



- Slide 1. Welcome to the Dynamic Learning Maps[®] (DLM[®]) Training for District Roles.
- Slide 2. This training is for district staff, including assessment coordinators, data managers, and technology personnel. The purpose is to explain the DLM assessment responsibilities of each of these roles.
- Slide 3. The training will provide an overview of the assessment design and its terminology, as well as the roles and responsibilities of district staff in supporting the assessment administration.
- Slide 4. Feel free to pause the video for more time to read, take notes, and contemplate the slide content, or to scroll back to review the video as needed.
- Slide 5. First, this training will address the assessment design and its terminology.
- Slide 6. English language arts and mathematics assessments are available for grades 3–8 and high school. The science assessment is grade banded: grades 3–5, 6–8, and high school. Each state decides which grades in each subject are assessed.
- Slide 7. The DLM content standards for all three subjects 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. Therefore, the Essential Elements are linked to each state’s grade-level standards.
- Slide 8. Test blueprints list the Essential Elements assessed for each grade and subject. The blueprints are organized into groups of related Essential Elements by claims and conceptual areas for ELA and mathematics and domains for science.
- Slide 9. The assessment, as a whole, is comprised of a series of testlets that align to the Essential Elements. The number of testlets varies by grade and subject. Each testlet includes three to nine conceptually-related items. A student typically takes five to 15 minutes to complete a single testlet. The brevity of each testlet is intended to prevent fatiguing the student, and the set of testlets for each grade and subject are administered across multiple sessions.

Note: The assessment is administered one-on-one between the test administrator and student. Even within a class of students in the same grade, students will likely take testlets at varying linkage levels and may need a variety of individualized supports.

Slide 10. Each testlet begins with an engagement activity to increase the instructional relevance of the assessment. The engagement activity is intended to spark student interest, activate the student's prior knowledge, and provide a context for the items, which follow the engagement activity.

Slide 11. Single-select multiple-choice items are the most common item type in DLM assessments. In fact, they are the only item type used in science testlets. Other item types students may encounter are multiple choice-multi-select, drag-and-drop sorting, matching, and select text.

Slide 12. The DLM alternate assessment has two types of testlets: computer-delivered and teacher-administered. Computer-delivered testlets are more common and are designed for the student to interact with the computer independently or with supports as needed. Items in teacher-administered testlets are written to the teacher, who follows the provided script to interact with the student and enter the response options that most closely reflect the student behavior observed.

Note: Teachers who administer the assessment to students are referred to as test administrators.

Slide 13. Every Essential Element includes linkage levels, which help make the academic content of the Essential Elements accessible by providing multiple levels of complexity for each Essential Element. Each testlet is designed to assess one particular linkage level. Writing testlets are an exception. A student will receive one ELA writing testlet, which will be a combination of writing Essential Elements and linkage levels.

Slide 14. Each Essential Element for English language arts and mathematics has 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 skills).

Slide 15. Science Essential Elements have three linkage levels, including two levels that lead up to the Target.

Slide 16. As mentioned previously, the assessment as a whole for each subject area is comprised of a series of testlets that are administered one at a time across multiple testing sessions. Testlets are administered within a spring assessment window that spans early March to early June. Each state chooses its own dates within this timespan. Check the state's page of the DLM website for specific dates.

Results from testlets taken throughout the spring assessment window are used to determine each student's end-of-year score report.

Slide 17. In addition to accessible content via the linkage levels, the assessment delivery itself is also designed to be accessible to the widest range of participating students as possible.

Slide 18. The assessment platform is called Kite[®] Suite. Kite Educator Portal is a website where test administrators (and district staff) manage student data. Student Portal is an application students use to take their testlets.

Slide 19. The DLM assessment utilizes a Personal Learning Profile comprised of a First Contact survey and a Personal Needs and Preferences (PNP) Profile.

The teacher completes a First Contact survey for each student. A student cannot be assessed until the student's First Contact survey has been completed and submitted. The assessment system uses the teacher's responses to determine the likely most appropriate linkage level for a student's first testlet in each subject. The system adapts the linkage level of each subsequent testlet based on student performance. The system may route the student to a testlet at the same linkage level as the previous testlet, one linkage level lower, or one linkage level higher.

The Personal Needs and Preference Profile, often referred to simply as the PNP Profile, is where teachers document any accessibility supports a student may need when taking testlets.

