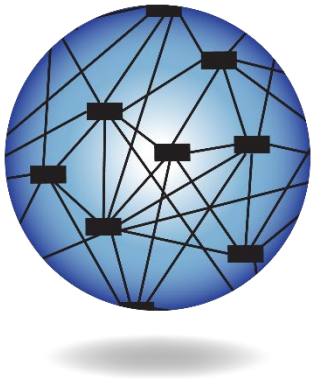


DYNAMIC®
LEARNING MAPS

ACCESSIBILITY MANUAL 2023–2024

ELA, MATHEMATICS, AND SCIENCE

Publication Date: 06/30/2023

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the publication date noted above.
When this manual is updated, the publication date will also be updated. A summary of changes is included in the Appendix under Document History.

Dynamic Learning Maps® Consortium. (2023). *Accessibility manual for the Dynamic Learning Maps® alternate assessment, 2023–2024*. Lawrence, KS.

A special thanks to our state partners who provided helpful feedback and to Pat Almond for her assistance with conceptualizing accessibility for the Dynamic Learning Maps® Alternate Assessment System. We are grateful for everyone's time and efforts to improve this document.

FINDING HELP

When the information in this manual and resources from your state Dynamic Learning Maps® (DLM®) webpage do not lead to solutions, these contacts can provide additional support (Table 1).

> HINT: Print this page and keep it handy!

Table 1

Additional Supports for Users

Local Technology Representative	State Education Agency	The DLM Service Desk* 1-844-675-4479 (toll-free) or DLM-support@ku.edu
Kite® Student Portal installation General computer support Internet availability Display resolution Issues with sound, headphones, speakers, etc.	How to use Student Portal and Educator Portal Training requirements Assessment questions Assessment scheduling Test invalidation requirements Student Individualized Education Program (IEP) requirements Test window dates, extensions, requirements, etc. Testlet resets (may take up to 72 hours)	Data issues (rosters, enrollment, etc.) Unlocking Student Portal

When Contacting the DLM Service Desk

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

> NOTE: All information in an email is taken into consideration when checking for PII violations. The electronic signature for the sender of an email may identify the district or school in which a student resides. This information, combined with other student identifying information, may constitute a PII violation for your state.

- **Do** send:
  - Your contact information (email address and name)
  - Your school and district name, if your state permits these in an email or chat that also contains student information
  - Error messages (include the testlet number if applicable to the problem)

ACCESSIBILITY MANUAL 2023–2024

CONTENTS

OVERVIEW

AUDIENCE AND PURPOSE

The ACCESSIBILITY MANUAL for the Dynamic Learning Maps® (DLM®) alternate assessment provides guidance to state leaders, district staff, test administrators, and Individualized Education Program (IEP) teams in the selection and use of the accessibility supports available in the DLM Alternate Assessment System.

ADDITIONAL RESOURCES

Additional procedural information on braille testlets, language translation, and sign language is provided in the TEST ADMINISTRATION MANUAL and the Educator Portal User Guide, which are available on the DLM website at https://dynamiclearningmaps.org.

For instructions on using Kite® Educator Portal to select the supports appropriate for each student, access the Educator Portal User Guide.

WHAT'S NEW IN THIS VERSION

Information about these topics has been added or enhanced in this version (Table 2).

Table 2
Changes in this Version of the Manual

Topic	Starting Page
Table 1: Additional Supports for Users	3
Update about the First Contact Survey	15
New Section: Supports that Do Not Work Well Together	24
New Section: Using Practice Activities and Released Testlets	24
Additional Clarification for Supports not Allowed	28

To learn about updates to test administration resources such as this manual, subscribe to Test Updates on the DLM website.

ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

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

The DLM Alternate Assessment System includes computer-based assessments and an administrative application to manage student information. The assessments can be administered on a variety of devices. When test administrators understand how the DLM alternate assessment is designed for accessibility and how accessibility supports can be customized for their students, they are better enabled to determine the supports that are most suitable for each student.

ACCESSIBILITY BY DESIGN

ACCESSIBLE CONTENT

Accessible content is essential to student success. Staff from consortium member states along with staff from the Dynamic Learning Maps® (DLM®) alternate assessment project worked together to develop assessments at various complexity levels by using an appropriate vocabulary level and by creating item-writing guidelines based on Universal Design for Learning.

