DYNAMIC® LEARNING MAPS

DLM Non-Summative Assessment

User Guide

Table of Contents

Overview

Teachers receive immediate feedback regarding student performance on the Dynamic Learning Maps® (DLM®) Non-Summative assessment directly in the online platform. Summative score reports for accountability are not generated. Participation guidelines and expectations are decided locally.

Additional Information About the Assessment

- Uses DLM instructionally embedded assessments for English language arts (ELA) and mathematics
- Delivered via the Kite® assessment platform
- Secure test with security standards that must be followed
- Intended for students with significant cognitive disabilities
- Provides teachers with opportunities to gauge the effectiveness of classroom instruction
- Customizable for each student
  - Complexity level of the academic content
  - Accessibility supports offered
- Administered one-on-one between a teacher and a student
- Administered throughout the school year

Purpose, Audience, and Guidance

This guide explains how the DLM Non-Summative assessment is designed and administered. Then it specifies the responsibilities of teachers, assessment coordinators, and technology personnel. Links to resources and short tutorial videos are provided throughout this guide.

Key Terminology

- **Testlets:** short assessments, usually three to five items each; take five to 15 minutes to complete
- **Linkage levels:** levels of difficulty or complexity; individually chosen for each student per testlet at the teacher's discretion
- **Essential Elements:** alternate achievement standards to which the linkage levels are mapped
- **Claims:** groups of broadly related Essential Elements

- **Conceptual areas:** groups of more closely related Essential Elements within a claim
- **Mini-map:** diagram showing the skills that build to a specific Essential Element; identifies the linkage levels and connections between skills, often illustrating multiple routes of learning
- **Kite Suite:** the assessment platform used to implement the assessment
  - Educator Portal (sign-in page)**:** web portal used to access and manage student data
  - **Student Portal:** application downloaded and installed on testing devices and used to administer the assessment to students (Refer to the Kite Suite page of the DLM website for compatibility information and instructions.)
- **Instruction and Assessment Planner:** section of Educator Portal where teachers choose Essential Elements and linkage levels, assign testlets, access students' sign-in credentials for Student Portal, and obtain testlet results

---

The Instruction and Assessment Planner (described in Chapter 4: The Instruction and Assessment Planner) is the central component of the assessment. It is where teachers assign testlets to their students. Therefore, the Instruction and Assessment Planner is mentioned many times throughout this guide, but the design of the assessment is addressed first to help teachers understand the contents of the Instruction and Assessment Planner. The DLM Non-Summative Test Administrator Training in Educator Portal follows this same approach and flow of topics.

Chapter 1: Assessment Design

This section explains the assessment's unique design and its terminology.

Essential Elements, Linkage Levels, and Mini-Maps

Essential Elements serve as the standards for the assessment. They were written based on grade-level academic standards but were reduced in depth, breadth, and complexity. Then, the skills related to each Essential Element were identified, mapped, and developed into linkage levels of varying degrees of difficulty and complexity to show how skills build upon and route to other skills. The testlets students take for the assessment are based on the linkage levels and therefore reflect the degree to which a student can demonstrate the skills and concepts of each assessed Essential Element.

The linkage levels for English language arts (ELA) and mathematics are listed below from least to most complex:

- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- Successor (S)

The Target linkage level is most closely aligned to the Essential Element itself. The Successor linkage level gives students the opportunity to demonstrate skills beyond the Target linkage level and toward the general education standard. The other three linkage levels provide students who are not at the Target level an opportunity to show what they have learned and can do.

The Essential Elements and linkage levels available for testing are provided in the Currently Tested Essential Elements resources linked in the next section of this chapter. The linkage levels are perhaps best understood when viewed in the context of an Essential Element's mini-map, which shows the leveling of skills and the connections between them. Students can learn in various ways. While teachers aren't expected to teach skill-by-skill, the linkage levels and mini-maps help determine students' current skill levels and the skills they need to learn to reach a more complex level.

The DLM Non-Summative assessment is an opportunity for teachers to better understand the accumulation of skills students gain from instruction and use the assessment to guide further instruction. The goal is to spark new ideas and approaches to providing instruction for students that maintain high expectations but celebrate all levels of student

achievement. The assessment helps teachers focus on what students know and can do, and plan how new learning can build on current skills.

Currently Tested Essential Elements (Access to Mini-Maps)

An easy-to-follow document is provided for each Essential Element available for the assessment. The first page of each document provides the Essential Element, its corresponding general education standard, and the five linkage level descriptions for the Essential Element. The next page of each document provides further information about how the Initial Precursor and Distal Precursor linkage levels relate to the Target level, followed by links to any available instructional resources. Each document ends with the mini-map for the specific Essential Element.

The mini-maps are not a curriculum. Mini-maps are intended to help teachers identify which skills a student has already mastered along an Essential Element's trajectory. While teachers are encouraged to teach conceptually and provide rich instruction that does not limit a student to demonstrating an individual skill, the mini-maps often help teachers remove barriers for students by identifying specific skills that can help a student reach a more complex level of learning. The DLM Non-Summative assessment offers teachers the opportunity to try out the maps-based approach outside the realm of a high-stakes accountability program.

Use the following links to access and explore these documents. While mini-maps are useful visual aids, notice that text-only versions are provided in the mini-maps documents for added accessibility.

[Currently Tested Essential Elements for English Language Arts](#)

[Currently Tested Essential Elements for Mathematics](#)

The Essential Elements, linkage levels, and mini-maps are also conveniently accessible directly in the Instruction and Assessment Planner in Educator Portal, since that is where teachers make selections and assign testlets.

