

DYNAMIC[™]
LEARNING MAPS

TEST
ADMINISTRATION
MANUAL 2014-15

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Version IM-1.0

HELP DESK

For questions regarding the online testing system or for additional assistance, please contact the Help Desk at 1-855-277-9751 (toll-free) or DLM-support@ku.edu.

- The Help Desk is open Monday through Friday from 8:00 a.m. to 7:00 p.m. Central Time.
- During your state's spring testing window the Help Desk is open from 7:00 a.m. to 7:00 p.m. Central Time.
- The Help Desk is closed in observance of the following holidays.

Labor Day	Monday, September 1, 2014
Veterans Day	Tuesday, November 11, 2014
Thanksgiving Day	Thursday, November 27, 2014 & Friday, November 28, 2014
Christmas & New Year's break	Wednesday, December 24, 2014 (half day) through Thursday, January 1, 2015
Martin Luther King, Jr. Day	Monday, January 19, 2015
Memorial Day	Monday, May 25, 2015
Independence Day	Friday, July 3, 2015

The Help Desk provides support for a variety of situations, including:

- Testing environment issues
- Test administration and user account issues
- Student information issues

When contacting the Help Desk, provide as much detail as possible about the issues encountered and the system on which it occurred. Please include:

- Your contact information (email address, name)
- The state and district in which your school is located
- Error messages
- Operating system and browser information
- Information about network configuration

Test Administrators are directed to contact the local Technical Liaison if they encounter technical issues related to Internet availability, KITE installation, display resolution, and/or issues with sound/headphones/speakers, etc.

TEST ADMINISTRATION MANUAL

2014-15

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AUDIENCE AND PURPOSE

This document supports the Test Administrator in preparing themselves and their students for the Dynamic Learning Maps™ (DLM) alternate assessment. The Test Administrator is the person who actually administers the assessments to students. In your state the Test Administrator might also be referred to by other titles such as examiner, proctor, or teacher.

The TEST ADMINISTRATION MANUAL serves as a comprehensive resource in planning for, preparing for, and administering the DLM assessments. It covers key responsibilities, policies and practices, and procedures for Educator Portal and KITE.

This DLM-provided manual is designed for Test Administrators in all states in the DLM consortium, however, your state may also provide appendices that provide clarifications and supplemental information specific to your state or they may provide a state-customized version which entirely replaces this manual. Be sure to check the resources provided on your state's DLM webpage and follow any additional instructions provided at the state level.

To learn about updates to test administration resources such as this manual or release notes, subscribe to Test Updates on the DLM website under Assessments | Operational Testing.

To learn about specific resources for field tests, see the DLM website under Assessments | Field Testing.

CHECKLISTS FOR TEST ADMINISTRATOR

The following checklists detail the critical steps for Test Administrators to follow. Please refer to them as you read this manual and prepare for the DLM assessments. Follow the links provided for more information to quickly go 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: (1) before beginning assessments; (2) instructionally embedded assessment, (3) spring operational assessment, and (4) preparing for next year.

1. Before Beginning Assessments

☑	Step	Resources
	1. Confirm student eligibility to participate in DLM.	Participation Guidelines in TAM State Appendix
	2. Share information about DLM with parents, preparing parents for the new testing experience for their student.	Parent page on the DLM website
	3. Read this TEST ADMINISTRATION MANUAL (TAM).	
	4. Use the resources on your state's page to become familiar with DLM, the content being assessed, and the procedures to prepare for the assessment.	Access Additional Resources on page 48
	5. Gain access to Educator Portal. Activate your account by following the instructions in the KITE activation email. You will not receive an activation email until your Data Steward uploads your information into Educator Portal. (If you already have an Educator Portal account, skip this step.)	Activate Educator Portal Account on page 68
	6. Complete the security agreement in Educator Portal profile. (If you completed the agreement in Educator Portal since August 2014, skip this step.)	Complete Security Agreement on page 75
	7. Complete the Required Test Administration Training.	Test Administration Training on page 51
	8. Review your state's guidance on required and recommended professional development modules. Complete those as needed.	TAM State Appendix, if provided
	9. Use the ACCESSIBILITY MANUAL and work with the IEP team to determine what accessibility supports should be provided for each student taking DLM assessments. Record the chosen supports in the Personal Needs and Preferences Profile (PNP) in Educator Portal.	ACCESSIBILITY MANUAL

☑	Step	Resources
	10. Review your state’s requirement for documentation of DLM accessibility supports as testing accommodations. Adjust the testing accommodations in the IEP as necessary.	ACCESSIBILITY MANUAL State Appendix, if provided
	11. Review student demographic information in Educator Portal for accuracy and correct if needed. a) Ensure student data is correct. b) Ensure roster data is correct.	View and Check Student Data on page 79 View and Check Roster on page 80
	12. Ensure Access (Personal Needs and Preferences) Profile is updated and complete in Educator Portal.	Complete Access (Personal Needs and Preferences) Profile on page 83
	13. Ensure First Contact Survey (FC) is updated and complete in Educator Portal.	Complete First Contact Survey on page 93
	14. Ensure your Technical Liaison has installed KITE on testing devices.	Your Assessment Coordinator or Technical Liaison
	15. Familiarize yourself and your student with DLM testlets: a) Access practice activities and released testlets. b) Check compatibility of students’ devices with KITE.	Practice Activities and Released Testlets on page 47

2. Instructionally Embedded Assessments

☑	Step	Resources
	16. Follow state guidance and choose Essential Elements for instruction.	<p>Blueprints – accessed from state website</p> <p>Essential Elements on the Educator Resource Page</p> <p>State appendix to the TAM for state-specific content coverage expectations, if provided</p>
	17. Retrieve instructional information for the EE. The teacher is able to select the EE and linkage level for the student. Follow state guidance on instructional information for the EE.	Retrieve Instructional Information on page 61
	18. Record Essential Element (EE) and linkage level choices in the Instructional Tools Interface (ITI) tab as Essential Elements become available for testing. (Tab will first become available in Educator Portal during Phase B testing.)	Create an Instructional Plan on page 107
	19. Deliver instruction until you determine the student is ready for assessment.	DLM Professional Development Modules
	20. Schedule location and time for assessment sessions.	
	21. Confirm test assignment in ITI and retrieve Testlet Information Page (TIP). Gather materials needed before beginning testing.	Confirm an Instructional Plan on page 113
	22. View student usernames and passwords so students can access the assessments in KITE. This is through the ITI tab in Educator Portal.	Print Instructional Plan History on page 117
	23. Assess student as each testlet becomes available.	KITE User Guide on page 122
	24. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student’s overall instructional program for the year.	

☑	Step	Resources
	25. Repeat instruction and assessment cycle for remaining EEs and levels during the instructionally embedded window.	

3. Spring Operational Assessment

☑	Step	Resources
	26. Recheck student demographic information, PNP settings, and First Contact responses.	
	27. Consider the district and school assessment schedules to ensure students complete all DLM testlets during the spring window.	
	28. Schedule location and time for assessment sessions.	
	29. Retrieve Testlet Information Page (TIP) for first testlet delivered. Gather materials needed before beginning testing.	
	30. Retrieve student's username and password from Educator Portal.	View Student Username and Password on page 102
	31. Assess student on first testlet.	KITE User Guide on page 122 Start a Test on page 124
	32. As each remaining testlet becomes available, retrieve Testlet Information Page, gather materials, and assess the student.	

4. Preparing for Next Year

☑	Step	Resources
	33. With IEP team, evaluate Accessibility Supports (PNP Settings) and make decisions about supports and tools for next year.	ACCESSIBILITY MANUAL
	34. With IEP team, review blueprint for next grade as one source of information to plan academic IEP goals.	Blueprints

INTRODUCTION

ABOUT DYNAMIC LEARNING MAPS

Dynamic Learning Maps (DLM) is a multi-state consortium that has developed a new type of computer-delivered alternate assessment. The DLM Alternate Assessment System is a new assessment program designed to validly measure what students with significant cognitive disabilities know and can do. DLM provides accessibility by design and is guided by the core belief that all students should have access to challenging, grade-level content, and that educators adhere to the highest levels of integrity in providing instruction and administering assessments based on this challenging content.

The DLM system provides the opportunity for students with significant cognitive disabilities to show what they know versus documenting only what they do not know. These are students for whom general education assessments, even with accommodations, 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. The content standards, derived from college and career readiness standards, are called the Essential Elements and are the learning targets for the assessments for grades 3-12 in English language arts (ELA) and mathematics.

STUDENTS

As defined by the U.S. Department of Education, students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students in and out of the classroom and across life domains, not just in academic domains. The DLM Alternate Assessment is designed for students with these significant instruction and support needs.

See your state's participation guidelines for more details.

CONTENT AREAS ASSESSED

DLM assessments are available for Mathematics and English language arts (Reading and Writing) in grades 3-12¹. Assessments in other subjects may be available in the future.

¹ Specific high school grades required are determined by each state.

THE LEARNING MAP

The dynamic learning 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 English language arts and mathematics, as well as important foundational skills that provide an understructure for the academic skills. As of May 2014 there are 1,645 nodes in the English language arts map, 2,312 nodes in the mathematics map, and 141 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions to include multiple and alternate pathways by which students may develop content knowledge. As of May 2014 there are nearly 4,000 connections in the English language arts map and more than 4,800 connections in the mathematics map.

ESSENTIAL ELEMENTS

The Dynamic Learning Maps Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in the college and career readiness standards. The purpose of the EEs is to build a bridge from those content standards to academic expectations for students with significant cognitive disabilities. Essential Elements for grades K-12 in English language arts and mathematics are located on the DLM website.

The EEs specify academic targets, while the learning map clarifies how students can reach the specified standard. For each EE, small collections of **nodes** are identified earlier in the map that represent critical junctures on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level is the target. There are three levels below the target and one that goes beyond.

Each content area/grade level assessment is designed to assess a specific set of Essential Elements identified by the DLM states. Essential Elements included in the blueprint for each grade are listed in blueprint documents available on your state's page on the DLM website.

For all Essential Elements which are available for testing, documents describing their linkage levels and nodes are available on the Educator Resource page.

ABOUT KITE AND EDUCATOR PORTAL

The Kansas Interactive Testing Engine (KITE) platform was designed and developed to meet the needs of the next generation of large-scale assessments. KITE™ consists of four applications. The two parts students and teachers see are:



Students have accounts in **KITE Client**.

KITE delivers assessments to students through the use of a customized secure web browser accessible on multiple devices. Practice activities and released tests are also available to students through KITE. *In this manual we use KITE to describe the KITE Client. Staff do NOT have accounts in KITE.*



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

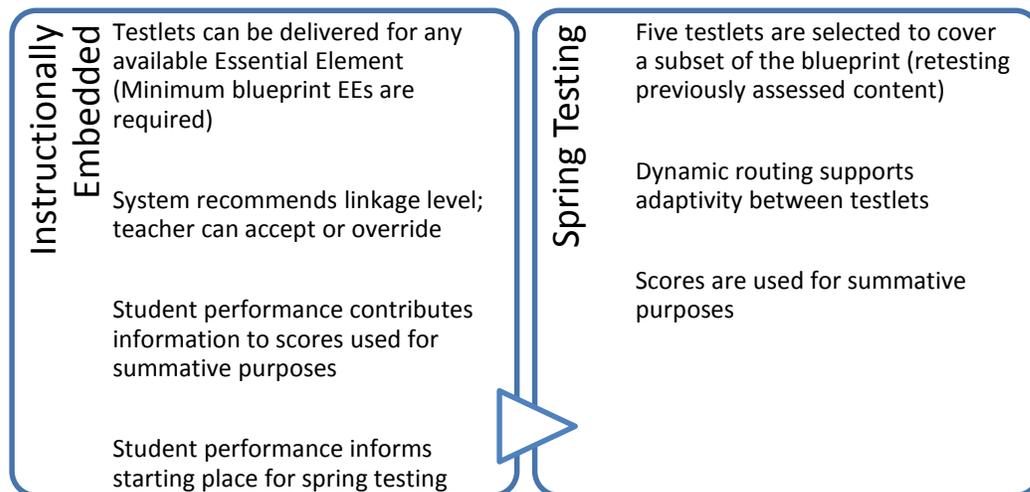
Educator Portal is the administrative application where staff and educators manage student data; access professional development modules, Required Test Administration Training, and practice activities; and retrieve reports. Users can access EP via <https://educator.cete.us>.

HOW THE ASSESSMENT SYSTEM WORKS

OVERVIEW

The DLM system is designed to map a student’s learning throughout the year. Each testlet can be embedded within instruction throughout the year. In this way, testing informs teaching and benefits students.

There are two general testing windows. Instructionally embedded assessment occurs throughout the fall, winter, and early spring. During the spring testing window all students are re-assessed on several EEs on which they were taught and assessed earlier in the year. Scores used for summative purposes are based on all of the operational assessments the student took during the year, including instructionally embedded and spring testing.



TESTLETS

DLM assessments are delivered in testlets. In reading and math, testlets are based on nodes for a single Essential Element. They contain an engagement activity and 3 to 5 items. Writing testlets cover multiple Essential Elements. Each writing testlet is a structured writing activity with several items the teacher completes about the student’s writing process and product. For more information about the contents of testlets, see the sections on Computer-Delivered Testlets and Teacher-Administered Testlets.

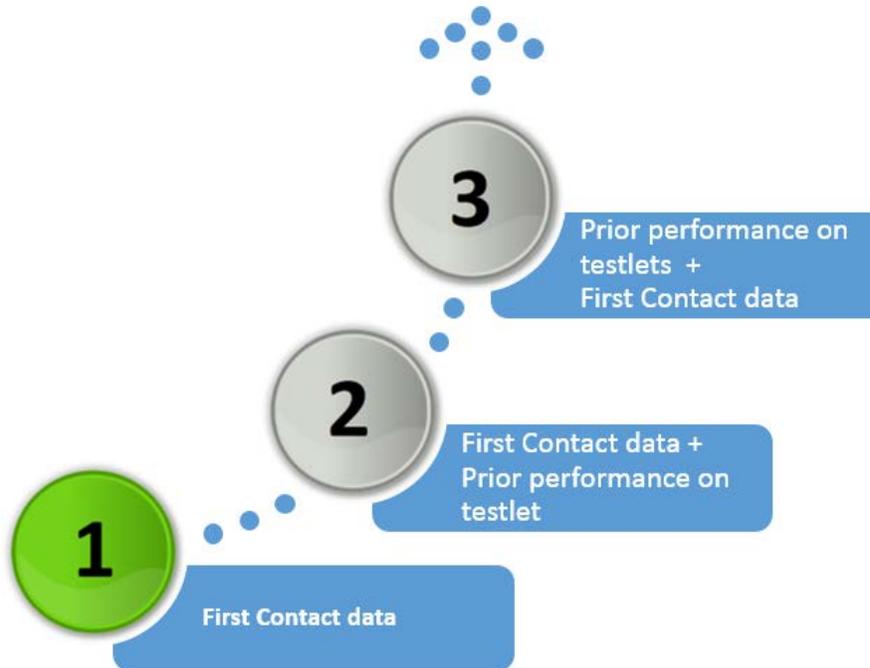
INSTRUCTIONALLY EMBEDDED ASSESSMENTS

Instructionally embedded assessments are administered after instruction is provided on an Essential Element. In 2014-15 DLM offers two instructionally embedded testing phases. The first instructionally embedded testing window opens for the consortium in November and the second in January. Each state will provide additional guidance about participating in these windows, beyond the consortium guidance. Please consult your state's guidance for expectations about these testing windows.

Teachers are informed about the Essential Elements (EEs) available for assessment before the school year begins. Within the options provided, and meeting the requirements for coverage of the conceptual areas, educators decide locally what EEs the student will be taught and assessed in during the year based on the student's learning targets and grade level. Each state decides what specific direction to provide beyond this general expectation.

During the instructionally embedded assessment window, the teacher assesses at least once on each Essential Element that has been chosen and recorded in the Instructional Tools Interface. (Supporting procedures for Educator Portal are in the section titled Use the Instructional Tools Interface on page 107.) Once the teacher chooses the Essential Element, the DLM system recommends a linkage level. The teacher has the option to accept the system's recommendation or choose an alternative linkage level. Each testlet is packaged separately, so the teacher can select multiple EEs at once and can manage assessment sessions within the larger testing window.

The DLM system offers the teacher recommendations based on what the system knows about the student and about the learning map. At the beginning of the year, the recommendations are based on the student's First Contact survey. Once the student begins taking instructionally embedded assessments, the system starts making recommendations that consider the student's performance on earlier testlets plus First Contact responses to recommend an optimal linkage level for each EE. The more assessment responses the student has, the less the system relies on First Contact information to determine linkage level recommendations.



Information used for Dynamic Routing

SPRING ASSESSMENTS

During the late spring testing window, the system selects five testlets in English language arts and five testlets in mathematics for each student. These are used to validate or update information about the student’s performance on the same Essential Elements tested using instructionally embedded assessments. The test delivery system determines which EEs and linkage levels are assessed and the teacher cannot override these testlets. The choices are all from within the pool of EEs originally chosen by the teacher. In other words, for students who have participated in DLM throughout the year, there will be no new Essential Elements introduced at the end of the year.

The system delivers only one testlet at a time in each subject. After the student takes the first testlet, the system delivers the next testlet. The second testlet is selected and delivered based on the additional information gained about the student from the first testlet completed in the spring test. Each subsequent testlet is selected for the student by the system based on the cumulative performance information about the student.

Like the instructionally embedded phase, each testlet is packaged and delivered separately and the Test Administrator determines when to schedule each testlet within the larger window. Each state has set its own spring testing window, so please consult your state-specific documentation for more information about those dates.

FIELD TESTS

Your state may require or recommend that you and your students participate in field test events in fall 2014 and/or spring 2015. Please see your state's webpage or contact your Assessment Coordinator for more information.

TEST ADMINISTRATION TIME

The estimated total testing time per instructionally embedded testlet is 5-10 minutes on average in mathematics, 10-15 minutes on average in English language arts reading, and 10-20 minutes on average for English language arts writing. Time per testlet may vary depending on each student's unique needs. Total time varies depending on the number of Essential Elements a teacher chooses and the number of times a student is assessed on each Essential Element. Testlets may be taken separately across multiple testing sessions as long as they are all completed within the testing window.

During the spring testing window, estimated total testing time is 60-75 minutes per student in English language arts and 35-50 minutes in mathematics. The testlets may be taken separately across multiple testing sessions as long as they are all completed within the testing window.

Testlets used in field tests are expected to take between 10-15 minutes each in reading and mathematics and 10-20 minutes in writing.

ASSESSMENT RESULTS

The scoring system in DLM works differently from traditional alternate assessments. The system combines the student's responses on operational tests and everything it knows about the learning map to determine which nodes a student has mastered. There are no raw scores, percentages, or scale scores.

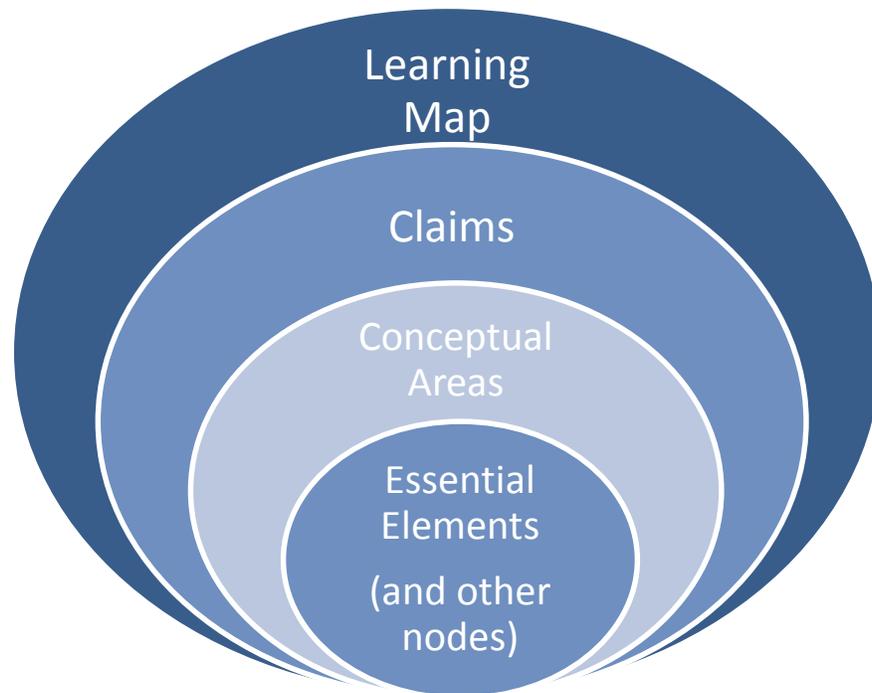
Results for each node are determined based on the student's probability of having mastered the node. When the student is reassessed on an Essential Element during the spring window, the system uses the information gained from the most recent assessment to update what it knows about the student's mastery probabilities for those nodes. Summative results for the student are determined from the node mastery data. The information about each node leads to a summary of the student's mastery of each linkage level, and in turn, each Essential Element. Summative results are based on the mastery probabilities for all linkage levels in all Essential Elements in which the student was assessed.

More information about progress reports and summative reports will be provided later in the year on the DLM website.

INTRODUCTION TO DLM TESTLETS

ESSENTIAL ELEMENTS, NODES, AND MINI-MAPS

The learning maps are large and complex representations of how students develop academic knowledge, skills, and understandings. Nodes within the learning map are grouped into claims and conceptual areas. Each conceptual area includes a smaller group of nodes associated with an Essential Element.



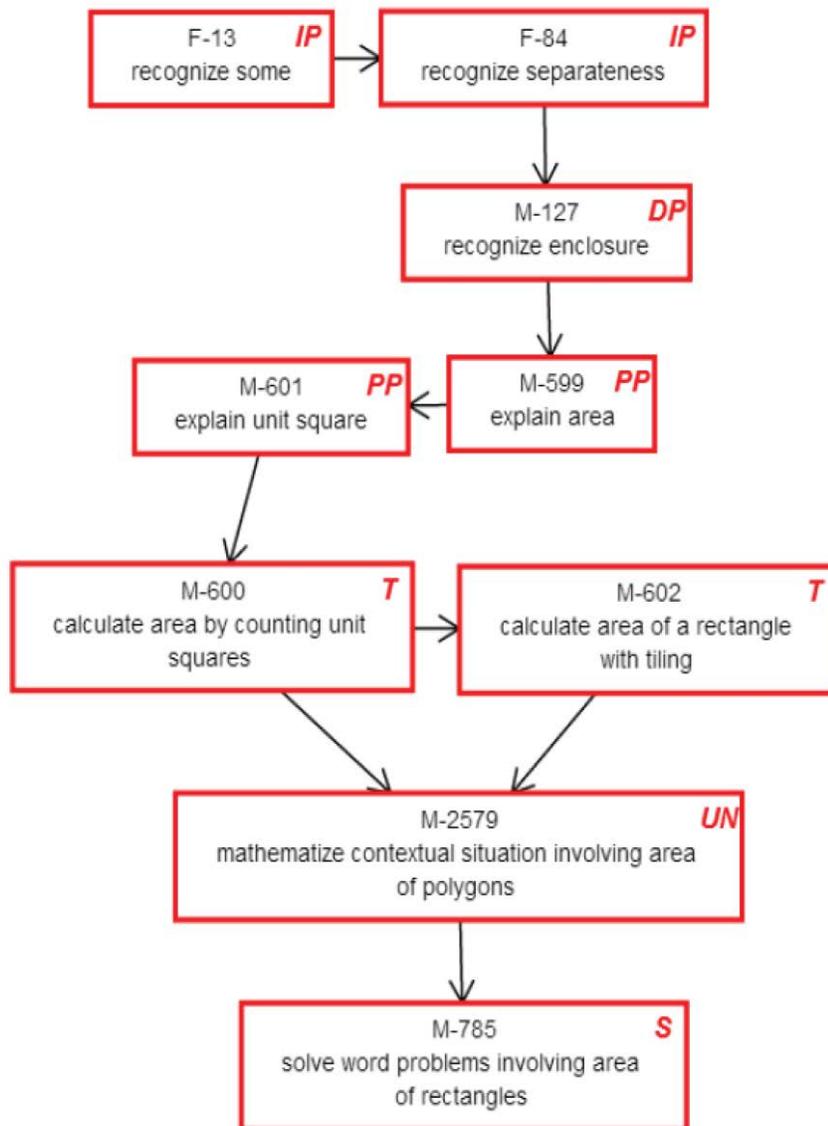
Essential Elements represent grade-level targets for students with significant cognitive disabilities. Essential Elements are embedded in the learning maps. The EEs are related to single nodes of small clusters or nodes within the map. These are called **mini-maps**.

Each testlet spans a portion of the map that contains nodes related to an Essential Element. The levels are called **linkage levels** in DLM. Linkage levels contain one or more nodes that precede (or follow) an identified EE. Linkage levels both identify important “waypoints” en route to an EE and specify where a student is in relationship to the grade-level target.

There are five linkage levels in DLM:

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

Here is an example of a mathematics mini-map with nodes for one Essential Element identified by their linkage levels.²



Linkage levels are identified by starting with the node or nodes in the learning map that most closely match the target Essential Element. A target level testlet is developed based on these nodes. Then, multiple pathways on the map are carefully inspected to identify nodes that link directly to the target but precede and extend beyond it.

The easiest of the nodes are used to create the testlets at the initial precursor linkage level. Testlets developed at this initial precursor level typically reflect foundational

² UN = a node that is not tested for this EE. It is still important as part of the pathway.

nodes in the learning map. These early, foundational nodes connect directly back to the target nodes through one or more pathways in the learning map. Testlets at the initial precursor linkage level are typically intended for students who do not yet have symbolic communication, and are usually administered by the teacher, who observes the student's behavior as directed by the system, and then records responses in the system.

Testlets written at the target level are the closest to the knowledge and skills reflected in the Essential Element. Between the initial precursor and target testlet two other linkage levels are identified. These linkage levels reflect nodes that are waypoints in the map along the multiple pathways extending down from the target to the initial precursor. Finally, there are testlets written at the successor linkage level that are designed to give students the opportunity to stretch toward content in the general education grade level standard.

Hint: Each tested Essential Element and mini-map is available in a separate PDF located on the Educator Resource page. You might use these maps to help you better understand how students gain knowledge and skills that help them achieve the target EE. You can find the Educator Resource page on the DLM website under Assessments | Operational Testing.

COMPUTER-DELIVERED TESTLETS

OVERVIEW

Tests delivered directly to students via computer are designed with the assumption that students can interact independently with the computer, using special devices, such as alternate keyboards, touch screens or switches as necessary. Computer-delivered testlets in DLM are more common at the upper linkage levels, where the content being assessed is appropriate for delivery through the computer. These testlets are in reading and math. Writing testlets are teacher-administered and are described in the Teacher-Administered testlet section.

