Dynamic Learning Maps® (DLM®) District and Building Administrator Training

Instructionally Embedded Model

1

Audience and Purpose

District and Building Administrators

- This training provides information about the
  - DLM system
  - eligibility
  - assessment delivery
  - monitoring resources

2

Overview

- core beliefs
- assessment design
- accessibility supports
- assessment delivery
- reports and resources

3

CORE BELIEFS

4

DLM Core Beliefs

- The DLM system provides accessibility by design with two main core beliefs:
  - All students should have access to challenging, grade-level content.
  - Test administrators should adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

5

Diverse Student Population

6

Instruction and Supports

7

ASSESSMENT DESIGN

8

DLM Subjects

- English language arts
  - grades 3-8 and high school
  - reading, writing
  - states choose the grade(s) in high school
- Mathematics
  - grades 3-8 and high school
  - states choose the grade(s) in high school
- Science
  - grade bands 3-5, 6-8, and high school
  - states choose the grade(s) within each grade band

9

Standards: Essential Elements

- are learning targets for the assessments
- bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities
- link to grade-level standards in each state

10

DYNAMIC LEARNING MAPS

10

Sample ELA Blueprint

Grade 3: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	DESCRIPTION
ELA.C1.1	Choose at least three EEs, including at least one RL and one RI.	
	EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RL.3.2	Associate details with events in stories from diverse cultures.
	EE.RL.3.3	Identify the feelings of characters in a story.
	EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.
	EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RI.3.2	Identify details in a text.
	EE.RI.3.3	Order two events from a text as "first" and "next".
	EE.RI.3.5	With guidance and support, use text features including headings and key words to locate information in a text.
ELA.C1.2	Choose two EEs in C1.2 (L, RL or RI) – EEs must be from different strands, i.e. RL and L, not RL and RL.	
	EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.8	Identify two related points the author makes in an informational text.
	EE.L.3.5.a	Determine the literal meaning of words and phrases in context.
	EE.L.3.5.c	Identify words that describe personal emotional states.
ELA.C1.3	Choose at least one EE (RL or RI).	
	EE.RL.3.9	Identify common elements in two stories in a series.
	EE.RI.3.9	Identify similarities between two texts on the same topic.
ELA.C2.1	All students are assessed in both of these EEs through the writing assessment. In ITI, choose one Conventional EE or one Emergent EE. See Writing Testlet FAQ for more detail.	
	EE.W.3.2.a	Select a topic and write about it including one fact or detail.
	EE.W.3.4	With guidance and support produce writing that expresses more than one idea.

11

Linkage Levels

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

DYNAMIC LEARNING MAPS

12

Linkage Levels for ELA and Math

Linkage Levels	Complexity
Initial Precursor	least complex; foundational
Distal Precursor	knowledge and skills needed to reach the Target
Proximal Precursor	provides access to the Target
Target	aligns to content of the Essential Element
Successor	progresses beyond the Target

13

13

Linkage Levels for Science

Linkage Levels	Complexity
Initial	least complex
Precursor	more complex
Target	most complex; aligns with Essential Element

14

14

Testlets

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

15

15

Item Types

- Items types include
  - multiple-choice (most common)
  - sorting
  - matching
  - select text
- Item types vary depending on the linkage level of the testlet.

16

16

Testlet Types

- computer-delivered
- teacher-administered

17

17

Computer-Delivered Testlets

- administered directly to the student via computer
- designed to allow the student to interact independently with the computer
  - can use assistive technology
- are more common at upper linkage levels

18

18

Teacher-Administered Testlets

- Online content is for the test administrator.
- Test administrator sets up, delivers, and records responses.
- This type of testlet is common at the lower linkage levels.
- All writing testlets are teacher-administered.
- Science testlets may include picture response cards.

19

19

ASSESSMENT DELIVERY

20

20

Personal Learning Profile

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

21

21

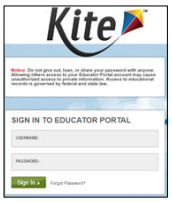
First Contact Survey and PNP Profile

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

22

22

Kite® Educator Portal



23

23

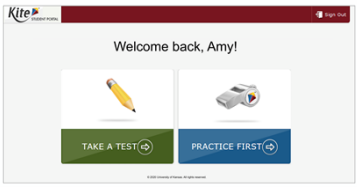
Educator Portal Contents

- Kite Educator Portal
  - student data
  - rosters
  - First Contact survey
  - Personal Needs and Preferences (PNP) Profile
  - Instruction and Assessment Planner

24

24

Kite Student Portal



Students use Student Portal to take their testlets.

