Spring 2024 Dynamic Learning Maps® (DLM®) Alternate Assessment for Maryland

1

This presentation provides information for test coordinators, data managers, and technology personnel for Maryland's Dynamic Learning Maps® (DLM®) spring 2024 alternate assessment.

OVERVIEW OF MARYLAND'S SPRING 2024 DLM ASSESSMENT

DYNAMIC® LEARNING MAPS

We'll begin by discussing an overview of Maryland assessment requirements for the spring 2024 DLM assessment.

Maryland Spring 2024 Assessment Window

- March 11, 2024, to May 17, 2024
- Data cleanup before and during the window.
- Testlets will not be delivered before the assessment window start date.

Maryland's spring DLM assessment window is March 11, 2024 through May 17, 2024. If you enrolled students prior to this training, it is recommended that data cleanup occur before the window opens but can continue throughout the window. Testlets will not be delivered in Student Portal prior to the window opening.

Subjects and Grades Assessed

- 2023–2024 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)

DYNAMIC LEARNING MAPS

Students should be enrolled and rostered according to Maryland's assessment requirements for the 2023–2024 school year. Grades 3–8 and 11 should be rostered for English language arts and mathematics. Grades 5, 8, and 11 should also be rostered for science. Grade 11 students should be rostered separately for biology.

KITE SUITE UPDATES

DYNAMIC® LEARNING MAPS

Data Extracts Overview

- Used to monitor various aspects of the assessment
- Accessed in Educator Portal via the Reports tab
  – Select the Data Extracts option
- Previously listed on a single page
  – Now organized into tabbed categories

DYNAMIC® LEARNING MAPS

These next slides highlight updates made to Educator Portal and Student Portal. Recall that data extracts are provided in Educator Portal to help monitor various aspects of the assessment. Extracts are found by selecting the Reports tab and then the Data Extracts option from the drop-down menu. Previously, all the data extracts were listed on a single page. Now, the extracts have been organized into tabbed categories so that the list of extracts under each tab are much shorter and related.

Student Information Tab
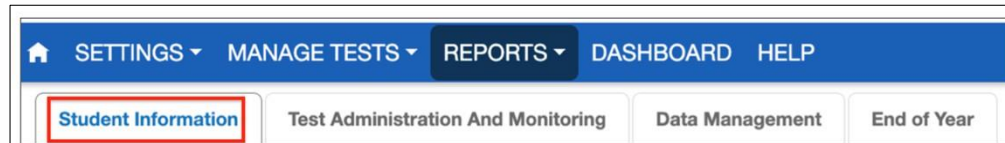
- Extracts included
  - Current Enrollment
  - First Contact Survey File
  - PNP Setting Counts
  - PNP Settings
  - Roster
  - Student Roster and First Contact Survey Status

The extracts under the Student Information tab are named Current Enrollment, First Contact Survey File, PNP Setting Counts, PNP Settings, Roster, and Student Roster and First Contact Survey Status. These extracts pertain to the students who have been enrolled and can be accessed if they are rostered and have completed First Contact Surveys. DTCs, BTCs, and teachers will have the Student Information tab.

# Test Administration and Monitoring Tab

🏠	SETTINGS ▾	MANAGE TESTS ▾	REPORTS ▾	DASHBOARD	HELP

Student Information	Test Administration And Monitoring	Data Management	End of Year

- Extracts included
  - DLM Test Administration Monitoring
  - TIP Access

DYNAMIC®
LEARNING MAPS

The extracts listed under the Test Administration and Monitoring tab are all helpful in monitoring the assessment completion. Found here are the DLM Test Administration Monitoring and TIP Access extracts. Again, DTCs, BTCs, and teachers will have the Test Administration and Monitoring tab.

Data Management Tab
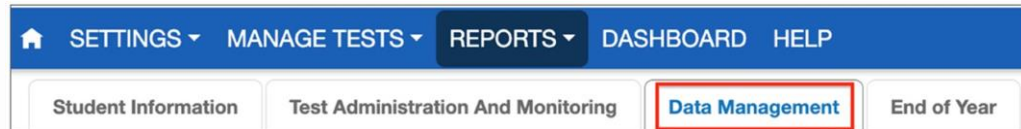
- Extracts included
  - Security Agreement Completion
  - Training Status
  - Users

The extracts in the Data Management tab are named Security Agreement Completion, Training Status, and Users. These are for schools and districts to use to manage their users, find out who has completed the test security agreement in Educator Portal, and who has completed the DLM Required Test Administrator Training. Therefore, DTCs and BTCs will have access to the Data Management tab, but teachers will not.

End of Year Tab

SETTINGS ▾   MANAGE TESTS ▾   **REPORTS** ▾   DASHBOARD   HELP

Student Information   Test Administration And Monitoring   Data Management   **End of Year**

- This tab will provide the district-level General Research File (GRF).

Only DTCs will have the End of Year tab.

10

The End of Year tab is for DTCs only. It will provide the district-level General Research File, commonly referred to as the GRF, which contains the end-of-year results for all students within the district. Building test coordinators and teachers will not have this tab.