Both the First Contact survey and the PNP Profile are completed in Kite Educator Portal.

Slide 20. The PNP Profile is used to make selections regarding testlet display settings, language and braille needs, audio and environment considerations, and other supports. The First Contact survey includes questions about a student's communication, academics, sensory characteristics, motor characteristics, and computer access skills. Both the PNP Profile and the First Contact survey are

important because while the DLM assessment is computer-based, it is not intended to assess a student's ability to use technology.

Slide 21. DLM test administration is a fairly flexible process, but there are some parameters to keep in mind. In addition to flexible scheduling, allowable practices include permitting the student to take a break during an assessment session. The test administrator may log in to Student Portal for the student, navigate across screens for the student, and even enter a student's responses, provided that the responses entered are those the student chooses. Special equipment for positioning is allowed, as is projecting the assessment on an interactive whiteboard for better interaction. The Kite system has a computer read-aloud feature that can be activated in a student's PNP Profile, but human read aloud is also allowed. Practices not allowed are those that would make the student's testing experience inauthentic, such as influencing a student's responses, providing hints or hand-over-hand guidance, previewing a student's testlets ahead of time then teaching the student the answers, removing or reducing the number of response options, and adding pictures or communication symbols to response options that are text only. More information about these practices is provided in both the DLM TEST ADMINISTRATION MANUAL and the ACCESSIBILITY MANUAL.

Slide 22. New test administrators must complete four modules, which explain the assessment design, provide examples of testlets and the test administration process, and orient the test administrators to the DLM website and its resources. Each module includes an activity and a post-test. The training is offered in an online, self-directed format, or some states and districts choose to assemble test administrators together and have facilitated training for the group. Facilitators have access to materials and instructions for how to conduct the training. Whether using the self-directed or facilitated version, the training takes approximately two and a half hours to complete.

For returning test administrators, the training consists of a single module and post-test. However, the post-test is divided into four parts that correspond to the training for new test administrators, and returning test administrators who struggle to answer the questions correctly are redirected to the training for new test administrators. Only an online, self-directed format is offered, and the training takes approximately one hour to complete.

All test administrators must complete the appropriate training and electronically sign the test security agreement each school year to have access to student assessment information in Educator Portal.

Slide 23. To review, the Year-End model of the DLM alternate assessment uses a blueprint for each subject. The blueprints are lists of Essential Elements that are the basis of the series of testlets students take. Each Essential Element has linkage levels of varying complexity and difficulty, which provide academic access to the widest range of participating students. Testlet items are written at the linkage levels. Students are required to be assessed one-on-one with the test administrator each spring during the state-set assessment window dates. A test administrator must complete a First Contact survey for each student, and the Kite system uses the survey information to determine the likely most appropriate linkage level for a student's first testlet in each subject. The linkage levels of subsequent testlets are routed based on student performance. The Personal Needs and Preferences (PNP) Profile is used to mark any accessibility supports a student needs when taking testlets. Both the First Contact survey and the PNP Profile are completed in Educator Portal, which is where all student data is managed. Students use Student Portal to take their testlets.

Slide 24. The next part of the training addresses district staff roles and responsibilities. These roles are somewhat intertwined, and in some cases, the same person may fill more than one of these roles. Therefore, be mindful of the information presented about each role, as it may be applicable to other roles.

Slide 25. As mentioned at the beginning of this presentation, this training is for district staff serving as assessment coordinators, data managers, and/or technology personnel. Each of these roles has its own manual on the DLM website.

Slide 26. The DLM website is located at dynamiclearningmaps.org. Each state has its own page within the site. The website is designed to find resources using the search bar and filters.

Slide 27. The manuals for assessment coordinators, data managers, and technology personnel are found on the DLM website in addition to other manuals, the test blueprints, and guides pertinent to test administration, such as the EDUCATOR PORTAL USER GUIDE. Each manual includes a checklist of tasks to perform as well as detailed information about the role.

Depending on the state and/or district, some educators may fill more than one of these roles.

Slide 28. To navigate directly to the Educator Portal login page, go to educator.kiteaai.org. Otherwise, the login page is linked on the DLM website.

Slide 29. First, the training will highlight the roles and responsibilities of assessment coordinators. Assessment coordinators are key figures in successful administration because they communicate and collaborate with test administrators, data managers, and technology personnel to ensure everyone has what they need and understands all that is expected of them.