Universal Design for Learning is a scientifically valid framework for guiding educational practices for all students, including students with the most significant cognitive disabilities and students who have limited English proficiency (Higher Education Opportunity Act, 2008). The framework enables students to demonstrate their knowledge and skills while allowing flexibility in the way they respond. The framework engages the content, maintains high achievement expectations, and reduces barriers in instruction while providing appropriate challenges and supports. This framework is critical to understanding how students with the most significant cognitive disabilities can achieve success within content standards that is enriched and enhanced with the use of technology for assessment administration.

The technology used for the assessments is an online testing interface that is part of the Kite® Suite. The two parts of the Kite Suite used for the DLM alternate assessments are Educator Portal, where educators perform their administrative tasks, and Student Portal, where students are assessed. The administrative work must be completed before students can be administered assessments in Student Portal. The assessments are at grade level but are at a reduced depth, breadth, and level of complexity while maintaining an appropriate balance of academic challenge and access to the content. This balance is determined from information about the student provided by the test administrator in a collection tool in Educator Portal called the First Contact Survey.

An overview and some specific information about the First Contact Survey is in this manual. However, detailed instructions on where to access the First Contact Survey and how to complete it are in the Educator Portal User Guide. A complete list of the First Contact Survey questions is in the appendix of the TEST ADMINISTRATION MANUAL, and a helplet video, Completing the First Contact Survey and PNP Profile, describes how to find and complete the First Contact Survey and Personal Needs and Preferences (PNP) Profile. The video is on the DLM website for each state.

The First Contact Survey includes information about the student's communication method, any assistive technology devices the student might use, motor and sensory impairments the student may have, and the student's level of academic performance. Some items from the First Contact Survey are used to link the student with assessments at the most appropriate level of complexity in each subject. The DLM assessments are known as testlets. These are a grouping of three to nine items (questions) depending on the subject and are built to show the relationships between

the knowledge and skills necessary to learn the information in the DLM standards called the Essential Elements.

The DLM Essential Elements are specific statements of knowledge and skills that are linked to each state's general education content standards. From the complete list of Essential Elements in each subject, some were selected to be used for assessments. These are called the testing blueprints for each subject. The blueprints are listed on each state's DLM webpage. Every Essential Element is also broken down into individual skills for instruction and assessment.

Accessible Content for ELA and Mathematics

Both English language arts (ELA) and mathematics have a fully developed learning map model used for assessments. Each map contains thousands of skills that are called nodes. Each map has small sections with one or more related node(s) that represent critical concepts or skills needed to learn the Essential Elements for the subject. These small sections are at different levels of complexity called linkage levels. The DLM alternate assessment provides testlets for ELA and mathematics at five linkage levels.

The Target linkage level is based on nodes that align to the knowledge and skills described in the Essential Element and indicates a student's performance in relationship to the grade-level target. Then, multiple pathways on the map are carefully inspected to identify nodes that link to the Target linkage level, both preceding and extending beyond it.

