



**DLM® DISTRICT AND BUILDING  
ADMINISTRATOR TRAINING  
INSTRUCTIONALLY EMBEDDED  
TRANSCRIPT**

Slide 1. Welcome to the Dynamic Learning Maps® (DLM®) District and Building Administrator Training.

Slide 2. The District and Building Administrator Training for the DLM alternate assessment provides district and building administrators with information about the DLM system, eligibility, assessment delivery, and monitoring resources for the assessment.

Slide 3. This presentation is an overview of the DLM Alternate Assessment System and is especially for district and building administrators. By the end of this presentation, you will have a greater understanding of this assessment system for your state. You will know the core beliefs behind the DLM alternate assessments, the assessment design, accessibility supports, assessment delivery, and the reports and resources available to you.

Slide 4. We will first discuss the core beliefs behind the DLM alternate assessment.

Slide 5. The DLM assessment tests what students with the most significant cognitive disabilities know and can do in the DLM subject areas in grades 3–8 and high school. The DLM system provides accessibility by design and is guided by the core beliefs that all students should have access to challenging, grade-level content and that test administrators should adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

Slide 6. As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have one or multiple disabilities that affect intellectual functioning and adaptive behaviors. The DLM alternate assessment is designed for students for whom general education assessments, even with accessibility supports, are not appropriate.

Slide 7. Students taking the DLM alternate assessment often require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at a reduced depth, breadth, and level of complexity.

Slide 8. Next, let's look at the design of the DLM alternate assessment.

Slide 9. DLM alternate assessments are available for English language arts (in both reading and writing) and for mathematics in grades 3–8 and high school. The state determines which grades to assess in high school. For states that participate in science assessments, science is administered in grade bands: elementary, middle school, and high school. States choose the grade within each grade band to assess.

Slide 10. The DLM content standards are called Essential Elements and are the learning targets for the assessments. The purpose of the Essential Elements is to build a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities. Essential Elements are linked to grade-level standards in each state.

Slide 11. This is a sample of a DLM ELA blueprint for grade 3. The blueprint lists the Essential Elements available for testing within each subject area and grade. The Essential Elements for ELA and mathematics are organized into claims and conceptual areas. Science is organized by grade band into domains and core ideas.

During both the fall and spring windows, each student is expected to be assessed on the required number of ELA and mathematics Essential Elements from the DLM blueprints. The Essential Elements that are tested may vary depending on the Essential Elements selected by the test administrator for a particular student. In some instances, teachers may choose to assess their students on more than the required number of Essential Elements. Some states have varying blueprint coverage requirements.

Slide 12. Linkage levels denote the level of complexity for each Essential Element. The system's recommendation of the levels of complexity for a student is based on data the teacher enters in the system about the student but may be changed if the teacher chooses. Each testlet is designed to assess a particular linkage level. As linkage levels progress, the skills the student is asked to demonstrate become more complex.

Slide 13. English language arts and mathematics have 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 grade-level skills). Next, we will discuss the linkage levels for science.

Slide 14. Science has a total of three linkage levels, including two levels that lead up to the Target. Science does not have a Successor level at this time.

Slide 15. DLM alternate assessments are made up of a series of short assessments called testlets. Each testlet begins with an engagement activity and combines 3–9 items to increase the instructional relevance of the assessment. This method provides a better estimate of the students’ knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses a single Essential Element, except for writing testlets, which combine Essential Elements.

Slide 16. The item types may be multiple-choice, sorting, matching, or select text, depending on the linkage level. Single-select multiple-choice items are the most common.

Slide 17. The DLM alternate assessment has two types of testlets: computer-delivered and teacher-administered.

Slide 18. Computer-delivered testlets are the more common testlet type and are administered directly to the student via computer. These testlets are designed to allow students to interact independently with the computer using assistive technology as necessary. Computer-delivered testlets are more common at the upper linkage levels.

Slide 19. Teacher-administered testlets are delivered to the student outside of the Kite® system. The online content is for the test administrator, who sets up the assessment, delivers it, and then records the responses. Teacher-administered testlets are common at lower linkage levels. All writing testlets, no matter the complexity level, are teacher-administered. Teacher-administered science testlets at the Initial level are often accompanied by picture response cards, which should be printed in color.

Slide 20. The DLM alternate assessment is designed to be delivered in a way that is accessible to students with the most significant cognitive disabilities.

Slide 21. Test administration is designed to be personalized for each student. The Personal Learning Profile is a term used to describe the settings that allow the test administrator to personalize the system for each student. Together, a student’s First Contact survey and Personal Needs and Preferences (PNP) Profile settings provide each student with a customized testing experience.

Slide 22. Test administrators use the student’s Personal Needs and Preferences Profile settings to select the appropriate accessibility supports within the system, such as magnification and spoken audio, to tailor each student’s assessment experience based on the student’s individual needs.

Test administrators use the First Contact survey to enter information about expressive and receptive communication skills, content-specific skills, and other important information about the student. Some questions from the First Contact survey are used to determine a student's entry point into the assessment by recommending the appropriate linkage level for the first testlet.

Combined, these provide a balance of accessibility and challenge for the student.