Figure 1

Example Mini-Map for Grade 5 Mathematics
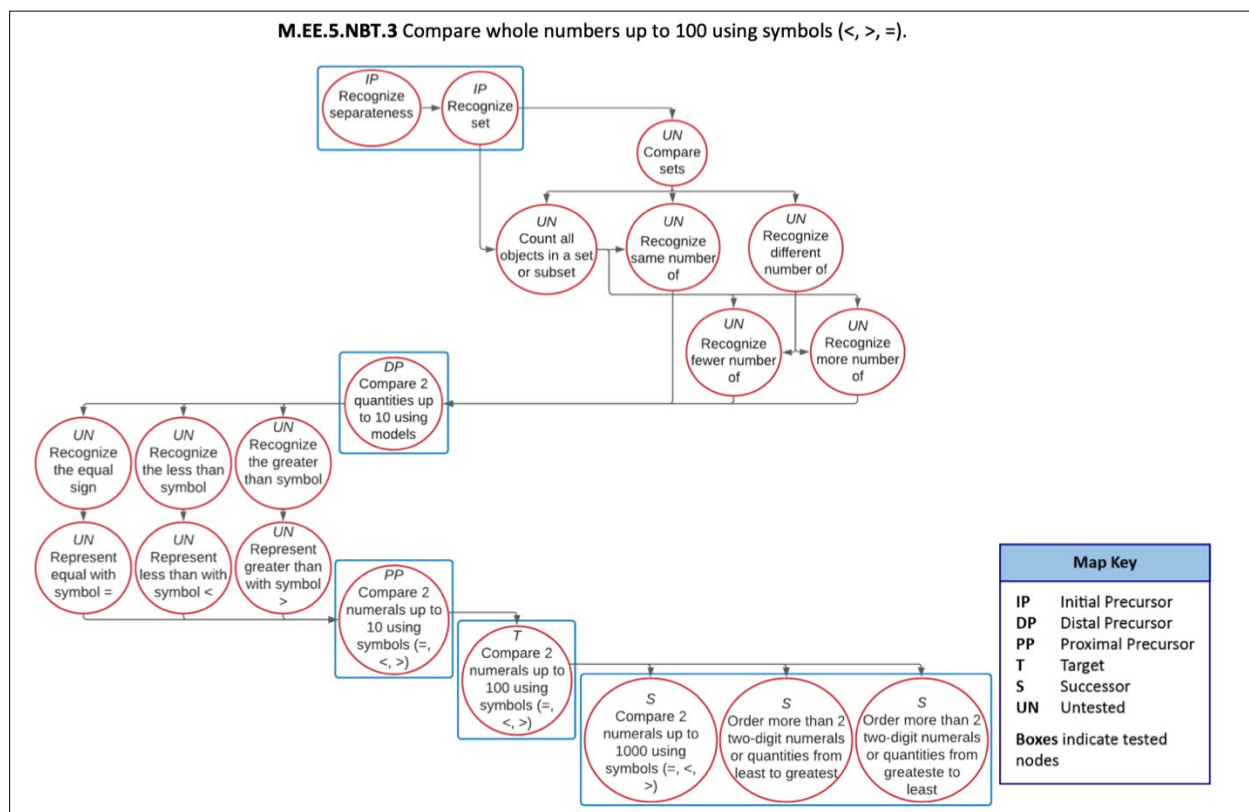
Claims and Conceptual Areas

Essential Elements are organized on test blueprints into claims and conceptual areas. Claims are broadly related Essential Elements, and conceptual areas are more closely related Essential Elements within a claim. Claims and conceptual areas help teachers recognize the relationships between Essential Elements, even across grades, since multiple-grade classrooms are common. They provide a framework for teachers to consider when developing lesson plans and instructional units. However, each time a teacher wants to assess a student, the teacher selects an Essential Element and linkage level for that Essential Element in the Instruction and Assessment Planner in Educator Portal.

The following graphic illustrates the relationship between the components described in this chapter from broadest to most specific.

Figure 2

From Claims to Testlets
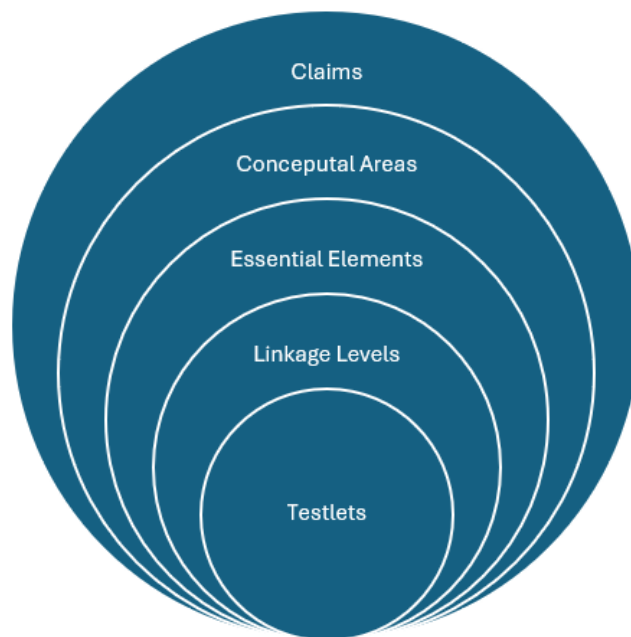
The ELA Essential Elements available for assessment are organized into Claim 1 (C1): Reading Comprehension or Claim 2 (C2): Writing. The conceptual areas for ELA are listed in Table 1.