Reminders About Using Extracts

- Select the **New File** button to update the resulting csv file each time updated information is needed.
- Consult the Educator Portal User Guide for more information about extracts.

DYNAMIC® LEARNING MAPS

Remember that in order to get up-to-date data in an extract, selecting the New File button is necessary each time updated information is needed. Overall, be sure to consult the Educator Portal User Guide for information about all the available extracts.

Removing Users in Educator Portal

- Previously, the only options were to add, activate, or deactivate users.
- District and building users will now be able to **remove** users in the Educator Portal interface. (Teachers cannot do this.)
  - No remove users template is provided.
  - Teachers cannot be removed if they have rosters.

12

DYNAMIC®
LEARNING MAPS

Another new feature for this year is the ability to remove users in the Educator Portal user interface. Previously, users could only be added, activated, or deactivated in the interface. District and building users who can add, activate, or deactivate users will now be able to remove users as well. This is done directly in Educator Portal. A remove users template is not available, though, so users will need to be removed directly in the Educator Portal interface. Also, teachers who have rosters will not be removable.
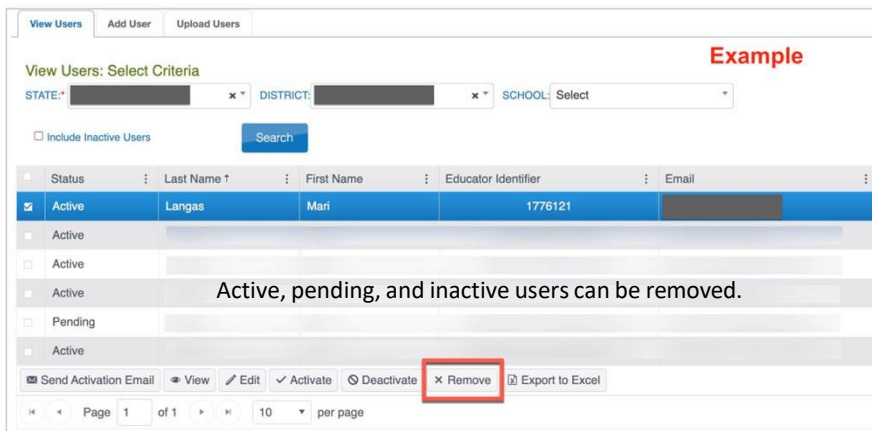
Implications of Removing Users

- **Remove** users if they are no longer teaching in your **state**.
- **Inactivate** users if they are teaching in another **district**.
- Users who have been removed will not appear in data extracts.
- Only state-level users can restore a user that has been removed.

13

DYNAMIC® LEARNING MAPS

The remove user feature can be very helpful during data cleanup. However, before using the remove feature, verify the user is no longer teaching within Maryland. If you are unsure, it is best to use the inactivate feature. Users who are removed will no longer appear in data extracts and only a state-level user can restore a user that has been removed should that ever be necessary.

Educator Portal User Interface

Shown here is the Educator Portal user interface. Notice the Remove button at the bottom of the screen. The steps to get to this screen are provided on the next slide and can be used whether the user's status is currently active, pending, or inactive.

Steps to Remove Users in Educator Portal (1)

1. Select the **Settings** tab in Educator Portal and then the **Users** option.
2. Select the **View Users** tab.
3. Use the dropdown menus to populate the list of users and select the **Search** button.

DYNAMIC®
LEARNING MAPS

Listed here are the steps to remove users in Educator Portal. First, select the Settings tab in the main menu, and then select the Users option. On the Users screen, select the View Users tab. DTCs with access to more than one district or school will need to use the drop- down menus to select the appropriate district or school under the Select Criteria heading. If access to only one district or school is granted, the district and school will auto-populate. Select the Search button to populate a list of users.

Steps to Remove Users in Educator Portal (2)

4. Select the user(s) to be removed from the grid.
5. Select the **Remove** button below the grid.
6. Confirm the action when the pop-up message appears.

DYNAMIC®
LEARNING MAPS

From the list, select the user or users to be removed. A pop-up message asking for confirmation will appear. This process is also described in the DATA MANAGEMENT MANUAL.

First Contact Surveys for Returning Students

- Some items were revised for 2023-2024.
- First Contact Surveys for returning students will be reset to Not Started.
- All required items must be completed and submitted for all students.
- A complete list of the First Contact Survey items is provided in the Test Administration Manual (see Appendix A).

