



Spring 2023 Dynamic Learning Maps®  
(DLM®) Alternate Assessment for  
Maryland

© 2023 Accessible Teaching, Learning, and Assessment Systems (ATLAS),  
the University of Kansas



1

---

---

---

---

---

---

---

---

1

### Topics

- Overview of Maryland’s DLM assessment
- Assessment design and delivery
  - Necessary steps for a student to be assessed
- Required Test Administrator Training
- Roles and resources
- Data extracts and reports
- Scoring and reporting
- Contacting the DLM Service Desk
  - Allowable personally identifiable information (PII) sharing



2

---

---

---

---

---

---

---

---

2

## OVERVIEW OF MARYLAND’S SPRING 2023 DLM ASSESSMENT



3

---

---

---

---

---

---

---

---

3

### Maryland Spring 2023 Assessment Window

- March 13, 2023, to May 19, 2023
- Data cleanup before and during the window
- Testlets will not be delivered before the assessment window start date




4

---

---

---

---

---

---

---

---

### Subjects and Grades Assessed (1)

- 2022-2023 Maryland Assessment Requirements

Grade	ELA	Mathematics	Science
3	Yes	Yes	No
4	Yes	Yes	No
5	Yes	Yes	Yes
6	Yes	Yes	No
7	Yes	Yes	No
8	Yes	Yes	Yes
9, 10	No	No	No
11	Yes	Yes	Yes (Biology)



5

---

---

---

---

---

---

---

---

### Subjects and Grades Assessed (2)

- New for the 2022-2023 school year, students can only be enrolled in Educator Portal for the required grade levels identified by the Maryland State Department of Education (MSDE).



6

---

---

---

---

---

---

---

---

### Required Test Administrator Training (1)

- All test administrators must complete the training
- New Teachers: eight modules with post-tests for new test administrators
- Returning Teachers: one self-directed module with a post-test for returning test administrators
- Two **optional** modules for both new and returning test administrators

7



---

---

---

---

---

---

---

---

### Required Test Administrator Training (2)

- Offered in an online self-directed format or facilitated format
- Must have an active Educator Portal account
- Completion tracked in the Training Status data extract in Educator Portal

8



---

---

---

---

---

---

---

---

### ASSESSMENT DESIGN

9



---

---

---

---

---

---

---

---

7

8

9

### Standards: Essential Elements

- Are the learning targets for the DLM assessments
- Provide a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities
- Align to states' grade-level standards

10



---

---

---

---

---

---

---

---

10

### Linkage Levels (1)

- Provide levels of complexity for each Essential Element
  - ELA and mathematics each have five linkage levels
  - Science has three linkage levels

11



---

---

---

---

---

---

---

---

11

### Linkage Levels (2)

- Designed so that academic content is accessible to the individual student—not too hard or too easy
- Used to assess the skills and knowledge in a testlet
  - Each testlet a student takes is aligned to one linkage level (except writing testlets, which combine Essential Elements and linkage levels).
  - The DLM system assigns the linkage level for each student based on information about the student in the system.

12



---

---

---

---

---

---

---

---

12

### Linkage Levels for ELA and Mathematics

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 and aligns with Essential Element

14



---

---

---

---

---

---

---

---

14

### ASSESSMENT DELIVERY

15



---

---

---

---

---

---

---

---

15

### Data Manager Responsibilities to Deliver the Assessment

- To gather, edit, and upload data in Educator Portal for
  - users: educators, test administrators, staff
  - enrollment: students
  - rosters: assigning students to educators
- Typically has the District Test Coordinator or Building Test Coordinator role in Educator Portal

16



---

---

---

---

---

---

---

---

16

### Teacher Responsibilities to Deliver the Assessment (1)

- New teachers must activate their Educator Portal account using the activation email.
- All teachers must complete the security agreement in Educator Portal.

