Essential Element.

Slide 9.   To recap, the instructionally embedded alternate assessment encourages this cyclical approach by giving teachers the opportunity to choose an Essential Element or Elements and linkage levels, develop and deliver instruction for the chosen Essential Elements, and then assess the student when the teacher determines the student is ready.

Slide 10.   Understanding the ELA and mathematics blueprints is important in making choices for instruction and assessment.

Slide 11.   The blueprint refers to the pool of available Essential Elements in each claim and conceptual area and the requirements for coverage within each conceptual area. A student must meet blueprint requirements for ELA and mathematics in both the fall and spring assessment windows.

Slide 12.   The shaded row for each ELA conceptual area provides the blueprint requirement for that particular conceptual area. In this example, the grade 4 ELA requirement for conceptual area C1.1 would be for the teacher to choose at least three Essential Elements, including at least one Reading Literature (RL) and one Reading Informational (RI) from the seven options listed.

Slide 13.   The teacher would select the first Essential Element, "Use details from the text to recount what the text says," if that Essential Element matches the student's academic goals and the teacher's plan for instruction. Two additional Essential Elements, at least one from the strand RI, would need to be selected from the conceptual area to meet blueprint requirements.

Slide 14.   Each Essential Element in ELA and mathematics has five linkage levels. When planning instruction and assessment for an Essential Element, the teacher must consider which linkage level would provide the student an appropriate goal and challenge.

Slide 15.   The blueprint is different for each subject and grade. The blueprint provides a list of available Essential Elements, delineates the Essential Element

selection requirements for each claim or conceptual area, and gives the teacher freedom to choose Essential Elements that best align to each student's academic goals as long as they meet the requirements.

Slide 16.   This portion of the presentation will be an overview of the Instruction and Assessment Planner in Educator Portal, which is the tool teachers will use for selecting Essential Elements and assigning testlets for assessment. The Educator Portal User Guide and a helplet on the DLM website provides detailed step-by-step instruction on how to use the Instruction and Assessment Planner.

Slide 17.   The Instruction and Assessment Planner is located in Kite Educator Portal under the Manage Tests tab.

Slide 18.   When opening the Planner, the first screen is the Student Activity Table. This table is where all students rostered to a teacher will appear.

Slide 19.   The Student Activity Table provides a quick overview for all rostered students meeting blueprint requirements, plans for instruction, and testlets assigned during an assessment window.

Slide 20.   This is a view of one student on the Student Activity Table in the Planner. To view or create a plan for a subject, click on the arrow below the desired subject. In the example, ELA is the selected subject for the student.

Slide 21.   This is a portion of the ELA Student View Page for a grade 4 student.

Notice the similarities to the grade 4 ELA blueprint covered earlier in the presentation. The Student View Page includes the blueprint requirement "Choose at least three EEs in C1.1, including at least one RL and one RI."

Along the left-hand side are the Essential Elements in Conceptual Area 1.1. All seven Essential Element options are available but, due to space limitations, are not included in this example. The teacher selected ELA.EE.RI.4.2, "Identify the main idea of a text when it is explicitly stated." The teacher's selection is indicated by Instruction in Progress for that Essential Element.

The recommended linkage level for the selected Essential Element was Proximal Precursor, as indicated by the flag. In this case, the teacher decided that Initial Precursor would provide the appropriate level of challenge for the student.

Additionally, in the upper right-hand corner of the Student View Page, the teacher can find if the blueprint requirement has been met for that claim or conceptual area.

Slide 22.   The blueprint requirements display for each claim and conceptual area, letting the teacher know how many Essential Elements must be chosen and in which strands.

Slide 23.   The teacher has decided to provide instruction on the RI 4.2 Essential Element. Upon clicking on the vertical three dots on the card, a pop out displays the longer definition of the Essential Element. It also displays the Mini-Map icon, which the teacher can click to get to the instructional resources. Select Begin Instruction for the appropriately challenging linkage level for the student.