DYNAMIC® LEARNING MAPS

Not all but some of the items in the First Contact Survey were revised for 2023-2024. Recall that every student has a First Contact Survey that must be completed and submitted every school year before the student can be assessed. Usually, the responses in the First Contact Surveys for returning students are retained, and those First Contact Surveys are placed in Ready to Submit status, only requiring the teacher to review, update as needed, and resubmit for the new school year. However, due to the revisions for 2023-2024, the First Contact Survey for all students, including returning students, will be set to Not Started. All required items must be completed and submitted for all students. A complete list of the items in the First Contact Survey is provided in Appendix A of the TEST ADMINISTRATION MANUAL.
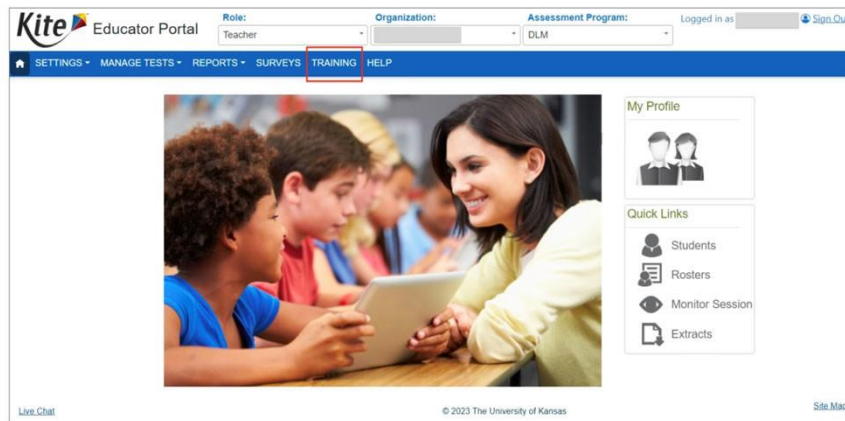
REQUIRED TEST ADMINISTRATOR TRAINING

Accessing Required Test Administrator Training

The Educator Portal menu has received a slight makeover. The main menu now spans the entire width of the screen with the role, organization, and assessment program fields across the top instead of the top right corner. The functionality is the same, except that a Training tab has been added to the main menu.

Clarification: Training Access

- **New**: Teachers will use the Training tab in Educator Portal to access the DLM Required Test Administrator Training.
  - Will not use the Training Courses link
  - Will only need to sign into Educator Portal

DYNAMIC®
LEARNING MAPS

Teachers will use the Training tab in Educator Portal to access the DLM Required Test Administrator Training instead of using the Training Courses link as in years past. They will not need a second login to access the training. Once logged into Educator Portal, they will simply select the Training tab then launch the training on the course page.

Launching the Course for Teachers

Returning test administrators will find the Returning course here instead.

Once the Training tab is selected, teachers administering the assessment for the first time will find a link to the course for new test administrators under the Course Name heading. Teachers who administered the assessment last school year will find a link to the course for returning test administrators.

Quicker Completion Acknowledgement

- Trainees can expect to have access to the Test Management tab in Educator Portal in about 30 minutes after accepting their completion certificate in the training course.
  - Previously, this took up to 3 hours.

DYNAMIC®
LEARNING MAPS

In addition to providing easier access to the training, when a trainee completes the training and accepts their certificate in the course, they will be granted access to the Test Management tab in about 30 minutes thereafter. Previously, this process took up to three hours.

Required Test Administrator Training Modules

	Required Modules	Optional Modules	Additional Required Modules
Returning Teachers	1*	2	2
New Teachers	4	2	2

*If the module is not passed, the returning teacher is directed to additional required training.

Returning teachers will complete one self-directed module with one opportunity to pass. If the module is not passed, the teacher is directed to additional required training. New teachers will complete and pass four modules. Both new and returning teachers will have an additional 2 optional modules and 2 required videos to view.

Slight Makeover, No Need to Reinstall

- Student Portal 9.0.0 was used last school year and is still the current version.
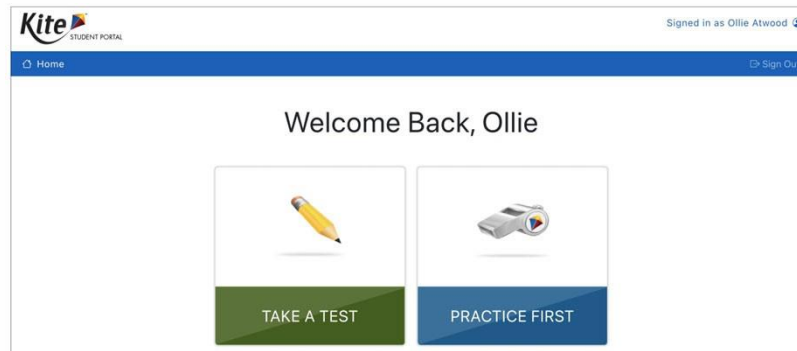
The Student Portal application used to access students' assessments has also been given a slight makeover, but like Educator Portal, the functionality remains the same. Student Portal will not need to be reinstalled on testing devices this school year. Student Portal version 9.0.0 was used for the 2022-2023 administration and is still the current version.

QUESTIONS?

DYNAMIC®
LEARNING MAPS

SCORING AND REPORTING

DYNAMIC® LEARNING MAPS

This section is a review of where to find end-of-year score reports for students and how best to interpret the reports.

Locating Score Reports (1)

Score reports can be found by choosing the **Reports** tab and then selecting **Alternate Assessment** from the drop-down menu.

Locating Score Reports (2)

Choose the End-of-Year option. A list of options for score reports will appear based on your user role. Choose your desired option.

Score Report Overview (1)

- Teachers may view ISRs for students rostered to them for the current school year.
- Score reports consist of Overall Results, Performance Profile, and a Learning Profile.