17



---

---

---

---

---

---

---

---

17

### Teacher Responsibilities to Deliver the Assessment (2)

- Complete Required Test Administrator Training in Moodle
- Complete each student's Personal Learning Profile (First Contact survey and Personal Needs and Preferences [PNP] Profile in Educator Portal)
- Plan and deliver assessment to student in Student Portal

18



---

---

---

---

---

---

---

---

18

### Remote Testing

- Remote testing is not permitted for the 2023 spring DLM assessment.
- DLM assessments can only be administered in a secure school environment.



19

---

---

---

---

---

---

---

---

19



### Kite® Suite

- Educator Portal = where test administrators, assessment coordinators, and data managers enter information, obtain student usernames and passwords, and view reports
- Student Portal = where students take their testlets



20

---

---

---

---

---

---

---

---

20

### Personal Learning Profile (1)

- First Contact survey = determines the linkage level of a student's first testlet in each subject
- Personal Needs and Preferences (PNP) Profile = support features the student will need during the assessment
- Both are accessed in the student's profile in Educator Portal



21

---

---

---

---

---

---

---

---

21

### Personal Learning Profile (2)

22

---

---

---

---

---

---

---

---

22

### Personal Learning Profile (3)

23

---

---

---

---

---

---

---

---

23

### Testlets

- Testlets are short assessments that comprise the assessment.
- The number of testlets varies by grade and subject.
- Each testlet begins with an engagement activity followed by items.
- Each testlet includes 3-9 conceptually-related items.
- A student typically takes 5-15 minutes to complete a single testlet.

24

---

---

---

---

---

---

---

---

24

### Writing Samples

- Maryland has opted to allow test administrators to upload writing samples.
- Writing samples are collected in Educator Portal during the length of the state’s testing window.
- Writing samples can only be uploaded using a direct link that is available to the student’s test administrator.



25

---

---

---

---

---

---

---

---

### Special Circumstance Codes

- Contact Lauren Taylor at MSDE if you need a special circumstance code entered for a student.
- Codes Maryland uses:
  - 03454 (medical waiver)
  - 13813 (chronic absences)
  - 13821 (cheating)
  - 13836 (teacher cheating or misadministration)
  - 09999 (other)
  - 20203 (student wasn’t eligible for testing due to COVID-19)



26

---

---

---

---

---

---

---

---

## RESOURCES



27

---

---

---

---

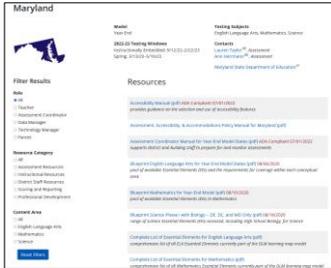
---

---

---

---

### Locating Maryland Resources on the DLM Website



- All DLM resources can be found on Maryland’s DLM webpage
- Use filtering options on the left panel to locate related documents faster
- Links to DLM Professional Development website and scoring and reporting documents

---

---

---

---

---

---

---

---

---

---

28

### Resources for Teachers on the DLM Website

- Maryland DLM webpage—Teacher filter
- Manuals
  - TEST ADMINISTRATION MANUAL
  - ACCESSIBILITY MANUAL
  - EDUCATOR PORTAL USER GUIDE
- Educator Resource Page
  - Test blueprints and Currently Tested Essential Elements
- Helplet videos
- Released Testlets and Practice Activities
- Professional development modules



29

29

---

---

---

---

---

---

---

---

---

---

### Resources for Technology Personnel on the DLM Website

- Maryland DLM webpage—Technology Manager filter
- Manuals
  - Kite Suite Technology Requirements
  - TECHNOLOGY SPECIFICATIONS MANUAL
- Kite Suite link
  - Kite system status
  - Supported platforms
  - Installation instructions
  - Troubleshooting Kite upload errors



30

30

---

---

---

---

---

---

---

---

---

---

**Resources for Test (Assessment) Coordinators on the DLM Website (1)**

- Maryland DLM webpage—Assessment Coordinator filter
- Manuals
  - ASSESSMENT COORDINATOR MANUAL
  - ACCESSIBILITY MANUAL
  - Guide to DLM Required Test Administrator Training
  - TEST ADMINISTRATION MANUAL
  - EDUCATOR PORTAL USER GUIDE