Table 1

Conceptual Areas for ELA

Code	Conceptual Area
ELA.C1.1	Determine critical elements of text
ELA.C1.2	Construct understandings of text
ELA.C1.3	Integrate ideas and information from text
ELA.C2.1	Use writing to communicate
ELA.C2.2	Integrate ideas and information in writing

Mathematics Essential Elements are organized into four claims. Claim 1 (C1) is Number Sense. Claim 2 (C2) is Geometry. Claim 3 (C3) is Measurement, Data, and Analytic Procedures. Claim 4 (C4) is Algebra and Functions. The conceptual areas for mathematics are listed in Table 2.

Table 2

Conceptual Areas for Mathematics

Code	Description
M.C1.1	Understand number structures (counting, place value, fractions)
M.C1.2	Compare, compose, and decompose numbers and sets
M.C1.3	Calculate accurately and efficiently using simple arithmetic operations
M.C2.1	Understand and use geometric properties of two- and three-dimensional shapes
M.C2.2	Solve problems involving area, perimeter, and volume
M.C3.1	Understand and use measurement principles and units of measure
M.C3.2	Represent and interpret data displays
M.C4.1	Use operations and models to solve problems
M.C4.2	Understand patterns and functional thinking

Learn more about the maps-based approach to providing access to academic content for students with significant cognitive disabilities on the DLM website.

Chapter 2: Testlets

Teachers assign testlets for each of their students in the Instruction and Assessment Planner section of Kite® Educator Portal. Each testlet a student takes in Kite Student Portal will assess one Essential Element at one linkage level. This is true for both ELA reading testlets and mathematics testlets. The only exceptions are writing testlets.

Writing Testlets

Writing testlets combine all Essential Elements for the student's grade. Writing testlets also combine linkage levels. Writing testlets are either Emergent or Conventional.

- Emergent writing testlets combine the Initial Precursor and Distal Precursor linkage levels.
- Conventional writing testlets combine the Proximal Precursor, Target, and Successor linkage levels.

PREFER TO WATCH A VIDEO?

DLM Writing Testlets

Item Types

Most items are single-select multiple choice. Less common item types are

- Multiple choice-multi-select
- Matching
- Select text

Student Portal

Student Portal presents testlets across multiple screens.

- The TAKE A TEST button on the initial screen is used to access a student's own testlets in Student Portal when signed into Student Portal with the student's credentials. (The PRACTICE FIRST button is used to access released testlets for practice purposes using demo student credentials provided in Chapter 3: Process for Administering Testlets.) Once signed in, a tab for each subject is provided, which is used to access any testlets that have been assigned.
- For each item or question in a testlet, when a response option is chosen, an outline appears around it. A different response option can be selected at any time before the testlet is submitted.

- Navigation buttons appear at the bottom of each screen in a testlet. The BACK button is used to return to the previous screen. The NEXT button is used to advance to the next screen.
- The EXIT DOES NOT SAVE button is used to abandon the testlet, but any responses selected are not saved. While Student Portal does not have a SAVE button, remember that testlets are intentionally short so that each testlet can be completed in 15 minutes or less to avoid fatiguing students.
- The last screen of a testlet provides an opportunity to verify that each item in the testlet has a response and return to any items that were left blank before the testlet is ended.
- The END button is used to submit the testlet.

PREFER TO WATCH A VIDEO?

Using Student Portal

Common issue: If Student Portal is not closed using the Quit button or if connectivity is interrupted during a testing session (e.g., a power failure or unexpected internet outage), Student Portal is programmed to lock as a security measure. A message will pop up stating that a quit password must be entered. Teachers should contact their local assessment coordinator when this happens, and the assessment coordinator can obtain the quit password by contacting the Service Desk. Quit passwords are device-specific, so teachers will need tell the assessment coordinator what type of device was used (Apple desktop, iPad, MacBook, or Windows PC). If using a Chromebook, restarting the device will remedy this issue.

Testlet Types: Computer-Delivered Versus Teacher-Administered

Testlets are either computer-delivered or teacher-administered. Most testlets are computer-delivered. Teacher-administered testlets are usually those assessing lower linkage levels.

Computer-delivered testlets have items and questions that are directed to the student. They are intended for students who can access online content independently or with accommodations.

Teacher-administered testlets are common at the lower linkage levels. Everything in a teacher-administered testlet is directed to the teacher. Educator directions and a script are

provided. All items in a teacher-administered testlet are single-select multiple choice. For each item, the teacher selects the response option that best matches the teacher's interaction with the student.

Testlet Information Pages (TIPs)

Every testlet assigned in Student Portal has a corresponding Testlet Information Page, commonly referred to as a TIP, which is provided in the Instruction and Assessment Planner. Each TIP provides information for the teacher to use for preparing to administer the specific testlet to the student. TIPs tell whether the testlet will be computer-delivered or teacher-administered, the number of items in the testlet, and name any materials needed to administer the testlet to the student. Not every testlet requires materials. Those that do often call for common classroom materials. Still, if materials indicated on a TIP are not readily available or suitable for a student, teachers are encouraged to use substitutions. In fact, TIPs will often offer suggestions for substitutions. Importantly, TIPs explain how the materials will be used so that comparable substitutions can be more easily discerned if needed.

Chapter 3: Process for Administering Testlets

To be assessed, the following steps are necessary:

- The teacher must complete the DLM Non-Summative Test Administrator Training in Kite® Educator Portal.
- The student must be enrolled and rostered in Educator Portal.
- The teacher must complete a student's First Contact Survey and should also customize the student's Personal Needs and Preferences (PNP) Profile as appropriate.
- The assessment window must be open.

