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Welcome to the DLM District and Building Administrator Training.

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The District and Building Administrator Training for the Dynamic Learning Maps® (DLM®) alternate assessment provides district and building administrators with information about the DLM system, eligibility, assessment delivery, and monitoring resources for the assessment.

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This presentation is an overview of the Dynamic Learning Maps® (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, as well as the reports and resources available to you.

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We will first discuss the core beliefs behind the Dynamic Learning Maps alternate assessment.

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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.

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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.

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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 reduced depth, breadth, and level of complexity.

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

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Dynamic Learning Maps 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.

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The DLM content standards for all three subject areas are called Essential Elements and are the learning targets for the assessments. The Essential Elements build a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities.

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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 the instructionally embedded assessment window, each student is expected to be assessed on a minimum number of ELA and mathematics Essential Elements from among all available. 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 minimum number of required Essential Elements. Some states have varying minimum blueprint coverage requirements.

Later in this presentation, we will cover the Essential Elements tested during the spring assessment window.

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Linkage levels, which designate levels of complexity, are applied to Essential Elements. The system's recommendation or assignment of the level of complexity for a student is based on data about the student entered in the system by the student's teacher. 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. Next, we will discuss the linkage levels for the subject areas.

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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).

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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.

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DLM alternate assessments are made up of a series of testlets. Each testlet begins with an engagement activity and combines three to nine 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 only assesses one Essential Element at one linkage level. The exception to this is writing testlets, which assess more than one Essential Element. During the instructionally embedded assessment window, different students are assessed on different linkage levels depending on their previous performance and their teacher's choice.

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Following the engagement activity, the student receives 3–9 items. 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.

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

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Computer-delivered testlets are the most common testlet types 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.

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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.

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

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Test administration is designed to be personalized for each student. The Personal Learning Profile is a term used to describe the settings in Educator Portal that allow the test administrator to personalize the system for each student. Together, a student's First Contact survey and Access Profile settings provide each student with a customized testing experience.

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Test administrators use the student's Access 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 their individual needs.

Test administrators use the First Contact survey in Educator Portal 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 assigning the appropriate linkage level for the first testlet. Combined, these provide balance of accessibility and challenge for the student.

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The test administrator enters the student's First Contact survey and Access Profile settings in Educator Portal.

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Educator Portal is the application that educators use. It may be accessed through a standard web browser. All data is entered in Educator Portal, such as the user, enrollment, and roster files. Student assessments are personalized in Educator Portal by the settings chosen in First Contact survey and Access Profile. This is where test administrators access the Instructional Tools Interface (ITI) used during the required instructionally embedded assessment window to create student instructional plans. Later, we will discuss reports and extracts available in Educator Portal for monitoring the assessment and receiving assessment results.

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

Students can take practice activities and released testlets prior to taking operational testlets.

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The time needed for each testlet varies depending on each student's unique needs. These times are suggestions on how long a testlet might take to complete during an assessment. The times are based on test administrator feedback and statistical data in the system. Suggested administration times are 10–15 minutes for each reading and writing testlet, and 5–10 minutes for each mathematics and science testlet.

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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 should be avoided 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.

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Students are assessed within two windows.

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The instructionally embedded assessment window is the first of the two required assessment windows, and it occurs during the fall and winter months. During this window, teachers provide instruction and then deliver testlets to students. The testlets are designed to be instructionally relevant. The number of testlets administered during this window can vary, but the intention is for the student to have received instruction over their state's ELA and mathematics blueprint requirements. The test administrator chooses the Essential Element to be assessed. The system recommends a linkage level for each Essential Element, but the test administrator can override the recommendation.

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The second required window is the spring assessment window, which opens for the consortium from mid-March through the first week of June, with states selecting their own window within the consortium dates. Each student completes a unique combination of testlets across multiple Essential Elements. An educator with several students in the same grade may see some similar testlets, but typically students do not receive the same testlets.

Students are assessed on the same five Essential Elements in ELA and five in mathematics that were tested during the instructionally embedded assessment window. In science, students are assessed on nine Essential Elements. However, during the spring assessment window, the system selects the Essential Elements and assigns the linkage level, and the test administrator cannot override the system assignments.