31



---

---

---

---

---

---

---

---

31

**Resources for Test (Assessment) Coordinators on the DLM Website (2)**

- District staff training resources
  - Recorded trainings
  - Helplets
- Test blueprints
- Scoring and reporting resources

32



---

---

---

---

---

---

---

---

32

**Resources for Data Managers on the DLM Website**

- Maryland DLM webpage—Data Manager filter
- Manuals
  - DATA MANAGEMENT MANUAL
  - EDUCATOR PORTAL USER GUIDE
- Templates
  - State Organizational Table
  - Upload Templates

33



---

---

---

---

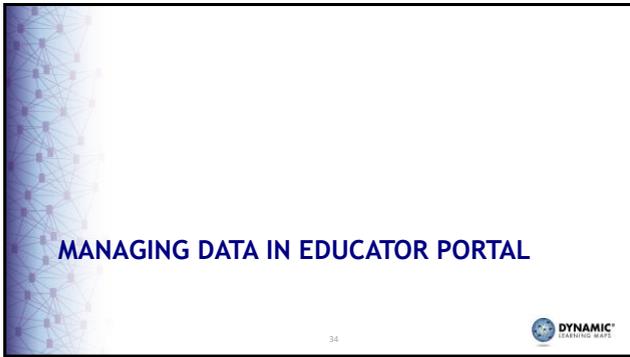
---

---

---

---

33



34

---

---

---

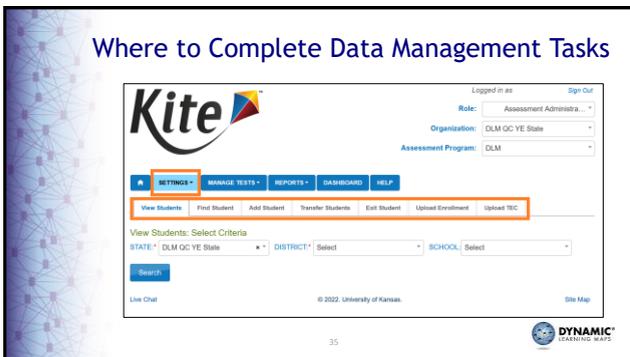
---

---

---

---

---



35

---

---

---

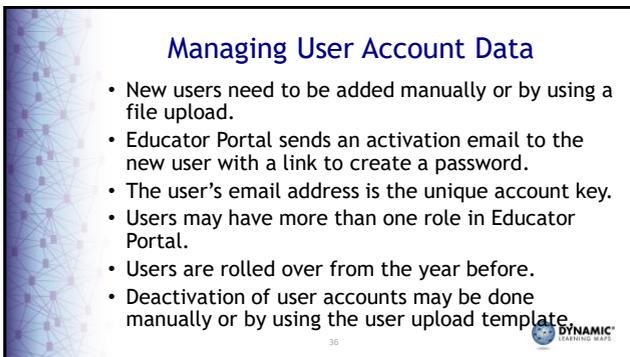
---

---

---

---

---



36

---

---

---

---

---

---

---

---

### Add User Accounts

- Add User: manually add a few users
- Upload Users: add users with an upload template



The screenshot shows the Kite Learning Maps dashboard. At the top right, there is a user profile section with fields for 'Logged in as', 'Role', 'Organization', and 'Assessment Program'. Below this is a navigation bar with buttons for 'SETTINGS', 'MANAGE TESTS', 'REPORTS', and 'HELP'. At the bottom left of the dashboard, there are three buttons: 'View Users', 'Add Users', and 'Upload Users'. The 'Add Users' button is circled in red.

37 

37

---

---

---

---

---

---

---

---

---

---

### Edit User Accounts

- Common changes for users include
  - organization assignment
  - name
  - email address
  - add or remove roles
- Manually edit when a few users need changes.
- Use the upload template when more than a few users need changes.
  - Updated information only affects users in the upload.