Hint: Screen shots in the following sections demonstrate how a testlet should appear on the testing device. If a testlet is difficult to view, try using a different testing device and check the student's PNP settings. If that does not improve the situation, contact your Technical Liaison or the DLM Help Desk.

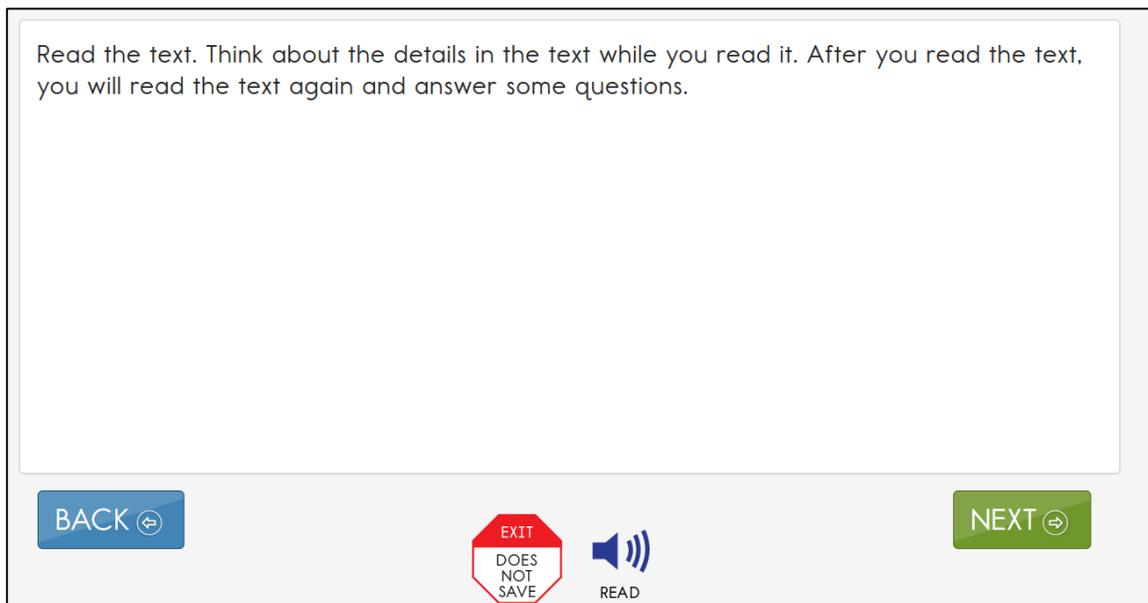
TESTLET STRUCTURE

Testlets in English language arts and mathematics are delivered differently based on research about effective instructional practices for students with significant cognitive disabilities. However both content area testlets begin with an engagement activity to motivate students, activate prior knowledge, and prepare students for the cognitive process required in the items.

ELA Testlet Structure

During the reading assessment, students participate in two readings of the text. The first reading provides the student with an opportunity to build a mental representation of the entire text before answering any questions. The second reading includes questions appropriately embedded within and at the end of the text to reduce cognitive load and reliance on long-term memory. Items are embedded within testlets that contain texts even when the items do not assess reading comprehension.

For ELA testlets, a screen like the following example directs the students to read the text and tells them to think about the details while reading. While some students taking the computer-delivered testlets may require support to navigate the test from one screen to the next or to enter their responses, it is expected that the students will read the text and independently answer the questions.



Students will then read through the text as shown below. They may have the text read aloud by the computer or by the Test Administrator if that option is set in the student's Personal Needs and Preferences Profile.

Finding a Lost Dog



BACK 

  READ

NEXT 

Mathematics Testlet Structure

Mathematics testlets start with the engagement activity that also provides a context for the questions. The engagement activity does not require a response. Mathematics testlets are built around a common scenario activity to investigate related facets of student understanding of the targeted content.

The mathematics engagement activity in the following example provides a context related to cats, and activates a cognitive process about putting things together. This activity prepares the student for items about addition.

Jen has 2 cats. Tom has 2 cats. They have 4 cats altogether.



BACK 

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NEXT 

COMPUTER-DELIVERED ITEM TYPES

There are a variety of item types students may encounter when taking the computer-delivered testlets. Most tests are designed for students to interact directly with the computer. Item types³ students may encounter in these tests include:

- single-select multiple choice, with text or images as answer choices
- multi-select multiple choice, with text or images as answer choices
- matching items from two lists
- sorting objects into categories, either by selecting and dragging or clicking and clicking again to place
- select text

In general, DLM uses the most straightforward item type possible that allows for quality assessment of the node. This is why complex item types are only used occasionally.

The next example shows a single-select multiple choice question with text as the answer choices. This is the most common type of computer-delivered testlet question that students will see.

The first cake pan Jenny uses has a length of 9 inches. The pan has a width of 10 inches. The pan has a height of 2 inches.

What is the volume of the pan, in cubic inches? [volume = length x width x height]

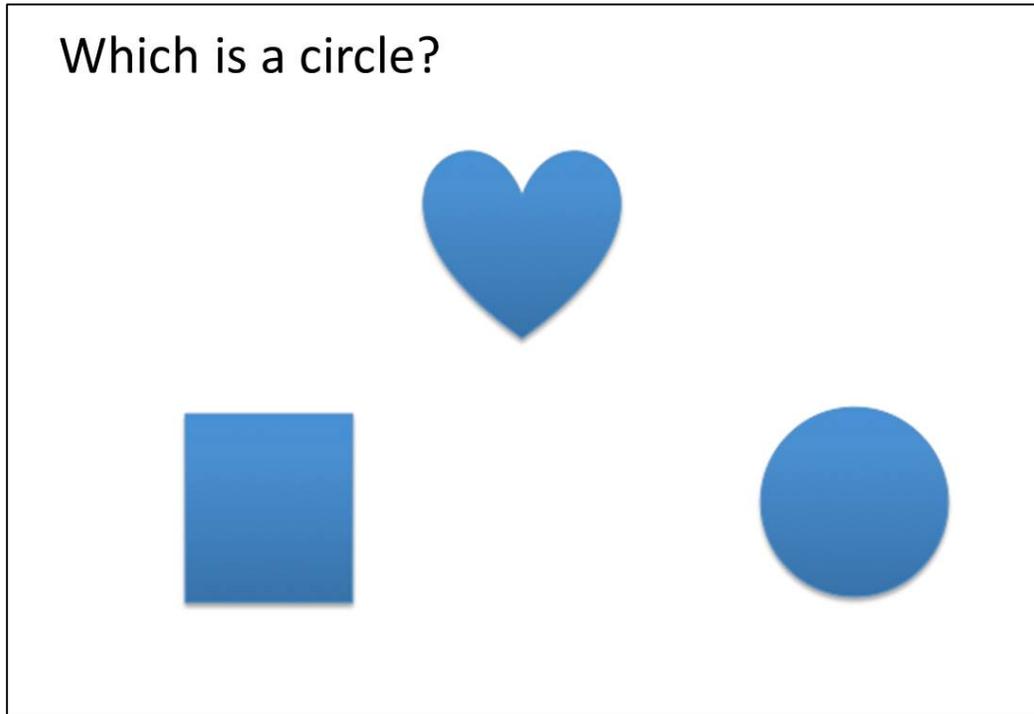
21 cubic inches

90 cubic inches

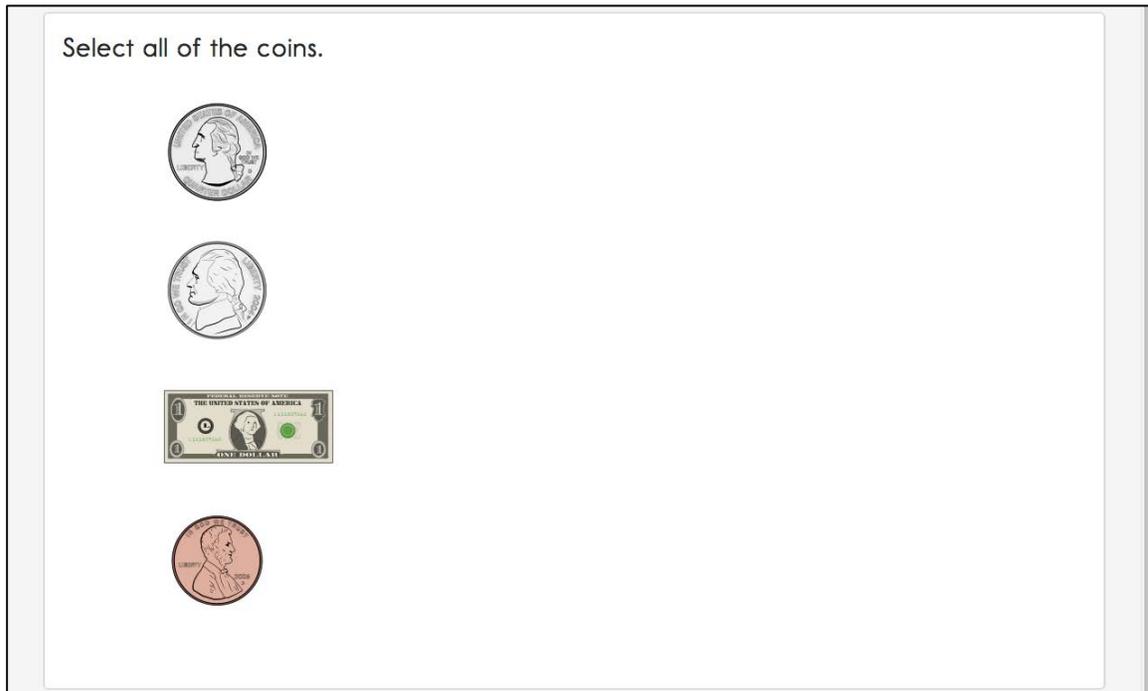
180 cubic inches

³ The student practice activity contains one or more examples of each type of item listed here.

Students may also see single-select multiple choice questions with pictures as the answer choices as shown here.



Multi-select multiple choice questions provide the student with the opportunity to make more than one answer choice, as shown in the following example.



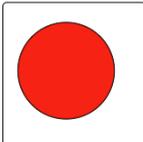
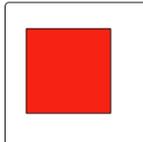
Students may be asked to answer questions where they match items from two lists as in the example below where the question asks the students to match the character to their story.

Match the character to their story.

Mad Hatter	<i>The Wonderful Wizard of Oz</i>
Long John Silver	<i>Treasure Island</i>
Tin Woodman	<i>Alice's Adventures in Wonderland</i>
	<i>The Jungle Book</i>

Students may also encounter questions asking them to sort items or objects into categories. For students who interact with the computer using a mouse, the questions asking students to sort will be in the form of a drag and drop. For instance, in this example below the student would select the circle and then drag it into a box on the right, either by selecting the mouse button and moving the mouse, or if taking the assessment on an iPad or interactive whiteboard, touching the object and dragging it to the desired location.

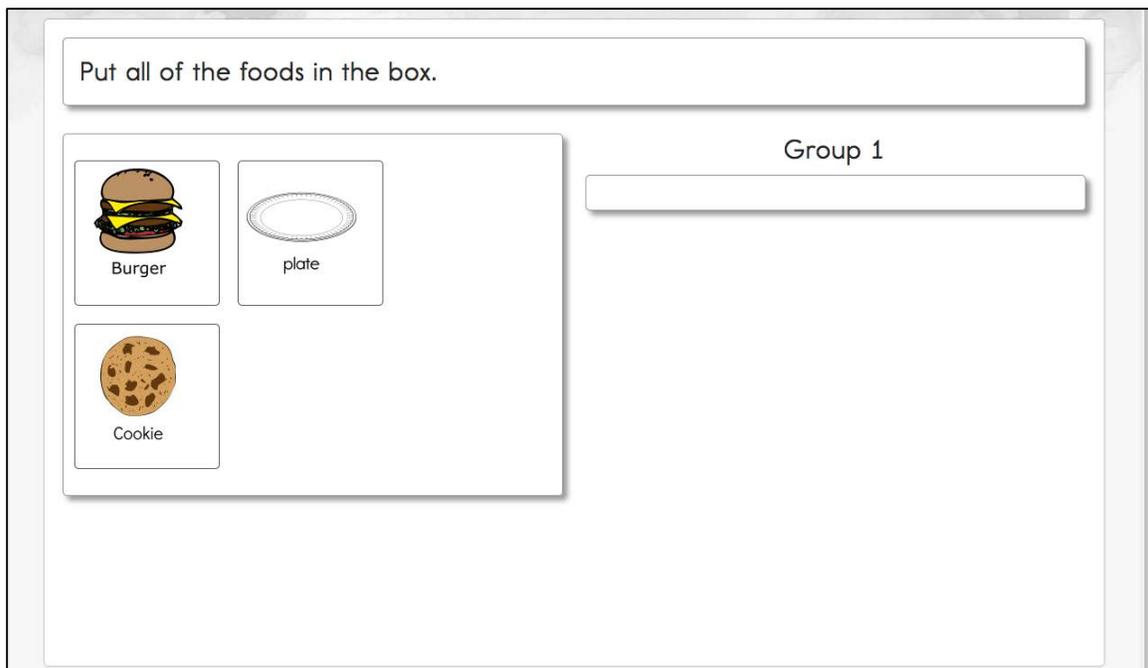
Put one shape into each box.

If indicated on the Personal Needs and Preferences Profile that the student uses a 1-switch or 2-switch system, he or she will be delivered a different type of sorting item called Click to Place as shown in the following example. For single-switch system users, if the item on the left is selected, the system scans items within the group or “drop zone” from top to bottom and will allow students to click the switch again to place the item into the box on the right.

For two-switch system users, if the left object is selected, the student starts tabbing within the drop zone from top to bottom before placing the object or item into the selected box.

If a switch user receives any other sorting item besides the Click to Place and is not able to independently answer, the Test Administrator may take instructions from the student to move the chosen object to the desired box.



The last type of computer-delivered item the student might see is called select text. These are only used in some English language arts assessments at upper grade levels. In the example below, the student would choose the appropriate word in a short passage based on the question. Certain words will have a box around them to indicate they are answer choices. When a student selects a word, the word becomes highlighted in yellow.

This story is about a bird. Select the statements below that are true about ostriches.

The ostrich is the world's largest bird.

Ostriches can fly and run up to 43 miles an hour.

BACK NEXT

COMPLETING A COMPUTER-DELIVERED TESTLET

Procedures for completing computer-delivered testlets are the same for both content areas. When the student first comes to a question, no answer choice will be highlighted as shown in the item below.

What does this text tell about?

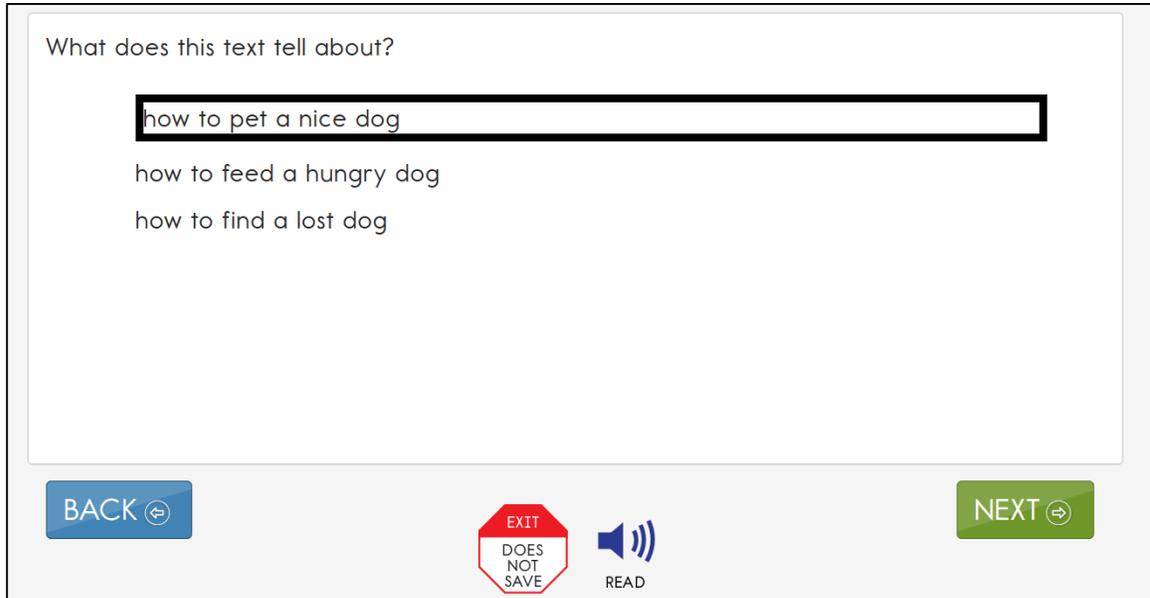
how to pet a nice dog

how to feed a hungry dog

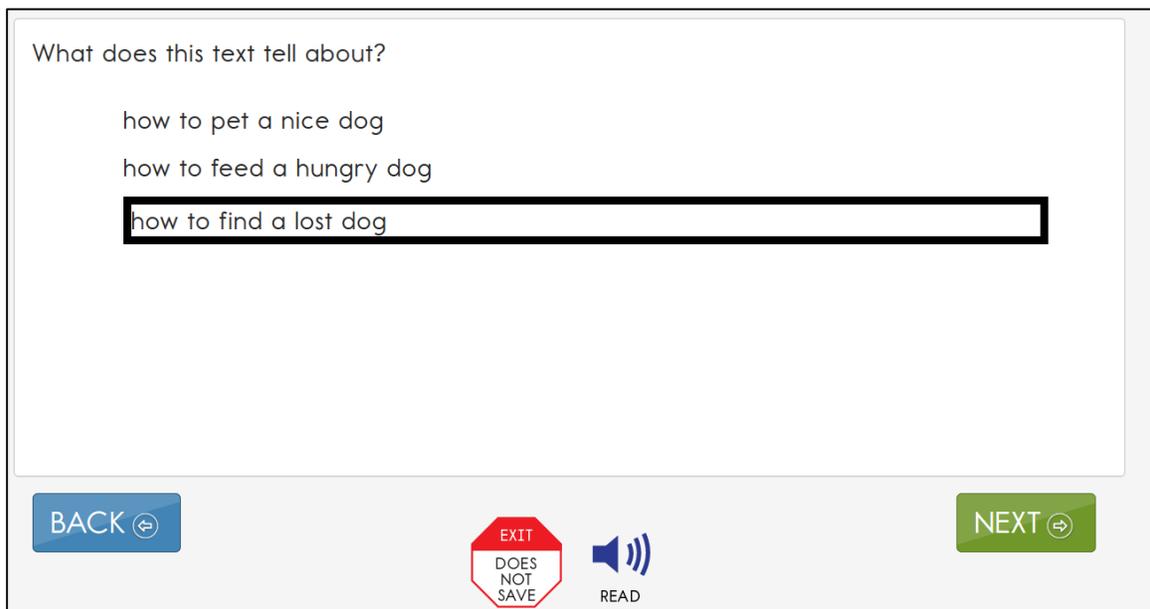
how to find a lost dog

BACK 
READ  NEXT

Once the student selects a question, a box appears around the answer choice. The student is able to select NEXT or BACK to travel through the testlet screens. The answer choice will stay selected.



If the student would like to change his or her answer at any time while in the same testlet, he or she may go back to the screen with the question on it and simply select the preferred answer choice.



Once in a testlet, some basic navigation buttons appear no matter which type of test administration procedure is used. BACK and NEXT buttons navigate screens within a

testlet, much like back and next buttons on an internet browser or online survey. In the bottom center of the screen is an “EXIT DOES NOT SAVE” button. This allows the user to immediately stop the test. However, responses in that section of the test are not saved, so the student will have to start that testlet over again when logging back in. If the student just needs a break, the system also allows for a 28 minute period with no activity before the student is logged out of the system automatically.

For students who have computer (synthetic) read aloud enabled on their Personal Needs and Preferences profile, a “READ” button appears next to the “EXIT DOES NOT SAVE” button. The “READ” button must be selected to start the text read aloud on the screen. Students may select the button repeatedly to reactivate read aloud on any individual screen.

TESTING ARRANGEMENT

Prior to computer-delivered test administration it is a good idea to decide how the computer or other testing devices will be arranged for the student and Test Administrator. All arrangements for computer-delivered testlets should do two things.

Maximize Student Interaction with the Testlet

The set-up should maximize student interaction with the computer or other testing device based on the student’s needs. For instance, if the Test Administrator sits with a student, the student should still be the one directly in front of the computer and the Test Administrator should be off to the side as shown in the following figure.

If the Test Administrator is sitting next to a student who is able to use the mouse without assistance, the Test Administrator should sit on the opposite side of the student from the mouse so the student has space to move the mouse and the Test Administrator is not tempted to move the mouse for the student. A student who takes the test on an iPad may be able to hold the iPad and answer items independently. If not, the Test Administrator may hold the iPad in a position that provides maximum visibility for the student.



Maximize Student Independence

Although Test Administrators should be monitoring the test taking at all times, the testing arrangement should maximize student independence while minimizing Test Administrator involvement. For students who may need assistance during the assessment, we do recommend the Test Administrator sit close to the student to monitor testing. On the other hand, if the student is able to work independently, the Test Administrator should still monitor the test taking but could keep more distance and still make sure the student takes his or her time and answers all questions.

ACCESSIBILITY SUPPORTS

Accessibility supports that are appropriate for consideration for use during computer-delivered testlets include every support listed in categories 1, 2, and 3 in the DLM ACCESSIBILITY MANUAL. See the DLM ACCESSIBILITY MANUAL for a full description of each support. Two supports are described in more detail below.

Language Translation

Because the disability-related cognitive and communication challenges for DLM students are unique, and because English learners speak such a wide variety of languages, DLM does not provide translated forms of testlets. Instead Test Administrators are supplied with instructions regarding to supports they can provide based on (1) each student's unique combination of language-related and disability-related needs and (2) the specific construct measured by a particular testlet.

The Test Administrator will be provided with a Testlet Information Page (TIP) for each testlet. The TIP includes information for the Test Administrator about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the Test Administrator may not define terms for the student on that testlet.

Unless exceptions are noted, Test Administrators are able to⁴:

- translate the text for the student
- simplify test instructions
- translate words on demand
- provide synonyms and/or definitions. Because there is no dictionary built into the KITE interface for DLM, students may use their version of a dictionary (e.g., word list, communication symbols, etc.) if needed. This dictionary should be familiar to the student and have been used with the student during instruction.
- accept responses in either English or their native language

⁴ Simplified instructions, definitions, and flexible response mode are supports that are also allowed for non-EL students.

Sign Interpretation for Students Who Are Deaf/Hard of Hearing

Students with significant cognitive disabilities who are also Deaf/Hard of Hearing (HOH) experience challenges related to their auditory disabilities as well as their cognitive functioning. Therefore, students who are Deaf/HOH and who participate in the DLM assessments may require additional supports beyond those available via the Personal Needs and Preferences Profile (PNP). Support needs may be different for computer-delivered versus teacher-administered testlets.

Modern technology allows educators to introduce computer-based instruction and assessment tools and supports that facilitate access for students who are Deaf/HOH. Students using headsets and amplifying the volume on their computers is a good example. This practice is a type of flexibility built into the DLM system and is not activated through the PNP.

However, the DLM system **will not** provide a human or avatar signing with any signing system. Because the disability-related cognitive challenges for DLM students are so unique, and because the nationwide population of Deaf/HOH uses such a wide variety of sign languages, it is important that the Test Administrator understand each student's language ability and support needs. If the student can read the text/item on the screen, no sign is needed in order for the student to respond to the questions. If the student requires sign to understand the text/item or instructions, the Test Administrator will have the words and images on the screen to guide the use of signing for the student.

For online assessments when the student needs sign, Test Administrators are able to:

- translate the text for the student (i.e., ASL/SEE or verbal)
- simplify/sign test instructions⁵ (e.g., “click here to begin”)
- translate words on demand (i.e., English to ASL)
- help the student understand how to indicate or record a response¹
- provide synonyms and/or definitions except when not allowed according to the testlet information page (e.g., when the item assesses knowledge of vocabulary)¹
- accept responses in the student's sign language system (ASL/SEE or individualized) and input the response for the student
- re-read the text, if the student indicates a need

OTHER ALLOWABLE PRACTICES

The user interface in KITE has been specially designed for students with significant cognitive disabilities. Testlets delivered directly to students via computer are designed with the assumption that students can interact with the computer independently, using special devices such as alternate keyboard, touch screens, or switches as necessary. However, since computerized testing is new to many DLM students, we realize that students will need various levels of support to interact with the computer. This section

⁵ indicates this practice allowed for all DLM students.

describes general principles for allowable practices when the supports built into the system do not support a student's complete independent interaction with the system. When possible, the additional supports should be consistent with the student's current needs as documented in the IEP.

When making decisions about additional supports for computer-delivered testlets, educators should follow these two general principles:

1. **The student should be expected to respond to the content independently.** No matter what additional supports IEP teams and Test Administrators select, all should be chosen with the primary goal of student independence at the forefront. Even if more supports are needed to provide physical access to the computer-based system, the student should be able to interact with the assessment content and respond to the content independently.
2. **Ensure the student is familiar with the chosen supports** because they have been used consistently during routine instruction. Students who have never received a support prior to the testing day may not know how to make the best use of the support. For instance, if a student is not accustomed to using eye gaze to communicate a response to a proctor during an online instructional activity, it may be confusing to have the Test Administrator provide this support during testing. Make sure the student has had experience with the selected support that will be used during operational testing. This means providing the same support, or a very similar one, during your student's computer based classroom instruction.

Specific allowable supports that may be used, and practices that should not be used during computer-delivered testlets, are described further in the Complete Access (Personal Needs and Preferences) Profile section beginning on page 83.

TEACHER-ADMINISTERED TESTLETS

OVERVIEW

Some tests are designed to be administered directly by the Test Administrator outside of the KITE system. The KITE system still delivers the test, but the Test Administrator plays a more direct role than in computer-delivered testlets. In teacher-administered testlets, the Test Administrator is responsible for setting up the assessment, delivering it to the student, and recording responses in the DLM system.

There are three general categories of teacher-administered testlets:

1. Testlets with content designed for students who are developing or who may not yet have symbolic understanding. These testlets tend to occur at lower linkage levels. For these testlets, the Test Administrator must be very familiar with the student's typical modes of expressive communication.
2. Some math testlets at higher linkage levels, where representing the content online would make the task too abstract and introduce unnecessary complexity to the item.
3. All writing assessments.

GENERAL STRUCTURE OF TEACHER-ADMINISTERED TESTLETS

All three types of teacher-administered testlets have some common features. They all contain items plus an engagement activity, although the engagement activity is different depending on the type of testlet. They all include directions to the Test Administrator inside the testlet itself. They all contain scripted statements that guide the Test Administrator through the standardized testlet administration process. Finally, the items are written to the Test Administrator, who enters responses based on observation of the student's behavior.