DYNAMIC® LEARNING MAPS

Teachers may view ISRs for students rostered to them for the current school year. Score Reports consist of a Performance Profile and a Learning Profile.

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.

DYNAMIC LEARNING MAPS

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.

Overall Results (1)

REPORT DATE: 01-19-2022 — **Individual Student End-of-Year Report Performance Profile 2021-2022**
SUBJECT: English language arts
GRADE: 10

DYNAMIC LEARNING MAPS

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State

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.

emerging | approaching the target | at target | advanced

- The total number of skills that could be mastered for this grade and subject.
- Provides evidence about what the child knows and can do.
- Results are not a raw score or the number of items the student got correct.

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, also called linkage levels, 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.

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.

DYNAMIC LEARNING MAPS

When talking to parents about overall results, provide examples of Essential Elements, which are located on Maryland's DLM webpage; and 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. Remember, DLM does not provide a raw score. You may be tempted to think of this overall performance as percent correct, but that's not quite accurate. Students do not take testlets for every linkage level for each Essential Element; therefore, the student has not necessarily been assessed on the total number of skills listed in their report.

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

AT TARGET: The student's understanding of and ability to apply 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 — 4% — *Mastered 1 of 25 skills*

ELA.C1.3: Integrate Ideas and Information from Text — 13% — *Mastered 2 of 15 skills*

Page 1 of 2

For more information, including resources, please visit https://dynamiclearningmaps.org/states.

- Information about the student's overall results.
- Bar graphs in the Area section indicate the percent of skills **mastered** by area.

33

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.

Performance Profile (2)

NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District
STATE: DLM State

Performance Profile, continued

ELA.C2.1: Use Writing to Communicate — 20% — *Mastered 4 of 20 skills*

ELA.C2.2: Integrate Ideas and Information in Writing — 30% — *Mastered 3 of 10 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.
- Help identify broad areas of strengths and needs within the subject.
- Useful in setting goals for the coming year.
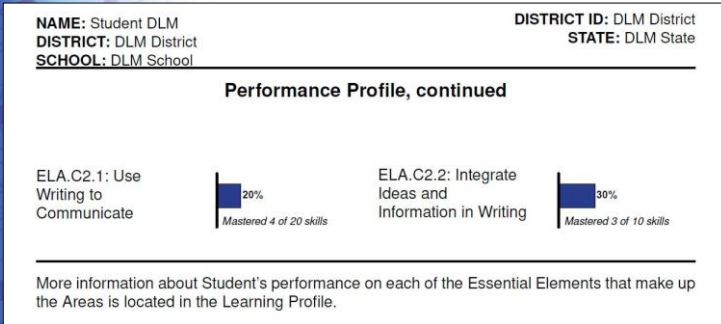
Conceptual areas are made up of groups of related Essential Elements. The conceptual areas can help identify broad areas of strengths and needs within the subject. From this, we can see that 20% of the skills in the conceptual area of "Use Writing to Communicate" were mastered, and 30% of the skills in "Integrate Ideas and Information in Writing" were mastered. This information may be useful in setting goals for the coming year and for guiding instruction.

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.

DYNAMIC LEARNING MAPS

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 or guardians are concerned about low performance, remind them that sometimes students demonstrate skills during the instruction but not during the assessment.

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.

36

DYNAMIC®
LEARNING MAPS

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.

Learning Profile (2)

Area	Essential Element	Estimated Mastery Level				
		1	2	3	4 (Target) ◎	5
ELA.C1.2	ELA.EE.RI.9-10.8	Understand difference of perspective	Identify an author's points	Identify the evidence for a claim	Analyze an argument and determine evidence for it	Determine how structure contributes to claims
ELA.C1.3	ELA.EE.RL.9-10.3	Understand subgroups within categories	Identify character feelings in a familiar story	Describe internal and external character traits	Determine how a character changes or develops	Identify changes in characters, settings, and events
ELA.C1.3	ELA.EE.RL.9-10.5	Identify event sequence	Identify the beginning and end of a story	Identify story elements that change	Identify deviations from chronological order in a text	Understand how structure influences meaning
ELA.C1.3	ELA.EE.RI.9-10.3	Identify actions in familiar routines	Determine which event comes first	Identify relationships between concrete details	Determine the logical relationship between details	Identify how details change across the text
ELA.C2.1	ELA.EE.L.9-10.2.c	Identify the first letter in own name	Use letters to create words	Represent the initial sound in a word with a letter	Spell single-syllable words conventionally and phonetically	Spell irregular words correctly
ELA.C2.1	ELA.EE.W.9-10.2.c	Produce a two-word message	Connect two or more words together when writing	Write a complete thought	Write grammatically correct simple sentences	Write grammatically correct compound sentences

▢ Levels mastered this year   ▢ No evidence of mastery on this Essential Element   ▢ Essential Element not tested

For more information, including resources, please visit https://dynamiclearningmaps.org/states.