38 

38

---

---

---

---

---

---

---

---

---

---

### Resending the Account Activation Email to Users

- The most common reasons the Kite activation email would need to be resent
  - A user did not receive the email because the address was incorrect, the email went to a spam folder, or firewall issues prevented the email's delivery.
  - The user did not activate the account within 20 days of receiving the email.
  - The user deleted the account activation email not knowing what it was.

39 

39

---

---

---

---

---

---

---

---

---

---

### Deactivate or Activate User Accounts

- When to deactivate a user
  - User leaves district
  - User role no longer requires access to student data
- When to reactivate a user
  - User who was deactivated needs access to student data



40

40

---

---

---

---

---

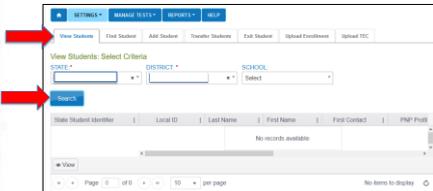
---

---

---

### View Students

- See all students in an organization as allowed by user role permissions.



41

41

---

---

---

---

---

---

---

---

### Adding Students (1)

- All students required to take the DLM assessment in 2023 need to be added to Educator Portal
- When only a few students need to be added—do so manually
- When several students need to be added—use an upload template
- LSSs and LEA 24 schools should validate student demographics against USIS each year prior to testing
  - SASID
  - First, middle, and last names
  - Date of birth



42

42

---

---

---

---

---

---

---

---

### Adding Students (2)

43

---

---

---

---

---

---

---

---

43

### Edit a Student

- Common changes to student data include
  - school
  - grade
  - demographic information
- Manually edit when a few students need changes.
- Use the upload template when more than a few students need changes.
  - The upload will only update information for students in the upload.

44

---

---

---

---

---

---

---

---

44

### Exit a Student

- A student must be exited when the student is
  - leaving Maryland
  - leaving the district or LEA with an unknown destination
  - no longer taking the DLM alternate assessment
- For accountability purposes, exiting is **not** applicable to students who are remote and cannot test.
- Exits can be done manually or using the Test, Exit, Clear (TEC) upload.

45

---

---

---

---

---

---

---

---

45

### Transferring a Student

- A student may be transferred manually, or several students may be transferred using CSV upload templates.
- A test coordinator can transfer a student between schools within the same district.
- Contact MSDE to transfer a student between districts.
- Student data is not lost when a student is transferred.



46

---

---

---

---

---

---

---

---

### Managing Roster Data (1)

- Rosters connect a student to a teacher in a subject area.
- Districts, LEAs, and schools can roster students.
- New students can be added to an existing roster.
- The teacher on a roster can be changed.
- When all students are removed from a roster, the roster is removed from the system.



47

---

---

---

---

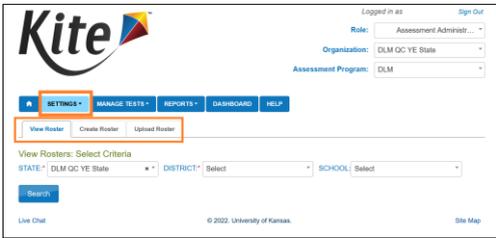
---

---

---

---

### Managing Roster Data (2)





48

---

---

---

---

---

---

---

---

### Rostering Students (1)

- Rosters may be created manually or with an upload.
- Students must be rostered once for each subject area.


- Consider a standard naming convention.
  - For example, teacher's last name, teacher's first name, subject

49



---

---

---

---

---

---

---

---

49

### Rostering Students (2)

- Students can only be on one roster for a subject.
  - A warning message will appear if attempting to add a student to a roster while the student is already on a roster for the same subject.
  - The student will be removed from the old roster and placed on the new roster if the process continues.

50



---

---

---

---

---

---

---

---

50

### Rostering Students (3)

- Rostering for high school biology
  - High school students required to take the science assessment will need to be rostered separately from elementary and middle school students for science.
  - When rostering for high school biology, you will need to select **biology** as the course.