TEACHER-ADMINISTERED READING TESTLETS

In reading testlets, items focus on the cognitive skills that precede conventional literacy. These items are not traditional reading comprehension questions, but rather are designed to assess the skills identified in the learning map that are critical precursors to reading for meaning. These types of items are embedded in the context of a shared reading of a text and are intended to mirror early literacy instruction. Items involve assessing skills such as identifying familiar objects or identifying words that describe familiar people.

Teacher-administered reading testlets follow the same structure as computer-delivered reading testlets. The text is presented first in its entirety. Unlike computer-delivered testlets, the text is first read aloud by the Test Administrator, who uses shared reading strategies to maximize student engagement. Then the text is presented again with items

embedded within it or at the conclusion of the reading. This type of test is often used at the initial precursor level, where students do not have the skills to directly interact with the computer, and for some testlets at higher linkage levels in lower grades where the student is still working with a familiar text.

Shared reading strategies that the teacher might use during the first reading of the text include:

- Encouraging engagement and interaction
- Discussing words
- Connecting words/pictures to student background knowledge and experience
- Labeling/point out pictures
- Modeling concepts about print (reading left-to-right, one-to-one correspondence between a spoken and written word)
- Pointing out rhymes, syllables and sounds in words
- Asking questions to further engage
- Modeling how to communicate using students' communication symbols
- Using a "Think aloud" process used when deciding to make a comment
- Incorporating objects to help make connections

Reading Testlet Structure

In reading, the engagement activity is still the first read of the text, much like computer-delivered testlets. The text is still presented to the student on screen, but the teacher reads the text to the student using shared reading strategies. For more information about shared reading strategies, see the professional development module entitled *Shared Reading*.

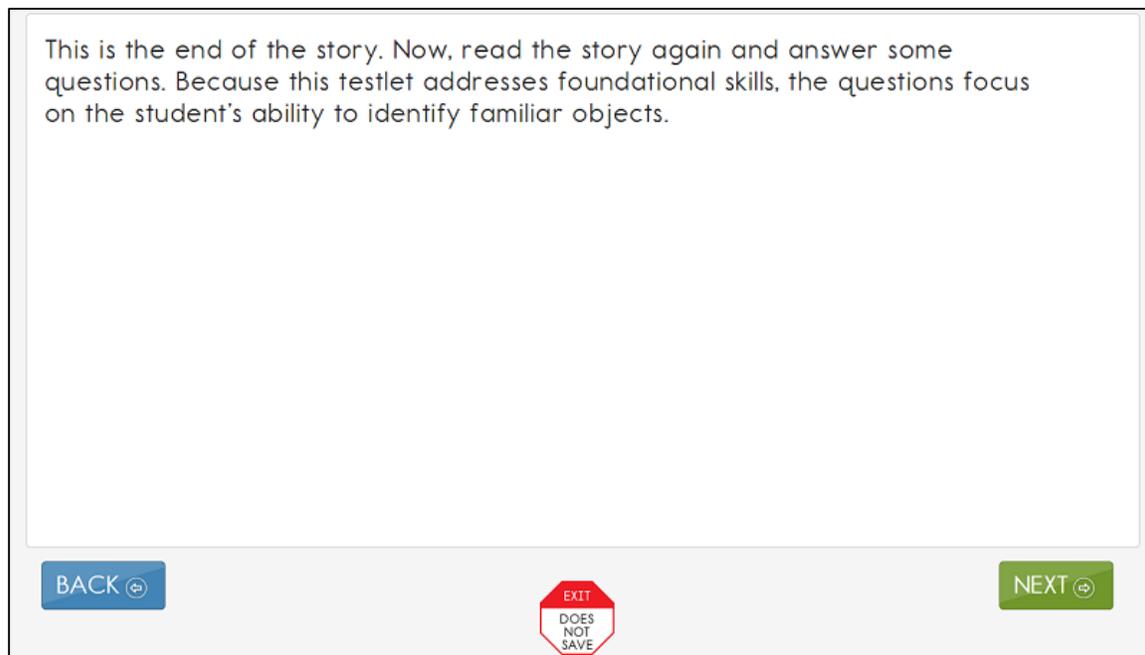
Read the story with the student. Maximize the interaction between the student and the story. For example, discuss the words that appear in the story and their meanings. Follow the student's lead. After you read the story, you will read the story a second time and the student will answer some questions.

BACK ←



NEXT →

Above is an example of the directions provided on the first screen in a teacher-administered reading testlet. It provides hints about a shared reading strategy. After this screen, the story screens begin.



In reading testlets, Educator Directions also may appear between parts of the testlet. Above is an example of a transition screen displayed after the Test Administrator has read a text through completely with the student for the first time. It tells the Test Administrator that the first reading is now over and provides a reminder of the focus of the items in the testlet that will be presented embedded within or at the conclusion of the second reading.

TEACHER-ADMINISTERED MATHEMATICS TESTLETS

In mathematics, teacher-administered testlets are often at the initial precursor level. The knowledge, skills, and understandings assessed at the initial precursor level are often foundational, but each initial precursor node links directly to the grade-level targets for the Essential Element.

Teacher-administered mathematics testlets are also used when testlets contain content which require assessment outside the DLM system. An example might be a procedural node which asks the student to measure volume. Recognizing three-dimensional objects and manipulating them on screen requires keen perceptual and motor skills, neither of which are essential to the student's cognitive understanding of how to measure volume. Many of these testlets are administered offline to make sure they are accessible for

students with blindness or visual impairments. Some math testlets are completely teacher-administered for these reasons.

Mathematics Testlet Structure

The mathematics testlets at lower linkage levels and the testlets for which content is difficult to assess on screen for students with significant cognitive disabilities, are similar in their structure. Both types of testlets include instructions to the Test Administrator called “Educator Directions” inside the testlet. Shown below is an example of directions for an initial precursor level math testlet. It starts by telling the Test Administrator, in a general way, what will happen in the testlet. It then specifies the materials that need to be collected. More information about those materials, and recommended substitute objects if they are needed, is located in the Testlet Information Page received by the Test Administrator after the testlet was assigned to the student. The last part of the directions page outlines the objects needed, for how many items, and in what order.

The screenshot shows a digital interface for a testlet. At the top, a red-bordered box highlights the text "Educator Directions:". Below this, the main content area contains three paragraphs of text. The first paragraph states: "In this testlet you will present the student with familiar objects of different shapes. It is important that the student can identify the objects through his or her preferred means of communication." The second paragraph says: "Gather 3 familiar objects, such as a ball, a block, and a book. You may substitute other objects as long as they have different shapes and at least one is round." The third paragraph reads: "For the first item, you will use the ball (or other round object) and the block. For the second item, you will use the ball and the book." At the bottom of the interface, there are three buttons: a blue "BACK" button with a left arrow, a red octagonal "EXIT DOES NOT SAVE" button, and a green "NEXT" button with a right arrow.

In addition, both types of teacher-administered mathematics testlets contain an engagement activity which occurs when the Test Administrator presents objects used in the testlet to the student and engages the student in exploring the materials. Shown

below is an example of an engagement activity in the teacher administered mathematics testlets.

Educator Directions:

Present the ball and the block to the student in a way that captures the student's attention.

For example:

- Draw the student's attention to the presence of the objects.
- Show the student how the objects are used (e.g., roll the ball, turn the block on it's sides).
- Let the student touch the objects

Once the student has attended to the ball and the block, place each object on the table in front of the student spaced appropriately for the student's reach and visual field.

On the next screen, you will ask the student a question about the objects.

BACK ↩NEXT ➞

TEACHER-ADMINISTERED WRITING TESTLETS

All writing testlets are teacher-administered. There are two types of writing testlets. Emergent writing testlets are used for students who do not yet have or are working on early symbolic understanding. Conventional writing assessments are used for students who have symbolic understanding and can use writing tools to communicate. The system uses prior information about the student, including First Contact survey responses, to determine which type of writing assessment the student should receive.

In both types of writing testlet, the student uses orthography-based tools used for writing in every day instruction such as: pen, pencil, keyboard, alternate keyboard, eye-gaze display of letters, alphabet flip-chart, or other alternate pencil or talking word processors. The tools must offer students access to all 26-letters of the alphabet.

During both types of writing testlets the Test Administrator and the student will participate in an engagement activity related to choosing a topic about which to write. In emergent writing testlets, the student often chooses from an array of options selected from topics to which they have had prior exposure during instruction. Students taking conventional writing testlets also write about familiar topics.

In writing testlets, the Test Administrator delivers a structured writing activity to the student. The Test Administrator follows a series of on-screen instructions that guide a structured writing activity that assesses the student's abilities to use writing to communicate about information at an appropriate level given his or her symbolic understanding. The Test Administrator is given prompts to ask the student to engage in

writing tasks. As the student works on the writing testlet, the Test Administrator observes student writing behaviors and writing products. The assessment items list student behaviors at each step in the writing process and the Test Administrator enters responses based on the answer choice that best reflects the student's action.

The concluding item has the Test Administrator evaluate the student's writing product. The writing product is not submitted and scored by DLM.

ADMINISTERING ITEMS

Teacher-administered testlet items are written with standardized language. Anything in quotes should be presented verbatim to the student as it is written. The exceptions to this rule are only when the student uses sign interpretation or language translation supports as allowable and as described in the DLM ACCESSIBILITY MANUAL.

The two specific instructions for presenting items or instructions to students are SHOW and SAY. Due to hearing and vision limitations, some students will not be able to see what is "shown" and others will not be able to hear what is "said." "SHOW" should be interpreted to mean "present" the materials or objects to the student, using sensory modalities appropriate for that student. "SAY" may require non-verbal communication appropriate for the student's sensory modalities, such as signing.

Below is an example of an item screen that could be embedded in the second reading of an ELA text. The educator directions provide instructions on how to interact with the student. The lines presented in bold after SAY: are said directly to the student. The actions described after SHOW are performed by the Test Administrator for the student.

Educator Directions:

SAY: "There are clothes in the story."
SHOW: one familiar object that belongs to the student and two unfamiliar objects.
SAY: "Where is your (familiar object name)?"

Record student response:

Indicates familiar object
Indicates unfamiliar object
 Indicates multiple objects
Attends to other stimuli
No response



All teacher-administered items have answer choices that reflect possible student responses to the statement or question in the item that was presented. The Test Administrator evaluates the student's response, chooses the best description of what was observed, and records his or her choice in the KITE system. The Test Administrator must be familiar with the student's typical modes for expressive communication, because any mode for communicating a response is considered acceptable.

Testlets at the lower linkage levels include "no response" as one of the response options. This is an appropriate choice if the student has not provided an intentional response. If the student is capable of producing an intentional response but is not doing so, for example due to distractions or behavior problems, it is better to use the "exit does not save" button and return to the testlet when the student is more engaged.

TESTING ARRANGEMENT

The teacher-administered tests involve the student and Test Administrator interacting together. While all teacher-administered testlets are similar, each content area varies slightly and there are some differences in the arrangement of student, Test Administrator, and materials. Any of the space arrangements described below may be modified based on student needs and the testing device used.

Reading Testlets

For teacher-administered reading testlets, the student, Test Administrator, and computer screen should be arranged in a triangle. The student and Test Administrator both need to access the text during the shared reading activity. The Test Administrator should have the best view of directions pages and item screens. When the item screens appear, the Test Administrator needs to be able to enter responses easily. This means the triangle arrangement will usually work, but the Test Administrator may need to shift position slightly during the screens that contain the ELA text. Leave space near the student for the manipulatives that will be used.

Mathematics Testlets

For teacher-administered testlets in math, regardless of the linkage level, the Test Administrator is the only one who needs to view the screen. He or she views the screen to receive directions, read prompts, and enter responses. The ideal arrangement is for the student and Test Administrator to face one another, with the Test Administrator able to look to the computer screen off to the side. Also in mathematics, the educator directions list objects the teacher will use to administer several items. The actual materials used should be familiar and comfortable to the student. When substitutions can be made, it is noted in the directions on the Testlet Information Page (TIP) and at the beginning of the testlet. Whenever objects are substituted, the script should be modified to include the name of the actual objects used.

Writing Testlets

The set-up for writing assessments is very much like the set-up for math testlets. The Test Administrator is the only one interacting with the system. The student works outside the system and interacts with the teacher.

ACCESSIBILITY SUPPORTS

Accessibility supports that are appropriate for consideration for use during teacher-administered testlets are included in the DLM ACCESSIBILITY MANUAL. See the DLM ACCESSIBILITY MANUAL for a full description of each support. Two supports are described in more detail below.

Language Translation

Because the disability-related cognitive and communication challenges for DLM students are unique, and because English learners speak such a wide variety of languages, DLM does not provide translated forms of testlets. Instead Test Administrators are supplied with instructions regarding to supports they can provide based on (1) each student's unique combination of language-related and disability-related needs and (2) the specific construct measured by a particular testlet.

The Test Administrator will be provided with a Testlet Information Page (TIP) for each testlet. The TIP includes information for the Test Administrator about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the Test Administrator may not define terms for the student on that testlet.

Unless exceptions are noted, Test Administrators are able to⁶:

- translate the text for the student
- simplify test instructions
- translate words on demand
- provide synonyms and/or definitions. Because there is no dictionary built into the KITE interface for DLM, students may use their version of a dictionary (e.g., word list, communication symbols, etc.) if needed. This dictionary should be familiar to the student and have been used with the student during instruction.
- accept responses in either English or their native language

Sign Interpretation for Students Who Are Deaf/Hard of Hearing

Students with significant cognitive disabilities who are also Deaf/Hard of Hearing (HOH) experience challenges related to their auditory disabilities as well as their cognitive functioning. Therefore, students who are Deaf/HOH and who participate in

⁶ Simplified instructions, definitions, and flexible response mode are supports that are also allowed for non-EL students.

the DLM assessments may require additional supports beyond those available via the Personal Needs and Preferences Profile (PNP). Support needs may be different for computer-delivered versus teacher-administered testlets.

Teacher-administered testlets provide directions to the Test Administrator to organize and present the content to the student. There are scripted directions to the Test Administrator that indicate what is to be said/signed. The Test Administrator will need to determine if the student can understand a direct translation of the script or if the student will need an interpretation of the directions. If interpretation is needed, more advance planning may be necessary. Test Administrators will have the opportunity to log in to the test in order to plan and prepare for appropriate procedures to use with students who are deaf/hard of hearing before beginning the assessment. If interpretation is likely to be needed, Test Administrators should log in to KITE, launch the test, and review the screens to evaluate the need for interpretation. The Test Administrator then uses the “exit does not save” button to leave the test if the administration will take place at a later time.

For teacher-administered testlets, Test Administrators are able to:

- translate the text for the student (i.e., ASL/SEE or verbal)
- translate words on demand (i.e., English to ASL)
- provide synonyms and/or definitions except when not allowed according to the testlet information page (e.g., when the item assesses knowledge of vocabulary)⁷
- accept responses in the student’s sign language system (ASL/SEE or individualized) or through the student’s communication device
- re-read the text, if the student indicates a need

OTHER ALLOWABLE PRACTICES

Students who participate in DLM have access to many accessibility tools and supports. Test Administrators also can be flexible with some aspects of the way testlets are delivered. Yet it is important to keep testlet delivery standardized in certain ways. This section describes general principles for additional allowable practices when the accessibility supports included in the PNP do not meet the student’s needs. When possible, the additional supports should be consistent with the student’s current needs as documented in the IEP.

When making decisions about additional supports for computer-delivered testlets, educators should follow these two general principles:

1. **Provide flexibility in student access**, in how students access each item and the materials required to complete it. For example, standard administration procedures define typical arrangements for the Test Administrator, student, and computer across different types of testlets. However, the Test Administrator may

⁷ indicates this practice allowed for all DLM students.

need to adapt the physical arrangement based on a student's physical needs and use of special equipment. Another example of this flexibility includes the substitution of objects as needed.

2. **Maintain consistency in the student's interaction with the concept being measured.** All students do not have to interact with identical materials or respond using the same response mode, but they should all have to complete the same cognitive or linguistic task. This means that questions cannot be rephrased and items cannot be rearranged. Specific instructions are given for materials that may be substituted to help the Test Administrator maintain this consistency.

Specific allowable supports that may be used, and practices that should not be used during computer-delivered testlets, are described further in the Complete Access (Personal Needs and Preferences) Profile section beginning on page 83.

BRaille TESTS

Uncontracted Braille testlets will be available for operational spring 2015 assessments in reading and math at the target and successor linkage levels and for some distal precursor linkage levels. Assignment to Braille forms requires the Test Administrator to select the Braille support on the PNP. See the ACCESSIBILITY MANUAL for more details about this support.



Procedures for obtaining Braille forms are not finalized. Check your state's webpage in January for TEST ADMINISTRATION MANUAL 2014-15 RELEASE NOTES.

SPECIAL FORMS FOR STUDENTS WITH BLINDNESS OR VISUAL IMPAIRMENTS

Most testlets designed for all DLM students are accessible for students with blindness or visual impairments. However, certain nodes in the learning map are difficult to assess online for students with visual impairments, even with screen readers or other assistive devices. For these specific Essential Elements and linkage levels, the system will assign an alternate testlet form that is teacher-administered instead of computer-administered. The general procedures for administering these forms are the same as described for teacher-administered tests in the previous section. Alternate forms are only assigned for certain Essential Elements and linkage levels and only when the alternate form for students with visual impairments option is selected in the PNP.

ALLOWABLE PRACTICES

Items in DLM testlets are designed to assess student knowledge, skills, and understanding related to the nodes in the learning map. In order to do so, Test Administrators may need to use their best judgment and be flexible while administering the assessment. Test Administrators may provide additional supports beyond PNP options. The following supports are allowed in computer-delivered and teacher-administered testlets unless exceptions are noted in the Testlet Information Page (TIP).

BREAKS AS NEEDED

Students may take breaks during or between testlets. Test Administrators need to use their best judgment about the use of breaks. The goal should be to complete a testlet in a single session. Yet breaks may be needed when the student is fatigued, disengaged, or having behavioral problems that would interfere with the assessment of what he or she knows and can do.

INDIVIDUALIZED STUDENT RESPONSE MODE

The nodes assessed in the teacher-administered testlets do not limit responses to certain types of expressive communication, therefore all response modes are allowed. Test Administrators may need to represent response options outside the system to maximize the student's ability to respond. For example, for students who use eye gaze to communicate, Test Administrators may represent the answer options in an alternate format or layout to ensure the student can indicate a clear response.

USE OF SPECIAL EQUIPMENT FOR POSITIONING

Some students may need special equipment to access the test material – for instance, a slant board for positioning, or Velcro objects on a communication board. Test Administrators should use the equipment to maximize the student's ability to provide a clear response.

NAVIGATION ACROSS SCREENS

For students who have a limited experience with, motor skills for, and/or devices for interacting directly with the computer, the Test Administrator may help students navigate across screens or enter responses that students have selected during the test.

ENTER RESPONSES FOR STUDENTS

If a student is unable to enter a response into the computer, but they indicate their response in some other fashion such as through eye gaze, manipulatives, verbalization, etc., the Test Administrator may enter the response into the computer on behalf of the student. Again, this system for responding to items should be consistent with the student's usual means of expressing choices.

USE OF INTERACTIVE WHITEBOARD

If the student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides, the Test Administrator may use an interactive whiteboard or projector, or a magnification device that works with the computer screen to enlarge the assessment to the needed size.

An example of when to choose a whiteboard is when the size of the display allows the student the ability to rely more on gross motor skills to indicate a response when they do not have fine motor skill control to answer items on a smaller device.

REPRESENT THE ANSWER OPTIONS IN AN ALTERNATE FORMAT

Representing the answer options in an alternate format is allowed, as long as the representation does not favor one answer choice over another. For instance, if presenting the answer choices to a student on a communication board or using objects to represent the answer choices, the correct answer choice cannot always be closest to the student or in the same position each time.

USE OF GRAPHIC ORGANIZERS

If the student is accustomed to using specific graphic organizers, manipulatives or other tools during instruction, the use of those tools are allowable during the DLM assessment.

GENERIC DEFINITIONS

If the student does not understand the meaning of a word used in the assessment, the Test Administrator may define the term generically and allow the student to apply that definition to the problem or question in which the term was used. Exceptions to this general rule are noted in the Testlet Information Page for specific testlets.

PRACTICES TO AVOID

While many supports and practices are allowable for computer-delivered and teacher-administered testlet administration, there are also practices that should be avoided.

These include:

- Repeating the item activity again after a student has responded, or in any other way prompt the student to choose a different answer
- Using physical prompts or hand-over-hand guidance to correct answer
- Removing answer choices or give hints to the student
- Rearranging objects to prompt correct answer – for example, putting the correct answer closer to the student

For questions regarding whether a support is allowable, educators may contact the Help Desk at 1-855-277-9751. If you provide supports outside of those that DLM has listed,

your state may require you to describe those supports through a state reporting system. But these supports should always be approved before they are used in order to avoid invalidating the student's assessment.

BEFORE BEGINNING ASSESSMENTS

KEY STEPS

Teachers prepare for DLM assessments by completing the steps below. **Grey shaded steps are described in more detail in this section of the manual.** Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 8.

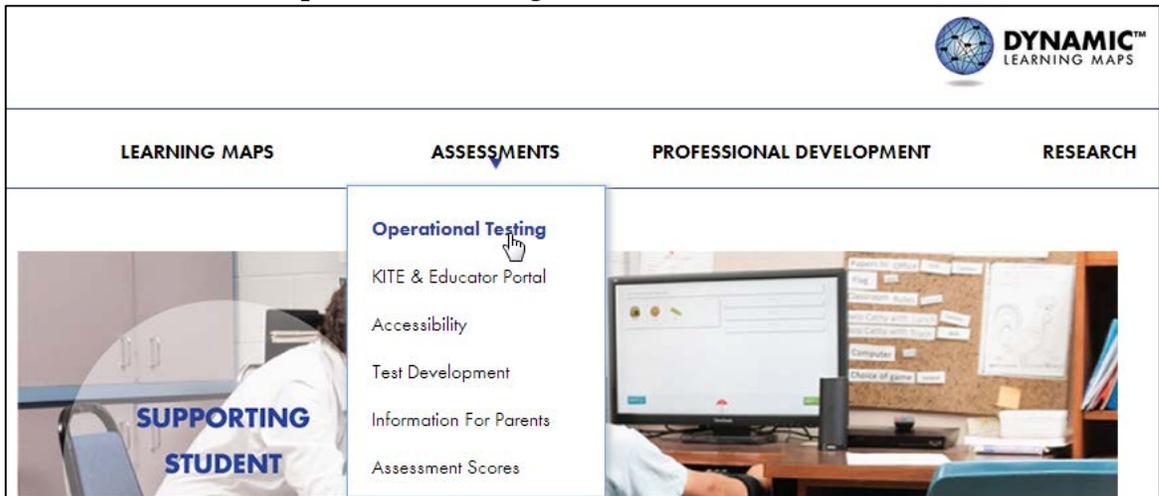
Steps
1. Confirm student eligibility to participate in DLM.
2. Share information about DLM with parents, preparing parents for the new testing experience for their student.
3. Read this TEST ADMINISTRATION MANUAL (TAM).
4. Use the resources on your state's page to become familiar with DLM, the content being assessed, and the procedures to prepare for the assessment.
5. Gain access to Educator Portal.
6. Complete the security agreement in Educator Portal profile.
7. Complete the Required Test Administration Training.
8. Review your state's guidance on required and recommended professional development modules. Complete those as needed.
9. Use the ACCESSIBILITY MANUAL and work with the IEP team to determine what accessibility supports should be provided for each student taking DLM assessments. Record the chosen supports in the Personal Needs and Preferences Profile (PNP) in Educator Portal.
10. Review your state's requirement for documentation of DLM accessibility supports as testing accommodations. Adjust the testing accommodations in the IEP as necessary.
11. Review student demographic information in Educator Portal for accuracy and correct if needed. a) Ensure student data is correct. b) Ensure roster data is correct.
12. Ensure Access (Personal Needs and Preferences) Profile is updated and complete in Educator Portal.
13. Ensure First Contact Survey (FC) is updated and complete in Educator Portal.
14. Ensure your Technical Liaison has installed KITE on testing devices.
15. Familiarize yourself and your student with DLM testlets: a) Access practice activities and released testlets. b) Check compatibility of students' devices with KITE.

ACCESS ADDITIONAL RESOURCES

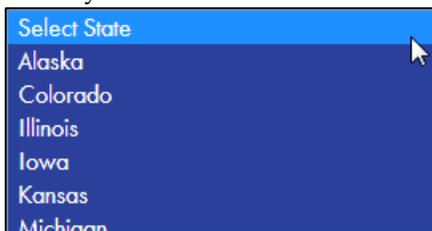
Additional resources for Test Administrators are available on the DLM website. Resources are provided by DLM and state-specific resources may also be available.

To access resources for your state and role, follow these steps.

1. Go to the DLM website <http://dynamiclearningmaps.org/>.
2. Click **Assessments | Operational Testing**.

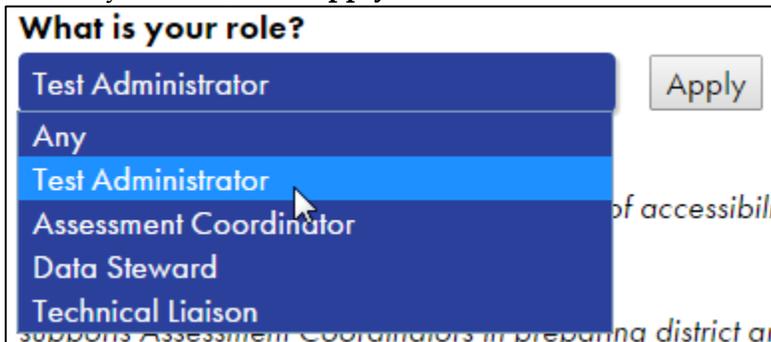


3. Select your **State**.



Hint: Bookmark the page or save to your favorites for quick access later.

4. Choose your role; click **Apply**.



5. Resources appear below the role field. DLM resources appears first, sorted alphabetically. State-specific resources appear next, sorted alphabetically.

DLM resources designed for Test Administrators and available to all states are:

TEST ADMINISTRATION MANUAL (PDF)	Supports the Test Administrator in preparing themselves and students for testing.
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 the DLM system.
Educator Resource page (webpage)	Includes additional resources for Test Administrators, such as tested Essential Elements and their associated mini-maps.
Field Test page (webpage)	Includes special information about field tests such as testing windows and the scope and purposes of each field test.
GUIDE TO DLM REQUIRED TRAINING AND PROFESSIONAL DEVELOPMENT 2014-15 (PDF)	Helps users access DLM Required Test Administration Training and instructional professional development in Educator Portal.
GUIDE TO PRACTICE ACTIVITIES & RELEASED TESTLETS	Supports the Test Administrator in accessing practice activities in KITE.
Test Updates Page (webpage)	Breaking news on test administration activities. Sign up to receive alerts when new resources become available.
Training Video Transcripts (PDF)n	Links to transcripts (narrator notes) for the Required Test Administration Training modules.

