ASSESSMENT COORDINATOR MANUAL 2017-18

ELA, MATH, and SCIENCE

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Version YE

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the Publication Date noted above.

When this manual is updated, the Revision Date will also be updated. A summary of changes is included in the Appendix under Document History.

FINDING HELP

When the information in this manual and resources from your state Dynamic Learning Maps® (DLM®) webpage do not lead to solutions, these contacts can provide additional support.

> HINT: Print this page and keep it handy!

For these items:	Contact:
• KITE® Client installation • General computer support • Internet availability • Display resolution • Issues with sound, headphones, speakers, etc.	Local technology representative
• How to use KITE Client and Educator Portal • Training requirements • Assessment questions • Assessment scheduling	State education agency
• Data issues (rosters, enrollment, etc.)	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu
• Test invalidation requirements • Student Individualized Education Program (IEP) requirements • Test window dates, extensions, requirements, etc. • Test resets (may take up to 72 hours)	State education agency

If contacting the DLM Service Desk:

• **Do not send any Personally Identifiable Information** (PII) for a student via email. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes information such as a student's name or state identification number. Each state has unique PII requirements. Please check with your assessment coordinator to find out what student information can be legally emailed in your state.

• Do send:
  - your contact information (email address and name)
  - the state and district in which your school is located
  - error messages, including the testlet number if applicable to the problem
  - the Service Desk ticket number when following up on a previously submitted issue

ASSESSMENT COORDINATOR MANUAL 2017-18

CONTENTS

AUDIENCE AND PURPOSE

The ASSESSMENT COORDINATOR MANUAL for the Dynamic Learning Maps® (DLM®) alternate assessment provides assessment coordinators with information to support data managers, technology personnel, and test administrators (e.g., educators, examiners, proctors, or teachers) in preparing for the assessment. Assessment coordinators oversee the assessment process and serve as the main point of contact between the state department, service desk, and district.

ADDITIONAL RESOURCES

To learn about updates to assessment coordinator resources such as this manual, subscribe to Test Updates on the DLM website under Assessment Resources | Test Updates (http://dynamiclearningmaps.org/test-updates).

WHAT'S NEW IN THIS VERSION?

Information about these topics has been added or enhanced in this version.

Topic	Starting Page
Audience and Purpose statement: Updated/clarified language	5
About the Dynamic Learning Maps Alternate Assessment System: Updated/clarified language	15
Develop and Implement a Comprehensive Training Plan: Updated/clarified language	21
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A more comprehensive list of changes to this manual prior to this release is included in the Appendix under Document History.

INTRODUCTION

This manual provides information and a checklist to assist the assessment coordinator support district staff and educators participating in Dynamic Learning Maps® (DLM®) assessment. It includes policies and procedures and outlines the roles and responsibilities the DLM Alternate Assessment Consortium has defined for participants.

The DLM Alternate Assessment Consortium has defined four participant roles in test delivery. These titles are used throughout the assessment administration manuals and training resources:

- test administrator
- assessment coordinator
- data manager
- technology personnel

One person may fill multiple roles.

Information about the roles of data manager and technology personnel is included in this manual only as it supports assessment coordinators in their activities. Resources specifically written for data managers and technology personnel are available on each state's page on the DLM website. The roles and responsibilities of the people administering testlets are addressed in the TEST ADMINISTRATION MANUAL (TAM).

How a state defines the tasks and titles may vary. First, assessment coordinators should check the state page on the DLM website to see if the state has provided additional information.

Title	Task Summary
Assessment Coordinator	The assessment coordinator is presumed to work at the district level and is the main point of contact between the state department, the service desk, and the district. The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff.
Data Manager	The data manager is presumed to work at the district or building level, but may be at a higher level.

Title	Task Summary
	The key duty of the data manager is to maintain educator, student, and roster data. The assessment coordinator and data manager work together throughout the year. These roles may be interchangeable in some states.
Technology Personnel	The technology personnel is presumed to work at the district or building level, but may have a position at a higher level. The technology personnel does not always have access in Educator Portal. The key duty of the technology personnel is to prepare the network and assessment devices for assessment administration.
Test Administrator	The test administrator is an educator who is responsible for working with Individualized Education Program (IEP) teams to select and enter the accessibility supports for each student into Educator Portal. The test administrator is also responsible for completing the First Contact survey for each student, completing Required Test Administrator Training, reviewing and verifying student data, preparing students for assessment, instructing students on the Essential Elements, and administering the DLM alternate assessments to students.