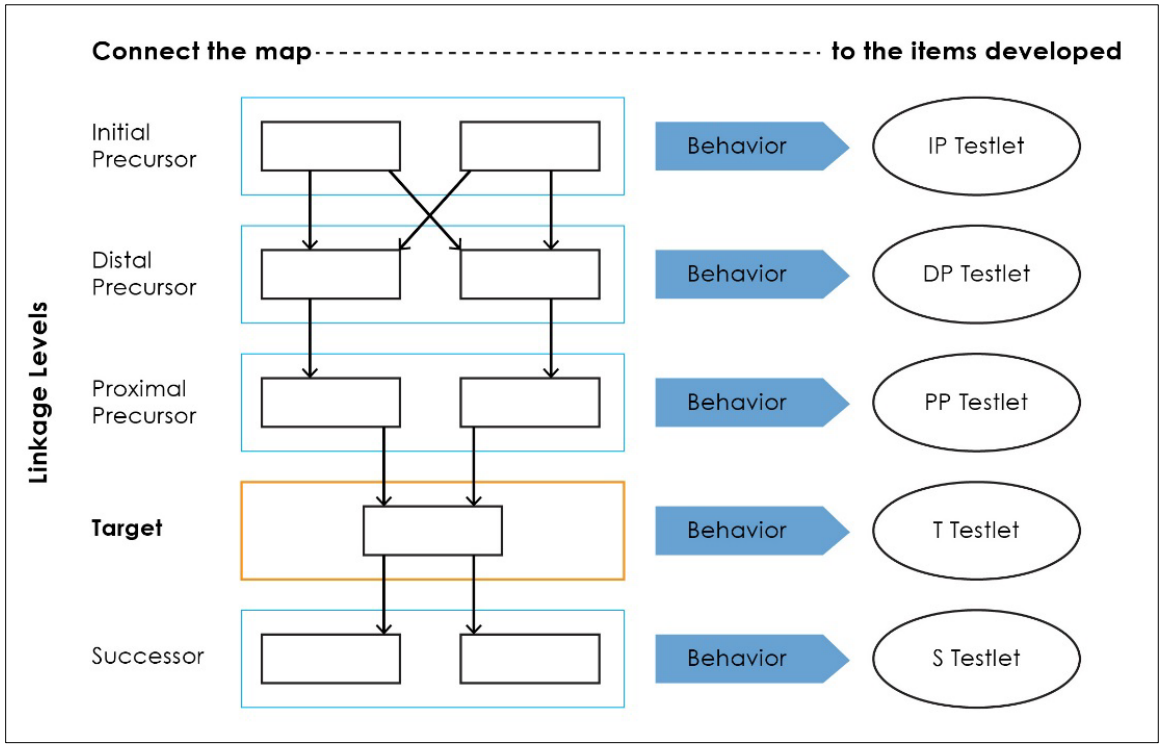
The Initial Precursor is the least complex linkage level. Testlets developed at that linkage level often reflect foundational nodes, which are skills and understandings necessary for learning subsequent academic content (e.g., "focus attention"). Testlets at the Initial Precursor linkage level are typically intended for students who do not yet have symbolic communication.

Two additional linkage levels, the Distal Precursor and the Proximal Precursor, reflect nodes along the multiple pathways in the learning map model between the Initial Precursor and the Target linkage levels. Finally, testlets at the Successor linkage level give students the opportunity to take the next step beyond the Target expectations.

These five linkage levels identify significant milestones, as demonstrated in Figure 1.

Figure 1

Linkage Levels Determine Testlet Development Content



Note: IP = Initial Precursor; DP = Distal Precursor; PP = Proximal Precursor; T = Target; S = Successor.

Accessible Content for Science

The science Essential Elements are the science learning targets for students with the most significant cognitive disabilities. Unlike for ELA and mathematics, the learning map model for science is not fully developed at this time. Therefore, some differences occur between science and ELA and mathematics.

Science Essential Elements have three linkage levels that indicate a student's performance in relationship to the grade-level target. The Target linkage level is the highest linkage level in science. Testlets at the Target linkage level are written at the level of the Essential Element and align to each state's grade-level standards.

The two other linkage levels are lower in depth, breadth, and complexity than the Target. The Initial linkage level is the least complex level, and testlets developed at the Initial linkage level often reflect foundational aspects of each state's science standards. Foundational aspects include skills and understandings necessary for learning subsequent academic content (e.g., "focus attention"). Testlets at the Initial linkage level are typically intended for students who do not yet have symbolic communication. They are administered by the test administrator who

observes the student's behavior, as directed by the instructions within the testlet, and then records the student's responses in the testlet in Student Portal.

The Precursor linkage level is between the Initial linkage level and the Target linkage level and identifies significant milestones on the way to the knowledge and skills described by the Essential Element. Information gathered from the First Contact Survey and student performance determines the science linkage levels that are most accessible and appropriate for each student.

The science standards are described in grade-band performance expectations by the end of each grade band:

- Grade 5 for the 3–5 elementary grade band
- Grade 8 for the 6–8 middle school grade band
- Grade 11 for the 9–11 high school grade band

Go to your state's webpage to determine if your state tests in DLM science.

TESTLET DESIGN—THE ENGAGEMENT ACTIVITY

Testlet structure differs slightly between subjects based on research of effective instructional practices for students with the most significant cognitive disabilities. Each testlet begins with an engagement activity that is designed to motivate the student, provide a context, and activate the student's prior knowledge.