Page 2 of 3

DYNAMIC® LEARNING MAPS

Each row within the Learning Profile is one Essential Element. Each level is a skill indicated by the numbers across the top of the columns showing levels of skill mastery for Essential Elements. Skills are also called linkage levels during the assessment. The Target level, number 4, is indicated with a bullseye on the reports. The green boxes represent the levels the student mastered. Sometimes, the students perform skills inconsistently. Other times, they show skills during the instruction but may not have shown them during the assessment. Blue, gray, or white boxes are areas that can be identified for future instructional goals for the student.

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

DYNAMIC® LEARNING MAPS

38

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.

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.

DYNAMIC LEARNING MAPS

Mini-maps support instruction by providing the learning pathways students may take as they approach the Target-level Essential Element. They 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.

Mini-Maps (2)

Mini-Map for ELA.EE.RI.11-12.1
Subject: ELA
Reading Informational Text
Grade: 11-12

Learning Outcome

DLM Essential Element	Grade-Level Standard
ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	ELA.RI.11-12.1 Cite strong and thorough 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.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
The student can identify concrete details, such as individuals, events, or ideas, in a familiar 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 detail(s).	The student can identify both the implicit and explicit meaning of an informational text by identifying specific details and citations within the text which support the meaning.	After reading an informational text, the student is able to provide strong contextual evidence when citing an informational text.

- 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

40

The mini-maps are comprised of the learning outcome and the linkage level descriptions. Use the learning outcome to review the Essential Element and grade-level standard to understand the expectation for students with the most significant cognitive disabilities. Linkage level descriptions are used to find knowledge, skills, and understandings related to the Essential Elements that are a good match for instruction. Pick a level that is accessible and will also challenge your student to learn. Understand how the linkage levels are related so you can help your students work toward more complex linkage levels during the year.

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.

DYNAMIC®
LEARNING MAPS

When using mini-maps, remember they only show **some** knowledge, skills, and understandings. Using student data along with the mini-maps to inform instruction allows the student to move toward the Target level. Mini-maps are useful for IEPs to document strengths and needs and inform possible goals.

Making Connections (1)

- 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.

DYNAMIC LEARNING MAPS

Using score reports along with classroom data and other classroom and IEP data for each student provides teachers with information about where each student is performing.

Making Connections (2)

- 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.

43

DYNAMIC®
LEARNING MAPS

Combined, this 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.

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.

DYNAMIC®
LEARNING MAPS

The Talking to Parents about DLM Score Reports for Year-End Model document contains most of the information presented here and additional information that will guide test administrators in helping parents understand the score reports for their students. The resource is provided on Maryland's DLM webpage.

Instructional Resources

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

DYNAMIC®
LEARNING MAPS

There are additional instructional resources available on the DLM website. The Guide to Practice Activities and Released Testlets contain practice activities and released testlets that can be accessed using Kite Student Portal. Using Mini-Maps to Plan Instruction provides guidance on how to use mini-maps along with other documentation to plan classroom instruction based on the student's individual needs.

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?

DYNAMIC LEARNING MAPS

DLM provides several short videos called helplets that provide general information about score report interpretation. Access these helplets on Maryland's DLM webpage.

QUESTIONS?

DYNAMIC®
LEARNING MAPS

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

48 Maryland's DLM website is where the manuals and documents referenced throughout this training can be found.

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
- Helplet videos
- Released Testlets and Practice Activities

DYNAMIC
LEARNING MAPS

Maryland's DLM webpage has many available resources for teachers. Helpful manuals are the TEST ADMINISTRATION MANUAL, which describes in detail how to administer the assessment; the ACCESSIBILITY MANUAL, which details accessibility features and solutions for common student accessibility issues; and the EDUCATOR PORTAL USER GUIDE, which provides step-by-step directions with screenshots for tasks teachers must complete in Educator Portal. Test blueprints and the list of Currently Tested Essential Elements, which include linkage level descriptors, are found on the Educator Resource Page. Helplet videos are short videos that cover a very specific task, such as using Student Portal. For teachers and students who want to become familiar with testlets, released testlets and practice activities are available. Also, over 50 professional development modules are available to support teachers.

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

DYNAMIC®
LEARNING MAPS

Technology personnel are vital to the successful administration of the DLM assessment. Types of tasks that technology personnel would be asked to complete include ensuring testing devices meet minimum operation system requirements, installing Student Portal on testing devices, assisting teachers in setting u switches and other accessibility supports for use during the assessment, checking that local networks mee bandwidth requirements, and installing a PDF reader on devices educators will use to access Educator Portal. If technology personnel expect issues regarding bandwidth, school personnel should contact the state.

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

DYNAMIC®
LEARNING MAPS

51

There are also many resources available for assessment coordinators. Helpful manuals are the ASSESSMENT COORDINATOR MANUAL, which provides greater detail and guidance on assessment coordinator responsibilities; the ACCESSIBILITY MANUAL; the Guide to DLM Required Test Administrator Training, which outlines the training and how to navigate Moodle; the TEST ADMINISTRATION MANUAL; and the EDUCATOR PORTAL USER GUIDE.

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

- District staff training resources
- Test blueprints
- Scoring and reporting resources

DYNAMIC
LEARNING MAPS

Assessment coordinators will also find recorded trainings and short videos detailing specific assessment coordinator tasks. Assessed Essential Elements are listed by grade and subject within the test blueprints. Scoring and reporting resources include videos describing DLM score reports and information specifically written for teachers and parents.