CHECKLISTS FOR ASSESSMENT COORDINATORS

> HINT: Print these pages for your convenience!

The following checklists detail the critical steps for assessment coordinators to follow. Refer to them when reading this manual and preparing the school or district for the DLM alternate assessments. Follow the links provided for more information to quickly navigate to topics in this guide or to access other resources.

The checklists are organized into four sets of tasks for different parts of the school year. Information about each task is developed in more detail later in this manual.

- Before Beginning Assessment
- Instructionally Embedded Assessment (Optional)
- Spring Assessment Window
- Preparing for Next Year

Before Beginning Assessments

☑	Tasks	Resources
	1. Use the resources on the state's DLM webpage to become familiar with the DLM Alternate Assessment System, your roles and responsibilities, the roles and responsibilities of other participants from the state and district, and the procedures and materials needed to prepare for the assessment, including the DLM support resources.	The DLM website, Assessment Resources | Year-End Model | Educator Resources: http://dynamiclearningmaps.org/erp_ye
	2. Activate your Educator Portal (EP) account by following the instructions in the KITE® activation email. After the state assessment administrator (SAA) uploads your account in EP, you will not receive an activation email. The state education agency (SEA) must upload data manager information. (If you already have an active EP account, skip this step.)	Activate Educator Portal Account, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us
	3. Work with the SAA to activate accounts equal to or above the district test coordinator level.	

☑	Tasks	Resources
	4. Complete the annual security agreement in your EP profile. **Test administrators will not be able to administer testlets if they do not agree to and sign the security agreement each year.**	Complete Security Agreement, EDUCATOR PORTAL USER GUIDE Educator Portal: https://educator.cete.us
	5. Sign up for the DLM Test Updates during the year.	The DLM website, Assessment Resources	Test Updates: http://dynamiclearningmaps.org/test-updates
	6. Participate in DLM assessment coordinator training. States may also provide their own training for assessment coordinators.	The DLM website http://dynamiclearningmaps.org/district-staff-training-resources-ye
	7. Manage district and school staff roles and responsibilities. a) Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role. b) Identify educators who will serve as test administrators for the DLM alternate assessments. c) Make sure each person is aware of his or her roles and responsibilities and the timeline of events, including firm deadlines for required steps. d) Make sure the technology personnel, the data manager, and test administrators understand the DLM assessment policies and procedures, as well as state-specific policies.	Checklists for data managers, technology personnel, and test administrators from role-specific manuals

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	8. Develop and implement a comprehensive training plan **or** implement your state's training plan for district staff and test administrators. a) Review the checklists for data managers, technology personnel, and test administrators. b) Encourage data managers and technology personnel to complete the DLM-sponsored or state-sponsored training on their roles. c) Deliver Required Test Administrator Training (if assigned by the state or district). d) Monitor educator completion of all parts of Required Test Administrator Training and the security agreement. e) Identify additional training or resource needs specific to local DLM participants and develop resources to address needs. f) Encourage and monitor participation in the DLM professional development for instruction.	Checklists for data managers, technology personnel, and test administrators from role-specific manuals The DLM training for data managers and technology personnel The DLM Required Test Administrator Training http://dynamiclearning maps.org/district-staff-training-resources-ye Develop and Implement a Comprehensive Training Plan, page 21

☑	Tasks	Resources
	9. Prepare for assessment implementation. a) Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage all staff involved in assessment in any capacity to sign up for Test Updates on the DLM website. b) Establish communication between data managers, technology personnel, and the DLM Service Desk. c) Determine how you will receive communications from the state or district representatives for information specific to the state or district. d) Monitor creation of EP user accounts.	Test Updates Page http://dynamiclearnin gmaps.org/test-updates Educator Portal https://educator.cete.us EDUCATOR PORTAL USER GUIDE Prepare for Assessment Implementation, page 24

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	e) Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training. f) Establish an assessment security plan and monitor adherence to the DLM- and the state-specific test-security policies. g) Troubleshoot issues as they arise.	
	10. Monitor and support assessment preparations and administration. a) Remind technology personnel, data managers, and test administrators about important deadlines. b) Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about the state's policy for students who are hospitalized or home-bound as needed. c) Support test administrators and data managers in conducting data verification and revision within the two windows (fall for optional instructionally embedded for English language arts and mathematics assessments; spring for spring assessment). d) Ensure that every student who is supposed to participate is listed in EP and assigned to the correct test administrator. e) Monitor completion of the Access Profile (AP) using the Accessibility Profile Extract. The AP is where test administrators enter a student's personal needs and preferences. Follow up with test administrators as needed. f) Monitor completion of the First Contact (FC) survey for all students who will be assessed using the FC survey extract. Follow up with test administrators as needed. g) Assist test administrators with technology preparations (e.g., making sure assistive devices work) and assessment environment set-up (e.g., computer lab scheduling) as needed. Use the	Educator Portal https://educator.cete.us Educator Portal section in this manual Participation Guidelines on the DLM website Your state page on the DLM website Monitor and Support Assessment Preparations and Administration, page 26 GUIDE TO PRACTICE ACTIVITIES AND RELEASED TESTLETS on the DLM website