ELA Engagement Activities

The engagement activity for a reading testlet is designed around a text that is adapted from grade-level themes but at a reduced depth, breadth, and level of complexity compared to general education grade-level texts. The DLM texts are written to support assessment of the specific knowledge and skills described in the nodes at an appropriate level of challenge.

During a reading testlet, students participate in two readings of a text. The first reading is a shared reading activity that familiarizes students with the entire text and serves as an engagement activity. The second reading includes items that are either embedded within the text or sometimes placed at the end of the text. Embedded items are most often used because they reduce cognitive load and reliance on long-term memory.

During writing assessments, the test administrator follows a standardized procedure. The student selects and writes about a topic, which serves as the engagement activity. The test administrator observes the student's writing and then responds to items about their observations. Thorough information about the writing assessment is in the Test Administration Manual for each state.

Mathematics Engagement Activities

Mathematics testlets begin with an engagement activity that is designed to activate prior knowledge, prepare students for the cognitive process required in the items, and provide a context for the items. The engagement activity does not include any items or require any

responses. Mathematics testlets are built around a common scenario to investigate related facets of a student's understanding of the targeted content.

Science Engagement Activities

Science testlets begin with an engagement activity that can be one of four types:

- The first type of engagement activity is simply a single screen with one or two pictures along with a short sentence that introduces the science topic to be assessed. The items in this testlet will not assess the engagement screen itself but will assess the Essential Element topic.
- A second type of engagement activity describes a scenario, which taps prior knowledge or experience, introduces the concept to be addressed, and provides context for the items. The items in this testlet type will assess information in the engagement activity and in the Essential Element topic.
- A third type of engagement activity may be designed around a science story featuring an experiment or classroom activity that is presented twice, with items embedded within the second presentation of the activity or at the end of the second presentation. The items in this testlet type will assess information in the engagement activity and in the Essential Element topic.
- The fourth type of engagement activity is a short silent video (up to 30 seconds) and is only found in the upper grade bands and the upper linkage levels. Students will access the short video and then respond to three items that include still-frame photos from the video.

NOTE: The entire video clip is completely soundless.

TESTLET ITEM DESIGN

For all three subjects, testlets are delivered and student responses are collected in two general formats: computer-delivered or teacher-administered. The format is based on the information the test administrator recorded in the First Contact Survey. Most testlets are designed for direct student interaction via the computer, and many students can interact with the computer independently.

The student can use special devices, such as alternate keyboards, touch screens, or switches. However, in some instances, the student may need support from the test administrator to interact with the computer. For example, a technology-enhanced item may require physical manipulation that is difficult for the student to manage. While most items are in a multiple-choice format, some ELA and mathematics testlets at upper linkage levels use technology-enhanced items on a limited basis. These items require certain types of skills, such as matching. Screenshots of item types in computer-delivered testlets are shown in Figure 2, Figure 3, and Figure 4.

NOTE: All science items are formatted as single-select, multiple-choice only.

Figure 2
A screenshot of a single-select, multiple-choice item with images as response options. The student is to select the image that the text describes.