Accessing Educator Portal

A local administrator (e.g., an assessment coordinator or district test coordinator) must create an Educator Portal account for each teacher who will administer the DLM Non-Summative assessment with students. When an account is created, the teacher will receive an activation email from an "@ku.edu" address that includes instructions for accessing Educator Portal for the first time. The link in the email expires 24 hours after it is sent, but the teacher can request to have a new link sent if needed. Note: The activation email may be routed to a spam folder, so teachers should be on the lookout for the email and follow its instructions promptly for a smooth activation process.

Upon initial login, and each new school year, the test security agreement will appear automatically and must be accepted to gain further access to Educator Portal.

Test Security

Even though this is a non-summative assessment, student information and testlet content are to be kept private. Below are the test security standards:

1. Assessments (testlets) are not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means.
2. Except where explicitly allowed as described in the Test Administration Manual (this DLM Non-Summative Assessment User Guide), electronic materials used during assessment administration may not be printed.
3. Those who violate the Kite test security standards may be subject to their state's regulations or state education agency policy governing test security.
4. Educators are encouraged to use resources provided by Kite Suite, including practice activities and released testlets, to prepare themselves and their students for the assessments.

5. Users will not give out, loan, or share their password with anyone. Allowing others access to an Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

Regarding the second standard listed above, Testlet Information Pages (TIPs) can be downloaded and printed, but they must be securely destroyed after use, since they are secure testing materials. Otherwise, braille forms of testlets can be downloaded for embossing purposes, but they too must be destroyed after use to maintain test security.

PREFER TO WATCH A VIDEO?

▣ [Getting Started in Educator Portal](#)

DLM Non-Summative Test Administrator Training

Any teacher who will administer the assessment is required to first take the DLM Non-Summative Test Administrator Training, which is accessed via the TRAINING tab in the Educator Portal main menu. The training consists of a single module and quiz. A passing score for the quiz is 80% or higher. A certificate of completion is generated upon passing the quiz. The certificate must be clicked in the training course for the training to be recorded as complete. Teachers are blocked from accessing student testing information in Educator Portal until the training is completed.

Rosters

Students to be assessed must be enrolled and rostered in Educator Portal, which is typically completed by a local assessment coordinator or higher administrator. Teachers cannot enroll or roster students. Rostering is done by subject. A student can only be rostered to one teacher per subject. A teacher who teaches both English language arts (ELA) and mathematics will have two rosters, one per subject. A roster can be reassigned to a different teacher if needed. However, any teacher who will access student data in Educator Portal must first complete the DLM Non-Summative Test Administrator Training in Educator Portal. Teachers should verify the students to be assessed appear on their rosters and contact the local assessment coordinator if additions or corrections are needed. Rosters are accessed via the SETTINGS tab of the Educator Portal main menu.

First Contact Survey

Every student enrolled for the assessment has a First Contact Survey in Educator Portal that a teacher must complete and submit before the student can be assessed. Only one First Contact Survey is submitted per student. If the student's ELA teacher is different from the student's mathematics teacher, the two teachers should collaborate regarding the responses for the student's First Contact Survey.

First Contact Survey items are categorized into the following sections:

- Special education services
- Sensory capabilities
- Motor capabilities and health
- Computer instruction
- Communication (expressive and receptive)
- Language
- Academics

The Kite system uses a teacher's responses in a student's First Contact Survey to recommend a linkage level for every Essential Element for the student's grade. While a teacher can select whichever Essential Elements and linkage levels they want, the First Contact Survey is intended to give the teacher an idea for where to start if unsure.

Responses in a student's First Contact Survey typically carry over from year to year, but must still be reviewed, edited as needed, and resubmitted each school year.

Personal Needs and Preferences Profile

Inasmuch the linkage levels help make the academic content of the Essential Elements accessible to the diverse population of students with significant cognitive disabilities, the Kite system also has built-in and other accessibility supports. While this is an online assessment, it is not intended to assess a student's ability to use the technology. Therefore, in addition to the First Contact Survey, each student has a Personal Needs and Preferences (PNP) Profile that can be customized as needed. The PNP Profile includes considerations for the following categories of supports:

- Display enhancements (e.g., magnification, color choices)
- Language and braille
- Audio and environment support
- Other supports

Customizing a student's PNP Profile is not required. Some students will not need any accessibility supports, while others may need more than one. Teachers are encouraged to select the supports the student needs but refrain from selecting all supports, because not all supports work well in combination or may be more problematic than helpful for the student.

PREFER TO WATCH A VIDEO?

Completing the First Contact Survey and PNP Profile

Both a student's First Contact Survey and PNP Profile can be accessed in the SETTINGS > STUDENTS section of Educator Portal or conveniently in the Instruction and Assessment Planner in Educator Portal.

Test Administration Practices

In addition to the accessibility supports included in a student's PNP Profile, teachers are encouraged to consider other flexible test administration practices in terms of sitting down with a student to administer a testlet. While teachers are free to administer the instructionally embedded assessments as they deem appropriate for a student, the following intended best practices are suggested:

- Ensuring the student is positioned optimally to engage with computer-delivered testlets and any materials
- Reading the assessment aloud to the student, if needed
- Navigating the testlets for the student, if needed
- Pointing to response options for the student (partner-assisted scanning), if needed
- Entering the student's chosen responses in Student Portal, if needed
- Substituting materials used to administer a testlet as needed
- Translating or signing the testlet content for the student, if needed
    - Testlets are provided in Kite Student Portal in English only, and translated testlet forms are not available.
- Providing ample wait time for the student to respond
- Allowing the student to take breaks during a testlet as needed (keeping in mind each testlet is short)

Conversely, the following practices are intended to be avoided:

- Prompting to influence a student's response
- Changing the order or number of response options
- Adding picture symbols to response options that are text only

Testing Window

The DLM Non-Summative testing window spans most of the school year, starting in early September and continuing through mid-July. Refer to the DLM Non-Summative webpage for the specific dates.