51



---

---

---

---

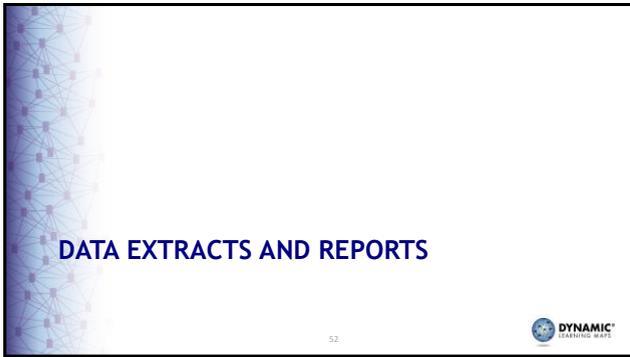
---

---

---

---

51



52

---

---

---

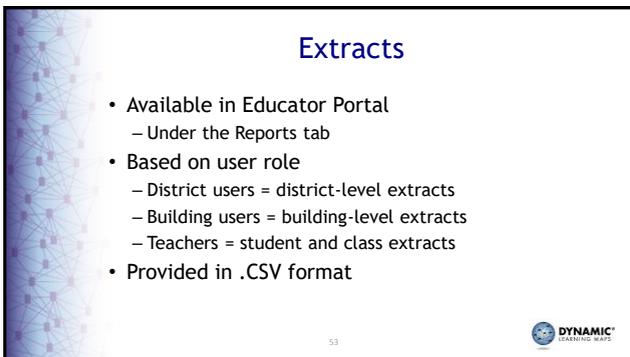
---

---

---

---

---



53

---

---

---

---

---

---

---

---



54

---

---

---

---

---

---

---

---

### Current Enrollment Extract

- Current enrollment information for active students within your organization, including
  - accountability district and school
  - attendance district and school
  - student name
  - student grade
  - student demographic information
- ★ NEW: updated column names for consistency and reordered columns

55



---

---

---

---

---

---

---

---

55

### DLM Test Monitoring Extract

- Tracks completion of assessments in the spring by student, including
  - number of end-of-year testlets not started
  - number of end-of-year testlets completed
  - number of testlets required
- ★ NEW: updated column names and new Educator\_Email\_Address column added

56



---

---

---

---

---

---

---

---

56

### First Contact Survey File Extract

- Information for each student in your organization, including
  - all the responses selected on the First Contact survey
  - if the First Contact survey is not started, in progress, ready to submit, or submitted
  - date and name of last person who modified the First Contact survey for the student

57



---

---

---

---

---

---

---

---

57

### PNP Settings Count Extract

- Number of students in your organization for which a particular PNP feature has been selected

58



---

---

---

---

---

---

---

---

58

### PNP Settings Extract

- Information for each active student in your organization, including
  - student name, school, district, and grade
  - PNP Profile selections
  - date and name of last person who modified the settings

**Note: If a student does not appear on the extract, no PNP Profile settings have been selected.**

59



---

---

---

---

---

---

---

---

59

### Roster Extract

- Students rostered by teacher, including
  - roster name
  - teacher name
  - student name and grade

★ NEW: updated column names and new Extract\_Educator Email\_Address column

60



---

---

---

---

---

---

---

---

60

### Security Agreement Completion Extract

- Lists each user and if the user has accepted the security agreement
  - A teacher who has not accepted the terms of the security agreement will not have access to Educator Portal
- ★ NEW: User\_Status column added

61




---

---

---

---

---

---

---

---

61

### ★NEW: TIP Access Extract

- Details on when a Testlet Information Page (TIP) sheet was last accessed, including
  - on-demand file
  - student demographic information
  - testlet information (status, date)
  - name of user who last accessed the TIP
  - date the TIP was accessed