Slide 23. The test administrator enters the student's First Contact survey and PNP Profile settings in Kite Educator Portal.

Slide 24. Educator Portal is the application educators use. It is accessed through a standard web browser. All data, such as the user, enrollment, and roster files, is entered in Educator Portal. Student assessments are personalized in Educator Portal by the settings chosen in the First Contact survey and PNP Profile. This is where test administrators access the Instruction and Assessment Planner used during both the fall and spring assessment windows to create student instructional plans. Later, we will discuss reports and extracts available for monitoring the assessment and receiving assessment results.

Slide 25. The other part of the Kite system used for DLM assessments is called Student Portal. It is the interface where students take testlets. Student Portal can be downloaded on desktops, laptops, iPads, and Chromebooks.

Slide 26. The time needed for each testlet varies depending on each student's unique needs. Most testlets take 5 to 15 minutes to complete. Writing testlets may take a little longer.

Slide 27. The DLM alternate assessment allows for flexibility during the testing experience with many allowable practices. These are listed in the ACCESSIBILITY MANUAL and the TEST ADMINISTRATION MANUAL. Practices that are not allowed are also listed in these manuals. These manuals provide direction for teachers and IEP teams to select the many available system supports for each student. These system supports are entered in Educator Portal.

Slide 28. Students are assessed within two windows: a fall window and a spring window.

Slide 29. The fall window dates for the consortium as a whole span early September to mid-December, and states may specify dates within that span or use the entire timeframe. ELA and mathematics are required to be assessed during the fall window. Each grade and subject has blueprint requirements that

specify the number of Essential Elements that must be assessed during the window. Each teacher uses the Instruction and Assessment Planner to select Essential Elements and linkage levels, plan and implement instruction based on those selections, and assign testlets for each student. A student is only assessed on an Essential Element after the teacher has provided instruction. Student performance contributes to a student's end-of-year results. On the other hand, assessing science during the fall window is optional. There are no blueprint requirements for science, and student performance on any science testlets taken during the fall do not contribute to a student's end-of-year results.

Slide 30. The spring window dates for the consortium as a whole span early February to mid-May. Again, states may specify dates within that span or use the entire timeframe. Assessing ELA and mathematics is required during the spring window, and the same blueprint requirements used for the fall window still apply to the spring window. The teacher again uses the Instruction and Assessment Planner to choose Essential Elements and linkage levels, plan and implement instruction based on those selections, and assign testlets for each student. The teacher may choose the same Essential Elements and linkage levels chosen for the fall window, different ones, or a combination thereof, as long as the blueprint requirements are met. Student performance on testlets taken during both the fall and spring windows contributes to a student's end-of-year score report.

Slide 31. Although optional for the fall window, assessing science is required during the spring window according to the grades in which a state assesses science. 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 testlet, which the teacher cannot change. The Kite system uses the student's First Contact survey to determine the linkage level for the student's first science testlet and adapts the linkage level for each subsequent testlet based on student performance. Student performance on science testlets taken during the spring window contributes to a student's end-of-year score reports.

Slide 32. Now that you have had an overview of the DLM core beliefs, assessment design, accessibility supports, and test delivery methods, you will learn how you can supervise and manage the assessment. The DLM Consortium provides several extracts and reports for that use. You can read in detail about these resources in the EDUCATOR PORTAL USER GUIDE, which also provides step-by-step

guidance on how to retrieve them. The next slides provide an overview of the most pertinent reports and extracts for monitoring testing.

Slide 33. Extracts and reports are available through 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 extracts and reports can be downloaded, saved, and printed as needed. Extracts are in CSV format but can be downloaded and saved as an Excel file if formatting changes are desired. Reports are in PDF format.

Slide 34. First, we will explore the extracts. Select the Reports tab from the menu, then select Data Extracts.

Slide 35. Among the list of extracts that may be of particular help is

- the Current Enrollment extract, which provides enrollment information for active students;
- the Blueprint Coverage Summary extract, which shows the percent of students who have met the blueprint requirements;
- the DLM Instructionally Embedded Monitoring extract, which will be discussed in more detail on the following slide;
- the First Contact Survey File extract, which lists the teacher responses for each question in each student's First Contact survey;
- the PNP Settings Counts and PNP Settings extracts, which include information about students' accessibility supports;
- the Roster extract, which shows student assignment to teachers for each subject;
- the Security Agreement Completion extract, which tells whether or not users have completed the security agreement;
- the Student Roster and First Contact Survey extract lists rostered students and the status of their First Contact survey to signal they are ready to be assessed;

- the Training Status extract, which tells whether or not users have completed their training; and
- the Users extract, which lists Educator Portal users and their roles.

Slide 36. The DLM Instructionally Embedded Monitoring Extract provides information about the amount of testing each student has completed during each assessment window. For ELA and mathematics, the extract shows the percentage of blueprint requirements each student has met overall for each subject and whether or not a student has met each blueprint requirement. Remember, blueprint requirements do not apply to science. For ELA, mathematics, and science, the extract shows the number of testlets each student has completed for each subject. Therefore, this extract is particularly helpful in ensuring all students complete all required assessments before the end of each window.