Instructionally Embedded Process

As the name implies, instructionally embedded assessments are intended to be embedded in classroom instruction. They are delivered on a rolling basis at the teacher's discretion. The basic steps are described below:

1. Choose – Choose an Essential Element and linkage level for a student in the Instruction and Assessment Planner in Educator Portal.
   a. More than one Essential Element can be chosen at a time depending on instructional plans.
   b. The linkage levels chosen for each Essential Element can be the same or different.
2. Teach – Provide instruction on the chosen Essential Element(s).
   a. The linkage level for each Essential Element can be changed in the Instruction and Assessment Planner if the student demonstrates different skills during instruction.
3. Assess – Return to the Instruction and Assessment Planner to assign a testlet for a chosen Essential Element and linkage level, which will be delivered in Kite® Student Portal.
   a. The testlet's Testlet Information Page (TIP) is then made available directly in the Instruction and Assessment Planner.
   b. Remember that each testlet is specific to a particular Essential Element and linkage level. Therefore, if instruction was provided for multiple Essential Elements, a testlet should be assigned for each one.
4. Evaluate – Consider the assessment results provided in the Instruction and Assessment Planner to plan continued instruction and reassess or make additional selections.
5. Repeat – Repeat the process throughout the assessment window.

Instructional Resources: DLM Familiar Texts

Instructionally embedded assessments are not a curriculum even though the mini-maps are one source of instructional guidance. Teachers are encouraged to utilize the classroom, school, district, state, and other instructional resources offered. The DLM Familiar Texts, however, are a key instructional resource for reading instruction, because they provide adapted texts specifically for students with significant cognitive disabilities and are based on grade-level source books. They can be downloaded, accessed on an e-reader, or printed and used in classroom instruction.

Professional Development

To further support classroom instruction, free professional development modules for teachers are provided at dlmpd.com. Modules are offered for English language arts (ELA), mathematics, and science topics, in addition to fundamentals such as IEP development aligned to the Essential Elements and better understanding students with significant cognitive disabilities.

Preview and Practice

Demo student accounts are available for teachers and students to access released testlets in Student Portal for practice purposes. The demo accounts have varying accessibility supports, which are intended to help teachers determine which supports a student will need when taking the student's own testlets. The following (Table 3) is a table of the available demo student accounts and the PNP Profile settings for each.

In addition to the released testlets, the demo student accounts are used to access a practice activity for teachers and a practice activity for students. The practice activity for teachers is a tutorial regarding administering a teacher-administered testlet. The practice activity for students is a tutorial for navigating a computer-delivered testlet. Use the PRACTICE FIRST button in Student Portal to access practice testlets using any of the following credentials.

Table 3

Demo Student Credentials and Profiles for Student Portal

Demo Username	Demo Password	Accessibility Supports Activated
demo.sue29	wall3	None
demo.sue28	sand3	Spoken audio and contrast color (green text, white background); four-second scan speed; infinite scan cycle
demo.sue30	swept	Single-switch scanning (requires an external switch interface)

Demo Username	Demo Password	Accessibility Supports Activated
demo.sue31	topic	2× magnification
demo.sue33	void7	4× magnification and reverse contrast
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	Single-switch scanning (requires an external switch interface); five-second scan speed; repeat scan cycle twice
demo.sue36	stop3	Spoken audio
demo.sue37	after	5× magnification

Chapter 4: The Instruction and Assessment Planner

Teachers select Essential Elements and linkage levels, assign testlets, and view testlet results in the Instruction and Assessment Planner, which is a tool located within Kite® Educator Portal. It is intended to be teacher-friendly and convenient.

Teachers are free to choose whichever Essential Elements and linkage levels they want for each student.

Steps for Using the Instruction and Assessment Planner

1. In Educator Portal, select the MANAGE TESTS tab in the main menu. Then select INSTRUCTION AND ASSESSMENT PLANNER.
2. On the following screen, make the appropriate selections in the fields provided. (A teacher who has multiple students rostered can select one or more students at a time from the Student Name field.) Then select the Search button.
3. A table will appear for each student selected in the previous step. The top row of the table includes icons that can be selected to access a student's First Contact Survey, PNP Profile, and sign-in credentials for Student Portal.
    - Note: If the student's First Contact Survey has not been submitted for the current school year, a caution icon will display, and the First Contact Survey must be selected, completed, and submitted before further selections can be made in the Instruction and Assessment Planner. Once submitted, the Instruction and Assessment Planner will display a checkmark instead of the caution icon.
4. In the View/Create plans row of the table, arrows will appear beneath the ELA and MATH headings, provided the student is rostered to the teacher for both subjects. Select an arrow to enter the Instruction and Assessment Planner.
5. All Essential Elements and linkage levels available for the student's grade will be shown within the Instruction and Assessment Planner. For each Essential Element listed, each of the five linkage levels are displayed on digital cards. Each card has a kabob menu (three vertical dots) in its upper right corner. Select a linkage level and its kabob to access further options.
    - Note: A bookmark icon is used to indicate the system's recommended linkage level based on the responses in a student's First Contact Survey, but a different linkage level can be selected if desired.