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

DYNAMIC®
LEARNING MAPS

Resources to guide data managers in completing data management tasks are also found on the DLM webpage. The DATA MANAGEMENT MANUAL includes step-by-step instructions for each task along with screenshots. The EDUCATOR PORTAL USER GUIDE describes the purpose of the extracts in Educator Portal, which are used for monitoring purposes. Templates for the State Organizational Table, which has schools and district codes that must be used when adding users and enrolling students and for uploads, is also available.

ASSESSMENT DESIGN

DYNAMIC®
LEARNING MAPS

The following section explains the design of the assessment.

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

DYNAMIC® LEARNING MAPS

The DLM Essential Elements are the learning targets for the assessment. Essential Elements provide a bridge from grade-level content standards to academic expectations for students with the most significant cognitive disabilities and align to states' grade-level standards.

Linkage Levels (1)

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

DYNAMIC®
LEARNING MAPS

Each Essential Element has linkage levels composed of knowledge, skills, and understandings of varying complexity relative to that Essential Element. Some linkage levels are knowledge, skills, and understanding that build toward the Essential Element, while others address the Essential Element specifically, and still others go beyond.

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.

The assessment is comprised of short mini-assessments called testlets. The linkage level of the first testlet delivered in a specific subject area to a student is based on the First Contact survey data the student's teacher completes in the Kite® system. This ensures the academic content assessed is not too hard or too easy, thus providing a student the best opportunity to demonstrate what they know and can do. After the first testlet, student performance determines the linkage level of subsequent testlets.

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

DYNAMIC®
LEARNING MAPS

ELA and mathematics Essential Elements each have five linkage levels. The Target linkage level aligns to the content of the Essential Element. The three linkage levels that build toward the target are the Initial Precursor, Distal Precursor, and Proximal Precursor. The Initial Precursor is the least complex and includes foundational skills. The Distal Precursor includes knowledge and skills needed to reach the Target, and the Proximal Precursor provides access to the Target. The Successor linkage level progresses beyond the Target.

Linkage Levels for Science

Linkage levels	Complexity
Initial	Least complex
Precursor	More complex
Target	Most complex and aligns with Essential Element

DYNAMIC®
LEARNING MAPS

At this time, science has three linkage levels. The Initial linkage level is the least complex, the Precursor linkage level is more complex than the Initial, but not as complex as the Target. The Target linkage level aligns with the Essential Element.

ASSESSMENT DELIVERY

DYNAMIC LEARNING MAPS

The next section addresses assessment delivery.

Remote Testing

- Remote testing is not permitted for the 2024 spring DLM assessment.
- DLM assessments can only be administered in a secure school environment.

61

DYNAMIC LEARNING MAPS

MSDE does not permit remote testing of the DLM assessment. All testing must be completed inside a classroom setting.

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

DYNAMIC®
LEARNING MAPS

For the DLM assessment, a test coordinator is responsible for gathering, editing, and uploading data in Kite Educator Portal for users. Common users include educators, test administrators, and staff who need access to student data. A test coordinator is also responsible for enrolling students who take the DLM assessment and creating rosters, which connect students to educators for a subject.

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.

The teacher or test administrator role has specific tasks that must be completed prior to delivering the assessment. New teachers must activate their Educator Portal account from the email they receive from the Kite system once the data manager has added them as a user. All teachers must complete the security agreement in Educator Portal to gain access to student data.

Teacher Responsibilities to Deliver the Assessment (2)

- Complete Required Test Administrator Training in
- 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

DYNAMIC®
LEARNING MAPS

When a teacher activates their account, they are automatically enrolled in the DLM Required Test Administrator Training. The teacher is also responsible for completing the Personal Learning Profiles for each student rostered to them. The teacher then plans and delivers the assessment to the student using the Kite Student Portal.

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

DYNAMIC® LEARNING MAPS

A student's Personal Learning Profile consists of the Personal Needs and Preferences, or PNP, Profile and the First Contact survey. Both components are accessed within the student's profile in Educator Portal.

Personal Learning Profile (2)

The Kite system for DLM uses the information in the First Contact survey to determine the linkage level of student's first testlet in each subject. Starting with the second testlet for each subject, those testlets are assigned based on the student's performance on the previous testlet. Only one First Contact survey is completed per student. Therefore, for a student who is rostered to different teachers by subject, the teachers should collaborate and decide which one of them will complete the student's First Contact surve

Personal Learning Profile (3)

A student's PNP Profile informs the system as to which support features the student will need during the assessment. Categories of support include Display Enhancements such as screen magnification and color contrast, Language and Braille, Audio and Environment, and Other Supports. Test administrators and test coordinators should verify which supports are applicable for the state of Maryland.