62




---

---

---

---

---

---

---

---

62

### Training Status Extract

- Determines if users enrolled in Required Test Administrator Training completed the training and provides details including
  - username and roles
  - school and district
  - type of training
  - if the user has completed the training
- ★ NEW: updated column names and new Educator\_Identifier column

**NOTE: A teacher cannot access testlets in the spring assessment window if Required Test Administrator Training is not complete.**

63




---

---

---

---

---

---

---

---

63

### User Extract

- Provides Educator Portal users and their role(s) in your organization and the user account status
  - Active: user has an activated account
  - Pending: user is in the system but has not activated the account
  - Inactive: user rights have been removed
- ★ NEW: updated column names for consistency

64



---

---

---

---

---

---

---

---

64

### Student Roster and First Contact Survey Status Extract

- Provides testing readiness information in one extract, including
  - grade
  - roster information
  - First Contact survey status and completion date
- ★ NEW: updated column names and new columns with educator information added

65



---

---

---

---

---

---

---

---

65

### Data Verification and Revisions (1)

- Data cleanup is the responsibility of all users.
- Test coordinators should verify accuracy of data and make changes as necessary.
- Data changes can be made anytime before or during the assessment window.

66



---

---

---

---

---

---

---

---

66

### Data Verification and Revisions (2)

- Data cleanup means asking the following questions.
  - Is every student in the right district?
  - Is every student in the right building?
  - Is every student rostered to the right teacher?
  - Do any students appear who will not be taking the DLM alternate assessment?
  - Does the student have a valid SSID?
  - Is every student rostered to the correct subject(s) based on their grade level?

67



---

---

---

---

---

---

---

---

67

### SCORING AND REPORTING

68



---

---

---

---

---

---

---

---

68

### Locating Score Reports (1)



69



---

---

---

---

---

---

---

---

69



## Score Report Overview (2)

- The student's performance in a subject is based on the number of skills mastered in relation to the total number of skills covered in the assessment.
- This data, along with other student data, provides teachers with information to plan for instruction.



73

---

---

---

---

---

---

---

---

## Overall Results (1)

REPORT DATE: 04-19-2022 Individual Student End-of-Year Report  
 SUBJECT: English Language Arts Performance Profile 2021-2022

NAME: Student DLM DISTRICT ID: DLM District  
 DISTRICT: DLM District STATE: DLM State  
 SCHOOL: DLM School

**Overall Results**

Grade 10 English language arts allows students to show their achievement in 70 skills related to 14 Essential Elements. Student has mastered 10 of those 70 skills during Spring 2022. Overall Student's mastery of English language arts fell into the first of four performance categories: **emerging**. The specific skills Student has and has not mastered can be found in Student's Learning Profile.



- The Overall Results section explains the total number of skills that could be mastered based on the number of Essential Elements expected for this grade and subject.
- Skills demonstrated during this assessment provide only one piece of evidence about what the child knows and can do.
- Results are not a raw score or the number of items the student got correct.



74

---

---

---

---

---

---

---

---

## Overall Results (2)

- When talking to parents about overall results
  - provide examples of Essential Elements
  - provide academic examples of skills, which can be found in the mini-maps for each Essential Element
- Essential Elements relate to what is being taught to grade-level peers.
- Essential Elements are located on Maryland's DLM webpage.
- DLM does not provide a raw score.



75

---

---

---

---

---

---

---

---

### Performance Profile (1)

**EMERGING:** The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

**APPROACHING:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

**THE TARGET:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **at target**.

**AT TARGET:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **at target**.

**ADVANCED:** The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

**Area**

Bar graphs summarize the percent of skills mastered by area. Not all students test on all skills due to availability of content at different levels per standard.

ELA.C1.2: Construct Understandings of Text



100%  
Mastery 4 of 4 skills

ELA.C1.3: Integrate Ideas and Information from Text



75%  
Mastery 2 of 3 skills

Page 1 of 2

For more information, including resources, please visit <https://dynamiclearningmaps.org/sites>. If the capacity of these graphs is not sufficient for a student's performance, the user needs to consult a data platform without automatic "Open as Learning Map" in a browser of The University of Texas.