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The DLM alternate assessment delivery is adaptive, adjusting the linkage level based on how a student performs on each testlet. The system delivers one testlet at a time in each subject. After the student takes the first testlet in a subject area, the system scores the testlet, and then delivers the next appropriate testlet. This adaptive process could take up to 15 minutes.

The second testlet is then assigned based on the additional information gained from the first testlet. The system selects each subsequent testlet based on the student's recent performance on the previous testlet in the subject.

Since each testlet is packaged and delivered separately, the test administrator determines when to schedule each testlet within their state's larger spring assessment window.

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Now that you have had an overview of the DLM core beliefs, assessment design, accessibility supports, and assessment delivery methods, you will learn how you can supervise and manage the assessment. The DLM Consortium provides several reports and extracts 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.

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

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The Monitoring Summary report summarizes student assessment completion information at school, district, or state levels. During the required instructionally embedded window, the report shows the number of plans created, number of testlets started, and number of testlets completed. During the spring assessment window, the report shows the number of testlets in progress and the number of required testlets completed. This report is helpful to test administrators as well as district or building staff who are monitoring assessment progress in their district or building.

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The Blueprint Coverage report is available during the required instructionally embedded assessment window and allows users to monitor how well a student's assessments cover the blueprint for the subject area and grade. The report indicates whether a student has fully or partially met each blueprint criterion and displays the student's testlet activity for each of the Essential Elements. Students may be grouped by teacher or by grade and subject.

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The Student Progress report summarizes a student's progress during the required instructionally embedded assessment window, but will not display any testlet delivered during the spring assessment window. Test administrators may find the report useful when planning or reviewing instruction for a student. The report displays the conceptual area or domain that has been planned or has been tested, the grade-level expectation (Essential Element), the linkage levels

for that Essential Element, and when a student was assessed at a particular linkage level for an Essential Element, if the student demonstrated mastery.

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The Class Roster report displays the most recent assessment and current instructional goals for one or more students on a roster. The information is only valid for the required instructionally embedded assessment window.

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The DLM Test Administration Monitoring extract allows users to track when a student is finished with spring assessments. This extract includes the number of testlets confirmed, in progress, and completed by a student during the instructionally embedded window. Testlet counts are included for each subject, so a student may appear on more than one line in the extract.

This extract has two subsections: Instructional and End-of-Year. The Instructional dates apply to the four columns of Instructional testlets administered during the required instructionally embedded assessment window. The End-of-Year dates apply to the four columns of End-of-Year testlets delivered during the spring assessment window. A column for field test testlets is also included in this report.

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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.

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Student Score reports do not become available until the spring assessment window has closed. Each state determines which user roles have permission to view the reports. These are summative reports providing student combined results from both assessment windows.

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The results from the ELA and mathematics testlets taken during the instructionally embedded assessment window along with the results from the spring assessment window are factored together into the students' final end-of-year Individual Student Score Reports. The final end-of-year Individual Student Score Report for science results are only from the spring assessment window. This report will contain both a Performance Profile and a Learning Profile for each

subject area. Resources are available on the DLM website about how to understand the score reports and how to explain them to parents and guardians.

Extracts are described in detail along with screen shots and directions for access in the Educator Portal User Guide.

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The Aggregate report summarizes the testing results across the state, 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, state-level users have access to state-level reports, district-level users have access to district-level reports, and so on.

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Reports and extracts are available to help test administrators and district staff monitor the progress of testing in the district. In addition, district and building staff often need to provide parents and guardians with helpful assistance for understanding the testlets administered to their students.

Additional reports and extracts are described in detail along with screen shots and directions on how to access the resources in the Educator Portal User Guide.

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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 KITE Client onto a home computer and use the practice activities and released testlets. Additionally, educators and families alike may want to know about the other resources available to them as they assist their students.

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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 50 instructional modules, 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 Dynamic Learning Maps professional development team.

The Dynamic Learning Maps consortium is dedicated to providing students with access to challenging, grade-level content for assessments based on this challenging content at a level of complexity appropriate for each student.

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For more specific information about testing and the DLM assessment system, see the manuals on your state's DLM webpage, beginning with the Accessibility Manual for all the supports available for students, the Test Administration Manual for how to deliver the assessment, and the Educator Portal User Guide for steps and guidance on how to use Educator Portal and KITE Client and access reports and extracts.

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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.

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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 dlm-support@ku.edu, or visit dynamiclearningmaps.org.