Time Commitment for Administering ELA and Mathematics Testlets

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

DYNAMIC® LEARNING MAPS

After the student's Personal Learning Profile is completed, Student Portal will deliver the student's first testlet for each rostered subject. If there are missing testlets, check that the student has been properly rostered and has a submitted First Contact Survey. The number of testlets varies by subject and grade. Eve testlet begins with an engagement activity intended to spark student interest, activate prior knowledge, a provide a context for the items that follow. No items are embedded in the engagement activity. All studen complete nine testlets for ELA including one writing testlet. The number of testlets for mathematics depends on the student's grade but ranges from six to eight. For science, students in grades 5 and 8 complete nine testlets, and high school students complete 10 testlets for biology. Each testlet includes three to nine conceptually-related items. A student typically takes 5 to 15 minutes to complete a single testlet.

Time Commitment for Administrating DLM Science Testlets

- 9 -10 testlets per student
  - Each testlet assesses ONE of the Currently Tested Essential Elements for Science
- 3 – 5 multiple-choice items per testlet
  - Each testlet begins with an engagement activity
- 5 – 15 minutes per testlet
  - The total administration time needed is approximately 45–135 minutes

DYNAMIC® LEARNING MAPS

The time commitment for administering science testlets varies by student, however there are some general guidelines that are useful for planning. There are 9 to 10 science testlets delivered per student with 3 to 5 multiple-choice items per testlet. Each testlet takes approximately 5 to 15 minutes to complete.

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.

DYNAMIC®
LEARNING MAPS

Test administrators have the option to upload writing samples for the current assessment year. Educator Portal allows for a secure upload of student writing samples using a direct link that is available to the student's test administrator. Writing samples can only be uploaded by the test administrator during the testing window. Once the testing window is closed, the link will no longer be visible.

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)
  - 13824 (homebound)
  - 13836 (teacher cheating or misadministration)
  - 09999 (other)

DYNAMIC
LEARNING MAPS

71

Special Circumstance codes are used to explain why a student was not assessed. Should you require a special circumstance code for a student, you will need to contact Lauren Taylor at MSDE.

QUESTIONS?

DYNAMIC®
LEARNING MAPS

DATA MANAGEMENT

DYNAMIC® LEARNING MAPS

Data Verification and Revisions

- 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.
- Choose **Settings** in Educator Portal to begin data management tasks.

74

DYNAMIC® LEARNING MAPS

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. To complete data management tasks for user accounts and students, select **Settings** and then choose **Students** for enrollment and managing student data, or choose **Rosters** to create and edit rosters. At this point, use upload templates or add or edit data manually.

Managing User Account Data (1)

- New users need to be added manually or by using a file upload.
- Educator Portal sends an activation email to the new user with a link to create a password.
- The user's email address is the unique account key.

DYNAMIC® LEARNING MAPS

New user accounts need to be added manually or by using a file upload. Educator Portal then sends an activation email to the new user with a link to create a password. The user's email address is the unique account key.

Managing User Account Data (2)

- Users may have more than one role in Educator Portal.
- Users are rolled over from the year before.
- Deactivation of user accounts may be done manually or by using the user upload template.

DYNAMIC®
LEARNING MAPS

Users may have more than one role in Educator Portal. All accounts are rolled over from the year before. District level users should immediately remove or deactivate any user accounts for test administrators no longer administering the assessment.

Add User Accounts

- Add User: manually add a few users
- Upload Users: add users with an upload template
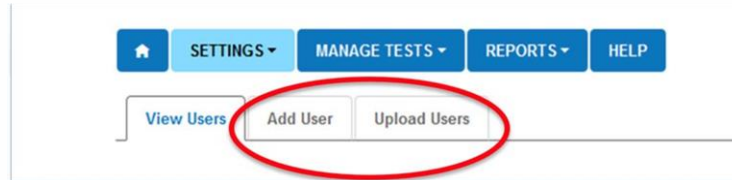
In Educator Portal, after selecting **Users** from the settings drop-down menu, select **Add User** to add users manually or **Upload Users** to add users with an upload template.

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.

DYNAMIC®
LEARNING MAPS

Common reasons to edit a user account include a teacher moves from one school to another, a user has a name or email address change, or a user needs to have a role added or removed. These edits can be made manually or by using an upload template.

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, or the email went to a spam folder.
  - 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.

79

DYNAMIC®
LEARNING MAPS

Resending the Kite activation email is a common request. You may need to resend the activation email when the user did not activate the account within 20 days of receiving the email or if the user cannot find the activation email for any reason.
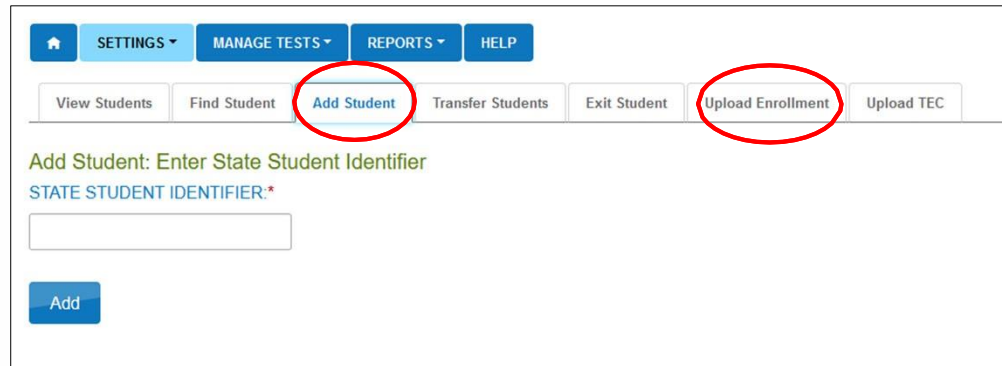
Adding Students (1)