- The Performance Profile provides information about the student's overall results.
- Bar graphs in the Area section indicate the percent of skills mastered by area.

---

---

---

---

---

---

---

---

---

---

76

### Performance Profile (2)

**NAME:** Student DLM      **DISTRICT ID:** DLM District  
**DISTRICT:** DLM District      **STATE:** DLM State  
**SCHOOL:** DLM School

**Performance Profile, continued**

ELA.C2.1: Use Writing to Communicate



25%  
Mastery 1 of 4 skills

ELA.C2.2: Integrate Ideas and Information in Writing



75%  
Mastery 3 of 4 skills

More information about Student's performance on each of the Essential Elements that make up the Areas is located in the Learning Profile.

- Conceptual areas are made up of groups of related Essential Elements.
- The conceptual areas can help identify broad areas of strengths and needs within the subject.
- This information may be useful in setting goals for the coming year and for guiding instruction.

---

---

---

---

---

---

---

---

---

---

77

### Performance Profile (3)



- When talking to parents about the performance profile
  - explain that At Target means the student has met the grade-level standard
  - focus on the student's highest level of mastery
- If parents/guardians are concerned about low performance, remind them that sometimes students demonstrate skills during the instruction but not during the assessment.

78



---

---

---

---

---

---

---

---

---

---

78

### Learning Profile (1)

- The Learning Profile shows the student’s mastery of certain skills, or levels, for each Essential Element.
- The narrative at the top of the Learning Profile outlines the number of Essential Elements and conceptual areas tested out of the number expected for the grade and subject.



79

---

---

---

---

---

---

---

---

---

---

### Learning Profile (2)

NAME: Student OLM DISTRICT: OLM District SCHOOL: OLM School DISTRICT ID: OLM District STATE: OLM State

Area	Essential Element	Extended Mastery Level				
		1	2	3	4 (Target)	5
ELA.C1.2	ELA.C1.2.A.1	Understand difference of perspective	Identify an author's point	Identify the evidence for a claim	Analyze an argument and determine evidence for it	Determine how different perspectives or claims
ELA.C1.3	ELA.CE.R1.3.10.3	Understand integrated skills integration	Identify concrete details in a familiar story	Describe internal and external character traits	Predict how a character changes or changes	Identify changes in characters, settings, and events
ELA.C1.3	ELA.CE.R1.3.10.4	Identify event sequence	Identify the beginning and end of a story	Identify story elements that change	Identify details from chronological order in a text	Understand how structure influences meaning
ELA.C1.3	ELA.CE.R1.3.10.5	Identify actions in literary incidents	Determine what events cause that	Identify relationships between cause and effect	Determine the logical relationship between cause and effect	Identify how details shape events in a text
ELA.C2.1	ELA.CE.R1.3.10.6	Identify the two sides of an issue	Use textual evidence to support a claim	Represent the initial side of an issue with a claim	Identify logical relationships between supporting details and a claim	Identify how events contribute to an issue
ELA.C2.1	ELA.CE.R1.3.10.7	Produce a balanced message	Connect two or more words together when writing	Write a complete thought	Write grammatically correct simple sentences	Write grammatically correct compound sentences

Legend:   Levels mastered for grade   No evidence of mastery on this Essential Element   Essential Element not tested

For more information, including resources, please visit <https://www.dynamiclearningmaps.org/grades>. Page 2 of 3



80

---

---

---

---

---

---

---

---

---

---

### Learning Profile (3)

- When talking to parents about the Learning Profile
  - explain that the Target is the grade-level expectation for all students
  - talk about the green boxes, focusing on what skills the student was able to show during the assessment
  - provide examples of how the student demonstrates knowledge of this skill during instruction



81

---

---

---

---

---

---

---

---

---

---

### Mini-Maps (1)

- Mini-maps support instruction by providing the learning pathways students may take as they approach the Target-level Essential Element.
- Mini-maps give information about the knowledge and skills expected at each linkage level.
- Mini-maps are in the Currently Tested Essential Elements document on Maryland's DLM webpage.