Slide 30. Assessment coordinators must manage district and staff school responsibilities. This includes identifying the staff who will fill the roles of technology personnel and data managers, identifying the teachers who will serve as test administrators, ensuring each person is aware of their roles and responsibilities and the timeline of events, and ensuring each person understands DLM assessment policies and procedures as well as state-specific policies.

Slide 31. Assessment coordinators must develop and implement a comprehensive training plan or implement the state's training plan for district staff and test administrators. To ensure everyone is properly and adequately trained, review the checklists for data managers, technology coordinators, and test administrators, which are found in each role's respective manual on the state page of the DLM website. Promote any DLM- and state-sponsored trainings about the DLM alternate assessment for each role. If assigned, facilitate the required test administrator training, or help coordinate how teachers will complete the training. States and districts vary in their approach to ensuring teachers are trained. Remember, the Required Test Administrator Training for new test administrators can be facilitated for groups, or teachers can complete the online, self-directed version. The training for returning test administrators is self-directed only. Monitor educator completion of all parts of the training and their completion of the test security agreement. Identify and develop a plan to address any training or resource needs. Also, encourage and monitor participation in DLM professional development opportunities, which are found at dlmpd.com and described in the Required Test Administrator Training.

Completing the Required Test Administrator Training personally is likely the best way for an assessment coordinator to understand the teacher role and responsibilities and identify teacher needs.

Slide 32. Moodle is the learning management platform where test administrators complete the Required Test Administrator Training. Test administrators and training facilitators may need assistance with logging in to Moodle. Instructions are provided in the Guide to DLM Required Test Administrator Training and the

Facilitator Guide to DLM Required Test Administrator Training, both of which are on the DLM website.

- Slide 33. The DLM website includes a subscribe feature whereby test administrators, data managers, and technology personnel can automatically receive periodic announcements regarding the assessment.
- Slide 34. Much of an assessment coordinator's role involves providing a clear channel of communication between other staff. Assessment coordinators must initiate communication with data managers and technology personnel, serve as the point of contact to the DLM Service Desk, determine how to communicate with state or district representatives for information specific to the state or district, monitor creation of Educator Portal user accounts, monitor deadlines for teachers to activate accounts and complete training, and establish an assessment security plan and monitor adherence to DLM- and state-specific policies.
- Slide 35. Even with the trainings, manuals, guides, helplets, and website resources the DLM assessment offers, questions may arise. Assessment coordinators will need to contact the DLM Service Desk at 1-855-277-9751 or dlmsupport@ku.edu. The Service Desk can also be contacted via a live chat link on the Educator Portal landing page. The Service Desk has extended hours during peak assessment window times.
- Slide 36. Remember, many states use the DLM assessment, but certain matters may vary from one state to another. For example, some states allow language translation for students who are English language learners. States have varying policies regarding assessing students who are hospitalized or homebound. Assessment coordinators should be aware of the state's decisions on such matters, which are often noted in the manuals and resources posted on the state's specific page of the DLM website. The DLM Service Desk is knowledgeable about many of the differences across the participating states, but they may refer an inquiry to state education agency staff for matters that are state decisions. As stated previously, assessment coordinators need to establish lines of communication with state education agency staff in order to address state decisions in a timely manner and ensure accurate information is disseminated.
- Slide 37. Assessment coordinators must also make sure educators have identified the students who will participate in the DLM assessment and help ensure data managers have the correct information to input into Educator Portal. Assessment coordinators should assist test administrators and technology personnel in making sure testing devices and assistive technologies are configured correctly.

Also, assessment coordinators must support test administrators in creating a secure testing environment where distractions are minimized. These considerations require thoughtful planning.

Slide 38. Assessment coordinators should maintain clear lines of communication with parents and guardians as well. Schedule meetings as necessary and consider what parents will likely want to know about the assessment. Use parent resources from the DLM website as needed, such as the Parent Interpretive Guide. The Parent Interpretive Guide is available in English and Spanish.

Slide 39. During the spring assessment window, assessment coordinators must monitor and support test administration by facilitating communication between DLM staff and district staff and monitoring assessment activity, such as ensuring test administrators have completed the training, students' First Contact surveys are completed, and students are completing testlets. Ultimately, assessing students is a test administrator responsibility, but an assessment coordinator needs to monitor such activity to ensure the assessment is completed before the window closes. Assessment coordinators will also have to troubleshoot as necessary, which may require assistance from technology personnel, the DLM Service Desk, or state-level staff.