GAIN ACCESS TO EDUCATOR PORTAL

Your Data Steward must create your account in Educator Portal. Then you will receive an email message with instructions for how to activate your account. Refer to procedures in the Educator Portal section of this manual, starting with the procedure titled Activate Educator Portal Account on page 68.

SECURITY AGREEMENT

Test Administrators are expected to deliver DLM assessments with integrity and maintain the security of testlets. Each year you will renew your DLM Security Agreement through Educator Portal. For a step-by-step procedure in Educator Portal, see Complete Security Agreement on page 75. The text of the security agreement is provided below.

X

The Dynamic Learning Maps (DLM) Alternate Assessment provides opportunities for flexible assessment administration. However, all DLM assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2015 are secure tests.

Test administrators and other educational staff who support DLM implementation are responsible for following the DLM 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, electronic materials used during assessment administration may not be printed.
3. Those who violate the DLM 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 DLM, including practice activities and released testlets, to prepare themselves and their students for the assessments.

Questions about security expectations should be directed to the local DLM Assessment Coordinator.

I have read this security agreement and agree to follow the standards.

I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

Save

If you do NOT agree to the Security Agreement (and complete the Required Test Administration Training), you will NOT have access to information in the Test Management section of Educator Portal.

Hint: See your Assessment Coordinator for additional guidance on test security in your state and district and procedures for reporting testing irregularities.

TEST ADMINISTRATION TRAINING

DLM provides required training for Test Administrators and professional development for instructional support. What is the difference?

Required Test Administration Training	Professional Development for Instruction
Seven modules that cover critical content for managing and delivering DLM assessments	More than 25 modules that cover a variety of topics to support instruction in academics
Required for Test Administrators (no tests will be delivered if training is incomplete)	Optional but recommended. States and districts may recommend or require specific modules.
States decide which format(s) to offer: self-directed or facilitated. Successful completion = pass post-test quiz with score of 80% or higher	

See your district Assessment Coordinator for a training plan tailored specifically to your state and district and for training beyond what is provided by DLM.

Required Test Administration Training is required for those who will administer Dynamic Learning Maps alternate assessments in 2014-15. Test Administrators must successfully complete seven modules with a passing score on each module's post-test quiz before administering any DLM assessments. Total training time is estimated at just under four hours.

Modules should be completed in the order listed.

1. Overview of the DLM System
2. DLM Test Security
3. Accessibility for All Students
4. How the Assessment Works
5. Preparing for the Test
6. Computer Delivered Testlets
7. Teacher Administered Testlets

States may make Required Test Administration Training available in **self-directed** or **facilitated** formats, or both. Regardless of training format, all post-test quizzes for required training must be completed in Educator Portal. Training modules which have been attempted or passed appear in the **Transcripts** tab in Educator Portal.

More information about the contents of each module, training formats, and procedures for completing required training in Educator Portal is provided in the GUIDE TO DLM REQUIRED TRAINING AND PROFESSIONAL DEVELOPMENT located on the DLM website. The GUIDE also provides information about professional development modules to support instruction for students with significant cognitive disabilities.

EVALUATE AND CHOOSE ACCESSIBILITY SUPPORTS (PNP SETTINGS)

DLM offers a variety of accessibility supports. The DLM ACCESSIBILITY MANUAL describes a 6-step process to evaluating and choosing appropriate supports for each student. The ACCESSIBILITY MANUAL also includes an appendix with state-specific guidance on which supports require IEP team approval. Accessibility supports should be reviewed at least once per year.

Accessibility supports are recorded in the student's Personal Needs and Preferences (PNP) Profile, or Access Profile, in Educator Portal. The supporting procedure for Educator Portal is Complete Access (Personal Needs and Preferences) Profile on page 83.

REVIEW STUDENT DEMOGRAPHIC INFORMATION

It is essential that each Test Administrator has an accurate list of students whose assessments they are responsible for. Before each testing window, Test Administrators review the students who appear on their roster in Educator Portal. Questions to ask include:

- Do all eligible students appear on my list of students?
- Are there any students who appear on my list but are no longer assigned to me or who are not eligible for DLM assessments?
- Is each student assigned to the correct grade level?
- Does each student have a roster record for the correct subjects (usually English Language Arts and Mathematics)?

Detailed procedures for checking this information are located in the Educator Portal guide, Manage Student Data section of this manual (page 79).

Hint: The correct grade and roster subject are needed in order for the system to deliver a testlet.

There are two windows set by the DLM consortium for data updates during the year. Check with your Assessment Coordinator for specific guidance on the deadlines to review student demographic information and the procedures for correcting records as needed.

FIRST CONTACT SETTINGS

The First Contact Survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. All questions must be completed because the system assigns each student to a specific level of testlet based on your responses. The supporting procedure for Educator Portal is Complete First Contact Survey on page 93. A complete list of First Contact questions is included in the appendix.

Three sections of the First Contact survey are used to provide an optimal match between student and testlet during the **initial** DLM testing experience:

1. Expressive Communication
2. Reading Skills
3. Math Skills

Initialization of students into the assessment system is based on responses to selected items in the First Contact survey. From these responses, the student's assigned complexity band is calculated automatically and stored in the system.

Hint: First Contact must be reviewed and submitted at least once before the first testing of the year. We recommend updating the First Contact information prior to the spring operational testing window if there have been any changes, or at any time between tests when a student experiences dramatic changes in expressive communication capacity. Check with your Assessment Coordinator for additional guidance on the deadlines to review and update First Contact responses.

FIRST CONTACT DRIVES FIRST TESTLET

Once the system has assigned the student to an initial complexity band, a testlet is selected to provide the best match to the student's knowledge, skills, and abilities. For instance, if a Test Administrator indicates on the First Contact survey that a student uses only one signed word at a time and does not read any words when presented in print, that student would likely be delivered an Initial Precursor level reading testlet. On the other hand, if the Test Administrator indicates that the student regularly combines three or more spoken words to accomplish a variety of purposes and is able to read print above the 3rd grade level the system would likely deliver that student a testlet at the Target level.

During the instructionally embedded testlets, the system recommends the best linkage level for the student using First Contact data. The educator may still override the system and choose a level they consider to be more appropriate for the student. During spring window tests, the system determines the linkage level and the Test Administrator cannot override it.

As the student takes more testlets, the system dynamically routes the student through the learning map based on their responses to previous items and relies less on First Contact information.

If for any reason, educators would need to go into Educator Portal and change the First Contact information, they may do so. This change may or may not result in assignment of a different testlet.

We recommend updating the First Contact information prior to the spring operational testing window if there have been any changes, or at any time between tests when a student experiences dramatic changes in expressive communication capacity. Check with your Assessment Coordinator for additional guidance on the deadlines to review and update First Contact responses.

The supporting procedure for Educator Portal is Complete First Contact Survey on page 93.

PRACTICE ACTIVITIES AND RELEASED TESTLETS

DLM has prepared two practice activities and many released testlets to support educators and students preparing for testing.

- The **practice activities** are designed to familiarize users with the way testlets look in the KITE system. One is for teachers and the other is for students.
- The **released testlets** are similar to the real DLM testlets in content and format.

Practice activities and released testlets are accessed through KITE in the practice section. Using login information provided in this section, both types of activities can be completed as many times as desired.

Some released testlets will also be available in PDF format on the “Information for Parents” page on the DLM website by November 1, 2014. KITE does not have to be installed on a computer to view these items.

Several different sample student profiles have been set up. Each sample student has been given accessibility supports in the Personal Needs and Preferences Profile. Taking practice activities while logged in as a different sample student allows the teacher to see how an accessibility support impacts the student’s experience in KITE. Last, the practice activities are a good way to check device compatibility prior to the operational test for students who use assistive technology to interact with the computer.

TEACHER PRACTICE ACTIVITY

The **teacher practice activity** is a tutorial about testlets that are administered directly by the teacher. Teacher-administered testlets are used when:

- the content is difficult to assess on the computer or
- the student has presymbolic communication and cannot interact directly with the computer.

In this type of testlet, teachers read the instructions on the screens and follow them. They enter the student's responses to activities or exchanges that occur outside the system.

Most of these testlets require teachers to gather materials to be used in the assessment. Directions for how to prepare for the testlet are provided as "educator directions" on the first screen(s).

Users may go forward and backward within a testlet as much as needed before submitting the answers.

STUDENT PRACTICE ACTIVITY

The **student practice activity** is a tutorial about testlets that are administered directly to the student. Student-administered testlets are used when:

- the content can be assessed directly by computer, **AND**
- the student can interact with the system directly and select his or her own answer, using assistive devices or other supports as needed.

Students may navigate using a mouse, tab and enter on a keyboard, or with switches. If the student **can** engage with the content but **cannot** advance the screens or input answers independently, the teacher may navigate the screens and record the student's answers on his or her behalf. More information about allowable practices is provided in the TEST ADMINISTRATION MANUAL.

RELEASED TESTLETS

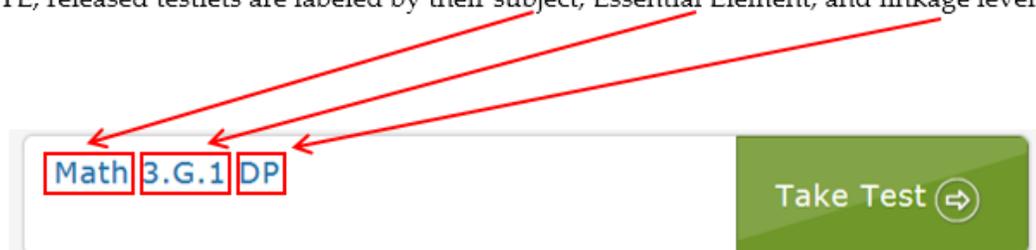
Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3 through high school. New released testlets are added periodically.

Remember that testlets contain items that align to nodes at the designated linkage level. The linkage levels are:

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

Testlets administered by teachers are typically at the Initial Precursor linkage level. All writing testlets are also administered by teachers. Computer-delivered testlets are typically at the other four linkage levels.

In KITE, released testlets are labeled by their subject, Essential Element, and linkage level.



To view the Essential Elements, linkage levels, and nodes used in 2014-15 tests, look for the Educator Resource Page which is listed as a resource on your DLM state page.

The following sections describe the step-by-step procedure to access the practice activities and released testlets.

STUDENT ACCOUNTS FOR PRACTICE ACTIVITIES AND RELEASED TESTLETS

Practice activities and released testlets are available through several practice student accounts. Each practice student has been given certain Personal Needs and Preferences (PNP) Profile settings as described in the ACCESSIBILITY MANUAL. These supports are summarized in the table below.

Each of the practice students listed below is enrolled in all available practice activities and released testlets.

Name	Password	PNP supports turned on
demo.sue28	sand3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false. Contrast color: ABC
demo.sue29	wall3	None*
demo.sue30	swept	Switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity
demo.sue31	topic	2x magnification
demo.sue33	void7	4x magnification and reverse contrast
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2
demo.sue36	stop3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false.
demo.sue37	after	5x magnification

*No special settings are required for two-switch users. Use **Tab** to navigate, and **Enter** to select.

For the supporting procedure in KITE go to Access Practice Activities and Released Testlets on page 122.

FINAL VALIDATION STEPS



Avoid Common Pitfalls

Save time and avoid errors by making sure you have completed these steps before moving to the next section.

NO TEST MANAGEMENT ACCESS

Access to the Test Management tab in Educator Portal is restricted until you have done the following:

- Complete all Required Test Administration Training modules, with a passing score on each post-module quiz.
- Agree to and sign the Security Agreement in Educator Portal.

NO STUDENT TESTS

During spring operational testing, a student is not assigned tests until the following steps are completed correctly: Your Data Steward can help if there are problems with grade or roster information.

- The student is listed on your roster.
- First Contact Survey is complete.
- The student has the correct grade level in Educator Portal.
- The student is rostered to the correct subjects for DLM.

INSTRUCTIONALLY EMBEDDED ASSESSMENTS

KEY STEPS

Test Administrators prepare for and deliver instructionally embedded assessments by completing the steps below. **Grey shaded steps are described in more detail in this section of the manual.** Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 8.

Steps
1. Follow state guidance and choose Essential Elements for instruction.
2. Retrieve instructional information for the Essential Element.
3. Record Essential Element (EE) and linkage level choices in the Instructional Tools Interface (ITI) tab as Essential Elements become available for testing. (Tab will first become available in Educator Portal during Phase B testing.)
4. Deliver instruction until you determine the student is ready for assessment.
5. Schedule location and time for assessment sessions.
6. Confirm test assignment in ITI and retrieve Testlet Information Page (TIP). Gather materials needed before beginning testing.
7. View student usernames and passwords so students can access the assessments in KITE. This is through the ITI tab in Educator Portal.
8. Assess student as each testlet becomes available.
9. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student's overall instructional program for the year.
10. Repeat instruction and assessment cycle for remaining EEs and levels during the instructionally embedded window.

Hint: Due to the combination of field testing and operational testing in 2014-15, steps 8-10 may not be possible for every EE assessed this year. At a minimum, each EE will be available for assessment at least once during instructionally embedded assessment windows B or C.

CHOOSE ESSENTIAL ELEMENTS FOR INSTRUCTION

Follow your state’s guidance regarding Essential Element choices.

During the school year, teachers have many choices about what testlets students will receive during the instructionally embedded assessments. Although the system will make recommendations, the teacher is able to select the EE and linkage level for the student. Decisions should be grounded in academic priorities for the student, including priorities set in the IEP.

The consortium has approved a subset of Essential Elements in each grade and a minimum requirement that needs to be assessed to reach the full breadth of coverage. Of this subset of EEs, teachers are able to choose which to assess. In the spring testing window, the DLM system will choose five EEs to re-assess to determine final results for the student. A Grade 4 Math example appears below.

Claim	Conceptual Area	EE	Description
1	Students demonstrate increasingly complex understanding of number sense. Choose two EEs from Claim 1 in different conceptual areas.		
	M.C1.1	4.NF.1-2	Identify models of one half (1/2) and one fourth (1/4).
		4.NF.3	Differentiate between whole and half.
	M.C1.2	4.NBT.2	Compare whole numbers to 10 using symbols (<, >, =).
		4.NBT.3	Round any whole number 0-30 to the nearest ten.
M.C1.3	4.NBT.4	Add and subtract two-digit whole numbers.	

The procedure for recording Essential Element choices for instructionally embedded assessments is described in the procedure titled Use the Instructional Tools Interface on page 107.

Hint: Only Essential Elements available for assessment in the current window appear in the list of options.

For writing assessments, which often have multiple EEs with different codes, look for the primary “W” EE in the list.

SELECT A LINKAGE LEVEL

For each Essential Element, the teacher then selects the linkage level. The linkage level should provide an appropriate level of challenge for the student and should represent a good instructional target. The system recommends a linkage level for each student but

the Test Administrator may override that choice. There are two places to learn more about the nodes at each linkage level:

1. The descriptions of linkage levels available in the Instructional Tools Interface (see the step for choosing a linkage level in the Educator Portal procedure titled Create an Instructional Plan on page 107).
2. The lists of nodes for each Essential Element available in Tested Essential Elements PDFs located on the Educator Resource Page. An example is shown below.

ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.
Successor: <ul style="list-style-type: none">• Can determine how word choice in an informational text is used to persuade or inform
Target: <ul style="list-style-type: none">• Can determine how word choice influences the meaning of an informational text
Proximal Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding that words have different uses in different contexts
Distal Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding of words with opposite meanings
Initial Precursor: <ul style="list-style-type: none">• Can demonstrate understanding of property words corresponding to the objects used during familiar routines

REVIEWING AND REVISING CHOICES

Teachers may review the Essential Elements they have assigned to a student. Supporting procedures for Educator Portal include View Instructional Plan History on page 120 and Print Instructional Plan History on page 117.

Teachers have the flexibility to change their mind about instruction – for instance, to change to a different EE or linkage level – up until the point when the assessment is confirmed. This step may be necessary when a student has made considerable growth in the EE and the teacher selected a lower linkage level. It may also be necessary when a student experiences significant regression due to disability or absence. Supporting procedures for Educator Portal include Cancel an Instructional Plan on page 119.

Hint: Choosing an Essential Element is part of planning for an instructionally embedded test session. This process does not apply to tests administered during the spring testing window.

RETRIEVE INSTRUCTIONAL INFORMATION

In 2014-15, instructional information is limited to the EE, list of linkage levels and nodes, and the mini-map. These are labeled as Tested Essential Elements PDFs and are located on the Educator Resource Page. Additionally, during Phase B and Phase C field tests, we will replicate this information and make it available through the Instructional Tools Interface in Educator Portal for each EE a test administrator chooses for instructionally embedded assessment. To learn about steps to access Instructional Information, see the supporting procedure in Educator Portal, Create an Instructional Plan on page 107.

Professional development modules are designed to provide support for instruction on broad academic topics associated with many Essential Elements. See the Professional Development tab on the Dynamic Learning Maps website for links to these modules.

CONFIRM TESTLET ASSIGNMENT

After instruction is complete and the student is ready for assessment, the Test Administrator returns to the Instructional Tools Interface and confirms the assignment of the EE and linkage level. This process assigns a specific testlet to the student and provides a Testlet Information Page (TIP) to the Test Administrator.

SCHEDULING AND SET-UP

Test Administrators should identify several sessions during a larger testing window when they can deliver testlets, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled for their sessions.

Testlets may be administered in a classroom, computer lab, multi-purpose room, or other school setting. However, the space should be quiet, clear from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, Test Administrator, student, and other materials are provided in the sections of this manual on computer-delivered and teacher-administered testlets.

For testing time averages and ranges, see the topic Test Administration Time on page 18.

TESTLET INFORMATION PAGE AND MATERIALS NEEDED

Regardless of the type of DLM assessment administered to the student, teachers will need the following when beginning an assessment:

- Testing device with KITE client loaded
- Student username and password (on the Instructional Plan from History in ITI)
- Assistive devices appropriate to student (if needed)
- Headphones for computer read aloud if other students are in the room (if needed)
- Testlet Information Page (TIP)

TESTLET INFORMATION PAGE

Once the Test Administrator has confirmed the test assignment in the Instructional Tools Interface, the system delivers a Testlet Information Page (TIP) in Educator Portal. The TIP PDF provides specific information that is unique to each testlet, for example:

- Test form name
- Number of items
- Type of testlet: computer-delivered, teacher-administered, or hybrid
- Which Essential Elements are tested
- Materials needed, including: recommended substitute materials and important traits of substitute materials, names of texts for ELA assessments, appropriateness of calculator use in math
- Accessibility supports that may be recorded on a student's PNP but are not allowed on this specific testlet
- Other comments or instructions
- Script for alternate text for each image, screen by screen

MATERIALS, MANIPULATIVES, OBJECTS

Since it is important that the objects be easily available and familiar to the student, the Testlet Information Page includes information which describes the general properties of the objects that are needed in order to assess the nodes correctly. Objects that are not on the list may be substituted as long as they meet the general requirement for that EE. Also, if a specific testlet assigned to the student contains objects that are not appropriate for that student, other objects may be substituted.

Materials named for the specific testlet should be collected prior to the test session. However, if you have begun a testlet and the objects and materials listed are not working as anticipated, use the "exit does not save" option to leave the test, collect different materials, and log back in at a later time. Remember that the system can sit inactive for up to 28 minutes without logging out, so if the materials are close by, it is also possible to simply walk away from the screen to retrieve them and return immediately to the session.

FAMILIAR TEXTS

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy and the computer screen will not be as engaging, the paper copy of the text may be used instead. Links to printable versions of familiar texts are provided on the Familiar Texts in ELA link from the Educator Resource page. Choose a grade level to see all texts for that grade.

SPRING OPERATIONAL ASSESSMENTS

KEY STEPS

Test Administrators prepare for DLM spring operational assessments by completing the steps below. **Grey shaded steps are described in more detail in this section of the manual.** Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 8.

See your state’s webpage or Appendix to the TEST ADMINISTRATION MANUAL for the dates of your spring testing window.

Step
1. Recheck student demographic information, PNP settings, and First Contact responses.
2. Consider the district and school assessment schedules to ensure students complete all DLM testlets during the spring window.
3. Schedule location and time for assessment sessions.
4. Retrieve Testlet Information Page for first testlet delivered. Gather materials needed before beginning testing.
5. Retrieve student’s username and password from Educator Portal.
6. Assess student on first testlet.
7. As each remaining testlet becomes available, retrieve Testlet Information Page, gather materials, and assess the student.

RECHECK STUDENT INFORMATION

Before your state’s spring testing window opens, confirm that you have the correct students on your roster, that they are assigned to the correct grade and subjects, and that their First Contact and PNP information is up to date. Consult your Assessment Coordinator for instructions on editing student information.

SCHEDULING AND SET-UP

Test Administrators should identify several sessions during a larger testing window when they can deliver testlets, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled for their sessions.

Testlets may be administered in a classroom, computer lab, multi-purpose room, or other school setting. However, the space should be quiet, clear from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, Test Administrator, student, and other materials are provided in the sections of this manual on computer-delivered and teacher-administered testlets.

For testing time averages and ranges, see the topic Test Administration Time on page 18.

TESTLET INFORMATION PAGE AND MATERIALS NEEDED

Regardless of the type of DLM assessment administered to the student, teachers will need the following when beginning an assessment:

- Testing device with KITE client loaded
- Student username and password (on the Instructional Plan from History in ITI)
- Assistive devices appropriate to student (if needed)
- Headphones for computer read aloud if other students are in the room (if needed)
- Testlet Information Page (TIP)

TESTLET INFORMATION PAGE



Information about how the Testlet Information Page will be delivered for the spring testing window is not finalized. In February 2015, check your state's webpage for TEST ADMINISTRATION MANUAL 2014-15 RELEASE NOTES.

Once the Test Administrator has confirmed the test assignment in the Instructional Tools Interface, the system delivers a Testlet Information Page (TIP) in Educator Portal. The TIP PDF provides specific information that is unique to each testlet, for example:

- Test form name
- Number of items
- Type of testlet: computer-delivered, teacher-administered, or hybrid
- Which Essential Elements are tested
- Materials needed, including: recommended substitute materials and important traits of substitute materials, names of texts for ELA assessments, appropriateness of calculator use in math
- Accessibility supports that may be recorded on a student's PNP but are not allowed on this specific testlet
- Other comments or instructions
- Script for alternate text for each image, screen by screen

MATERIALS, MANIPULATIVES, OBJECTS

Since it is important that the objects be easily available and familiar to the student, the Testlet Information Page includes information which describes the general properties of the objects that are needed in order to assess the nodes correctly. Objects that are not on the list may be substituted as long as they meet the general requirement for that EE. Also, if a specific testlet assigned to the student contains objects that are not appropriate for that student, other objects may be substituted.

Materials named for the specific testlet should be collected prior to the test session. However, if you have begun a testlet and the objects and materials listed are not working as anticipated, use the “exit does not save” option to leave the test, collect different materials, and log back in at a later time. Remember that the system can sit inactive for up to 28 minutes without logging out, so if the materials are close by, it is also possible to simply walk away from the screen to retrieve them.

FAMILIAR TEXTS

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy and the computer screen will not be as engaging, the paper copy of the text may be used instead. Links to printable versions of familiar texts are provided on the Familiar Texts in ELA link from the Educator Resource page. Choose a grade level to see all texts for that grade.

PREPARE FOR NEXT YEAR

There are decisions that Test Administrators and IEP teams need to make when preparing for the following school year. Both steps are described in this section.

Step
1. With IEP team, evaluate accessibility supports (PNP settings) and make decisions about supports and tools for next year.
2. With IEP team, review blueprint for next grade as one source of information to plan academic IEP goals.

EVALUATE ACCESSIBILITY SUPPORTS (PNP SETTINGS)

The IEP team will need to evaluate the PNP settings that were provided during assessment in 2014-15 to make decisions about what supports either need to be added, taken away or continue as is for next school year. Suggested questions to guide the IEP team in the evaluation of PNP settings are located in the Accessibility Manual.

DLM offers a variety of accessibility supports. The DLM ACCESSIBILITY MANUAL describes a 6-step process to evaluating and choosing appropriate supports for each student. The ACCESSIBILITY MANUAL also includes an appendix with state-specific guidance on which supports require IEP team approval. Accessibility supports should be reviewed at least once per year.

Accessibility supports are recorded in the student's Personal Needs and Preferences (PNP) Profile, or Access Profile, in Educator Portal. For more details on these procedures, see the Complete Access (Personal Needs and Preferences) Profile section beginning on page 83 of this manual.

REVIEW BLUEPRINT

The IEP team will also need to review the provided blueprints for the next grade level as one source of information to plan the academic goals and prioritize Essential Elements that will be taught the following year. Blueprints are available through your state's DLM webpage.

EDUCATOR PORTAL USER GUIDE FOR TEST ADMINISTRATORS

This section outlines the step-by-step procedures a Test Administrator might use in Educator Portal.

Hint: If Educator Portal or KITE look or behave differently than outlined in this manual, you may be seeing new enhancements from software releases after August 2014. Please check your state's specific webpage for TEST ADMINISTRATION MANUAL 2014-15 RELEASE NOTES.

Please ignore these features in Educator Portal: Test Coordination, and Add New Test.

Create Account is available, but not recommended for DLM users.

RECOMMENDED BROWSERS

For Educator Portal, we support these browsers:

- Firefox 24.3 ESR (recommended) and higher on Mac/PC
- Safari 6 or higher (iPad)
- Internet Explorer 8-11
- Google Chrome 34 or 35

Other browsers or versions may provide a slightly different user experience. For more information on browsers and technology in your district, contact your Technical Liaison.

To view PDFs in Educator Portal, educators will need [Adobe Reader](#). Contact your Technical Liaison for questions related to technology specifications. Download Adobe Reader from <http://get.adobe.com/reader/>.

MANAGE USER ACCOUNT

ACTIVATE EDUCATOR PORTAL ACCOUNT

This procedure is required for all first time DLM users.

Hint: Go to the procedure titled Access Educator Portal on page 70 if you have already activated your KITE EP account and received your username and password.

1. Did you receive your KITE activation email message KITE-support@ku.edu?

If...	Then...						
Yes	Go to Step 2.						
No	<p><i>The activation email message is sent ONLY after your state or district Data Steward has uploaded your user information into Educator Portal.</i></p> <p>Did your Data Steward upload your user information into Educator Portal?</p> <table border="1"> <thead> <tr> <th>If...</th> <th>Then...</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>Ask your Data Steward to resend the KITE activation email message.</td> </tr> <tr> <td>No</td> <td>Wait until your Data Steward has uploaded your user information.</td> </tr> </tbody> </table>	If...	Then...	Yes	Ask your Data Steward to resend the KITE activation email message.	No	Wait until your Data Steward has uploaded your user information.
If...	Then...						
Yes	Ask your Data Steward to resend the KITE activation email message.						
No	Wait until your Data Steward has uploaded your user information.						