☑	Tasks	Resources
	practice and released testlets to ensure computers are configured correctly. h) Support test administrators in preparing the assessment environment. i) Ensure student's usernames and passwords are printed. If the responsibility for printing student usernames and passwords for KITE Client will be centralized in the school/district, assign responsibility for each task (the DLM Alternate Assessment Consortium assumes test administrators are responsible).	
	11. Develop a plan to facilitate communication with parents/guardians and district staff **or** follow your state-developed communication plan. Schedule meetings as necessary. a) Consider what parents/guardians and district staff will need and want to know about the DLM assessments. b) Determine the frequency of communication to various audiences. c) Deliver communication to various audiences according to the timeline in the communication plan. d) Relay new information from the DLM Alternate Assessment Consortium, the state, and the district to appropriate audiences as needed.	The DLM Webpage ǀ About Us ǀ Information for Parents Develop a Communication Plan, page 28

CHECKLISTS FOR ASSESSMENT COORDINATORS

Instructionally Embedded Assessments (Optional)

☑	Tasks	Resources
	1. Monitor and support test administration. a) Facilitate communication between the DLM staff and district staff during the assessment window(s). b) Monitor assessment activity, including assessment completion, prior to the end of the assessment window. c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. d) Serve as the point of contact for the DLM Service Desk.	

CHECKLISTS FOR ASSESSMENT COORDINATORS

Spring Assessment Window

☑	Tasks	Resources
	1. Support test administrators in verifying that student demographic information, the AP, and the FC have been completed. **Students will not receive testlets until the First Contact survey is completed and submitted.**	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE
	2. Monitor and support test administration. a) Facilitate communication between the DLM staff and district staff during the assessment window(s). b) Monitor assessment activity, including assessment completion, prior to the end of the assessment window. c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.	Form Delivery, page 28

Prepare for Next Year

☑	Tasks	Resources
	1. Prepare assessment coordinator plans for next year (develop calendar, design communication plan, schedule required training, etc.).	
	2. Support test administrators in preparing for next year (evaluate APs, review blueprints for the next grade, etc.).	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE Blueprints on the state page on the DLM website
	3. Contact the SAA for the coming year's test windows.	

ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in the DLM-assessed subject areas in grades 3-8 and high school. The department of education in each state determines which subjects and which grades are assessed. The DLM Alternate Assessment System provides accessibility by design and is guided by the core beliefs that all students should have access to challenging, grade-level content and that test administrators should adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

STUDENTS

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have a disability or multiple disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students for whom general education assessments, even with accessibility supports, are not appropriate.

Students taking the DLM alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at reduced depth, breadth, and complexity.

Seek guidance from the state assessment administrator about the state's participation guidelines for eligibility requirements.

THE DYNAMIC LEARNING MAPS FOUNDATION

The DLM maps are highly connected representations of how academic skills are acquired, as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in either English language arts (ELA) or mathematics, as well as important foundational skills that provide a foundation for academic skills. As of April 2016, there are 2,089 nodes in the ELA map, 2,399 nodes in the mathematics map, and 150 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of April 2016, the ELA map has 5,045 connections and the mathematics map has 5,200 connections.

The DLM science assessment does not presently use a map model; however, a learning map model for science is currently under development.

ESSENTIAL ELEMENTS

The DLM content standards are called Essential Elements (EEs) and are the learning targets for the assessments for grades 3-8 and high school in ELA, mathematics, and science. The purpose of the EEs is to build a bridge from those content standards to the academic expectations for students with the most significant cognitive disabilities.