6. Select the BEGIN INSTRUCTION button. Once the button is selected, the linkage level card will display as "Instruction in Progress" with the date beside the text.
   o Note: The Essential Element's mini-map document is provided as a downloadable PDF and can be used when planning instruction.
7. Once instruction has been provided using the instructionally embedded assessments process outlined in Chapter 3: Process for Administering Testletsof this guide, return to the Instruction and Assessment Planner and select the linkage level's kabob menu again. This time, two options will appear: Instruction Complete Assign Testlet and Instruction Complete Do Not Assign Testlet. Selecting the "Instruction Complete Assign Testlet" button will assign a testlet to Kite Student Portal for the student to take. A pop-up message will appear as an alert that assigning a testlet cannot be reversed. Once assigned, the Testlet Information Page (TIP) will appear as a downloadable PDF to be used in preparing to administer the testlet with the student. The linkage level card will then display as "Testlet Assigned" with the date beside the text. Selecting the "Instruction Complete Do Not Assign Testlet" button will return the card to its original appearance.
8. After the student has taken the assigned testlet in Student Portal, the linkage level card will display as "Complete: Mastered" with a star beside it or "Complete: Not Mastered" with an X beside it. The date the testlet was completed will also display on the card. (Writing testlets are the only exceptions. Results are not provided for writing testlets.)
9. Return to the Instruction and Assessment Planner throughout the window to make or change selections and view results from testlets taken.

PREFER TO WATCH A VIDEO?

[Using the Instruction and Assessment Planner](#)

Testlet Results

Scoring for DLM testlets is based on the likelihood a student has mastered the skills assessed. Results for each testlet are not provided as a raw score or percent score. They are displayed in the Instruction and Assessment Planner simply as mastered or not mastered on each linkage level card for which the student took a testlet. This is the only scoring that applies for the DLM Non-Summative assessment.

Currently, results for writing testlets are not provided. Writing testlets can be assigned and administered, but the Instruction and Assessment Planner will display as "Results Not Available" for writing testlets. Writing testlets are offered as an opportunity for teachers to practice using writing prompts with students and help students develop writing skills.

Using the Data

If the student did not master the assessed Essential Element and linkage level, consider the following three options:

1. Continue teaching, then reassess the student at a lower linkage level for the Essential Element, if available.
2. Continue teaching, then reassess the student at the same Essential Element and linkage level. However, the pool of testlets per linkage level is limited. If another testlet is not available, the linkage level card will no longer be selectable in the Instruction and Assessment Planner.
3. Choose a different Essential Element and linkage level.

If the student mastered the assessed Essential Element and linkage level, consider the following two options:

1. Continue teaching, then reassess the student at a higher linkage level for the Essential Element, if available.
2. Continue the instruction and assessment process with other Essential Elements.

Chapter 5: Review of Teacher Tasks

Below is a recap of the key tasks for teachers described in Chapters 1–4:

- Activate your Kite® Educator Portal account.
- Complete the DLM Non-Summative Test Administrator Training via the TRAINING tab in Educator Portal.
  - Remember to click the completion certificate at the very end of the training.
- Verify all students to be assessed are rostered.
  - Contact the local assessment coordinator if additions or corrections to rosters are needed.
- Complete each student's First Contact Survey.
  - This is done in Educator Portal either in the student's record (SETTINGS > STUDENTS) or directly in the Instruction and Assessment Planner.
- Customize each student's PNP Profile for accessibility supports as needed.
  - This is done in Educator Portal, either in the student's record (SETTINGS > STUDENTS) or directly in the Instruction and Assessment Planner.
- Use the Instruction and Assessment Planner in Educator Portal to select Essential Elements and linkage levels for each student throughout the assessment window.
- Assign testlets for each student in the Instruction and Assessment Planner once adequate instruction has been provided.
- Administer assigned testlets in Kite Student Portal, one-on-one with each student.
- Use the results indicated for each student in the Instruction and Assessment Planner to continue making selections to inform, and in conjunction with, plans for classroom instruction.

Chapter 6: Assessment Coordinator Tasks

For DLM Non-Summative purposes, an assessment coordinator is a local administrator who answers teachers' questions about assessment topics and helps ensure smooth implementation of the assessment. Decisions about who serves as an assessment coordinator are made locally, but the same individuals who serve as coordinators for other assessments a district or state may have are likely to serve as an assessment coordinator for this assessment.

Assessment coordinators usually have the role of District Test Coordinator (DTC) or Building Test Coordinator (BTC) in Kite® [Educator Portal](). DTC accounts can only be created and assigned by higher-level administrators, such as a state education agency (SEA) representative. Assessment coordinators have access to more student data than teachers, and assessment coordinators can perform more tasks in Educator Portal than teachers. For example, teachers cannot enroll students, and teachers can only access student data for students on their rosters. DTCs have access to data for an entire district, whereas BTCs have access to data for students in a particular school within the district.

Below are the main responsibilities of an assessment coordinator:

- Read this manual in its entirety and become familiar with the resources linked in Chapters 1–4.
- Consider taking the DLM Non-Summative Test Administrator Training in Educator Portal.
  - While completing the training is not required for assessment coordinators, doing so helps establish a common foundation of understanding and makes assisting teachers easier by understanding the way they are trained and the information they are provided.
- Perform data management duties as needed.
- Ensure teachers know who you are and that you are available to help them.
- Answer teacher questions and contact the DLM Service Desk on their behalf as needed.
- Point teachers to school, district, state, and other policies, instructions, and resources.