----- Original message -----
 From: <KITE-support@ku.edu>
 Date: Tue, Jan 21, 2014 at 3:00 PM
 Subject: Activate your Account for KITE Assessment Administration
 To: lastname, firstname

Your account has been approved for access to KITE.
 Your username is your email address with all lowercase letters.
 To activate your account and set up your password click on the following link.

<http://educator.cete.us/AART/activate.htm?an=14984efe-2085-4cf0-ab60-62654b38dbfc>

Please contact your local Assessment Coordinator or administrator if you did not request this account or are uncertain why you are receiving this email.
 This link to activate your account will expire in 20 days.

Hint: The email message may reference KITE, but this is the path to Educator Portal.

2. Click the link in the message. The **Activate User** screen appears.
3. Complete these fields:
 - **First Name**
 - **Last Name**
 - **Password**
 - **Confirm Password**

4. Click **Activate**.

KITE™

ACTIVATE USER

FIRST NAME:

LAST NAME:

PASSWORD:

CONFIRM PASSWORD:

Activate

© 2014. University of Kansas.

5. Receive a confirmation message. Click **Back To Login**.

Account for Mari Oahu Langas has been successfully activated.

[Back To Login](#)

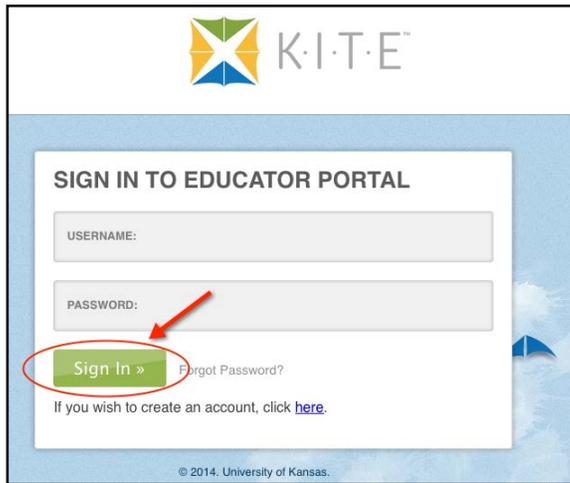
ACCESS EDUCATOR PORTAL

Hint: The first time you access Educator Portal, go to the procedure titled Activate Educator Portal Account on page 68 of this guide.

To log in to **Educator Portal**, follow these steps:

1. Using a recommended internet browser, go to <https://educator.cete.us>.
2. Complete these fields on the **Sign In** screen.
 - **Username** (usually your email address; use lower case)
 - **Password** (case sensitive)

3. Click **Sign In**.

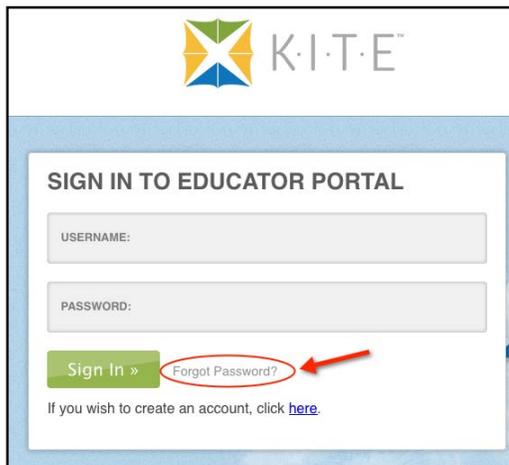


RESET EDUCATOR PORTAL PASSWORD

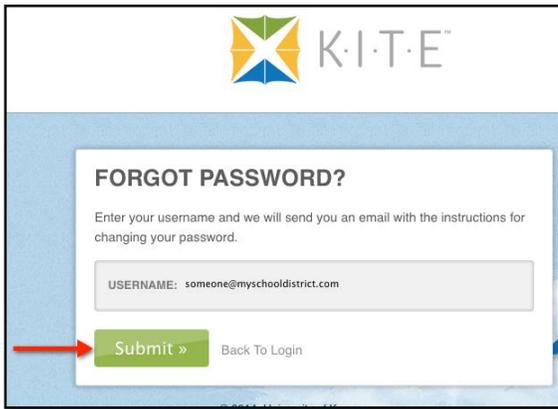
Hint: Use this procedure **ONLY** if you forgot your password. To change your password, see Change Password **Error! Reference source not found.** on page 74.

To reset a password in Educator Portal, follow these steps:

1. Go to Educator Portal at <https://educator.cete.us>.
2. Click **Forgot Password?**



3. Type your **Username**.



4. Click **Submit**. Receive a password reset email from KITE-support@ku.edu within one hour; check your junk or spam email folders if this automated message does not arrive.

```
From: <KITE-support@ku.edu>
Date: Tue, Jan 21, 2014 at 12:07 PM
Subject: KITE Account Password re-set
To: user@schooldistrict.edu

Hi user@schooldistrict.edu

A password reset has been requested for your KITE account.

To reset your password, please click the following link:
http://educator.cete.us/forgotPassword/resetPassword.htm

This link is available until date [2014-01-26] time [12:07:18] Time Zone (CST)

Thank you,
KITE
```

5. Click the link in the message.
6. Type your **Username**.

7. Type a new password in the **Password** and **Confirm Password** fields.

RESET PASSWORD

If your password reset is successful, you will be routed directly to the login page where you can login with your new password.

USERNAME:

PASSWORD:

CONFIRM PASSWORD:

Submit

8. Click **Submit**.

RESET PASSWORD

Password has been reset successfully.

[Return to KITE Login Page](#)

9. Click **Return to KITE Login Page**.

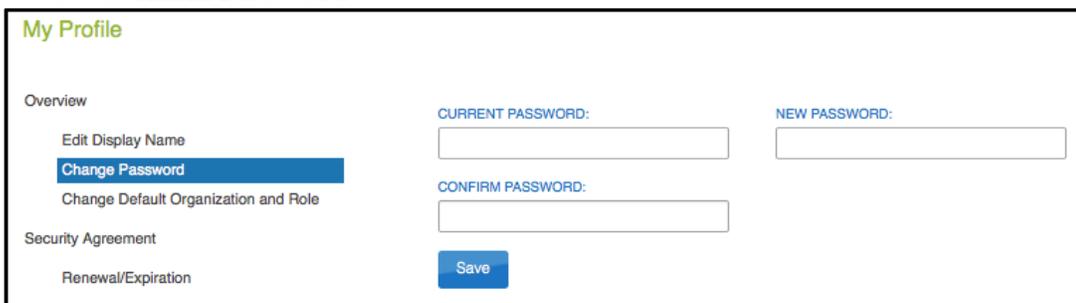
CHANGE PASSWORD

To change your password, follow these steps:

1. Click **My Profile**.



2. Click **Change Password** on the left menu.
3. Complete these fields.
 - **Current Password**
 - **New Password**
 - **Confirm Password**



4. Click **Save**.
5. Click the X to close the pop-up window.

COMPLETE SECURITY AGREEMENT

This procedure is required for all first-time DLM users and at annual renewal. It will appear the first time you log in.

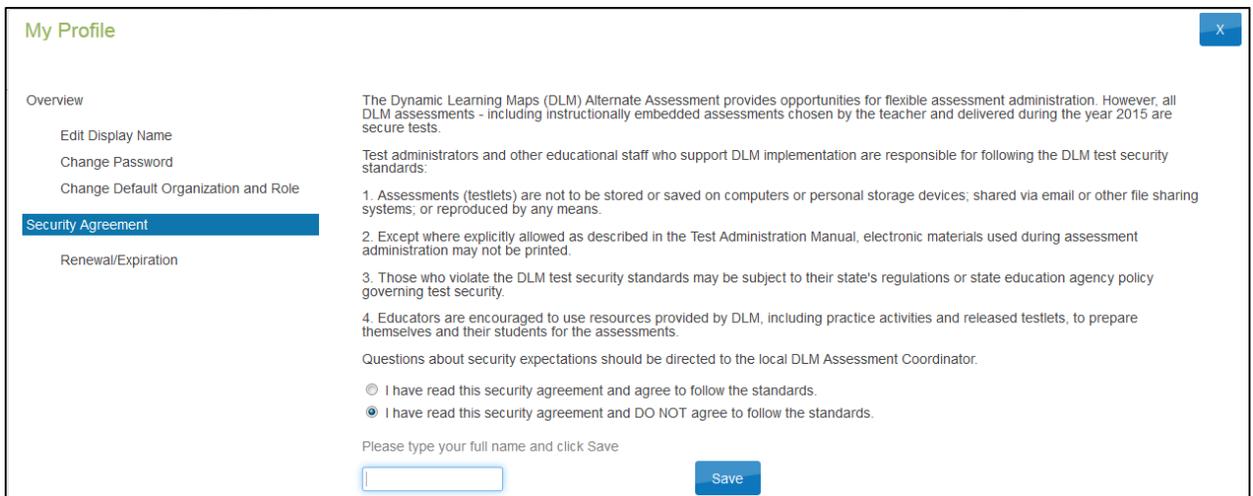
All educators who administer DLM tests are required to read and respond to a security agreement. This information is stored in Educator Portal and is renewable annually.

To complete the Security Agreement, follow these steps:

1. Click **My Profile**.



2. Click **Security Agreement** on the left menu.
3. Read the agreement.
4. Choose your reply.
5. Type your full name in the field.
6. Click **Save**.



My Profile

Overview

The Dynamic Learning Maps (DLM) Alternate Assessment provides opportunities for flexible assessment administration. However, all DLM assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2015 are secure tests.

Test administrators and other educational staff who support DLM implementation are responsible for following the DLM 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, electronic materials used during assessment administration may not be printed.
3. Those who violate the DLM 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 DLM, including practice activities and released testlets, to prepare themselves and their students for the assessments.

Questions about security expectations should be directed to the local DLM Assessment Coordinator.

I have read this security agreement and agree to follow the standards.

I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

Save

7. Click the X to close the pop-up window.

CHANGE DISPLAY NAME

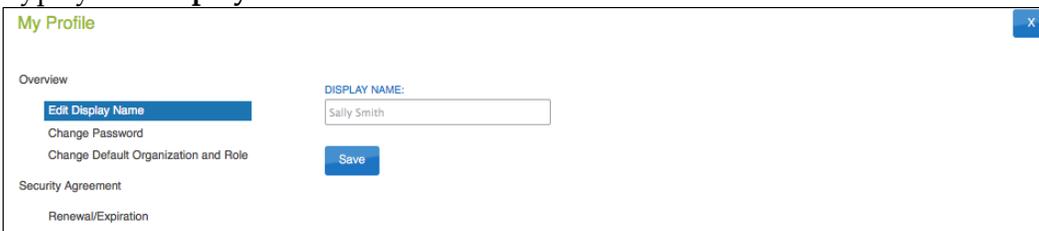
The display name is the name that shows when you log into the application. The default display name is the first name and last name that was defined in the user upload completed by your Data Steward to create your account. Changing your display name is optional.

To edit your display name, follow these steps:

1. Click **My Profile**.



2. Click **Edit Display Name** on the left menu.
3. Type your **Display Name**.



4. Click **Save**.
5. Click the X to close the pop-up window.

CHANGE USER ROLE VIEW

If you require multiple roles (because you teach in different buildings or districts) AND your Data Steward has set up your access with those roles, you are able to switch your user role view to see the students in a particular building or district. The role name is followed by the building or district. Click the drop-down arrow to choose the desired role.



The screenshot displays the K.I.T.E. Educator Portal interface. At the top left is the K.I.T.E. logo and the text "K.I.T.E. EDUCATOR PORTAL". To the right, it says "Logged in as Sally Smith" and "Sign Out". A red arrow points to a dropdown menu that currently shows "System Administrator - Flatland". Below the header is a navigation bar with links for "Home", "Test Management", "Professional Development", "Configuration", and "Site Map". The main content area features a large image of a teacher interacting with students. To the right of the image are two sections: "MY PROFILE" with a placeholder for a profile picture, and "QUICK LINKS" with buttons for "Add New Test", "Monitor Session", "Rosters", and "Student". At the bottom of the page, it says "© 2014. University of Kansas."

CHANGE DEFAULT ORGANIZATION AND ROLE

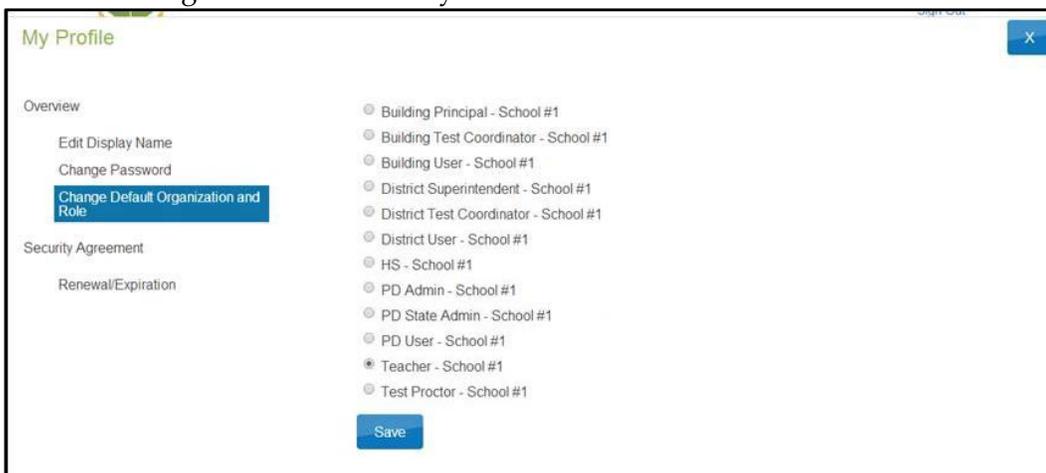
The default organization and role impact the view that appears when you log into Educator Portal. The default organization and role was defined in the user upload completed by your Data Steward to create your account. Changing your default organization and role is optional.

To change your default organization and role, follow these steps:

1. Click **My Profile**.



2. Click **Change Default Organization and Role** on the left menu.
3. Choose the organization and role you want to be the default.



4. Click **Save**.
5. Click the X to close the pop-up window.

MANAGE TRAINING AND PROFESSIONAL DEVELOPMENT

This information is provided in a separate document, *GUIDE TO DLM REQUIRED TRAINING AND PROFESSIONAL DEVELOPMENT*, located on the DLM website. It includes instructions for accessing and enrolling in modules, completing modules, and viewing results.

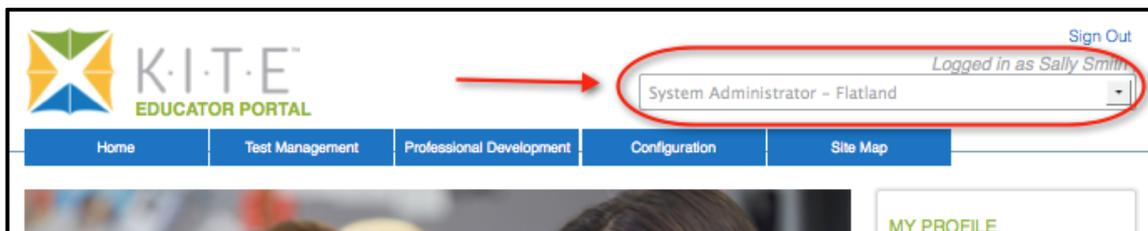
MANAGE STUDENT DATA

VIEW AND CHECK STUDENT DATA

You are responsible for confirming the student data is accurate and taking steps to correct inaccurate data.

To view and check student records, follow these steps:

1. Choose user role view if needed.



2. Click **Student** on the home page.
3. Select **View Students**.
4. Apply filters in the **Select Organization** fields to choose the level you need.
5. Sort, filter, or search as needed.

The screenshot shows the "Configuration: Students - View Students" page. The page has tabs for "Rosters", "Students", "Organization", "Instructional Tools Support", and "Users". The "Students" tab is selected. Below the tabs, there is a "Select Action*" dropdown menu set to "View Students". To the left, there are filters for "SELECT ORGANIZATION" with fields for "STATE:" (Flatland), "DISTRICT:" (District #1), and "SCHOOL:" (School #1). A "Search" button is below these filters. The main content is a table with the following columns: State ID, First Name, Last Name, Grade, and School Name. The table contains 12 rows of data. At the bottom, there is a pagination bar showing "Page 1 of 44" and "View 1 - 10 of 433".

State ID	First Name	Last Name	Grade	School Name
11	Demo	11	5	School #1
4305	Demo	4305	5	School #1
2986	DLM	Demo	5	School #1
2987	DLM2	Demo	3	School #1
4121	Demo	4121	3	School #1
4122	Demo	4122	3	School #1
4123	Demo	4123	4	School #1
4124	Demo	4124	4	School #1
4125	Demo	4125	4	School #1
4115	Demo	4115	6	School #1

6. Review the following fields for accuracy. Data in these fields must be correct before you proceed with other activities:

- **State ID**
- **First Name**
- **Last Name**
- **Grade**

If...	Then...
All fields are accurate for all students.	Go to the next step.
One or more fields contain incorrect information for one or more students.	Stop! Do <u>NOT</u> proceed. Do <u>NOT</u> enter First Contact or Personal Needs and Preferences data for these students. Do <u>NOT</u> test these students. Contact your Data Steward with the correct information and do not proceed until student data is correct.

7. Scroll to view the **Access Profile** and **First Contact** fields. Are there active links for each student?

If...	Then...
There are active links to both fields	Go to the next procedure.
There is not an active link in one or both fields	<ul style="list-style-type: none"> ▪ Kansas - order a DLM test from KIDS. ▪ All other states - work with your Data Steward to correct the Enrollment file; choose TRUE for the DLM_Status field.

VIEW AND CHECK ROSTER

Your Data Steward uploaded a roster file that links students to teachers. You are responsible for confirming that students who appear on your roster are eligible to participate in the test and that they appear twice – rostered to Mathematics once and English Language Arts once.

To access the rosters, follow these steps:

1. Choose user role view if needed.



2. Click **Rosters** on the home page.

3. Select **View Roster**.

4. Apply filters in the **Select Organization** fields to choose the level you need; click **Search**.
5. Sort, filter, or search as needed.

Roster Name ↕	Educator Identifier ↕	First Name ↕	Last Name ↕	Content Area ↕
Grant - ELA	1001033	Fitz	Grant	English Language Arts
Grant - Math	1001033	Fitz	Grant	Mathematics
Shephard - ELA	1001034	Derek	Shephard	English Language Arts
Shephard - Math	1001034	Derek	Shephard	Mathematics
Bailey - ELA	1001035	Miranda	Bailey	English Language Arts
Bailey - Math	1001035	Miranda	Bailey	Mathematics
Webber - ELA	1001036	Richard	Webber	English Language Arts
Webber - Math	1001036	Richard	Webber	Mathematics
Montgomery - ELA	1001037	Addison	Montgomery	English Language Arts
Montgomery - Math	1001037	Addison	Montgomery	Mathematics

Page 3 of 18 View 21 - 30 of 175

6. Check the **Content Area**, where you should see your student listed once for English Language Arts and once for Mathematics.

If...	Then...
All expected students appear AND are assigned to the Mathematics roster and the English Language Arts roster AND they are eligible to participate in the DLM test.	Go to the next step.
A student is not rostered to the right subject	Work with your Data Steward to update the roster record for the student.
A student who is not eligible to participate appears	Work with your Data Steward to remove the student from the roster (or from the whole system?)
An unknown student appears	Work with your Data Steward to remove the student from the roster (or from the whole system?)
A student who should participate does not appear	Work with your Data Steward to add the student to your Mathematics and English Language Arts rosters. Make sure the student's correct grade level is identified.
A duplicate student record appears	A student should appear twice; once each for Mathematics and English Language Arts. If the student appears twice for one subject area, contact the Help Desk to have the duplicate record removed.
No students appear	Work with your Data Steward to provide student and teacher data for the roster files. The Data Steward will upload the roster files to Educator Portal.

7. Review the following fields for accuracy:

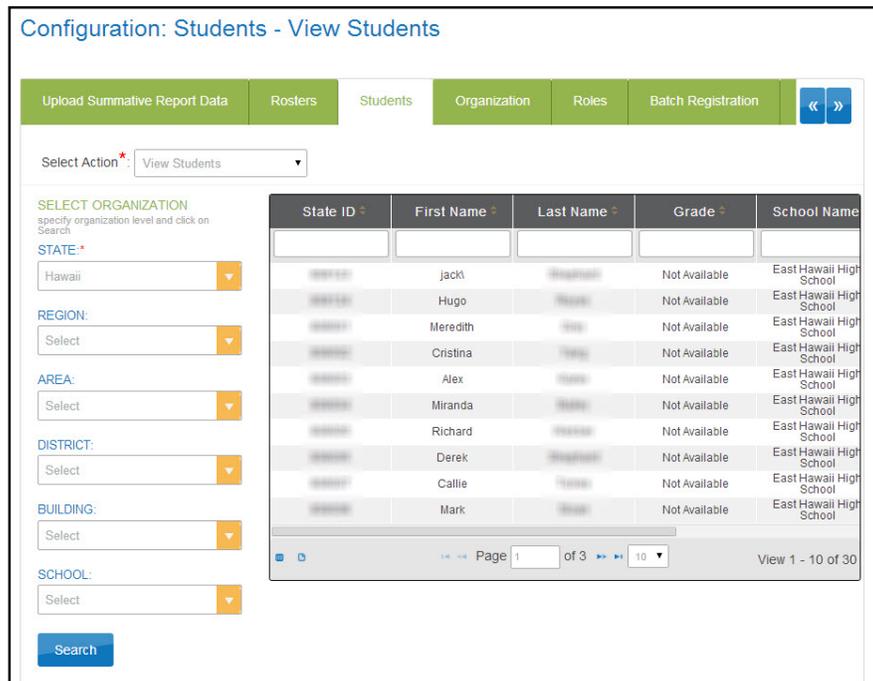
- o **First Name**
- o **Last Name**

If...	Then...
All fields are accurate for all students.	Go to the next step.
One or more fields contain incorrect information for one or more students.	<ul style="list-style-type: none"> a) Contact your Data Steward with the correct information. b) Go to the next step; you may continue while the Data Steward works to correct the information.

COMPLETE ACCESS (PERSONAL NEEDS AND PREFERENCES) PROFILE

To enter data in the Access Profile, follow these steps:

1. Log into Educator Portal. Click **Configuration**.
2. Click **Students**.



3. In the drop down menu, click **View Students**.
4. Apply filters in the **Select Organization** fields to filter the information you need. Choose the organizational level(s) of interest, then use the drop-down menus under each organization to select the appropriate name of those levels (e.g., state, region, area, district, building, and school).
5. Sort, filter, or search as needed.

- Identify the applicable student record report and scroll horizontally until the student's **PNP Profile** is visible. Click the tab to be redirected to the student's **PNP or Access Profile**.

District: East Hawaii School District
 School: East Hawaii High School

Student Records

Group By: Remove Grouping

State ID	First Contact	Access Profile	First Name	Last Name	School Name
808027	NOT_STARTED	NO SETTINGS	Jake	Ballard	East Hawaii High School
808023	NOT_STARTED	CUSTOM	Olivia	Pope	East Hawaii High School
808028	NOT_STARTED	NO SETTINGS	Fitz	Grant	East Hawaii High School
808024	NOT_STARTED	CUSTOM	Harrison	Wright	East Hawaii High School
808026	NOT_STARTED	CUSTOM	Quinn	Perkins	East Hawaii High School
808025	NOT_STARTED	CUSTOM	Abby	Whelan	East Hawaii High School
808022	NOT_STARTED	NO SETTINGS	Henry	Burton	East Hawaii High School
808021	NOT_STARTED	NO SETTINGS	Ellis	Grey	East Hawaii High School
808020	NOT_STARTED	NO SETTINGS	Adele	Webber	East Hawaii High School
808019	NOT_STARTED	NO SETTINGS	Denny	Duquette	East Hawaii High School

View Student Detail | Page 1 of 3 | View 1 - 10 of 30

Hint: Each student has a PNP launch point in Student Records. When an educator has provided information for this profile, the field will read “Custom” to indicate that the PNP has been customized for that particular student. If the field reads, “No Settings,” no information has yet been provided.

- The next screen to appear is the student **Summary** tab of the PNP by default. Student demographics are available on the left and the current PNP profile settings are available on the right. The tabs at the top of the page break down accessibility options into three categories. Click **Edit Settings** to create or edit profile settings.

Summary | Display Enhancements | Language & Braille | Audio & Environment Support | Other Supports

Student Demographics

FIRST NAME: Jake
 MIDDLE NAME: -
 LAST NAME: Ballard
 STATE ID: 80653
 GRADE: Grade 6
 GENDER: Male
 DATE OF BIRTH: 11/11/2003

Current Profile Settings

Spoken
 Spoken Source Preference : Synthetic
 Read At Start Preference : True
 User Spoken Preference : Text And Graphics
 Directions Only : False

[Edit Settings](#)

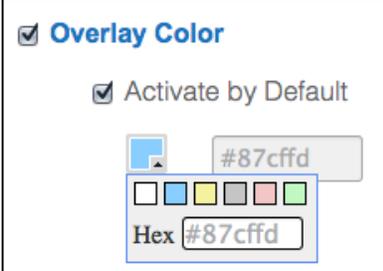
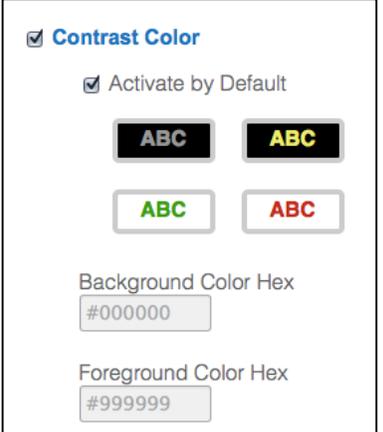
Hint: After each preference in the PNP has been saved, you will get an activation alert verifying that these settings have been saved successfully.

8. Click the **Display Enhancements** tab to review and select options.

Hint: Each enhancement includes an **Activate by Default** option. Always select this option when it is available.

The following table describes the **Display Enhancement** options.

Display Enhancements	Definition	Screen
Magnification	Magnification allows you to choose the amount of screen magnification during testing. You can choose between a magnification of 2x, 3x, 4x, or 5x.	<input checked="" type="checkbox"/> Magnification <input checked="" type="checkbox"/> Activate by Default

Display Enhancements	Definition	Screen
Overlay Color	The overlay color is the background color of the test. The default color is white; you may select an alternate color.	
Invert Color Choice	The invert color choice will cause the test background to appear black with white lettering. Use “Contrast Color” to change the display to a different color scheme.	
Masking	Masking is not available to students taking DLM assessments.	
Contrast Color	The contrast color section allows you to choose from several background and text color schemes.	

9. Click **Save** to save all information and move on to the next tab.

10. Click **Language & Braille** to review and select the support option related to language and Braille. Note that uncontracted Braille will be the only option on this screen available in DLM, and the feature will not be available until the spring 2015 operational test.