Slide 37. A new extract is now available regarding a student's readiness for testing. In order to be assessed, the student must be enrolled and rostered, and the student's First Contact survey must be completed. Previously, multiple extracts were used to convey these three pieces of information. Now this information can be reviewed in a single extract. As noted in bullet two, this information can still be extracted individually as well.

Slide 38. Here is a sample of the new extract reflecting the testing readiness of students in various stages. The extract may be sorted by any of the individual column variables.

Slide 39. For reports, select the Reports tab from the menu, then select Alternate Assessment.

Slide 40. The Monitoring Summary Report under the General Reports tab serves a similar purpose to the DLM Instructionally Embedded Monitoring Extract. The report can be filtered by district and school.

Slide 41. Under the Instructionally Embedded tab are Blueprint Coverage, Student Progress, and Class Roster reports. These reports provide another way of looking at the assessment administration data.

Slide 42. The Blueprint Coverage Report can be filtered by teacher to show the Essential Elements chosen for each student, when students have completed a testlet, and if or when they have partially or fully met the blueprint requirements for each conceptual area.

Slide 43. The Student Progress report summarizes a student's progress during each assessment window. Test administrators may find the report useful when planning or reviewing instruction for a student. The report displays the grade-level expectation (Essential Element), the linkage levels for that Essential Element, and if the student demonstrated mastery when assessed at a particular linkage level for an Essential Element.

Slide 44. The Class Roster report displays the most recent assessment and current instructional goals for one or more students on a roster.

Slide 45. Under the End-of-Year tab are individual, bundled, and summary reports as well as state, district, school, and class aggregate reports. These reports are for the previous school year, and a teacher will only have access to reports for students to whom they are currently rostered.

Slide 46. Student Score reports do not become available until the spring window has closed. Each state determines which user roles have permission to view the reports. These are summative reports, providing student reports for the year.

Slide 47. Individual Student Score Reports provide results for the year. Each report is comprised of a Performance Profile and a Learning Profile. Resources are available on the DLM website about how to understand the score reports and how to explain them to parents and guardians.

Extracts and reports are described in detail along with screen shots and directions for access in the [EDUCATOR PORTAL USER GUIDE](#).

Slide 48. The Aggregate Report summarizes the testing results across the district, school, or class in PDF format. The report provides the number of students tested by grade, subject, and performance level.

The Aggregate Reports are released based on user role. Therefore, district-level users have access to district reports, and building-level users have access to building reports.

Slide 49. Depending on state permissions, users may have the ability to access Individual Student Score Reports from previous years (beginning with 2015–2016). Test administrators will only have access to archived reports for students to which they are currently rostered. If a test administrator wants to view a report for a student to which they were previously rostered, but are not currently, they must contact their assessment coordinator.

Slide 50. Extracts and reports are available to help test administrators and district staff monitor the progress of testing in the district.

Additional extracts are described with screenshots and directions on how to access the resources in the EDUCATOR PORTAL USER GUIDE.

Slide 51. A Parent Interpretive Guide and a Parent Cover Letter for Score Reports are available. In addition, some parents and guardians will be interested to know that they are able to download Student Portal onto a home computer and use the practice activities and released testlets. Educators and families alike may want to know about the other resources available to them as they assist their students.

Slide 52. Educators, parents, and guardians can access additional resources to support student learning on the [professional development site](#), which is facilitated by DLM partners at the University of North Carolina at Chapel Hill. This site includes more than 50 instructional modules. The site also has a variety of instructional resources, including [books](#) parents can read with their student, [writing tools](#) if a student cannot use a standard pencil or computer keyboard, and [communication supports](#) if a student struggles to use speech to communicate. Parents can also join a virtual community of practice to interact with other families and post questions to the DLM professional development team.

Slide 53. For more specific information about testing and the DLM assessment system, see the manuals on your state's DLM webpage.

- The ACCESSIBILITY MANUAL provides guidance on the selection and use of accessibility features.
- The ASSESSMENT COORDINATOR MANUAL supports district and building staff to prepare for and monitor assessments.
- The DATA MANAGEMENT MANUAL supports data managers with managing user, student, and roster data in Educator Portal.
- The EDUCATOR PORTAL USER GUIDE provides guidance and support for users navigating Educator Portal.
- The TECHNOLOGY SPECIFICATIONS MANUAL supports technology personnel in preparing schools for the technology needs of the DLM assessment.

- The TEST ADMINISTRATION MANUAL supports test administrators in preparing themselves and students for the DLM assessment.

Slide 54. The Dynamic Learning Maps alternate assessment is designed for students with the most significant cognitive disabilities to enable them to better demonstrate what they know, understand, and can do academically in relationship to the Essential Elements, which are the standards aligned to the grade-level content standards but at a reduced depth, breadth, and level of complexity. The DLM assessments have accessible content, accessible design, and accessible delivery.

Slide 55. Thank you for viewing the DLM District and Building Administrator Training. If you have further questions, contact the DLM Service Desk at 1-855-277-9751, email [d1m-support@ku.edu](mailto:d1m-support@ku.edu) or visit [dynamiclearningmaps.org](http://dynamiclearningmaps.org).