Data Management

Educator Portal is designed to facilitate data management, most often via the SETTINGS tab in the Educator Portal main menu. Data extracts are also available via the REPORTS tab of the main menu and are used to monitor various aspects of the assessment implementation.

Refer to the videos linked in the following table (Table 4) for step-by-step guidance regarding data management tasks. Be advised that in some situations, a statewide enrollment of students may be conducted, in which case DTCs or BTCs would only need to enroll any additional students who were not included in the statewide enrollment.

Table 4

Data Management Tasks

Task/Video Tutorial	Usefulness
Adding and Editing Students	Shows how to enroll students for the assessment and edit student accounts
Adding and Editing Rosters	Shows how to create a roster for a teacher and edit it as needed
Adding and Editing Users	Shows how to add teachers, building users, etc. (Note: District Test Coordinators [DTCs] can only be added by a state-level administrator.)
Exiting Students Manually*	Shows how to remove a student from the assessment
Find Previously Enrolled Students	Shows how to find a student who took the assessment last year (when applicable) and re-enroll the student for the current school year
Monitoring the Assessment Using Extracts	Shows how to access data extracts used to monitor various aspects of the assessment (Not all extracts will be pertinent or available for the DLM Non-Summative assessment.)
Transfer Students Within District	Shows how to digitally move a student from one school to another school in the same district
Upload Templates in Educator Portal	Shows how to use upload templates to upload multiple records to Educator Portal at once (useful when enrolling many students or when creating a roster for a teacher who has many students to assess)

*A Test, Exit, Clear template is offered in Educator Portal but is not necessary for DLM Non-Summative purposes. If exiting a student is necessary, use the manual process described in the video.

Required Fields for the Upload Templates

Data can be entered in Educator Portal two ways: directly in the Educator Portal user interface or by using an upload template. Upload templates are CSV files (that open in Excel spreadsheets), as described in the video linked in Table 4. When using an upload template, some columns cannot be left blank. The following tables (Table 5 through Table 12) clarify the requirements of the columns. The templates are convenient when needing to upload multiple records at once.

The data collected in Educator Portal is reported in data extracts (REPORTS > DATA EXTRACTS), which are useful in tracking demographic information and assessment activity.

Table 5

Enrollment Upload Template Columns

Column	Contents
A: Accountability District Identifier	Leave blank
B: Accountability School Identifier	Leave blank
C: Attendance District Identifier	Required; alphanumeric: enter the ID of the district in which the student will be assessed
D: Attendance School Identifier	Required; alphanumeric: enter the ID of the school in which the student will be assessed
E: School Year	Required; enter 2026
F: State Student Identifier	Required; numeric; up to 10 digits
G: Local Student Identifier	Leave blank
H: Student Legal First Name	Required; alphanumeric
I: Student Legal Last Name	Required; alphanumeric
J: Student Legal Middle Name	Can be left blank; alphanumeric if entered
K: Generation Code	Leave blank
L: Gender	Required; enter 0 for female, 1 for male, 2 for nonbinary/undesignated; 3 for gender not listed here; 4 for prefer not to say; 5 for other
M: Date of Birth	Required; enter MM/DD/YYYY format
N: Grade	Required; numeric; 3 through 12
O: School Entry Date	Required; enter MM/DD/YYYY format; use the Kite enrollment date if unknown
P: District Entry Date	Leave blank
Q: State Entry Date	Leave blank
R: Comprehensive Race	Required; refer to the values in Table 6
S: Primary Disability Code	Required; refer to the values in Table 7
T: Gifted Student	Leave blank
U: Hispanic Ethnicity	Required; enter Yes or No
V: First Language	Not required; refer to values in Table 8
W: ESOL Participation Code	Required; refer to values in Table 9
X: Assessment Program 1	Required; enter DLM
Y: Assessment Program 2	Leave blank
Z: Assessment Program 3	Leave blank

Table 6

Comprehensive Race Categories (For the Enrollment Upload Template)

Entry	Definition
1	White
2	African American
4	Asian
5	American Indian
6	Alaska Native
7	Two or more races
8	Native Hawaiian or Pacific Islander
9	Middle Eastern or North African

Table 7

Primary Disability Codes (For the Enrollment Upload Template)

Entry	Definition
AM	Autism
DB	Deaf/blindness
DD	Developmentally delayed (ages 3–9 only)
ED	Emotional disturbance
HI	Hearing impairment
ID	Intellectual disability
LD	Specific learning disability
MD	Multiple disabilities
EI	Eligible individual
DA	Decline to answer
ND	No disability
OH	Other health impairment
OI	Orthopedic impairment
SL	Speech or language impairment
TB	Traumatic brain injury
VI	Visual impairment
WD	Documented disability

Table 8

First Language Codes (For the Enrollment Upload Template)

Entry	Definition
0	English
1	Chinese (Mandarin or Cantonese)
2	Dinka (Sudanese)
3	French
4	High German
5	Hmong
6	Khmer (Cambodian)
7	Korean
8	Lao
10	Filipino or Tagalog (Philippines)
11	Russian
13	Spanish
14	Vietnamese
15	Arabic
16	Other
17	Somali
18	Thai
19	Portuguese
20	Farsi (Iranian)
21	Chuukese (e.g., Marshall Island, Micronesian)
22	Bosnian
23	Burmese
24	Hindi
25	Urdu
26	Swahili
27	Nepali
28	American Sign Language (ASL)
29	Serb
30	Croatian
31	Turkish
32	Karen languages (e.g., Burma, Myanmar)
33	Haitian/Haitian Creole
34	Gujarati
35	Punjabi
36	Pashto
37	Dari
38	Quiche
39	Mam