ENGLISH LANGUAGE ARTS AND MATHEMATICS ESSENTIAL ELEMENTS

The ELA and mathematics EEs are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. The EEs specify academic targets, and the DLM map clarifies how students can reach those targets. For each EE, small collections of nodes are identified earlier in the map, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level is the Target in ELA and mathematics, and there are three levels below the Target and one level beyond the Target. See Linkage Level in the GLOSSARY on page 31 for more detail.
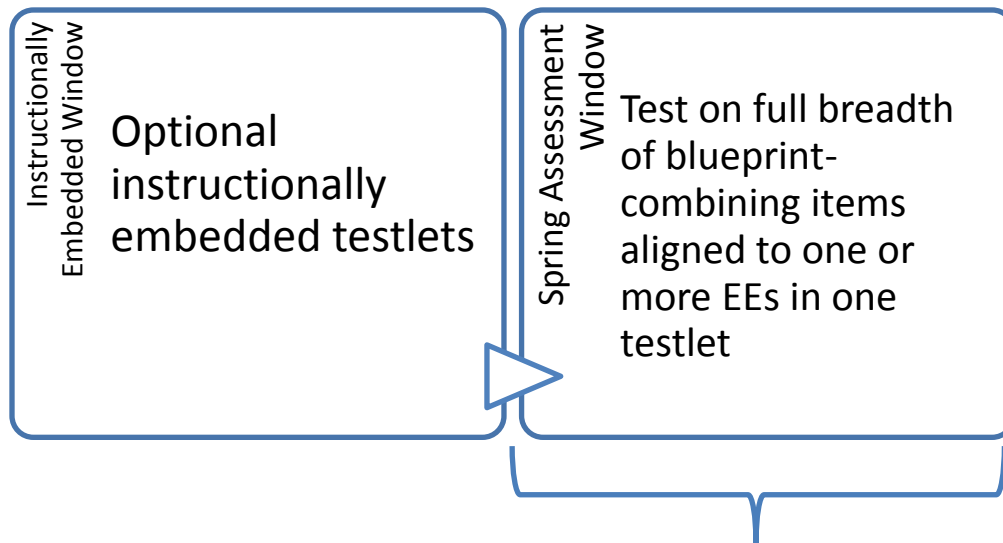
SCIENCE ESSENTIAL ELEMENTS

The science EEs are the learning targets for the DLM assessment in grade bands: elementary, middle school, and high school. Science EEs are specific statements of knowledge and skills, including science and engineering practices, linked to grade-level expectations identified in the National Research Council's Framework for K-12 Science Education. In science, each EE has three linkage levels. The highest linkage level is the Target, and two levels, Initial and Precursor, exist below the Target.

ASSESSMENT SYSTEM DESIGN AND DELIVERY

The DLM alternate assessments are delivered in testlets. Each testlet consists of an engagement activity and three to nine items. Items in each testlet align to knowledge and skills in a single linkage level within an EE. An engagement activity for an ELA testlet consists of a reading or writing task. For mathematics, an engagement activity gives context, which is carried throughout the testlet. Science testlets begin with an engagement activity just like testlets in ELA and mathematics. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Specific item types are described in the TEST ADMINISTRATION MANUAL. Information on accessing practice activities and released testlets using demo student accounts is also included in the TEST ADMINISTRATION MANUAL.

There are instructionally embedded testlets available to educators during the year. These are optional. Required testlets are delivered in the spring (see the following graphic).

Instructionally Embedded Window	Spring Assessment Window
Optional instructionally embedded testlets	Test on full breadth of blueprint-combining items aligned to one or more EEs in one testlet

Summative scores based on EEs covered in the blueprint WILL NOT incorporate scores from instructionally embedded assessment.

In the spring, all students are assessed on the full range of EEs in the blueprint. Regardless of whether the educator chooses to use instructionally embedded assessments, the educator is responsible for providing instruction on those EEs during the year. Using an algorithm that defines the relationships among the nodes in the map and uses all prior information available about the student, the system is adaptive and provides testlets at the appropriate linkage level for each EE.

Spring Assessment Times	
Subject	**Average Overall Time in Minutes**
English language arts	70–90
Mathematics	35–60
Science	45–135

ABOUT THE KITE SYSTEM AND EDUCATOR PORTAL

The KITE® system was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities. Educators and students use two of the four applications in the KITE system. Students and educators each see a different part.

Students have accounts in **KITE Client**.

KITE Client delivers assessments to students through the use of a customized secure interface. Once launched, KITE Client prevents students from accessing websites or other applications during testing. Practice activities and released testlets are also available using demo student accounts through KITE Client. *Educators and staff do **not** have accounts in KITE Client.*

Staff and educators have accounts in **Educator Portal (EP)**.

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access EP online via https://educator.cete.us. For information on how to work within EP, see the EDUCATOR PORTAL USER GUIDE on the DLM website.