82

82

---

---

---

---

---

---

---

---

---

---

### Mini-Maps (2)

Learning Outcome		Linkage Level Standard	Target Level Standard
<p><b>Learning Outcome:</b> <b>ELA.EE.RI.11-12.1</b>            Student E.L.S.            Reading Informational Text            Grade: 11-12</p>		<p><b>Linkage Level Standard:</b>            RI.11-12.1.1.1 Analyze a text to determine its meaning and its formal evidence to support explicit and implicit understanding.</p>	<p><b>Target Level Standard:</b>            RI.11-12.1.1.2 Cite strong and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
Linkage Level Descriptions			
Initial Assessment	Initial Assessment	Target	Transition
The student can identify concrete details, such as individuals, events, or ideas, in a linkage informational text.	After reading an informational text, the student can identify details from the text to answer questions about explicit information stated within the text.	After reading an informational text, the student can identify explicit details that imply unstated information and make correct inferences from the details.	The student can identify both the explicit and implicit meaning of an informational text by identifying specific details and connecting them within the text which support the overall meaning.

- Learning Outcome: used to understand the expectation for students with the most significant cognitive disabilities
- Linkage Level Descriptions: used to find knowledge, skills, and understandings related to the Essential Elements that are a good match for instruction

83

---

---

---

---

---

---

---

---

---

---

### Mini-Maps (3)

- Key Points
  - Mini-maps only show **some** knowledge, skills, and understandings.
  - Using student data along with mini-maps to inform instruction allows the student to move toward the Target level.
  - Mini-maps can be used in IEPs to document strengths and needs and inform possible goals.



84

84

---

---

---

---

---

---

---

---

---

---

### Making Connections

- Using score reports, classroom data, and other data for each student provides teachers with information about where each student is performing.
- Teachers will have other classroom and IEP data to add to information in the score report.
- Data helps teachers make decisions on providing high-quality instruction based on each student's unique needs.
- Using the mini-maps allows teachers to see the pathway toward the Essential Element and the knowledge and skills needed to move forward.



85

---

---

---

---

---

---

---

---

85

### Parents and Score Reports

- The [Talking to Parents about DLM Score Reports for Year-End Model](#) document will guide test administrators in helping parents understand the score reports for their students.
- This resource is provided on Maryland's DLM webpage.



86

---

---

---

---

---

---

---

---

86

### Instructional Resources

- Released Testlets
  - [Guide to Practice Activities and Released Testlets](#)
- Using Supporting (SP) and Untested (UN) Nodes
  - [Using Mini-Maps to Plan Instruction](#)



87

---

---

---

---

---

---

---

---

87

**DLM Score Report Resources for Year-End States**

- A series of short video presentations with information about score reports
- Helplet titles include
  - What do the DLM Alternate Assessments Measure?
  - What is Skill Mastery?
  - How Can Score Reports be Used?
- [Link to helplets](#)

88




---

---

---

---

---

---

---

---

88

**DLM SERVICE DESK**

89




---

---

---

---

---

---

---

---

89

**Protect Student Data Privacy**

- Please do not violate the Family Education Rights and Privacy Act (FERPA).
- In emails and live chat, do not include the student's
  - name
  - date of birth
  - social security number
- Email or live chat only the student's state identification number.

90




---

---

---

---

---

---

---

---

90

### DLM Service Desk Contact Information

- Phone: 855-277-9751 (toll-free)
- Email: [DLM-support@ku.edu](mailto:DLM-support@ku.edu)
- Live Chat in Educator Portal
  - testing environment issues
  - test administration issues
  - user account issues
  - student information issues

91



---

---

---

---

---

---

---

---

91

### Thank You!

- MSDE Contact Information
  - Contact Lauren Taylor with DLM assessment questions
  - Email: [lauren.taylor1@maryland.gov](mailto:lauren.taylor1@maryland.gov)

92



---

---

---

---

---

---

---

---

92