Slide 40. A number of extracts are available in Educator Portal to help district staff monitor various aspects of the assessment. Keep this in mind whenever the word "monitor" is used throughout the training. Also, keep in mind that more specifics about the extracts are provided later in the training.

Slide 41. Extracts are available to monitor who has and has not completed the Required Test Administrator Training and the test security agreement, student enrollment and roster assignments, users and their roles, the completion status of the First Contact survey for students, and the PNP Profile settings selected for students.

Slide 42. Finally, after the spring assessment window has closed for the school year, assessment coordinators should plan for the next school year by developing a calendar and communication plan, scheduling training, and supporting test administrators as they reflect on the aspects of the assessment that went well and those that need fine tuning moving forward. Contact the state-level staff for the next year's dates for the spring assessment window.

Slide 43. The next section will focus on data management duties.

Slide 44. After reading the DATA MANAGEMENT MANUAL and completing the test security agreement in Educator Portal, data managers should review the district's information inside the State Organizational Table spreadsheet found on the state's page of the DLM website. Contact the State Education Agency (SEA) representative about new or changed schools in the district or any corrections needed.

Slide 45. As mentioned previously, all data is managed in Educator Portal. State-level staff coordinate with DLM staff to create Educator Portal accounts for district-level users. When a user account is added to Educator Portal, the user receives an email with directions for how to activate the account. Upon logging in to Educator Portal, the user must complete the electronic test security agreement to begin working in Educator Portal. The test security agreement expires at the beginning of each August. Therefore, existing users must recomplete the test security agreement after expiration. A message in Educator Portal prompts all users to complete the test security agreement.

Slide 46. The roles in Educator Portal are Building Test Coordinator, Building User, District Superintendent, District Test Coordinator, District User, Proctor, and Teacher. Assessment coordinators and data managers will most likely be assigned the role of Building Test Coordinator or District Test Coordinator. Unless a technology coordinator also provides data management or assessment coordination, a role in Educator Portal is not necessary.

Note: Users are not to have multiple email addresses in Educator Portal. Typically, one user account can manage multiple roles in a district.

Slide 47. Before students can be assessed, they must be enrolled and rostered to a test administrator, who must be active in the Kite system and must complete the test security agreement and each student's First Contact survey.

Collect educator, student, and roster data. Then, prepare user, enrollment, and roster files using the templates on a state's page of the DLM website. In some states, state agency staff upload all files. Therefore, check with the assessment coordinator before completing any uploads. If handling the uploads personally, be sure to verify data for accuracy before and after the upload. If the state handles the uploads, ensure the data is correct once it has been uploaded.

Slide 48. Review and confirm user data from the previous year. Deactivate accounts for users who are no longer active in the district for the DLM alternate assessment. Users are tracked by email address, and a single user should only

have one account. Contact the DLM Service Desk to consolidate multiple accounts found belonging to the same person. Then, send a test email message to users to verify the accuracy of email addresses.

Updating existing users may be done manually in Educator Portal. New users may be uploaded using either the User template on the state's page of the DLM website or via the user interface in Educator Portal. Also, each user must have an assigned role or roles.

Slide 49. Confirm that students and educators are linked to correct schools in the User Upload and Enrollment Upload Templates. Confirm that students are linked to the correct test administrator for each subject in the Roster Upload Template.

Notify the assessment coordinator and educators when uploads are complete. Test administrators are trained to verify their rosters and student data and contact the assessment coordinator or data manager if corrections are needed.

Slide 50. Throughout the spring assessment window, it may be necessary to change user, enrollment, and roster data or to exit or transfer students. Manage these changes promptly and refer to any state-provided deadlines.

Slide 51. As is evident from the previous sections of the training, assessment coordinators and data managers must often work hand-in-hand. They must establish strong communication and collaborate to ensure user and student information is accurate.

Slide 52. The third and final role addressed in this training is that of technology personnel.

Slide 53. Technology personnel may or may not be assigned Educator Portal user accounts. If they are, their accounts must be activated in Educator Portal and the test security agreement completed. Access to Educator Portal is not typically required for technology personnel and is determined at the state or district level. Contact the assessment coordinator for more information. Regardless, technology personnel may be called upon to provide technical support for test administrators and other district staff using Educator Portal and Student Portal. Troubleshooting information is provided on the DLM website.