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators, assessment coordinators, data managers, and technology personnel are available on the DLM website. Resources are provided by the DLM Alternate Assessment Consortium, and state-specific resources may also be available.

To access resources for each state and role, follow these steps:

1. Go to the DLM website http://dynamiclearningmaps.org.

2. Hover over the **STATES** tab to reveal a list of states.
   Select your state.

> HINT: Bookmark the page or save it to your favorites for quick access later.

RESOURCES ON THE DLM WEBSITE

The following table lists DLM resources that are designed for assessment coordinators. These resources are available on most state webpages.

ASSESSMENT COORDINATOR MANUAL (PDF)	Supports the assessment coordinator in preparing district and school staff for assessment.
DATA MANAGEMENT MANUAL (PDF)	Supports the data manager in gathering, editing, and uploading user (educator/staff) data, enrollment (student) data, and roster (groups of students by educator) data via EP.
TECHNOLOGY SPECIFICATIONS MANUAL (PDF)	Supports the technology personnel in preparing schools for the technology needs of the DLM alternate assessment.
TEST ADMINISTRATION MANUAL (TAM) (PDF)	Supports test administrators in preparing themselves and students for assessment. Expands the knowledge base for the assessment coordinator on specific topics.
Accessibility Manual (PDF)	Provides guidance to state leaders, districts, educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available in KITE Client.
EDUCATOR PORTAL USER GUIDE (PDF)	Supports educators in navigating EP to access assessment information, including student data and reports.
Educator Resource Page (webpage)	Provides supplemental instruction and assessment resources for educators and test administrators.
GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING (PDF)	Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Moodle is the website where the training modules are located. It is where test administrators take their tests.
GUIDE TO PRACTICE ACTIVITIES & RELEASED TESTLETS (PDF)	Supports the test administrator in accessing practice activities in KITE Client using demo student accounts.
Test Updates Page (webpage)	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available: http://dynamiclearningmaps.org/test-updates.

PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

OVERVIEW

The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff. In some cases, responsibilities will be determined by plans and communications decided at the state level.

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium suggests preparing for the DLM test administration through careful planning, implementation, and monitoring.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

> NOTE: The user manuals for test administrators, data managers, and technology personnel direct users to contact their district assessment coordinator for a training plan tailored specifically to their state and district.

The DLM Alternate Assessment Consortium suggests developing a training plan to support test administration efforts by test administrators, data managers, and technology personnel. Consider the resources described in this section when developing a plan.

TRAINING WEBINARS AND HELPLET VIDEOS FOR ASSESSMENT COORDINATORS, DATA MANAGERS, AND TECHNOLOGY PERSONNEL

- Prerecorded training webinars for assessment coordinators, data managers, and technology personnel are available on each state's DLM website. Training includes PowerPoint slides, transcripts, and a Frequently Asked Questions document.
- Many 1- to 5-minute helplet videos are available on how to do specific tasks in Educator Portal (EP), such as How to Get Started in Educator Portal and the Personal Learning Profile Training to help test administrators complete the Access Profile (AP) and the First Contact (FC) survey.
- Users can subscribe to Test Updates that announces releases in new training and other important information.

See How to Use the DLM Website on page 19 to find resources by role.

RESOURCES FOR TEST ADMINISTRATORS

The DLM Alternate Assessment Consortium provides required training for test administrators, professional development for instructional support, and supplemental training. The following table compares these three categories.

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
• Covers critical content for managing and delivering the DLM alternate assessments • Required for test administrators • Test administrators will not be able to deliver testlets if training is incomplete. • States decide which format(s) to offer: self-directed or facilitated. • Successful completion is a score of 80% or higher on the post-test.	• Addresses topics to support instruction in academics for students who take the DLM alternate assessment • Strongly recommended • States and districts may recommend or require specific modules. • States decide which format(s) to offer: self-directed or facilitated.	• Includes a variety of topics to supplement use of the DLM materials and system navigation • Strongly recommended

Required Test Administrator Training

Training is required for all test administrators who will administer DLM alternate assessments. New test administrators must successfully complete four modules, with a passing score on each module's post-test, before administering the DLM alternate assessment. In states offering science, additional science content is included in the four modules. Total training time is estimated at about 2.5 hours.

States policy determines who takes the required training course, which course is offered, and the format for the course. In some states, in addition to test administrators, other educators, such as the district and building assessment coordinators, must take the required training. The first year a state administers the DLM alternate assessment, all new test administrators must take the new required test administrator course. During subsequent years, the state decides whether to require returning test administrators to complete the new training course or the returning training course. In states offering the returning training course, a returning test administrator is identified based on EP records. If a participant is a returning test administrator from the previous year and is mistakenly placed in the course for new test administrators, contact the state education agency.