Summary Display Enhancements **Language & Braille** Audio & Environment Support Other Supports

Save

Item Translation Display
 Activate By Default
Default(Spanish-(SPA))

Signing Type
 Activate By Default
Default(American Sign Language)

Braille
 Activate By Default

Keyword Translation Display
 Activate By Default
Default(Spanish-(SPA))

Tactile
 Activate By Default
Audio File

Braille Usage
Preferred

Braille Grade Type
 Contracted
 Uncontracted

Braille Mark
 Highlight Italic
 Bold Strikeout
 Underline Color

Braille Status Cell Type
 Off Left Right

Braille Dot Pressure

Number Of Braille Cells

Number Of Braille Dots Default(6)

Save

11. Click **Save**.

12. Click **Audio & Environment Support** to review and select support options related to read aloud and switch use.

Summary Display Enhancements Language & Braille **Audio & Environment Support** Other Supports

Save

Auditory Background
 Activate by Default

Breaks

Additional Testing Time
 Activate by Default
 Unlimited
 Specify Time Multiplier

Spoken Audio
 Activate by Default

Voice Source
 Human
 Synthetic

Read At Start
 True
 False

Spoken Preference
 TextOnly
 Text & Graphics
 GraphicsOnly
 NonVisual

Audio for directions only
 True
 False

Single Switches
 Activate by Default

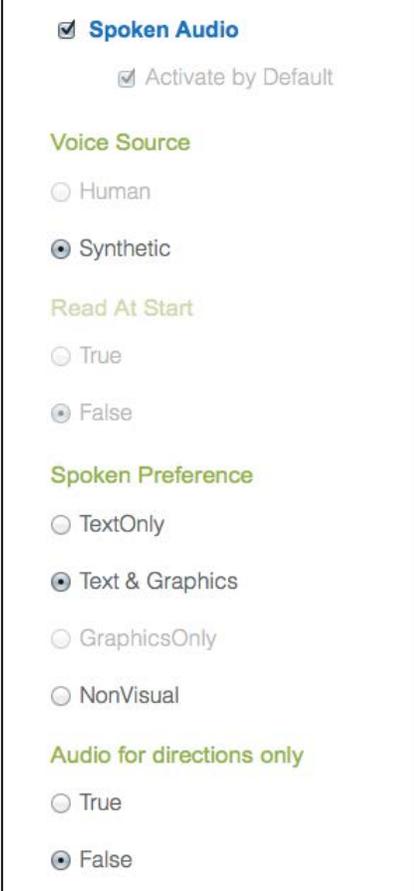
Scan Speed (seconds)

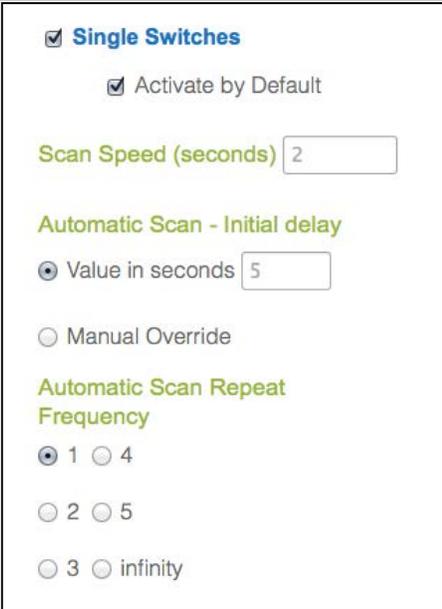
Automatic Scan - Initial delay
 Value in seconds
 Manual Override

Automatic Scan Repeat Frequency
 1 4
 2 5
 3 infinity

Save

The following table describes the **Audio & Environment Support** options.

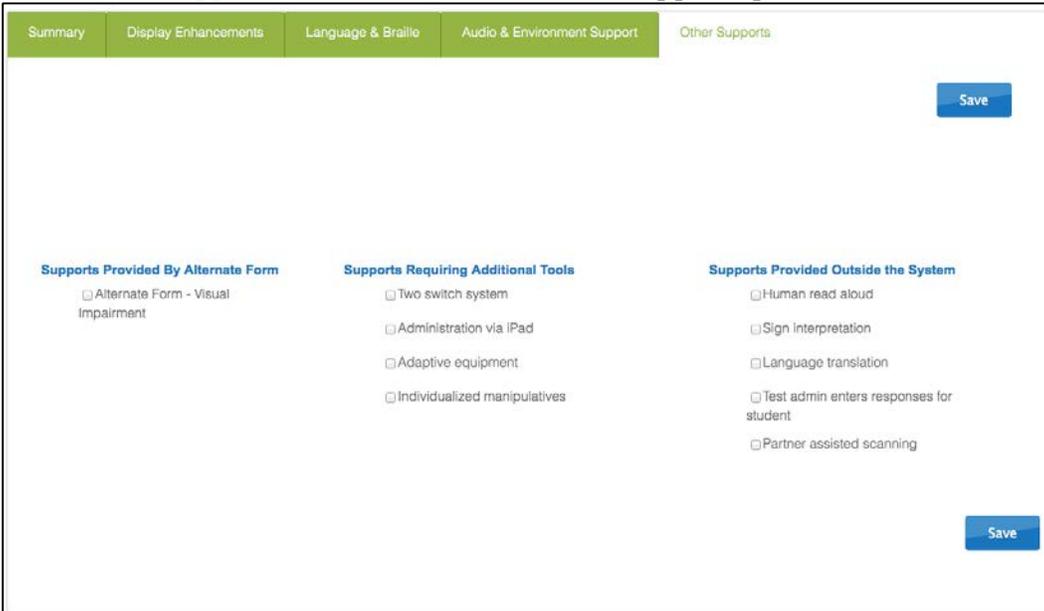
Audio & Environment Support	Definition	Screen
Auditory Background	Auditory background is not currently available in DLM.	
Spoken Audio	<p>The graphic to the right indicates which features are currently available.</p> <p>For Voice Source, specify Synthetic since Human is not yet available.</p> <p>For Read at Start, specify False since this feature is not yet active.</p> <p>Using Spoken Preference, you can indicate which elements of a question should be read to the student. The system does not read the directions. Educators will continue to need to read the directions to the student.</p> <p>Audio for directions only is not available, please choose False.</p>	

Audio & Environment Support	Definition	Screen
<p>Single Switches</p> <p>Single-switch system – Scanning is activated using a switch set up to emulate Enter on the keyboard.</p> <p>Two-switch system - The system automatically supports two-switch step scanning.</p>	<p>Note: Single switch access should be selected for users requiring one switch automatic scanning.</p> <p>Two-switch access does not require any activation in PNP. Any student can use two switches set to <i>Tab</i> to move between choices and <i>Enter</i> to select.</p> <p>Activate by Default does not change how a switch works with the system.</p> <ul style="list-style-type: none"> ▪ Scan Speed (seconds) – The number of seconds that a particular item or row will be highlighted and available for selection before the system moves to the next item or row. The scan speed must be equal to or greater than the value entered under “Automatic Scan-Initial Delay”. ▪ Automatic Scan-Initial Delay Allows you to specify whether scanning will begin automatically when a page appears. Value in seconds determines how long the system waits to begin scanning items after a page appears. Manual Override allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page. ▪ Automatic Scan Repeat Frequency – Determines how many times the system will repeat the scan cycle before stopping when a selection is not made. 	
Breaks	Not relevant for DLM assessments.	

Audio & Environment Support	Definition	Screen
Additional Testing Time	Not relevant for DLM assessments.	

13. Click **Save** to save all information and move to the next tab.

14. Click **Other Supports** to review and select other support options.



The following table describes Other Supports options.

Other Supports	Definition
Supports Provided by Alternate Form	
Alternate Form – Visual Impairment	Most testlets are designed for all DLM students. For a limited number of EEs and levels, alternate forms are provided for students with visual impairments. These are teacher-delivered, not Braille. When alternate forms are available, selecting this option will direct the system to deliver that form.

Other Supports Definition	
Supports Requiring Additional Tools	
Two switch system	Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the "Tab" key to move between choices, and the other switch set up to emulate the "Enter" key to select the choice when highlighted.
Administration via iPad	Students are able to take the assessment via an iPad. Other tablet options are not available at this time.
Adaptive equipment	Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).
Individualized manipulatives	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Supports Provided Outside the System	
Human read aloud	If the student does not respond well to the synthetic voice, the Test Administrator may read the assessment to the student.
Sign Interpretation	Sign is not provided via the computer. For students who sign, Test Administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.
Language translation	For students who are English learners or respond best to a language other than English, Test Administrators may translate the text for the student. Language translations are not provided via the computer.
Test admin enters responses for student	If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then Test Administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
Partner assisted scanning	PAS is a strategy in which Test Administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.

15. Click **Save**.
16. After all settings have been saved, you will be redirected to the **Summary** page. This page should now display all of the options selected for students during the PNP assessment.

The screenshot shows a web interface with a navigation bar at the top containing five tabs: Summary, Display Enhancements, Language & Braille, Audio & Environment Support, and Other Supports. Below the tabs, the page is divided into two main sections. On the left, under the heading 'Student Demographics', there is a list of fields: FIRST NAME: Jake, MIDDLE NAME: -, LAST NAME: Ballard, STATE ID: 80653, GRADE: Grade 6, GENDER: Male, and DATE OF BIRTH: 11/11/2003. On the right, under the heading 'Current Profile Settings', there is a section titled 'Spoken' with the following settings: Spoken Source Preference: Synthetic, Read At Start Preference: True, User Spoken Preference: Text And Graphics, and Directions Only: False. A blue 'Edit Settings' button is located in the top right corner of the 'Current Profile Settings' section.

17. To change a setting, click **Edit Settings** and return to the tabs, saving changes on each screen. Log the student out of KITE and back in for the changes to take effect.
18. Click the **X** to close the pop-up window.

COMPLETE FIRST CONTACT SURVEY

Overview

The First Contact Survey is the first step in determining the initial placement of students in the DLM assessment. The First Contact Survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. All questions must be completed because the system assigns each student to a specific level of testlet based on your responses.

When completing the First Contact Survey educators will need to provide information on: Special Education Services, sensory capabilities, motor capabilities, computer access, communication abilities, academic skills and attention. When entering information into the survey, there are some screens where drop down menus expand, filter or branch requesting more information based on answers provided to the first part of the question.

Hint: For students who have previous First Contact responses on file with us, DLM will attempt to match old data to 2014-15 student records. If old responses appear, the Test Administrator needs to update items based on changes in the student. The survey must still be “submitted” even if old responses are visible and no changes are needed.

Procedure

To enter data in the First Contact Survey, follow these steps:

Hint: You may update First Contact data for any student to reflect changes to their information.

1. Click the **Student** quick link on the home page.
2. Click **View Students**.

The screenshot shows the K.I.T.E. Educator Portal interface. At the top, it says "Logged in as Ms. Flat Land" and "Consortium Assessment Program Administrator - Flatland". The navigation bar includes "Home", "Test Management", "Professional Development", "Configuration", and "Site Map". The main heading is "Configuration: Students". Below this, there are several tabs: "Rosters", "Students", "Organization", "Instructional Tools Support", "Users", and "Quality Control". The "Students" tab is circled in red. Below the tabs, there is a "Select Action*" dropdown menu with "View Students" selected and highlighted by a red arrow. The footer indicates "© 2014. University of Kansas."

3. Select **State**.
4. Apply filters in the **Select Organization** fields to choose the level you need.
5. Sort, filter, or search as needed.

The screenshot shows the "Configuration: Students - View Students" page. The "Students" tab is selected. The "SELECT ORGANIZATION" section includes filters for STATE (Hawaii), REGION, AREA, DISTRICT, BUILDING, and SCHOOL. A table displays student information with the following columns: State ID, First Name, Last Name, Grade, and School Name. The table contains 10 rows of data, all with "Not Available" in the Grade column and "East Hawaii High School" in the School Name column. The footer indicates "Page 1 of 3" and "View 1 - 10 of 30".

State ID	First Name	Last Name	Grade	School Name
	jack		Not Available	East Hawaii High School
	Hugo		Not Available	East Hawaii High School
	Meredith		Not Available	East Hawaii High School
	Cristina		Not Available	East Hawaii High School
	Alex		Not Available	East Hawaii High School
	Miranda		Not Available	East Hawaii High School
	Richard		Not Available	East Hawaii High School
	Derek		Not Available	East Hawaii High School
	Callie		Not Available	East Hawaii High School
	Mark		Not Available	East Hawaii High School

- Identify the applicable student record report and scroll horizontally until the **First Contact** column is visible.

Status options in the First Contact column:

- Not Applicable** – a First Contact survey is not available. For all states except Kansas, work with your Data Steward to upload an Enrollment file with “True” in the **DLM_Status** field. For Kansas, upload a TEST record set to “3” for the **State Mathematics Assessment** field and the **State Reading Assessment** field.
- Not Started** – no fields have been completed.
- In Progress** – some fields are completed and saved. Survey has NOT been submitted.
- Complete** – all required fields are completed and survey has been submitted.

Configuration: Students - View Students

Rosters | **Students** | Organization | Roles | Instructional Tools Support | Users

Select Action*: View Students

SELECT ORGANIZATION
specify organization level and click on Search

STATE*:
DLM QC State

DISTRICT*:
DLM School District

SCHOOL:
DLM School

Search

State ID	First Name	Last Name	Access Profile	First Contact
			All	All
00003	neal2	neal	CUSTOM	Complete
00004	neal3	neal	CUSTOM	Complete
00005	neal4	neal	CUSTOM	Complete
00006	neal5	neal	CUSTOM	Complete
00007	neal6	neal	NO SETTINGS	In Progress
00008	neal7	neal	NO SETTINGS	Not Started
00009	neal8	neal	CUSTOM	Not Started
00010	neal9	neal	NO SETTINGS	Not Started
00011	neal10	neal	NO SETTINGS	Not Started
00012	neal11	neal	NO SETTINGS	Not Started

You may choose columns to display and rearrange

Page 1 of 28 | View 1 - 10 of 280

Hint: In this view (Students) you should only see each student once. If you see a student more than once, contact your Data Steward to correct the situation before proceeding.

7. Click **First Contact** to be directed to the **Welcome Page**.

Jake Ballard

Welcome Special Education Sensory Capabilities Motor Capabilities Computer Access Communication Academic Attention Complete

Welcome to the First Contact Survey

DYNAMIC
LEARNING MAPS

Start Survey

This survey asks questions about the characteristics of this student who is participating in the DLM alternate assessment. Topics include sensory and motor capabilities, computer access, communication, academics, and attention.

Your answers help determine how the DLM system should be customized to this student. Answers also help us determine plans for future development of the DLM system to better support all students.

Note: Bubbles denote a page in a tab. Following legend is used to indicate level of completion of your responses.

- - You have completed answering all questions on this page.
- - Incomplete Questions: Please answer all questions or else the student may not be assigned a test.

Hint: The First Contact survey includes a variety of tabs, each of which contains a section of the survey. Each of the survey tabs will display either blue or yellow circles. Blue circles indicate that all questions for that tab have been completed, while yellow circles indicate that one or more questions have not been completed.

8. Read the information on the welcome screen. Click **Start Survey**.
9. You will navigate through each of the blue boxes at the top of the screen. Click **Special Education** to begin the survey.

Hint: Once you begin the survey, you may stop at any time. Completed surveys will be saved and you can return to in progress surveys at a later date. When you return, click **Edit Survey** at the top of the screen.

10. The **Special Education** tab will prompt you to clarify the special education services the student receives. Using the drop down grid, select the student's primary disability by choosing the option that most closely mirrors the student's class placement. Click **Next**.

Jake Ballard

Welcome Special Education Sensory Capabilities Motor Capabilities Computer Access Communication Academic Attention Complete

Special Education Services

Submit Survey

Previous Next

Select the student's Primary Disability *

Primary Disability

Classroom setting: Choose the option that best describes the student's class placement *

- Regular Class: includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day
- Resource Room: includes students who receive special education and related services outside of the regular classroom for at least 21 percent but no more than 60 percent of the school day
- Separate Class: includes students who receive special education and related services outside the regular class for more than 60 percent of the school day
- Separate School: includes students who receive special education and related services in a public or private separate day school for students with disabilities, at public expense, for more than 50 percent of the school day
- Residential Facility: includes students who receive special education in a public or private residential facility, at public expense, for more than 50 percent of the school day
- Homebound/hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

Previous Next

Hint: After you click **Next**, a blue circle should be visible in the completed tab, indicating that all questions for that section have been completed. Tabs with multiple sections may have multiple circles. Ensure that all circles are blue. If any circles are yellow, revisit the section and ensure that all information was submitted successfully.

11. You will be directed to the **Sensory Capabilities** tab. Complete the survey on the student's hearing and vision sensory capabilities. Click **Next**.

The screenshot shows a navigation bar at the top with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Sensory Capabilities' tab is active, indicated by three orange dots. Below the navigation bar, the title 'Hearing' is displayed. On the right side, there are 'Previous' and 'Next' buttons. The main content area contains the heading 'Hearing*' followed by two radio button options: 'No known hearing loss' and 'Deaf or hard of hearing'. At the bottom right, there are another set of 'Previous' and 'Next' buttons.

12. You will be directed to the **Motor Capabilities** tab. Complete the survey on the student's walking, mobility support, arm and hand control, and head control. Click **Next**.

The screenshot shows a navigation bar at the top with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Motor Capabilities' tab is active, indicated by one orange dot. Below the navigation bar, the title 'Arm & Head Control' is displayed. On the right side, there are 'Previous' and 'Next' buttons. The main content area contains the heading 'Arm and hand control: Mark all that apply' followed by four checkbox options: 'Uses two hands together to perform tasks', 'Uses only one hand to perform tasks independently', 'Requires physical assistance to perform tasks with hands independently', and 'Cannot use hands to complete tasks'. At the bottom right, there are another set of 'Previous' and 'Next' buttons.

13. You will be directed to the **Computer Access** tab. Complete the survey on the student's primary use of a computer. Click **Next**.

The screenshot shows a navigation menu at the top with ten tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Computer Access' tab is highlighted with two orange dots. Below the menu, the page title is 'Computer Use'. There are 'Previous' and 'Next' buttons on the right. The main content area contains the question: 'Computer Use: Select the student's primary use of a computer *'. Below the question are three radio button options: 'Accesses a computer independently', 'Uses a computer with support (human or assistive technology)', and 'This student has not had the opportunity to access a computer'. At the bottom right, there are 'Previous' and 'Next' buttons.

14. You will be directed to the **Communication** tab. Complete the survey on the student's expressive and receptive communication abilities and needs. Click **Next**.

The screenshot shows a navigation menu at the top with ten tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Communication' tab is highlighted with five orange dots. Below the menu, the page title is 'Expressive Communication'. There are 'Previous' and 'Next' buttons on the right. The main content area contains the question: 'Does the student use speech to meet expressive communication needs? *'. Below the question are two radio button options: 'Yes' and 'No'. At the bottom right, there are 'Previous' and 'Next' buttons.

15. You will be directed to the **Academic** tab. Complete the survey on the student's skills in reading, mathematics, and writing. Click **Next**.

The screenshot shows a survey interface with a progress bar at the top. The progress bar includes tabs for Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic (selected), Attention, and Complete. Below the progress bar is the title 'Reading Skills' and 'Previous' and 'Next' buttons. The main content area contains the instruction: 'Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill *'. Below this is a table with two rows of skills and five columns of response options.

	0% (student does not exhibit this skill)	None to 20% of the time	21% to 50% of the time	51% to 80% of the time	More than 80% of the time
A) Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. You will be directed to the **Attention** tab. Complete the survey on the student's attention in different situations, level of understanding, and health needs. Click **Next**.

The screenshot shows a navigation bar at the top with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. Each tab has a progress indicator below it. The 'Attention' tab is currently active, indicated by three orange dots. Below the navigation bar, the page title is 'Attention'. There are 'Previous' and 'Next' buttons on the right side. The main content area contains two sections of radio button questions:

- Level of attention to teacher-directed instruction ***
 - Generally sustains attention to teacher-directed instruction
 - Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention
 - Demonstrates little or no attention to teacher-directed instructional activities
- Level of attention to computer-directed instruction ***
 - Generally sustains attention to computer-directed instruction
 - Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention

17. You will be directed to the **Complete** tab. Click **Submit Survey** to submit all answers and exit the survey.

The screenshot shows the same navigation bar as in the previous image, but now the 'Complete' tab is active, indicated by a single blue dot. The 'Submit Survey' button is highlighted with a mouse cursor. Below the navigation bar, the page title is 'Complete'. A 'Submit Survey' button is located on the right side. At the bottom of the page, there is a thank-you message: "Thank you for taking the time out to fill out the survey. Your responses have been recorded successfully. Please press the Submit button to exit the survey."

Hint: Ensure that all boxes are illuminated with blue circles. If any yellow circles are still evident, revisit that tab and complete the necessary measures before submitting the final survey.

18. On the Student Record Report, the First Contact link will read “Complete.”

	First Contact ▾	Access Profile ▾	First Name ▾	Last Name ▾
	Complete	NO SETTINGS	Jake	Ballard
	NOT_STARTED	CUSTOM	Olivia	Pope
	NOT_STARTED	NO SETTINGS	Fitz	Grant
	NOT_STARTED	CUSTOM	Harrison	Wright

If you need to make changes to the survey, click the **Complete** link.

Hint: If the First Contact survey is not completed for the 2014-15 school year, then the system will not assign a test to the student. If First Contact is complete before the testing window opens, the student should have a test immediately. If First Contact is completed after the window opens, test assignment happens the day following First Contact completion.

RECORD TESTING EXCEPTIONS



Information on recording testing exceptions is not finalized. Please subscribe to Test Updates on the DLM website and look for TEST ADMINISTRATION MANUAL 2014-15 Release Notes in Spring 2015.

MANAGE ASSESSMENTS

VIEW STUDENT USERNAME AND PASSWORD

This procedure applies for Phase A Field Test and Spring testing. To find the student username and password for Phase B and C Field Tests, use the Instructional Tools Interface in Educator Portal. See Print Instructional Plan History on page 117.

Hint: The student’s user name and password are the same FOR ALL DLM TESTS for the 2014-15 testing year. If you have the student’s username and password from a previous test event, you may use the information to log the student in to KITE and administer tests without printing new tickets. However, having the username and password does not guarantee test assignment.

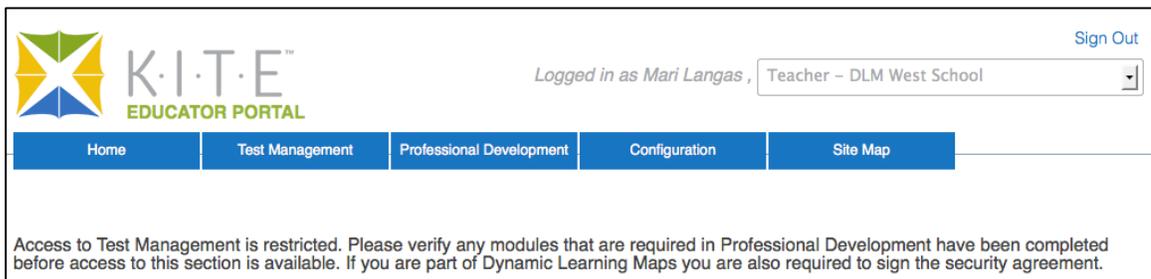
Hint: You will need a PDF Reader to complete this procedure. If you choose to print, you will need a printer connection. See your Technical Liaison if you need help.

To view student usernames and passwords, follow these steps:

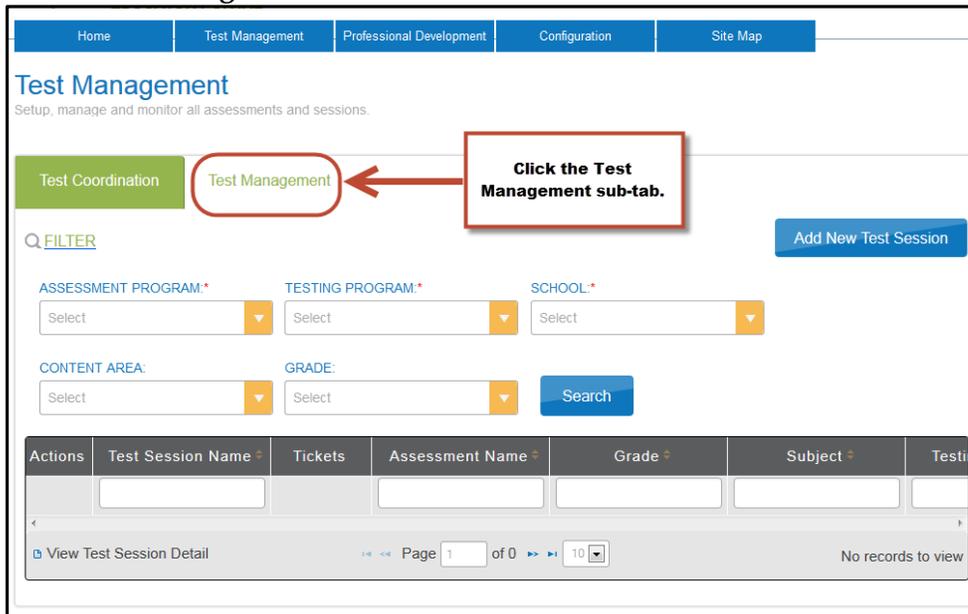
1. Click **Test Management**.



Hint: If an error message appears, make sure you have completed the requirements.
Have you passed all required test administration training modules?
Have you agreed to and completed the Security Agreement?