Slide 54. The main responsibilities for technology personnel include determining which devices will be used for the assessment, installing the most current version of Student Portal on all devices to be used, supporting educators in checking the

compatibility of devices and accessibility supports (such as one- and two-switch systems), verifying local networks meet bandwidth requirements, installing a PDF reader (such as Adobe Acrobat DC) on devices educators will use to access Educator Portal, and modifying spam and junk email settings to accept messages from DLM accounts, which typically end in @ku.edu.

Slide 55. The Student Portal application is downloaded from the DLM website. Student Portal works with Windows, Macs, iPads, and Chromebooks. Further information about requirements and troubleshooting is also provided on the website.

Slide 56. In addition to the TECHNOLOGY SPECIFICATIONS MANUAL, technology personnel may need to consult the EDUCATOR PORTAL USER GUIDE.

Slide 57. Technology personnel may need to contact the assessment coordinator or data manager to assist with helping users access their Educator Portal or Moodle accounts to, for example, make sure an account has been created for the user.

Slide 58. Please note: Everyone involved with the DLM alternate assessment is obligated to protect students' personally identifiable information (PII). Be very careful about sharing PII electronically. If contacting the DLM Service Desk electronically, providing the student's state ID is typically sufficient. If the Service Desk needs more information, they will ask for it. States have varying rules regarding PII. Follow state guidance.

Slide 59. To review the roles and responsibilities of district staff, a data manager's primary responsibility is to ensure user and student information is accurately uploaded to Educator Portal. The main role of technology personnel is to ensure all devices used for the assessment are compatible with the Kite system and have the proper downloads. Then, the assessment coordinator's role is to ensure test administrators, data managers, and technology personnel have the necessary training and support needed to fill their roles. Assessment coordinators are also primarily responsible for monitoring the assessment. Collaboration is the key to successful assessment administration from start to end.

Slide 60. The next portion of this training will provide more information about the extracts used to monitor various aspects of the assessment.

Slide 61. Data extracts are available in 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.

Slide 62. Among the extracts are the Current Enrollment extract, which provides current enrollment information for active students, and the DLM Test Administration Monitoring extract, which shows how many testlets a student has completed out of the total number of testlets required for each subject.

Slide 63. Three extracts pertain to students' Personal Learning Profiles. The First Contact Survey File provides information about each student's First Contact survey settings, including the name of the educator who last completed the survey. The PNP Settings Count extract shows the student PNP Profile setting counts by organization, and the PNP Settings extract lists the personal needs and preferences selected for each student.

Slide 64. Additionally, a Roster extract links each student and test administrator by grade; a Security Agreement Completion extract shows users' status of completion by organization; a Training Status extract shows users' completion status for the Required Test Administrator Training; and finally, a Users extract lists all users and their assigned role or roles.

Slide 65. In conclusion, extracts are useful in monitoring the assessment throughout the spring assessment window, particularly for assessment coordinators. Extracts should be downloaded and saved in a secure location, as each time an extract is downloaded, the information is updated in the extract.

Slide 66. End-of-year score reports are delivered in Educator Portal in late summer or early fall. State education agency staff typically alert districts when the Individual Student Score Reports are available in Educator Portal. Test administrators must contact the district for information about score reports when they are initially delivered. However, once the new school year starts and new rosters are created and uploaded, test administrators will have access to score reports in Educator Portal for students rostered to them in the new school year. This means if a student is rostered to the same test administrator in the new school year as in the previous school year, the test administrator will have access to the student's end-of-year score report for the previous year. Otherwise, the

test administrator will not have access to score reports for students they previously assessed.

Slide 67. Finally, several resources for district users are available on the DLM website.

Slide 68. The resources for district staff are a series of helplet videos, each covering a specific topic. The helplet, *Getting Started in Educator Portal*, is pertinent to all district users. The others will be particularly useful to data managers as they work to upload and edit users and students.

A series of videos about score reports is also available on the DLM website.

Slide 69. As a final checkpoint review, extracts available in Educator Portal help monitor various aspects of the assessment. Individual Student Score Reports are also delivered in Educator Portal.

Slide 70. A Q&A session will be offered as a follow-up to this training. At the end of this training, a form is provided to sign up for the Q&A session.

Slide 71. Thank for you for your attention to this training and for your commitment to your role in the DLM alternate assessment.