> HINT: See the GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING located on the DLM website for complete information.

Professional Development for Instructional Support

Professional development for instruction is strongly encouraged. If wishing to incorporate professional development for instruction into a training plan, the DLM Alternate Assessment Consortium offers a variety of content and multiple methods to access the materials.

- The DLM Alternate Assessment Consortium has created online professional development learning modules. These modules provide information and strategies to help educators instruct students.
- See the professional development website at http://dlmpd.com.
  - Each online, self-directed module lasts approximately 30–45 minutes and focuses on a single topic related to instruction of students with the most significant cognitive disabilities.
  - Facilitated modules for groups cover the same content as self-directed modules and provide materials to support a facilitator in addressing a group of test administrators.
  - Virtual Community of Practice is provided to encourage collaboration among educators across the consortium at http://dlmpd.com/clds/forum.

PREPARE FOR ASSESSMENT IMPLEMENTATION

To prepare for assessment implementation, consider these tasks:

- ☐ Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage staff to sign up for Test Updates on the DLM website.
- ☐ Establish communication between data managers, technology personnel, and the DLM Alternate Assessment Consortium.
- ☐ Determine how you will receive communications from the state or district representatives for information specific to the state or district.
- ☐ Monitor creation of EP user accounts.
- ☐ Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training.
- ☐ Establish an assessment security plan and monitor adherence to the DLM and state-specific test-security policies. Consider these tasks when developing a plan:
  - o Designate the assessment location(s); a quiet, private environment is best.
  - o Ensure test administrators complete required training on assessment security and agree to the Security Agreement in EP.
  - o Adhere to state and district policies for assessment security.
- ☐ Troubleshoot issues as they arise.

COMPLETE THE SECURITY AGREEMENT

Test administrators have a unique opportunity to administer new items and assessments. These items are expected to be treated as secure assessments. Therefore, each user is provided a security agreement that covers five security policies.

Each year, those with access to EP must renew their DLM security agreement. The previous year's agreement expires August 1. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section called Complete Security Agreement or view the "Getting Started" helplet video. The text of the security agreement is provided below.

> NOTE: If DLM staff discovers that a user account has been used by someone other than the account owner, the user account will be considered compromised and will be locked.

Help test administrators avoid this common pitfall. If a user does NOT agree to the annual security agreement, the user will NOT have access to the Test Management tab in Educator Portal.

MONITOR AND SUPPORT ASSESSMENT PREPARATIONS AND ADMINISTRATION

The DLM Alternate Assessment Consortium suggests monitoring and supporting assessment preparations and administration to promote success in schools and districts. Include these tasks:

☐ Remind technology personnel, data managers, and test administrators about important deadlines.

☐ Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about the state's policy for students who are hospitalized or home-bound as needed.

☐ Support test administrators and data managers in conducting data verification/revision within the two windows (fall for instructionally embedded testing and spring for spring assessment).

☐ Ensure that every student who is supposed to participate is listed in EP and assigned to a test administrator **and** remove students who are not eligible for the DLM alternate assessment and should not be in EP. Educators, along with Individualized Education Program teams, identify students who will participate in the DLM alternate assessments. Participation guidelines are available on the DLM website.

> HINT: Help test administrators who have students who are leaving or joining the classroom after the spring assessment has started. Work with the data manager (who has more information about best practices and procedures) so these students have accurate records and receive testlets at their current school. A student who has begun testing in one school and transfers to another can continue testing as soon as the student is enrolled and rostered in the new school.

☐ Monitor completion of the AP and FC for all students who will be assessed. Follow up with test administrators as needed.

ACCESS PROFILE

The test administrator, using information and procedures from the ACCESSIBILITY MANUAL, completes an AP for each student. The AP ensures the correct selection and use of the accessibility supports available in KITE® Client. Use the AP extract to monitor supports being used across the district.

FIRST CONTACT SURVEY

The test administrator completes a FC in Educator Portal for each student. The survey data determine a student's first testlet. The DLM Alternate Assessment System will not generate testlets until the FC is completed and submitted.