2. Click **Test Management**.



3. Select the following options in these fields:

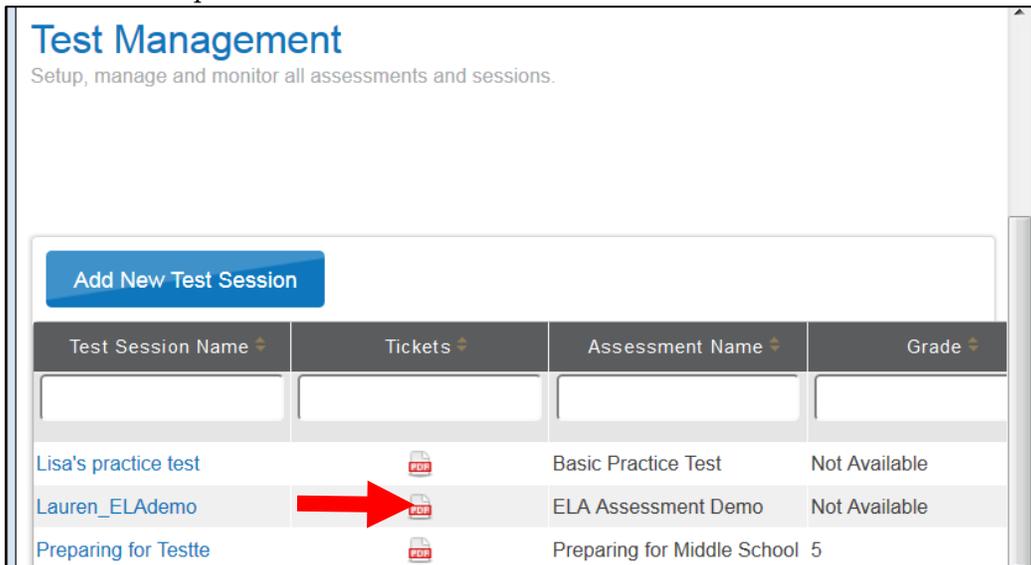
- **Assessment Program:** Dynamic Learning Maps
- **Testing Program:** Summative
- **School:** your school

4. Leave other fields blank.

5. Click **Search**. A list of test sessions will be displayed.

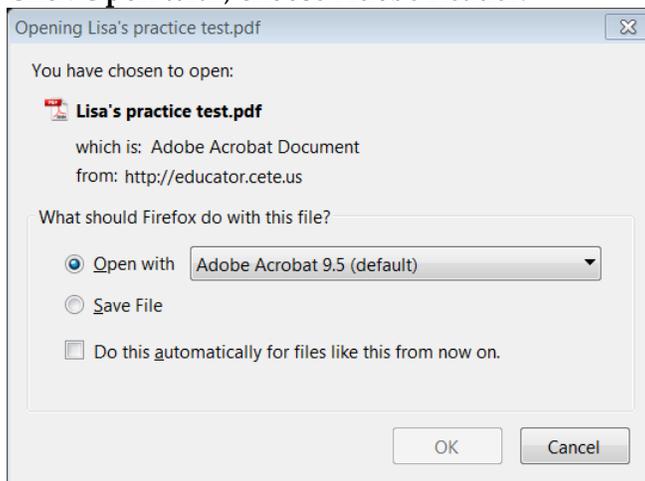
Hint: If no tickets appear, work with your Data Steward to confirm that you have a roster with students connected to you.

- Click the PDF icon next to the name of the test for which you wish to view a student username and password.



Hint: Tests for each test event are only visible during that test window. When the window closes on a test event, those tests are no longer available and the links to the sessions are no longer visible by default.

- Click **Open with**; choose Adobe Reader.



- Click **OK**.

9. View the student username and password.

**Playground
Demo 1 - Smith**

First Name: Jesse
 Last Name: Callahan
 UserName: 55557
 Password: y4t95
 Test Collection: Check Graph Labels
 Test Form: Check Graph Labels
 Test Section: Section 1
 Ticket Number: N/A

Hint: You may print the Student Username and Password. Treat this as a secure document and handle accordingly.

10. Compare the student names to the students expected.

If...	Then...
All students appear	You are ready to administer assessments.
A student does not appear	<p>Check these items on your own:</p> <ul style="list-style-type: none"> • First Contact survey is not complete. • First Contact survey is not submitted. • First Contact survey was submitted less than 24 hours ago. <p>Work with your Data Steward to check these items:</p> <ul style="list-style-type: none"> • In the Enrollment file, the Current_Grade_Level field is missing the student's grade. • In the Roster file, the State_Subject_Area field is blank or incorrect.

RETRIEVE TESTLET INFORMATION PAGE

The Testlet Information Page (TIP) may be found in different locations depending on which testing phase the testlet is from.

The testlet is part of...	Retrieve the Testlet Information Page at...
Phase A field test	DLM field test webpage
Instructionally embedded test, Phase B and C field test	See Confirm an Instructional Plan on page 113.
Spring test	 This information is not finalized. Check your state's webpage for TEST ADMINISTRATION MANUAL 2014-15 RELEASE NOTES.

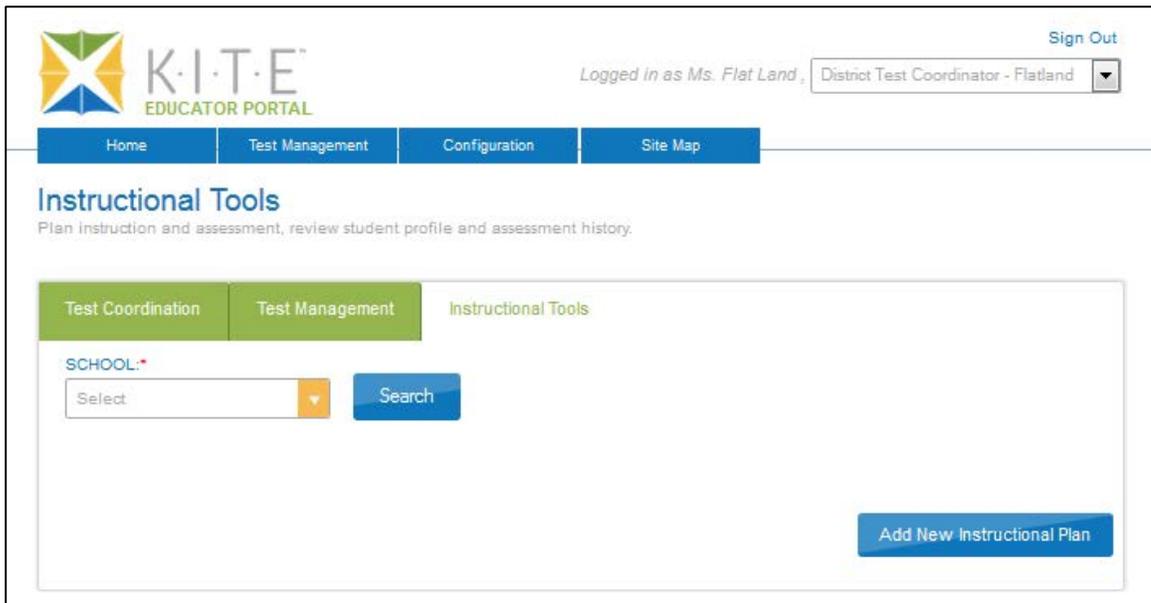
USE THE INSTRUCTIONAL TOOLS INTERFACE

Assigning an instructionally embedded assessment begins with creating an instructional plan.

CREATE AN INSTRUCTIONAL PLAN

To choose an Essential Element for instruction, follow these steps.

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Click **Add New Instructional Plan**.



4. Select your **School**; click **Search**.

The screenshot shows the K.I.T.E. Educator Portal interface. At the top left is the logo for K.I.T.E. EDUCATOR PORTAL. To the right, it says "Logged in as Ms. Flat Land," followed by a dropdown menu showing "District Test Coordinator - Flatland" and a "Sign Out" link. Below the logo is a navigation bar with buttons for "Home", "Test Management", "Configuration", and "Site Map".

The main content area has a "back" link and a heading "Add New Instructional Plan: Select Student" with the instruction "Select a student from roster and choose Next." Below this is a horizontal menu with five items: "Student Roster", "Select Content", "Levels", "Assignment", and "Confirmation". The "Select Content" item is highlighted in green.

Under the "Select Content" menu, there is a "SCHOOL:" label with a red asterisk. Below it is a dropdown menu showing "School #1" and a "Search" button. A "Next" button is located at the bottom right of the main content area.

5. Select a student; click **Next**.

Home Test Management Reports Professional Development Configuration Site Map

back

Add New Instructional Plan: Select Student

Select a student from roster and choose Next.

Student Roster Select Content Levels Assignment Confirmation

Next

	State ID	Last Name	First Name	Access Profile	First Contact
<input type="radio"/>					
<input type="radio"/>					
<input checked="" type="radio"/>		Hamato	Michelangelo	Custom	Complete
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					

Page 1 of 2 10 View 1 - 10 of 11

6. Select a **Content Area, Claim, Conceptual Area, and Essential Element**; click **Next**.

Hint: Only Essential Elements with assessments available during the current testing window will appear in the list of options.

Add New Instructional Plan: Select Content

Select content from the Content Framework and choose Next.

Student Roster Select Content Levels Assignment Confirmation

Back Next

SELECTED STUDENT: **HWISTEHLASTE**, GRADE: 5

Content Area: English Language Arts

Claims: ELA.C1 - Students can comprehend text in increasingly comp

Conceptual Area: ELA.C1.1 - Determine critical elements of text

Essential Elements: ELA.EE.RI.5.1 - Identify words in the text to answer a question about explicit information.

7. On the **Levels** tab, select the appropriate linkage level for the student; click **Next**.

back

Add New Instructional Plan: Choose Level

Review recommended level or choose a new level.

Student Roster Select Content **Levels** Assignment Confirmation

Back SELECTED STUDENT: [REDACTED], GRADE: 5 Next

	Level ▾	Level Description ▾
<input type="radio"/>	Supporting Node(s)	[REDACTED]
<input type="radio"/>	Untested Node(s)	[REDACTED]
<input checked="" type="radio"/>	Proximal Precursor(s)*	[REDACTED]
<input type="radio"/>	Successor Node(s)	[REDACTED]
<input type="radio"/>	Target Node	[REDACTED]
<input type="radio"/>	Distal Precursor(s)	[REDACTED]
<input type="radio"/>	Initial Precursor(s)	[REDACTED]

*Recommended level for [REDACTED]

Hint: One level will be recommended for the student and will display a red asterisk (*).

Hint: To see a longer description of the linkage level, select “more” under the level description column.

8. On the **Assignment** tab, review the information about the Essential Element you selected.

9. The **Theme** field allows you to choose which sensitive topics to allow on a student test. This is an optional step for English language arts plans.

Student Roster Select Content Levels Assignment Confirmation

Back SELECTED STUDENT: [REDACTED] GRADE: 5

The instructional plan is [REDACTED]

ESSENTIAL ELEMENT: [REDACTED]

MY DISTAL PRECURSOR: [REDACTED]

Instructional Information: [PDF icon]

Some English Language Arts texts contain themes that may be sensitive for certain students. Choose the themes that are acceptable for this student. These selections do not mean that you are choosing this content for specific testlets, only that testlets with these themes are acceptable for this student.

Theme: Select

Save Assignment Complete Assignment

Hint: The selections you make in the **Themes** field do not mean that you are choosing this content for specific testlets, only that testlets with these themes are acceptable for this student.

10. Click the PDF icon to print Instructional Information.

Student Roster Select Content Levels Assignment Confirmation

Back SELECTED STUDENT: [REDACTED] GRADE: 5

The instructional plan is [REDACTED]

ESSENTIAL ELEMENT: [REDACTED]

MY DISTAL PRECURSOR: [REDACTED]

Instructional Information: [PDF icon]

Hint: More about the Instructional Information is included in Retrieve Instructional Information on page 61.

11. If you are finished setting up the plan, click **Save Assignment**. The plan will save and the window will close, allowing you to provide instruction to the student.

Instructional Information: pdf

Some English Language Arts texts contain themes that may be sensitive for certain students. Choose the themes that are acceptable for this student. These selections do not mean that you are choosing this content for specific testlets, only that testlets with these themes are acceptable for this student.

Theme:

Save Assignment **Complete Assignment**

12. Once student instruction is complete, go to the procedure titled Confirm an Instructional Plan on page 113.

Hint: To begin testing immediately, click **Complete Assignment**, go directly to the Confirmation tab and click **Accept**.

Hint: Once a test is assigned, the student must complete it before another instructional plan can be created for the same Essential Element and linkage level.

CONFIRM AN INSTRUCTIONAL PLAN

When instruction is complete and you are ready to test a student, you will confirm the instructional plan in Educator Portal through the ITI.

To confirm an instructional plan, follow these steps.

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

Hint: You may need to scroll to the right to locate the History column.

- On the View Instructional Plan History window, locate the plan for the Essential Element you wish to test. It will be in **Pending** status.

View Instructional Plan History

Student Name:
Student State ID:
Instructor Name:
Roster:
Student Login:
Password:

Print Plans

Select All to Print

Instructional Plan:

Status: Pending
Date Assigned: 08/08/2014
Date Confirmed: 08/08/2014
Date Administered: 08/08/2014
Essential Element:
Level:

Print

Instructional Plan:

- Click **Pending**; the Confirmation tab appears.
- To assign the test to the student, click **Accept**.

K.I.T.E.™
EDUCATOR PORTAL

Logged in as Lisa T-School-RG-KS.S09 T-School-RG-KS.S09 ,
Teacher - School-REGR-KS.R1.A2.D3.B05.S09

Sign Out

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Add New Instructional Plan: Confirm Assignment

Choose Confirm to assign a student a test from this collection. Choose Cancel to choose a different content and levels.

Student Roster Select Content Levels Assignment Confirmation

Back SELECTED STUDENT: INFRETI KLASIT, GRADE: 5 Cancel Assignment Accept

The instructional plan is ITI Gr5 ELA Proximal RI.5.1

You have finished instructions on this content. Choose Accept to assign a test for the student. Choose Cancel Assignment to remove this plan for the student.

8. If the testlet includes a Testlet Information Page (TIP), click the PDF icon to print it.

The screenshot shows the KITE Educator Portal interface. At the top, there is a navigation bar with links for Home, Test Management, Reports, Professional Development, Configuration, and Site Map. The user is logged in as Lisa T-School-RG-KS.S09. The main heading is 'Add New Instructional Plan: Confirm Assignment'. Below this, there are tabs for Student Roster, Select Content, Levels, Assignment, and Confirmation. The 'Confirmation' tab is active. A 'Back' button is present, and the selected student is Casey Jones, Grade 5. The instructional plan is 'ITI Gr5 ELA Distal RI.5.1'. A 'Testlet Information Page' link is highlighted with a red box, and a red arrow points to a PDF icon next to it. A 'Done' button is located at the bottom right of the main content area.

9. Click **Done**.

VIEW INSTRUCTIONAL PLAN HISTORY

The Instructional Plan History summarizes all EEs and linkage levels assigned to a student as instructional plans. It also provides the student's KITE login and password. To view the instructional plan history for a student, follow these steps.

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

Hint: You may need to scroll to the right to locate the History column.

5. On the View Instructional Plan History window, review the information presented.

View Instructional Plan History X

Student Name: [REDACTED]
Student State ID: [REDACTED]
Instructor Name: [REDACTED]
Roster: [REDACTED]
Student Login: [REDACTED]
Password: [REDACTED]

Print Plans

Select All to Print

Instructional Plan: [REDACTED]

Status: Confirmed
Date Assigned: 08/08/2014
Date Confirmed: 08/08/2014
Date Administered: 08/08/2014
Essential Element: [REDACTED]
Level: [REDACTED]

Print

Instructional Plan: [REDACTED]

6. To review a different instructional plan, click the bar that describes the plan.

View Instructional Plan History [X]

Student Name: [REDACTED]
Student State ID: [REDACTED]
Instructor Name: [REDACTED]
Roster: [REDACTED]
Student Login: [REDACTED]
Password: [REDACTED]

[Print Plans]

Select All to Print

▼ Instructional Plan: [REDACTED]

Status: [Pending](#)
Date Assigned: 08/08/2014
Date Confirmed: 08/08/2014
Date Administered: 08/08/2014
Essential Element: [REDACTED]
Level: [REDACTED]

[Print]

▶ Instructional Plan: [REDACTED]

Note: The first plan closes and the second is displayed.

PRINT INSTRUCTIONAL PLAN HISTORY

To print an instructional plan history including a student login and password, follow these steps.

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

5. To print a plan, click the checkbox next to that plan.

View Instructional Plan History [X]

Student Name: [REDACTED]
Student State ID: [REDACTED]
Instructor Name: [REDACTED]
Roster: [REDACTED]
Student Login: [REDACTED]
Password: [REDACTED]

Print Plans

Select All to Print

Instructional Plan: [REDACTED]
 Instructional Plan: [REDACTED]

Status: Confirmed
Date Assigned: 08/08/2014
Date Confirmed: 08/08/2014
Date Administered: [REDACTED]
Essential Element: [REDACTED]
Level: [REDACTED]

Print

6. Click **Print**.

Note: To print more than one plan, click multiple checkboxes and click Print Plans.

View Instructional Plan History [X]

Student Name: [REDACTED]
Student State ID: [REDACTED]
Instructor Name: [REDACTED]
Roster: [REDACTED]
Student Login: [REDACTED]
Password: [REDACTED]

Print Plans

Select All to Print

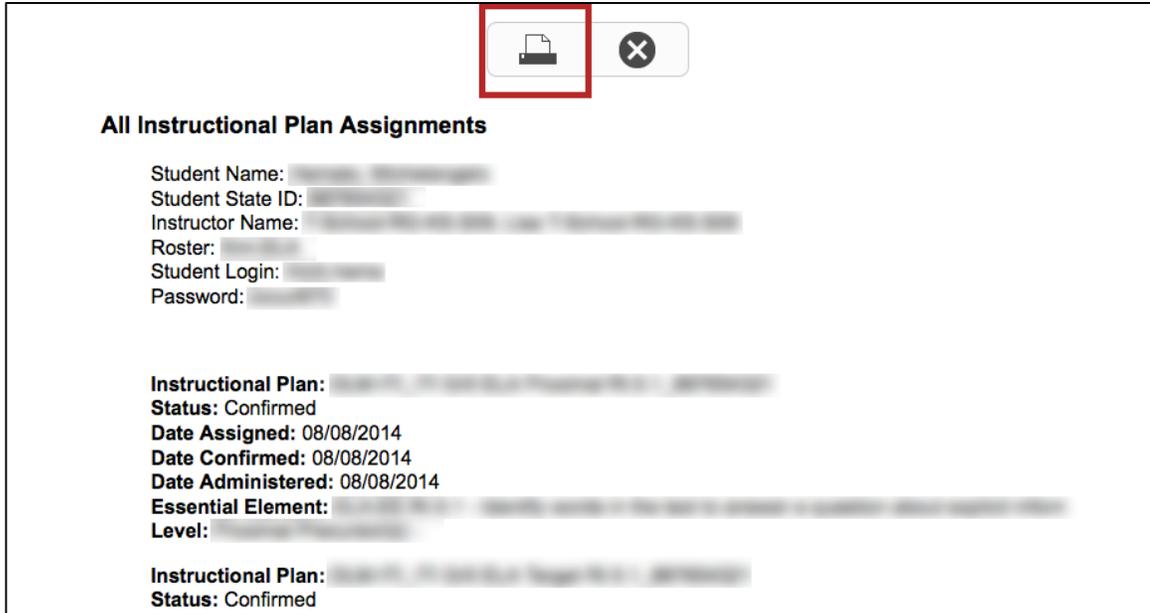
Instructional Plan: [REDACTED]
 Instructional Plan: [REDACTED]

Status: Confirmed
Date Assigned: 08/08/2014
Date Confirmed: 08/08/2014
Date Administered: [REDACTED]
Essential Element: [REDACTED]
Level: [REDACTED]

Print

Hint: Use the **Select All to Print** checkbox to select the entire history.

7. On the preview window, click the printer icon.



The screenshot shows a preview window with a printer icon and a close button (X) at the top. Below the icons is the title "All Instructional Plan Assignments". The form contains the following fields:

- Student Name: [REDACTED]
- Student State ID: [REDACTED]
- Instructor Name: [REDACTED]
- Roster: [REDACTED]
- Student Login: [REDACTED]
- Password: [REDACTED]

- Instructional Plan: [REDACTED]
- Status: Confirmed
- Date Assigned: 08/08/2014
- Date Confirmed: 08/08/2014
- Date Administered: 08/08/2014
- Essential Element: [REDACTED]
- Level: [REDACTED]

- Instructional Plan: [REDACTED]
- Status: Confirmed

CANCEL AN INSTRUCTIONAL PLAN

Note: Instructional plans which have been saved or completed, but not confirmed, may be canceled. Once you click **Accept** on the Confirmation tab, a plan cannot be cancelled.

To remove an Essential Element from a student's instructional plan, follow these steps.

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

Hint: You may need to scroll to the right to locate the History column.

5. On the View Instructional Plan History window, locate the plan for the Essential Element you wish to cancel. It will be in **Pending** status.

View Instructional Plan History [X]

Student Name: [REDACTED]
Student State ID: [REDACTED]
Instructor Name: [REDACTED]
Roster: [REDACTED]
Student Login: [REDACTED]
Password: [REDACTED]

[Print Plans]

Select All to Print

Instructional Plan: [REDACTED]

Status: Pending [Print]

Date Assigned: 08/08/2014
Date Confirmed: 08/08/2014
Date Administered: 08/08/2014
Essential Element: [REDACTED]
Level: [REDACTED]

Instructional Plan: [REDACTED]

6. Click **Pending**.

7. Click **Cancel Assignment**.

Sign Out
Logged in as Lisa T-School-RG-KS.S09 T-School-RG-KS.S09 ,
Teacher - School-REGR-KS.R1.A2.D3.805.S09

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Add New Instructional Plan: Confirm Assignment

Choose Confirm to assign a student a test from this collection. Choose Cancel to choose a different content and levels.

Student Roster Select Content Levels Assignment Confirmation

Back SELECTED STUDENT: KFIRST1 KLAST1, GRADE: 5 Cancel Assignment Accept

The instructional plan is **IT1 Gr5 ELA Proximal RI.5.1**

You have finished instructions on this content. Choose Accept to assign a test for the student. Choose Cancel Assignment to remove this plan for the student.

8. On the confirmation window, click **Yes**.

ACCESS REPORTS



Information on reports is not finalized. Please subscribe to Test Updates on the DLM website and look for TEST ADMINISTRATION MANUAL 2014-15 Release Notes in Spring 2015.

KITE USER GUIDE

Students access KITE with a username and password.
Staff and educators do not have accounts in KITE.

KITE TESTING DEVICES

DLM tests may be administered on:

Windows PC desktop	Via KITE client
Mac desktop	
Laptops (PC or Mac)	
iPads	Via KITE client and iPad instructions (app expected in October 2014)
Chromebooks ⁸ (if your district supports them)	Via KITE client or Google app

Local devices attached to those types of machines, such as interactive whiteboards are also acceptable. Interactive whiteboards (brand name SMART board, Promethean board, etc.) may be used in testing. The same hardware, software, and screen resolution constraints apply. The projector associated with the interactive whiteboard must project the computer at a resolution of no lower than 1024 x 768. For more information on testing devices contact your Technical Liaison.

ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

The KITE client must be installed before you can access practice activities or released testlets.

To access the practice activities and released testlets using demo student logins provided in the Student Accounts for Practice Activities and Released Testlets section on page 56, follow these steps.

1. Click the **KITE Client** icon on the testing device.

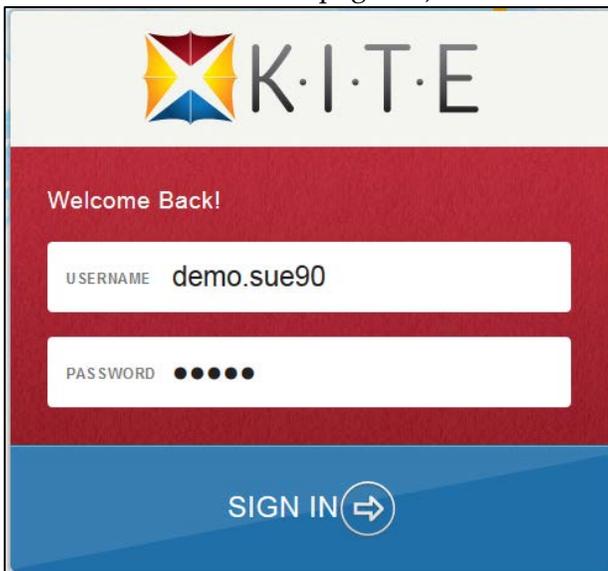


⁸ Districts may need to take extra steps to use Chromebooks. Technical Liaisons may Contact the Help Desk to see if Chromebooks are right for further assistance with configuration.

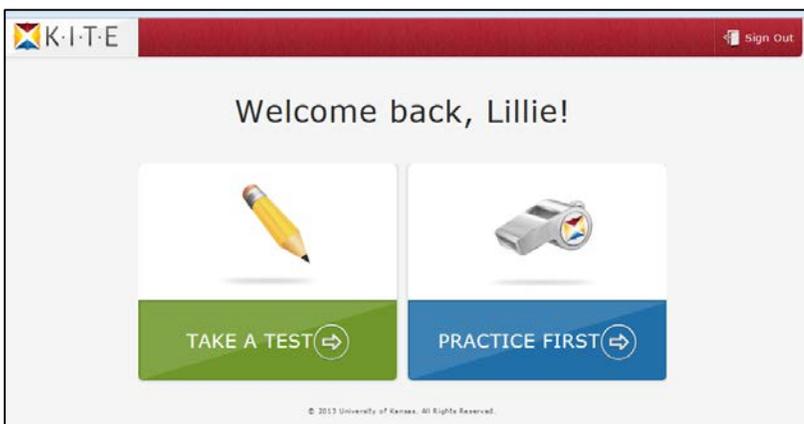
2. Click **Other Assessments**.



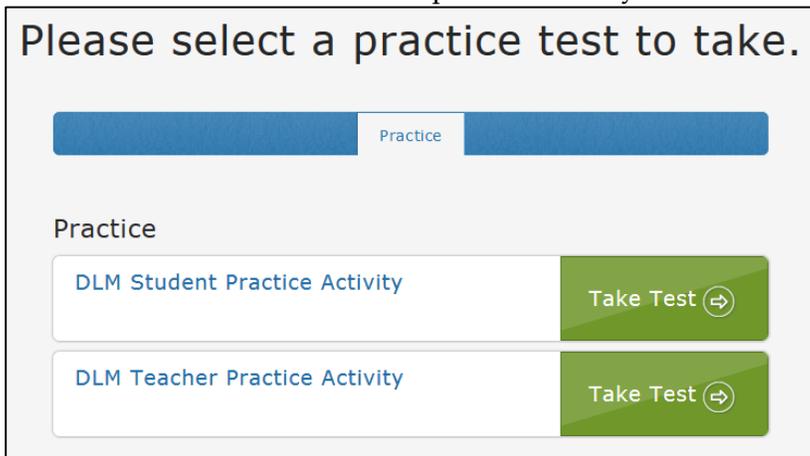
3. Enter the practice student's **Username** and **Password**; click **Sign In**. (See table of demo student names on page 56.)



4. Click **Practice First**.



5. Click **Take a Test** for the desired practice activity or released testlet.



6. Click **Begin**.
7. Continue with the testlet, navigating using the **BACK** and **NEXT** buttons. To stop in the middle of a testlet, use the **EXIT DOES NOT SAVE** button.



8. To try a different student profile or a different released testlet or practice activity, either complete a test or use the **EXIT DOES NOT SAVE** button to return to the welcome screen. Then **Sign Out** and sign back in with a different username and password.

START A TEST

Hint: Before you can proceed, please confirm that you have the student username and password to log in. If the student username and password does not appear in Educator Portal, then tests have not been assigned to that student.

Hint: The student's user name and password are the same FOR ALL DLM TESTS. If you have the student's username and password from a test administered after September 2014, you may use this information to log the student in to KITE and administer tests without printing new tickets. However, having the student's login information does not guarantee that testlets have been assigned for every testing window.