25

25

Testlet Time

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

26

26

Considerations

- scheduling flexibility
- many allowable practices
- some practices not allowed
- check the ACCESSIBILITY MANUAL and TEST ADMINISTRATION MANUAL

27

27

Assessment Windows

- fall
- spring

28

28

Fall Window

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

29

29

Spring Window
ELA and Mathematics

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

30

30

Spring Window Science

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

31

31

DATA EXTRACTS AND REPORTS

32

32

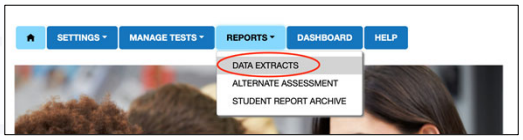
Extracts and Reports

- available in Educator Portal
  - under the Reports tab
- based on user role
  - district users = district-level reports
  - building users = building-level reports
  - teachers = student and class reports
- provided in CSV format for extracts
- provided in PDF format for reports

33

33

Data Extracts



34

34

Extracts Available

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

35

35

DLM Instructionally Embedded Monitoring Extract

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

36

36

New Extract!
Student Roster and First Contact Survey

- testing readiness
  - grade in which student is enrolled
  - all subjects in which the student is rostered
  - First Contact survey completion status
- Enrollment, Roster, and First Contact Survey extracts still available individually

37

37

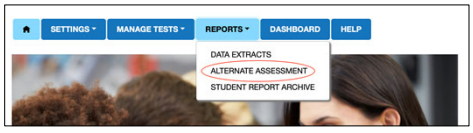
Student Roster and First Contact Survey

Grade	State Student Identifier	FCS Complete Date	ELA Educator	ELA Roster Indicator	Math Educator	Math Roster Indicator	Science Educator	Science Roster Indicator
9	1776140	9/17/2019	Rosie Pierce	Rostered	Not Rostered	Not Rostered	Not Rostered	Not Rostered
9	1776139	9/17/2019	Rosie Pierce	Rostered	Not Rostered	Not Rostered	Rosie Pierce	Rostered
9	1776141	10/25/2019	Rosie Pierce	Rostered	Rosie Pierce	Rostered	Not Rostered	Not Rostered
10	1776143	10/25/2019	Lou Derby	Rostered	Lou Derby	Rostered	Not Rostered	Not Rostered
10	1776144	Not Started	Not Rostered	Not Rostered	Not Rostered	Not Rostered	Not Rostered	Not Rostered
11	1776146	7/28/2020	Lou Derby	Rostered	Jenn Richards	Rostered	Jenn Richards	Rostered
11	1776145908	Not Started	Lou Derby	Rostered	Jenn Richards	Rostered	Jenn Richards	Rostered
12	1776150	Not Started	Jenn Richards	Rostered	Jenn Richards	Rostered	Jenn Richards	Rostered

38

38

Reports—Alternate Assessment



39

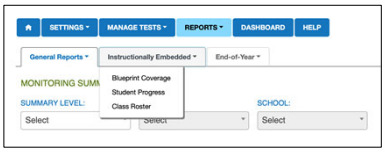
39

Reports—Monitoring Summary

40

40

Reports—
Blueprint Coverage, Student Progress, Class Roster



41

41

Blueprint Coverage Report

- indicates Essential Elements chosen for students (by teacher)
- documents when students have completed a testlet and if/when they have partially or fully met the blueprint requirements for each conceptual area

42

42

Student Progress Report

- summarizes a student's progress in each window
- is useful when planning or reviewing instruction for a student
- displays planned and assessed Essential Elements and linkage levels, the grade-level expectation (Essential Element), and whether the student has demonstrated mastery at that level

43

43

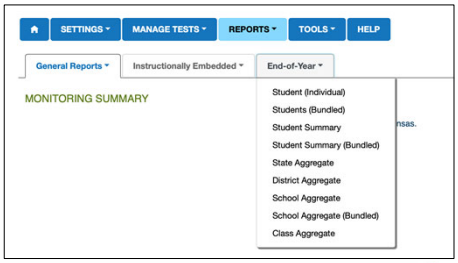
Class Roster Report

- displays most recent assessment and current instructional goals by Essential Element for one or more students on a roster

44

44

End-of-Year Reports



45

45

Individual Student Score Reports (ISRs)

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

46

46

ISRs (continued)

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

47

47

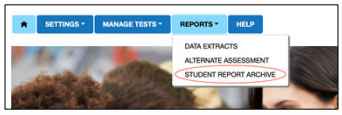
Aggregate Reports

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

48

48

Archived Reports



49

49

Summary of Extracts and Reports

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

50

50

Parent Resources

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

51

51

Additional Resources

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

52

52

Summary of Manuals

- Accessibility Manual
- Assessment Coordinator Manual
- Data Management Manual
- Educator Portal User Guide
- Technology Specifications Manual
- Test Administration Manual

53

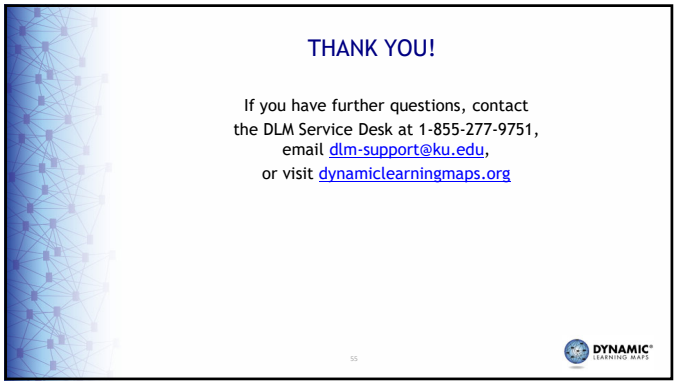
53

Conclusion

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

54

54


THANK YOU!
If you have further questions, contact
the DLM Service Desk at 1-855-277-9751,
email dlm-support@ku.edu,
or visit dynamiclearningmaps.org
55
DYNAMIC LEARNING MAPS

55