Test administrators receive training on how to answer the FC questions as part of the Required Test Administrator Training. The assessment coordinator's job is to answer questions and help test administrators make sure they have answered all items and successfully completed the survey. Responses selected in the FC determine the linkage level assigned for the first testlet during the spring assessment window and the linkage level recommended for optional instructionally embedded testlets during the instructionally embedded assessment window. Additionally, a short helplet video called Personal Learning Profile provides training on how to complete the student's AP and FC in Educator Portal. Use the First Contact survey extract to monitor completion of the FC across the district.

> HINT: The TEST ADMINISTRATION MANUAL includes checklists that define policies and procedures for test administrators.

RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION

Assessment coordinators monitor and support the administration of braille forms during spring assessment. The DLM Alternate Assessment System supplies braille forms for some testlets. These forms are available in uncontracted UEB or EBAE, depending on what the test administrator selects in the student's Access Profile. DLM braille forms also include Nemeth code for mathematics as needed.

See the below chart for information about the potential availability of braille forms for each subject, grade, and linkage level.

Subject	Grades	Linkage Levels
ELA and mathematics	3 – 5	Target and Successor
ELA and mathematics	6 – 8 and HS	Proximal Precursor, Target and Successor
Science	3 – 8 and HS	Target

However, not all parts of the assessment at every grade level have braille equivalents. Where they are not provided, test administrators will need to use other approaches to deliver assessments to students who are blind or have visual impairments. Braille should not be selected for emerging braille readers because the DLM alternate assessment tests the student's knowledge and understanding of the Essential Elements

and *not* the student's ability to use braille. For more information, see the TEST ADMINISTRATION MANUAL.

Form Delivery

Select the braille support in the AP so the system will assign braille forms to the student when available. Although braille forms are only available during the spring window, educators can select braille in the AP at any time.

Braille Ready Files are delivered through EP. The DLM Alternate Assessment Consortium does not provide embossed braille forms. All braille forms are delivered via EP and must be embossed locally. The forms are adaptive; consider the testlet embossing process into the time used for assessment preparation. The braille forms are located in the same area of the Test Management screen as the Testlet Information Page. See the procedure titled Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the Braille Ready File.

Scoring a Student's Response

When the system assigns a testlet, it delivers a computer-based version through KITE Client. This version is equivalent to the braille version the student receives. As the student takes the testlet on the braille paper version, the student indicates each response choice to the test administrator as is normally done on other braille assignments. The test administrator inputs each student response into KITE Client. Responses are scored by the system the same way as with non-braille forms.

MONITOR TEST ACTIVITY

You may retrieve reports to monitor assignment of and completion of testlets through the DLM Test Administration Monitoring Extract. Using this same extract, test administrators have the ability to monitor students who are rostered to them. Building-level users have the ability to monitor students in the building, while district-level users have the ability to monitor students in the district. See the procedure titled Understanding the DLM Test Administration Monitoring Extract in the EDUCATOR PORTAL USER GUIDE for more detail.

DEVELOP A COMMUNICATION PLAN

The DLM Alternate Assessment Consortium suggests developing a plan to facilitate communication with parents/guardians and district staff **or** following the state-developed communication plan. Schedule meetings as necessary.

The DLM Alternate Assessment Consortium provides a Parent Notification Letter, available in English and Spanish, as an editable Word document. These resources are available to download and edit to fit the needs of a state or district. The DLM Alternate Assessment Consortium also offers information and resources for parents/guardians on the DLM Webpage | About Us | Information for Parents.

REPORTS AND DATA EXTRACTS

PROGRESS REPORTS

A student's participation in the optional instructionally embedded assessment generates a progress report. This report summarizes the progress of a student in an individual subject area. It only includes information about assessments from instructional plans selected through the Instructional Tools Interface used during the instructionally embedded assessment window.

Test administrators may find the progress report to be useful when planning or reviewing instruction for an individual student or for a roster of students. The progress report displays the conceptual area(s) tested, the Essential Element, and the linkage level tested. The progress report contains sensitive information, including the student's name, school, grade, and state identification number, among other data, and the report should be treated as a secure document and handled accordingly.

The optional assessments' results do not factor in or contribute to the end of the year Individual Student Score Reports.

INDIVIDUAL STUDENT SCORE REPORTS

Depending on when your state spring assessment window closes, the Individual Student Score Reports, commonly called ISRs, become available to the assessment coordinator in late summer or early fall. Other roles in your state may also have access to these reports in EP in the Reports tab. Only student responses to assessments administered during the spring assessment window are incorporated in the results reported in the Individual Student Score Reports.

The scoring system for DLM alternate assessments works differently than scoring for traditional alternate assessments. Students are not given raw scores, percentage correct scores, or scale scores. Instead, the system combines a student's responses on operational tests with information about the ordering of the linkage levels to determine which linkage levels the student has likely mastered.