- All students required to take the DLM assessment in 2024 need to be added to Educator Portal
- When only a few students need to be added—do so manually
- 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

DYNAMIC®
LEARNING MAPS

Every student required to take the assessment needs to be added to Educator Portal. When only a few students need to be added, do so manually. Use an upload template when several students need to be added. Please note: The LSSs and LEA 24 schools need to validate the students' SASID; first, middle, and last names; and date of birth against USIS every year.

Adding Students (2)

The process to add a student manually begins with entering the **State Student Identifier**. Enrolling students using an upload will be discussed in detail later in this presentation.

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.

DYNAMIC®
LEARNING MAPS

Common edits made for students include a change of school, grade, or corrections to demographic data. Edits can be made manually or through an upload template in Educator Portal. A student upload does not impact students in the system who are not in the upload.

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.

83

DYNAMIC® LEARNING MAPS

A student must be exited when the student is leaving the state, leaving the district with an unknown destination, or is no longer taking the DLM alternate assessment. For accountability purposes, exiting is not applicable to students who are remote and cannot test.

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.

DYNAMIC®
LEARNING MAPS

If only a few students need to be transferred, do so manually. To transfer several students, use the TEC template to exit all students from the current school, and then use an enrollment upload to add students to the new schools. A test coordinator can only transfer a student between schools within the same district; however, a state-level user can transfer a student manually between districts. A student may be transferred at any time prior to the spring testing window closing. All student data, such as the First Contact survey, PNP Profile, and completed testlets, follow the student to the new school.

Rostering (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.

85

Rosters connect a student to a teacher in a subject area. Students may not be rostered unless the teacher has an active Educator Portal account and the student has been enrolled in Educator Portal. Districts, LEAs, and schools can roster students. New students can be added to an existing roster. The teacher on a roster can also be changed. When all students are removed from a roster, the roster is removed from the system.

Rostering (2)

To complete data management tasks for rostering, select **Settings** and then choose **Rosters**. At this point, you will see options to view, create, and upload a roster template.

Rostering (3)

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

Subject Area	Grades
ELA	3–8, 11
Mathematics	3–8, 11
Science	5, 8 11 (biology)

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

Within Educator Portal, rosters can be created manually or with an upload. Students must be rostered once in each subject area in which they will be assessed. For example, a grade 5 student will be on three rosters, one for ELA, one for mathematics, and one for science, whereas a grade 6 student would only be on two rosters, one for ELA and one for mathematics. The teacher may be the same or different on the rosters. From a data sorting perspective, a standard naming convention for rosters is helpful, such as the teacher's last name, teacher's first name, and the subject.

Rostering (4)

- 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.

DYNAMIC®
LEARNING MAPS

Students can only be on one roster for a subject. When creating rosters manually, a warning message will appear if attempting to add a student to a roster who is already on a roster for the same subject. If the test coordinator confirms the decision, the student will be removed from the old roster and placed on the new roster.

Rostering (5)

- 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.

High school students taking biology 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 on the roster.

MONITORING THE ASSESSMENT

DYNAMIC® LEARNING MAPS

Data extracts are available in Educator Portal and are useful for monitoring the assessment.

Extracts

- Available in Educator Portal
  - Under the Reports tab
- Based on user role
  - District users = district-level extracts
  - Building users = building-level extracts
  - Teachers = student and class extracts
- Provided in .CSV format

DYNAMIC® LEARNING MAPS

Extracts in Educator Portal are available to help you monitor the progress of the assessment, starting from adding users through verifying roster information. Many extracts are provided in .CSV format to provide an easy method to edit data within the file using simple columns. Refer to the DATA MANAGEMENT MANUAL for complete information on modifying extracts to edit data.

DLM Service Desk Contact Information

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

DYNAMIC® LEARNING MAPS

The DLM Service Desk is available to help with the data management tasks covered in this presentation. You may contact the Service Desk using any of the methods shown here.
Service Desk hours are Monday through Friday, between the hours of 7:00 a.m. to 5:00 p.m. Central Time. Service Desk hours are extended during the spring assessment window.

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.

DYNAMIC LEARNING MAPS

When contacting the DLM Service Desk using email or live chat, do not send student personally identifiable information (PII), as this is a federal violation of the Family Education Rights and Privacy Act (FERPA). Maryland allows only the student's state identification number to be sent in an email or live chat.

QUESTIONS?

DYNAMIC®
LEARNING MAPS

Thank You!

- MSDE Contact Information
  - Contact Lauren Taylor with DLM assessment questions
  - Email: lauren.taylor1@maryland.gov

DYNAMIC LEARNING MAPS

This concludes the presentation. Contact Lauren Taylor by email at lauren.taylor1@maryland.gov with any questions you have about Maryland's DLM assessment.