To administer a DLM assessment, follow these steps:

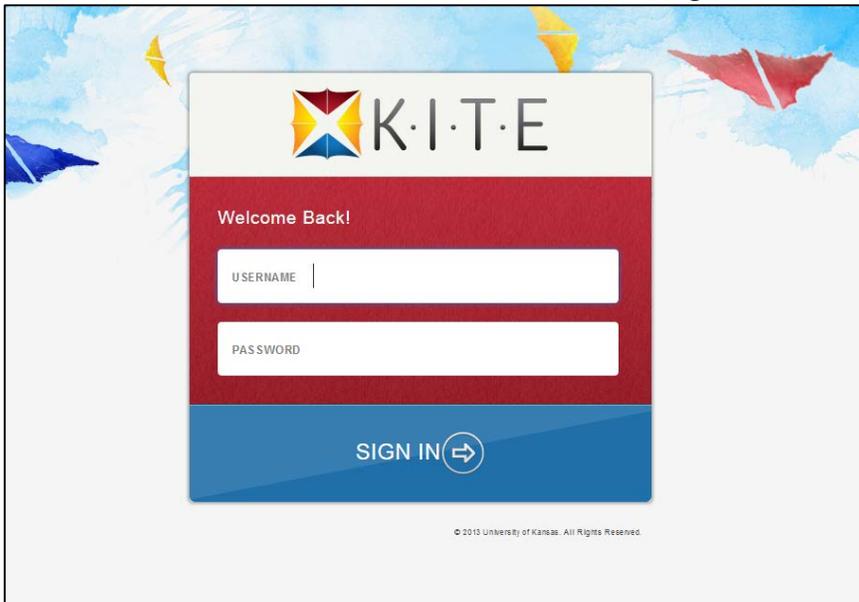
1. Click the **KITE Client** icon on the testing computer.



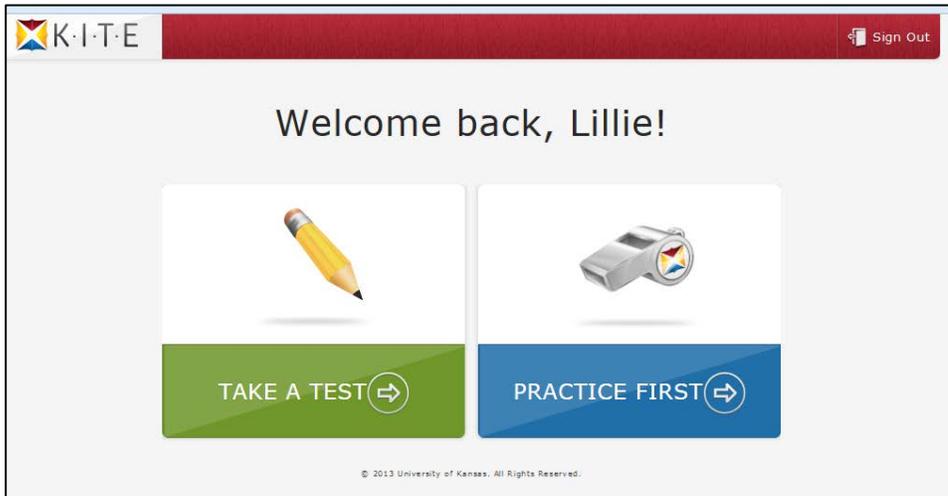
2. Click **Other Assessments**.



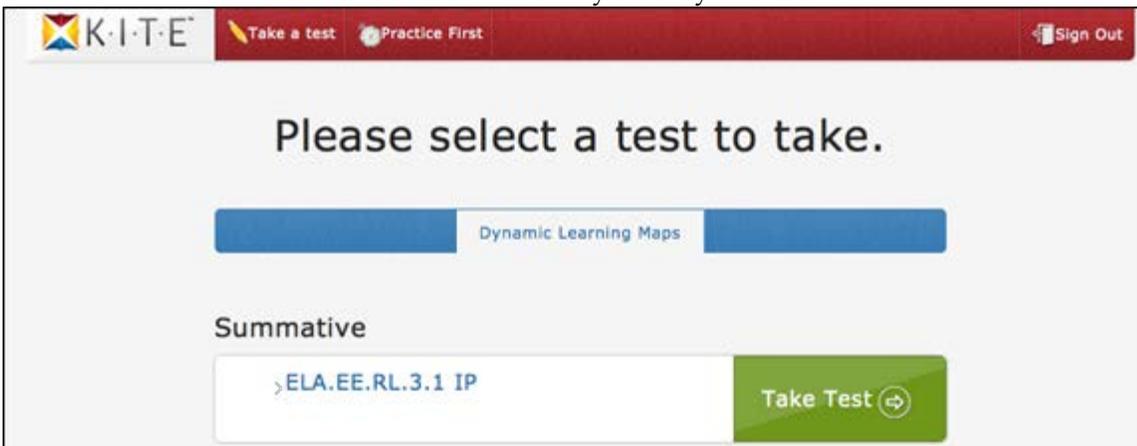
3. Enter the student's **Username** and **Password**; click **Sign In**.



4. Click **Take A Test**.



5. Click **Take Test** for the desired test. There may be only one test visible at a time.



6. Click **Begin**.

NAVIGATION

Navigate KITE with these buttons.

Button	Action
Buttons visible on each test screen. See Figure 1: Test Screen on page 128.	
	Return to the previous screen.
	Go to the next screen.
	Read text aloud. (Note: This button appears when the student has spoken audio enabled in PNP.)
	Exit the test without saving your work. When you return the student will start at the beginning of this test.
Buttons available on the review screen. See Figure 2: Review Screen on page 129.	
	Go back to review or change answers for this test.
	Save answers for this section and end this test .

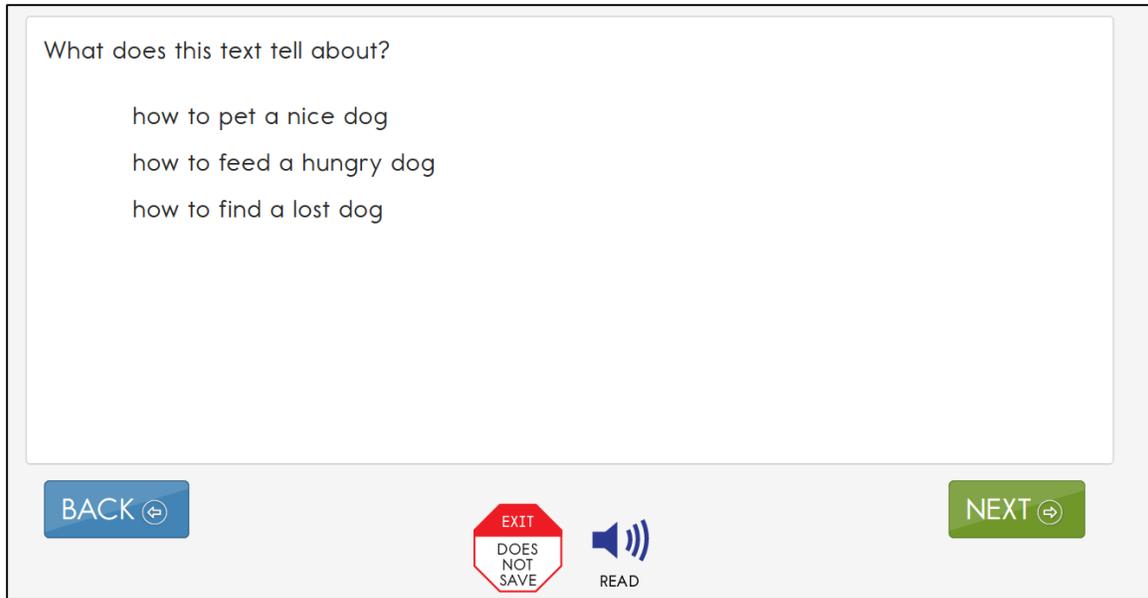


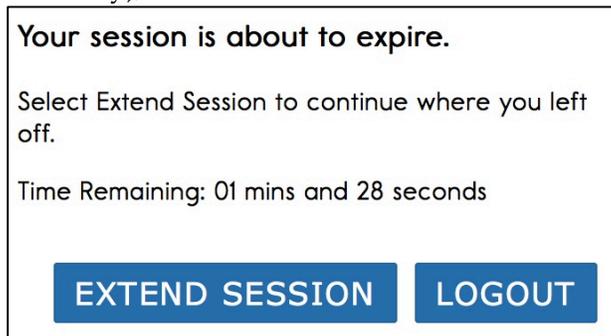
Figure 1: Test Screen

TAKE A BREAK DURING TESTING

There are no time limits set on DLM tests and no limits on the use of breaks during testing. There are three ways a student can take a break during testing:

1. **Take a short break (28 minutes or less).**

After 28.5 minutes of inactivity, KITE will warn you that you have 90 seconds to click **Extend Session** or **Logout**. After the 90 seconds expires (30 minutes of total inactivity), KITE closes the session automatically.



2. **Take a break between tests.**

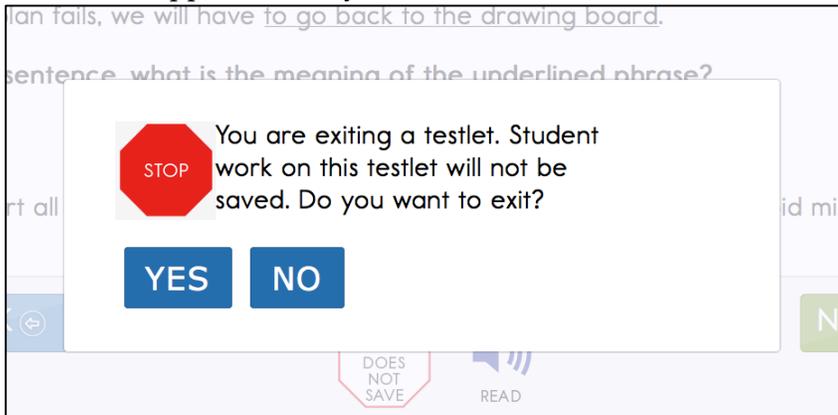
After clicking **End** at the conclusion of a test log out of KITE. Log back in when the student is ready to take the next test.

3. **Stop in the middle of a test using the EXIT DOES NOT SAVE button.**

This option is available on every test screen.



This screen appears when you choose **EXIT, DOES NOT SAVE**.



- Click **YES** to exit the test without saving the student's work. When the student returns to this test they will start at the beginning.
- Click **NO** to continue with the test rather than exiting. If you continue, you can save the work at the end of this test by clicking **End** on the review screen.

COMPLETE THE TEST

This screen appears when you reach the end of a test.

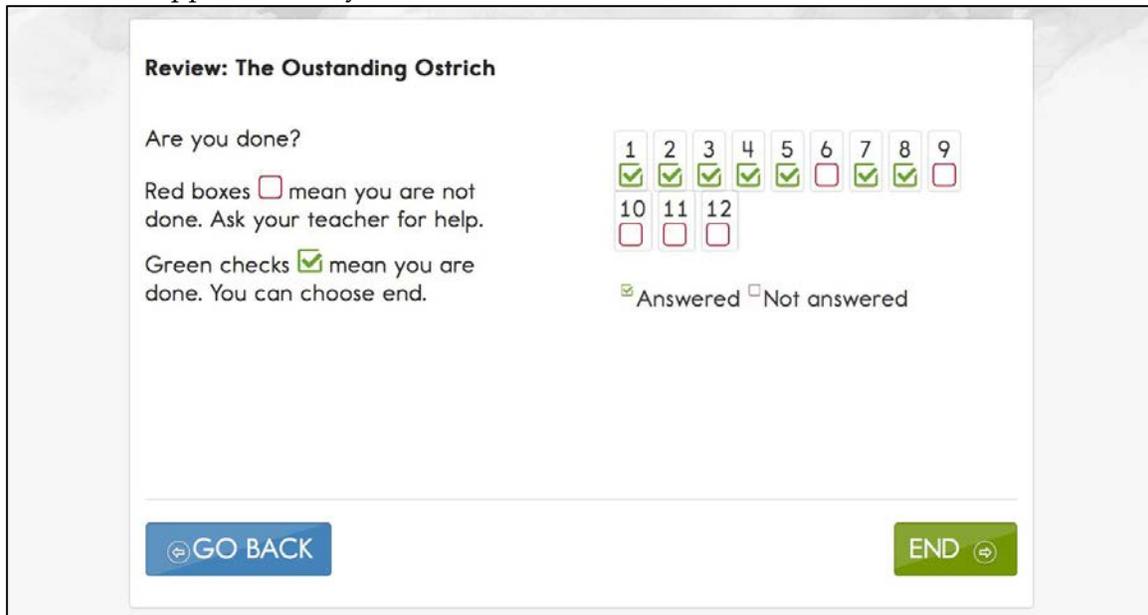


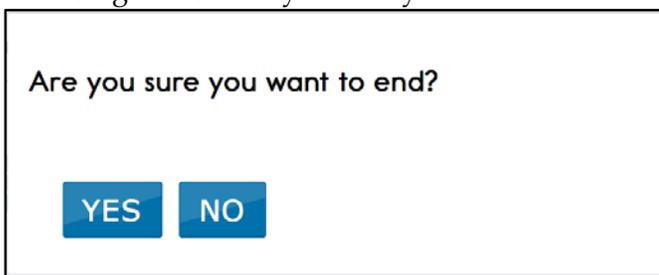
Figure 2: Review Screen

To complete the test, follow these steps:

1. Click **End** at the end of the test.



2. A message asks “Are you sure you want to end?”



Note: You will not be able to return to the test after you click **Yes**. Click **Yes**.

3. Click **Close KITE**.
4. Click **Yes** to answer “Are you sure you want to exit?”

CHANGE AN ACCESSIBILITY SUPPORT DURING TESTING

Teachers are able to log into Educator Portal and change Access (Personal Needs and Preferences) Profile information for students at any time. Once the student logs back into the system, the changes will appear. For procedure details see Complete Access (Personal Needs and Preferences) Profile on page 83.

TROUBLESHOOTING IN KITE

With magnification turned OFF in the PNP, if you see scroll bars, that is a hint that there is a problem with the display. Try using a different display to see if that corrects the situation.

For more help with common KITE problems, see the troubleshooting page at <http://dynamiclearningmaps.org/content/kite-troubleshooting>.

GLOSSARY

This glossary compiles definitions and acronyms relevant to testing for the Dynamic Learning Maps alternate assessment.

claim	A broad statement about what the DLM consortium expects students to learn and to be able to demonstrate within each content area. Each claim is subdivided into two or more conceptual areas.
conceptual area	A region within the learning map that contains nodes directly related to Essential Elements and nodes that represent concepts and skills that support the learning of the Essential Elements. Conceptual areas are comprised 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.
conclusion items	Items presented at the conclusion of a text in English language arts. These items focus on assessing a representation of the entire text. Examples of conclusion items include questions about theme, structure, or comparisons of multiple texts.
connection	Relationship between two nodes. Connections are illustrated with arrows in the map.
embedded item	An item that is presented within a reading of a text in English language arts. Embedded items focus on measuring cognitive processes as they occur during reading. In order to reduce cognitive load for students, these items are presented during a reading of a text near the relevant informational content from the text, rather than at the conclusion of the text.
engagement activity	An activity that precedes a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts, the text being read often serves as the engagement activity. In math, the engagement activity provides context for the items.

Essential Elements (EE)	Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. Dynamic Learning Maps Essential Elements (DLM EEs) build a bridge from the content in the grade-level standards to academic expectations for students with significant cognitive disabilities.
First Contact (FC)	A survey used to collect background information about students who are eligible for DLM assessments. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. Some questions from the First Contact survey 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 map where the student enters the assessment for the first time.
instructional plan	A plan, created through the Educator Portal Instructional Tools Interface, which includes a choice of Essential Element and linkage level and leads to assignment of an instructionally embedded assessment.
instructionally embedded assessment	An assessment that occurs throughout instruction during the year.
Instructional Tool Interface (ITI)	A tool in Educator Portal which allows a Test Administrator to select an Essential Element and linkage level for a student with the goal of providing instruction and instructionally embedded assessment on the Essential Element.
linkage level	A small section of the learning map that contains one or more nodes that represent critical concepts or skills needed to learn the Essential Element. Linkage levels are always related directly to grade level Essential Elements but extend back to foundational skills at the initial precursor level. There are typically five levels: initial precursor, distal precursor, proximal precursor, target, and successor. The nodes at the target level are most closely related to the expectation in the Essential Element.
node	Specifies individual skills and understandings that were drawn from the research in Mathematics and English Language Arts.

**Personal Needs
and Preferences
(PNP) Profile**

Also called Access Profile. Student-specific information that tells the DLM test delivery system what the needs are for individual users. The PNP includes information the system needs to make the student's user interface compatible with his or her accessibility needs. In DLM, the PNP profile includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.

testlet

Short for Instructionally Relevant Testlet, a testlet is a set of 3–5 items and an engagement activity. Combining multiple items and beginning with an engagement activity increases the instructional relevance of the assessment, and provides a better estimate of the students' knowledge, skills and abilities than can be achieved by a single test item. Thus, testlets are more reliable and valid indicators of the student's performance.

**Testlet
Information
Page (TIP)**

A PDF which is unique to each testlet and provides specific information to guide the Test Administrator in delivering the assessment.

DLM APPENDIX

FIRST CONTACT SURVEY (ALL QUESTIONS)

The questions asked in the First Contact survey are included here. The First Contact Survey is completed in Educator Portal.

First Contact Survey 2014-15

*The item only appears when a certain choice is selected from a previous question.

Special Education Services

Select the student's Primary Disability-Primary Disability

- Autism
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Noncategorical
- Deaf-blindness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Eligible individual (for Iowa only)

Classroom setting: Choose the option that best describes the student's class placement

- Regular Class: includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day
- Resource Room: includes students who receive special education and related services outside of the regular classroom for at least 21 percent but no more than 60 percent of the school day
- Separate Class: includes students who receive special education and related services outside the regular class for more than 60 percent of the school day
- Separate School: includes students who receive special education and related services in a public or private separate day school for students with disabilities, at public expense, for more than 50 percent of the school day
- Residential Facility: includes students who receive special education in a public or private residential facility, at public expense, for more than 50 percent of the school day
- Homebound/hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

Hearing

Hearing

- No known hearing loss
- Deaf or hard of hearing

Hearing: Mark all that apply*

- Uses personal or classroom amplification (e.g., personal FM device)
- Uses animated signing software (e.g., Sign for Me)
- Uses oral language
- Uses sign language

Vision

Vision

- No known vision loss
- Normal vision with glasses or contact lenses
- Blind or low vision, including vision that is not completely corrected with glasses or contact lenses

Vision: Mark all that apply*

- Requires enlarged print
- Requires tactile graphics and symbols
- Requires or uses Braille

Braille & Visual Aid

If the student reads Braille, select all options used for assessment purposes*

- Uncontracted Braille
- Contracted Braille
- Nemeth Code for mathematics or science

If the student reads Braille, select the primary type of Braille used for assessment purposes*

- Uncontracted Braille
- Contracted Braille

Technological Visual Aids: Mark all that apply-

- Magnifier
- Computer screen magnifier (fits over standard monitor)
- Screen magnification software (e.g., Closeview for Mac, ZoomText)
- CCTV
- Screen reader
- Scanner with talking word processor
- Manual Braille writing device (e.g., Perkins Braille)
- Electronic Braille writing device (e.g., Mountbatten Braille)
- Device with refreshable Braille display
- Light box

Arm and head control

Arm and hand control: Mark all that apply-

- Uses two hands together to perform tasks
- Uses only one hand to perform tasks
- Requires physical assistance to perform tasks with hands
- Cannot use hands to complete tasks

Computer Use

Computer Use: Select the student's primary use of a computer

- Accesses a computer independently
- Uses a computer with support (human or assistive technology)
- This student has not had the opportunity to access a computer

Why has this student not had the opportunity to access a computer? *

- Student's disability prevents the student from accessing a computer
- The equipment is unavailable at the school level
- Student refuses to try to use a computer
- I (or other educators) at this school have not had the opportunity to instruct the student on computer usage

Access & Switches

Computer access: Mark all that apply-

- Standard computer keyboard using fingers
- Standard computer keyboard using pointer
- Keyboard with large keys
- Alternative keyboard (e.g., Intellikeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- Standard mouse
- Head mouse
- Eye gaze technology
- Sip and puff technology
- Scanning with switches

If the student uses switches to access a computer, please indicate how many switches and what body part the student uses to access the switches*

	0 switches	1 switch	2 switches	3 or more switches
Head				
Hand or arm				
Knee, foot or leg				

Expressive Communication

Does the student use speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with speech *

- Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Does the student use sign language in addition to or in place of speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with sign language *

- Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, and commenting)
- Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Select the student's primary sign system *

- American Sign Language (ASL)
- Signed Exact English (SEE)
- Hybrid or idiosyncratic/personalized signing system

Alternate Communication

Does the student use augmentative or alternative communication in addition to or in place of speech or sign language to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with augmentative or alternative communication *

- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, commenting)
- Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

Augmentative or alternative communication: Mark all that apply-

- Symbols offered in groups of 1 or 2
- Low-tech communication board(s) with 8 or fewer symbols
- Low-tech communication board(s) with 9 or more symbols
- Low-tech communication book with multiple pages each containing 8 or fewer symbols
- Low-tech communication book with multiple pages each containing 9 or more symbols
- Eye gaze board (eye gaze communication) with 4 or fewer symbols
- Eye gaze board (eye gaze communication) with 5 or more symbols
- Simple voice output device (e.g., BIGmack, Step by Step, Cheap Talk, Voice-in-a-Box, Talking Picture Frame) with 9 or fewer messages or multiple messages in sequence
- Simple voice output device with 10 to 40 messages
- Voice output device with levels (e.g., 6 level Voice-in-a-box, Macaw, Digivox, DAC)
- Voice output device or computer/tablet with dynamic display software (e.g., DynaVox, Mytobii, Proloquo2Go, Speaking Dynamically Pro, Vantage)
- Voice output device with icon sequencing (e.g., ECO, ECO2, Springboard Lite, Vanguard)

Receptive Communication

Receptive communication: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), 1% to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
- B) Can perform simple actions, movements or activities when asked (e.g., comes to teacher's location, gives an object to teacher or peer, locates or retrieves an object)
- C) Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")
- D) Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed
- E) Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
- F) Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

Reading Skills

Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), none to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)
- B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)
- C) Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)
- D) Reads words, phrases, or sentences in print or Braille when symbols are provided with the words
- E) Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
- F) Reads text presented in print or Braille without symbol support but WITHOUT comprehension
- G) Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
- H) Explains or elaborates on text read in print or Braille

Students approximate instructional reading level in print or Braille: Mark the highest one that applies

- Above third grade level
- Above second grade level to third grade level
- Above first grade level to second grade level
- Primer to first grade level
- Reads only a few words or up to pre-primer level
- Does not read any words when presented in print or Braille (not including environmental signs or logos)

Math Skills

Math skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), none to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Creates or matches patterns of objects or images
- B) Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)
- C) Sorts objects by common properties (e.g., color, size, shape)
- D) Counts more than two objects
- E) Adds or subtracts by joining or separating groups of objects
- F) Adds and/or subtracts using numerals
- G) Forms groups of objects for multiplication or division
- H) Multiplies and/or divides using numerals
- I) Uses an abacus
- J) Uses a calculator
- K) Tells time using an analog or digital clock
- L) Uses common measuring tools (e.g., ruler or measuring cup)
- M) Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities

Writing Skills

Writing skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), none to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Makes random marks or scribbles with pencil or marker
- B) Randomly selects letters or symbols when asked to write, with or without requiring use of pencil or marker (e.g., writes single letters or numbers with crayon, randomly selects letters from alphabet or on keyboard, randomly selects symbols from communication board)
- C) Copies letters and words with pencil, pen, marker, or keyboard, but cannot produce independent writing
- D) Selects symbols to express meaning when asked to write (e.g., writes letters with pencil or pen, chooses letters on keyboard, selects symbols on communication board)
- E) Writes using word banks to select or copy words (e.g., copies words with pencil or pen, copies words using keyboard, selects words on communication board)
- F) Uses letters to accurately reflect sounds in words when writing (e.g., writes own name using pencil or keyboard, writes letters without copying, uses keyboard or other technology to select letters without copying)
- G) Uses spelling (not always correct) to write simple phrases and sentences (e.g., writes phrases and sentences independently without copying, uses keyboard or other technology to produce phrases and sentences without copying)
- H) Uses spelling (not always correct) to write paragraph-length text (e.g., produces text by writing or using keyboard or other technology without copying)

Attention

Level of attention to teacher-directed instruction

- Generally sustains attention to teacher-directed instruction
- Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to teacher-directed instructional activities

Level of attention to computer-directed instruction

- Generally sustains attention to computer-directed instruction
- Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention
- Demonstrates little or no attention to computer-directed instructional activities

Understanding Instruction

General level of understanding instruction: Choose the highest one that applies

- Applies understanding of skills and concepts to novel instructional activities (e.g., generalizes learning to new settings, uses previously learned skills in unfamiliar problems or situations with no more than minimal prompting and support)
- Demonstrates understanding of previously instructed skills and concepts in similar situations without prompting and support (e.g., uses previously learned skills in familiar problems or situations without prompting or support)
- Demonstrates understanding of previously instructed skills and concepts with prompting and support (e.g., uses previously learned skills only with prompting and support)
- Participates in instructional activities with prompting and support (e.g., participates but does not apply previously learned skills to familiar situations even with prompting and support)
- Does not participate in instructional activities even with prompting and support

Health

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment?

- No
- Yes

*The item only appears when a certain choice is selected from a previous question.

End of Survey

TEACHERS WHO WORK IN TWO OR MORE DLM STATES

Teachers who work in two or more DLM states will need to take special steps regarding the Required Test Administration Training to ensure that:

- you will have access to the Test Management tab in Educator Portal
- you have access to students in all states in which you work
- your training progress is accurately reported to all states in which you work

To manage two or more accounts, follow these steps.

1. Choose a state as your “primary” state.
2. Log into Educator Portal as a user in the primary state.
3. Complete all training modules.
4. Validate that you can see the **Test Management** tab.
5. Validate that you can see your students for that state (provided your Data Steward has uploaded students at this date).
6. Contact the Help Desk to request that your required training from your primary state be logged as complete for your secondary state. Have your login information handy so the Help Desk can verify both accounts.
7. Log into Educator Portal with your secondary account.
8. Validate that the required training modules appear complete.
9. Validate that you can see the **Test Management** tab.
10. Validate that you can see your students for that state (provided your Data Steward has uploaded students at this date).

STATE APPENDICES

If your state has provided an appendix to this manual with information customized for your state, you will find that on your state's DLM webpage. The filename will look like this:

TEST ADMINISTRATION MANUAL APPENDIX ST (where ST is the two-letter abbreviation for your state). See [Access Additional Resources](#) on page 48 to get started.