Summative results are determined from the linkage-level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area or domain and for the subject overall. Summative results are based on all of the Essential Elements on the blueprint for English language arts, mathematics, and science that are assessed.

See the EDUCATOR PORTAL USER GUIDE for further information about accessing reports and data extracts.

KITE CLIENT

SUPPORTED BROWSERS

See the [KITE® Requirements webpage](#) to choose a browser that will work well with Educator Portal. For more information on browsers and technology in the district, contact the technology personnel.

KITE ASSESSMENT DEVICES

The Dynamic Learning Maps® (DLM®) alternate assessments may be administered on:

Windows PC desktops	Via KITE Client with Windows and Mac instructions
Mac desktops	
Laptops (PC or Mac)	
iPads	Via KITE Client app with iPad instructions (previous versions are not supported)
Chromebooks	Via KITE Client or Google app with Chromebook instructions

Local devices attached to these machines, such as interactive whiteboards, are also acceptable. Interactive whiteboards (brand names SMART, Promethean, etc.) may be used during assessment. The same hardware, software, and screen-resolution constraints apply. The projector associated with the interactive whiteboard must project the computer screen at a resolution of no lower than 1,024 × 768 pixels. For more information on assessment devices, contact the technology personnel.

ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments through the use of KITE Client. Test administrators may contact you or technology personnel to ask about opportunities available for assessment without the use of an internet connection.

KITE PROCEDURES

See the EDUCATOR PORTAL USER GUIDE for procedures that support test administrators.

- Access Practice Activities and Released Testlets
- Start a Test
- Navigate in KITE Client
- Take a Break During Assessment
- Complete the Test
- Change an Accessibility Support During Assessment
- Troubleshoot in KITE Client

GLOSSARY

This glossary compiles definitions and acronyms relevant to assessment for the Dynamic Learning Maps® (DLM®) alternate assessment.

Access Profile (AP)	Student-specific information that informs KITE® Client about individual student's personal needs and preferences. The AP includes information the system needs to make the student's user interface compatible with his or her accessibility needs. In Educator Portal, the AP includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.
claim	A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within English language arts and mathematics. Each claim is subdivided into two or more conceptual areas.
conceptual area	A region within the DLM learning map containing nodes associated with related Essential Elements, representing concepts and skills that support the learning of the Essential Elements in English language arts and mathematics. Conceptual areas are composed of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
connection	The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.
core idea	For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.
domain	The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.

engagement activity	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts (ELA) reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items.
Essential Elements (EEs)	Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council's Framework for K-12 and the Next Generation Science Standards (NGSS). Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.
First Contact (FC) survey	A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. Core questions from the FC are used to determine a student's entry point, or initialization, into the assessment.
initialization	The process by which existing information about a student is used to determine the point in the DLM learning map where the student enters the assessment for the first time.
instructionally embedded assessment	Assessment that occurs throughout instruction in the instructionally embedded assessment window during the fall and winter months.
KITE Client	A secure customized interface platform used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in KITE Client. See the TEST ADMINISTRATION MANUAL for more information about KITE Client.
linkage level	A small section of the DLM map containing one or more nodes that represent critical concepts or skills needed to learn the EE. See the TEST ADMINISTRATION MANUAL for more information about the number and names of linkage levels for each DLM subject.

node	A representation in the DLM learning maps of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
state education agency (SEA)	A state department of education.
testlet	Short for instructionally relevant testlet. Beginning with an engagement activity and combining multiple items increases the instructional relevance of the assessment, and provides a better estimate of the students' knowledge, skills, and understandings than can be achieved by a single assessment item. See the TEST ADMINISTRATION MANUAL for more information about the number of items for each DLM subject.

STATE APPENDICES

DOCUMENT HISTORY

NOTE: Page numbers are valid ONLY for the date and version noted. They may change in future versions.

Date	Section Name/Summary of Changes	Starting Page
08/01/07	Audience and Purpose statement: Updated/clarified language	5
	About the Dynamic Learning Maps Alternate Assessment System: Updated/clarified language	15
	Develop and Implement a Comprehensive Training Plan: Updated/clarified language	21
	Required Test Administrator Training: Updated/clarified language	23
	Professional Development for Instructional Support: Updated/clarified language	23
	Responsibilities for Braille Test Administration: Updated/clarified language, inclusion of UEB	27
	First Contact Survey: Updated/clarified language	27
	Glossary: Updated/clarified language in some entries	31