Slide 24.   Once the teacher clicks the **Begin Instruction** button, the card displays "Instruction in Progress" with the date.

Slide 25.   Once instruction has been provided, the teacher can decide whether to assign the testlet or to not assign the testlet, depending on which button is selected. If the teacher clicks **Do Not Assign Testlet**, the card reverts back to its original state. It can be chosen again later, if so desired.

If the teacher wants to proceed with testing the Essential Element at this linkage level, the teacher clicks **Instruction Complete Assign Testlet**.

Slide 26.   When the teacher clicks **Assign Testlet**, a warning message appears, letting the teacher know that assigning the testlet cannot be reversed. Clicking **Continue** assigns the testlet with the date.

Slide 27.   The teacher has now completed one Essential Element, as indicated by the green color and check mark in the Essential Element card.

Slide 28.   The teacher has now completed this blueprint requirement for the conceptual area for this student, as indicated in the status of the circle in the upper right corner. For this conceptual area, the requirement was to instruct and assess the student on three Essential Elements, including at least one RL and one RI. Note that the screen view does not include all of the available Essential Elements or the Essential Element with Testlet Completed. Simply planning instruction or assigning a testlet does not meet blueprint requirements. The student must complete the testlet in Student Portal.

The teacher may select other Essential Elements in this conceptual area or even other linkage levels for the same Essential Element. The teacher has leverage to make the best choices for the student's education, as long as the blueprint requirements are met during the fall window and again in the spring window.

Slide 29.   The teacher can access the Essential Elements Status Report for fall and can print the report. It shows information including the blueprint coverage and mastery.

The themes icon brings up choices for the teacher. The teacher selects the themes that a student should NOT receive. These themes need only be selected one time for the entire year and will affect each Essential Element during both windows. It will also carry over to the next year. However, a teacher can change the selections at any time.

Slide 30.   The DLM science assessment differs from the ELA and mathematics assessments. During the fall window, science Essential Elements are selected by the teacher in the Instruction and Assessment Planner and are optional. Any science testlets completed in the fall window are not used for accountability purposes. In the spring window, science Essential Elements are not selected in the Instruction and Assessment Planner. Rather, the system assigns the science testlets one at a time to the student until the blueprint is covered. Science testlets taken in the spring window are used for accountability purposes.

Slide 31.   This section will discuss strategies for meeting blueprint requirements using the Instruction and Assessment Planner.

Slide 32.   If a teacher has more than one grade level in their classroom, there are ways to utilize instruction time so that it meets the needs of all students.

Essential Elements meeting the blueprint requirements can be thoughtfully and strategically combined in instructional units at the teacher's discretion and then assessed at the appropriate time following instruction throughout the fall window.

Slide 33.   The same set of ELA and/or mathematics Essential Elements taught and assessed during the fall window can be used for the spring window, or other Essential Elements from the blueprint can be chosen based on the teacher's professional judgment of the student's academic needs.

The student's progress report may be used at any time within the cycle to evaluate if additional instruction is needed or if the student is ready to move on to another linkage level or Essential Element.

Slide 34.   Several Essential Elements can be combined into one instructional unit. In this example, four Essential Elements are included in the lesson:

• Answer who and what questions to demonstrate understanding of details in a text.

• Associate details with events in stories from diverse cultures.

• Identify details in a text.

• Select a topic and write about it including one fact or detail.

Slide 35.   In this mathematics example, telling time is assessed in both grade 3 and 4. While grade 4 extends to telling time using an analog clock, a majority of the teacher's instruction on telling time can be taught to students in both grade levels.

Slide 36.   To utilize the Planner as a planning tool for integrating instruction and assessment as demonstrated on the Student View Page, the entire blueprint for ELA or mathematics is available. This enables the selection of multiple Essential Elements for instruction and assessment at one time.

Slide 37.   Thank you for viewing this instructionally embedded helplet to learn about the relationship between instruction and assessment and the tools available in the Kite system.