Entry	Definition
40	Ilokano
41	Visayan
42	Low German
43	Other signed language
44	English—with other language background
45	Native American languages
46	Japanese
47	Amharic

Table 9

ESOL Participation Codes (For the Enrollment Upload Template)

Entry	Definition
0	Neither an ESOL-eligible student nor an ESOL-monitored student
1	Title III funded
2	State ESOL/bilingual funded
3	Both Title III and state ESOL/bilingual funded
4	Monitored ESOL student
5	Eligible for ESOL program based on an English language proficiency test but not currently receiving ESOL program services (e.g., a child's parents or guardians have waived them out of ESOL services, but the district is still obligated to provide ESOL support)
6	Receives ESOL services and not funded with Title III and/or state ESOL funding

Table 10

Roster Upload Columns

Column	Contents
A: Roster Name	Required; alphanumeric
B: Subject	Required; enter ELA for English language arts or M for mathematics
C: Course	Leave blank
D: Attendance School Identifier	Required; alphanumeric; enter the ID of the school where the student will be assessed
E: School Year	Required; enter 2026
F: State Student Identifier	Required; numeric; up to 10 digits
G: Local Student Identifier	Leave blank
H: Student Legal First Name	Required; alphanumeric
I: Student Legal Middle Name	Not required; alphanumeric
J: Student Legal Last Name	Required; alphanumeric
K: State Educator Identifier	Required; alphanumeric
L: Educator Legal First Name	Required; alphanumeric

Column	Contents
M: Educator Legal Last Name	Required; alphanumeric
N: Remove from Roster	If removing, type Remove; otherwise leave blank

Table 11

User Upload Columns

Column	Contents
A: Educator Legal First Name	Required; alphanumeric
B: Educator Legal Last Name	Required; alphanumeric
C: State Educator Identifier	Required for Teacher role only; can be email address
D: Educator Email Address	Required; will be the user's Educator Portal username
E: Organization ID	Required; codes provided in the Organizational Table on the DLM Non-Summative webpage
F: Organization Level	Required; enter DT for district or SCH for school
G: Primary Role	Required; refer to the codes in Table 12
H: Secondary Role	Can be left blank if none
I: Primary Assessment Program	Required; enter DLM
J: Deactivate User	Enter the word deactivate (all lowercase) only if deactivating a user
K: Remove Role	Enter the word remove (all lowercase) only if removing a role from a user; enter the role to be removed in the Primary Role field

Table 12

Codes for Primary and Secondary User Roles (For the User Upload Template)

Role Code	Role Name
BTC	Building Test Coordinator
BUS	Building User
DTC	District Test Coordinator (can only be added by SAA)
DUS	District User
SAA	State Assessment Administrator (can only be added by DLM Service Desk)
SUP	District Superintendent
TEA	Teacher

Contacting the Kite Service Desk

Assessment coordinators are encouraged to contact the Kite Service Desk on behalf of teachers, rather than teachers contacting the Kite Service Desk themselves. This is because 1) a teacher's question may be a local decision or matter and 2) other teachers may have the same or similar questions of which the assessment coordinator should be aware and may be able to help mitigate.

The Kite Service Desk is available three ways:

- By email: DLM-support@ku.edu
- By phone: 1-855-277-9751
- By live chat in Educator Portal

The live chat feature is available for all Educator Portal users, including teachers. However, even though this is a non-summative assessment, students' personally identifiable information (PII) should be protected in accordance with the test security agreement, which upholds the Family Educational Rights and Privacy Act (FERPA). Therefore, when contacting the Kite Service Desk via live chat or email, only the state student identifier (SSID) is needed for the Kite Service Desk agent to aid in most cases. If additional information is needed, call the Kite Service Desk instead.

Unlocking Kite Student Portal

If an interruption occurs during a testing session (e.g., power failure, internet outage) or Student Portal is not closed properly (using the Quit button in the application), the application will lock. A screen will appear stating that a quit password must be entered. This was first mentioned in Chapter 2: Testlets of this guide. There, teachers were directed to contact their local assessment coordinator if this happens, as it is a common issue. The assessment coordinator should contact the Kite Service Desk to request a quit password. Quit passwords are device-specific (Apple desktop, iPad, MacBook, or Windows PC). Specify the device for the Kite Service Desk agent.

Chapter 7: Technology Personnel Tasks

Technology personnel typically do not have Kite® Educator Portal accounts, nor do they need to. The main task for technology personnel is to ensure Kite Student Portal is downloaded, installed, and functioning properly on any device that will be used to assess students taking the DLM Non-Summative assessment, since many schools and districts do not permit teachers to download applications on district- or school-owned devices.

Compatible devices and download instructions are available on this Kite Suite webpage. As well, that page provides information about supported browsers for Educator Portal. It also indicates the Kite system status for both Educator Portal and Student Portal, in case teachers report problems accessing either component of the Kite platform.

Technology personnel should contact the local assessment coordinator with questions or to report any issues with the Kite platform. Assessment coordinators can then reach out to the Kite Service Desk if needed. This chain of communication is necessary since technology personnel do not usually have an Educator Portal account and therefore cannot be easily verified as someone who should be given information about data in the system. Kite Service Desk agents can only provide assistance for Educator Portal users as a matter of test security.