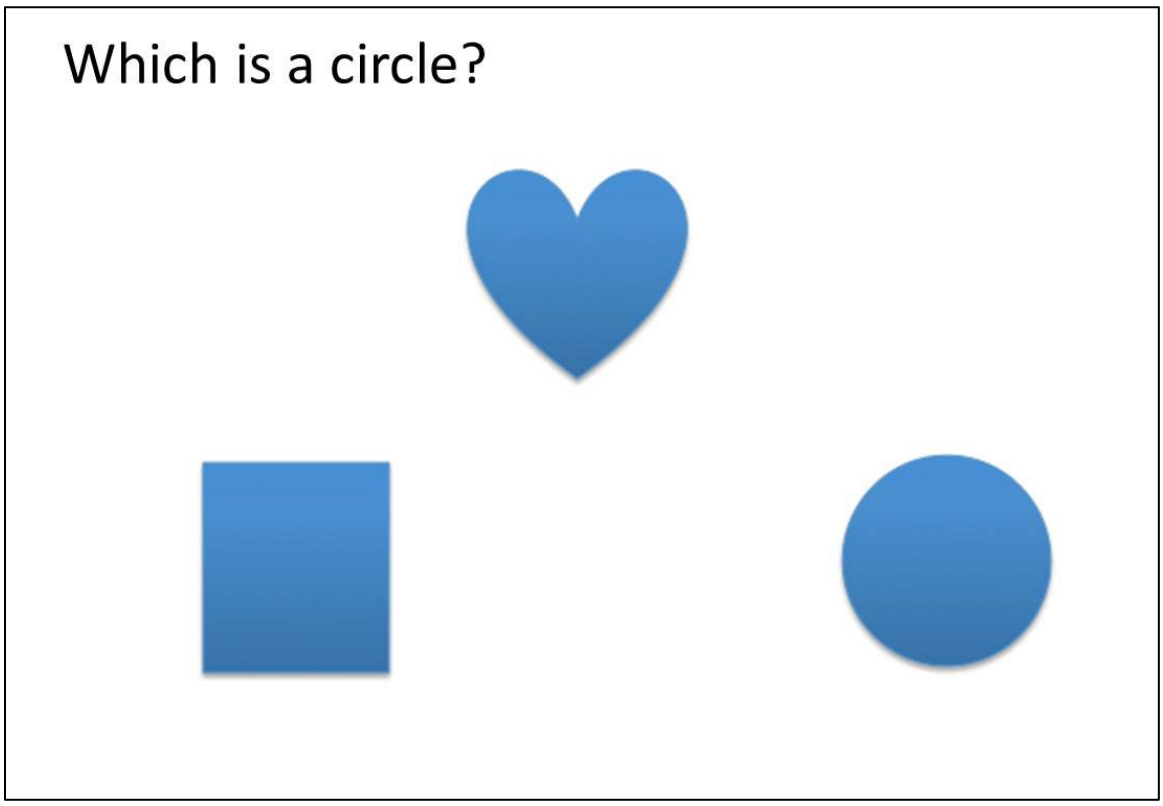


Figure 3
A screenshot of symbols and descriptive words in a matching item where two lists are shown. The student is to match a symbol from the list on the left to the descriptive word in the list on the right.

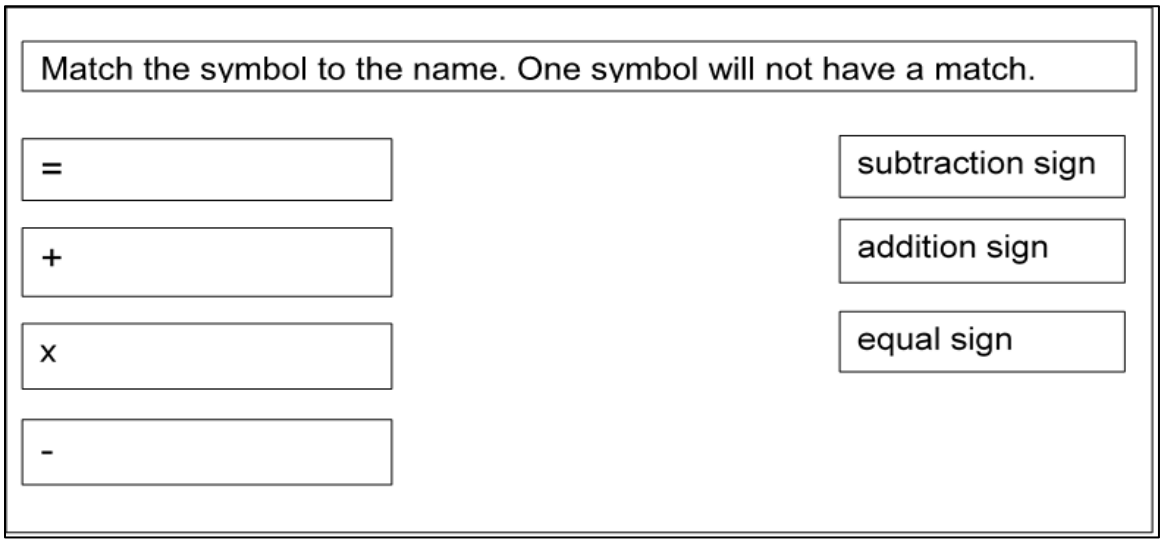
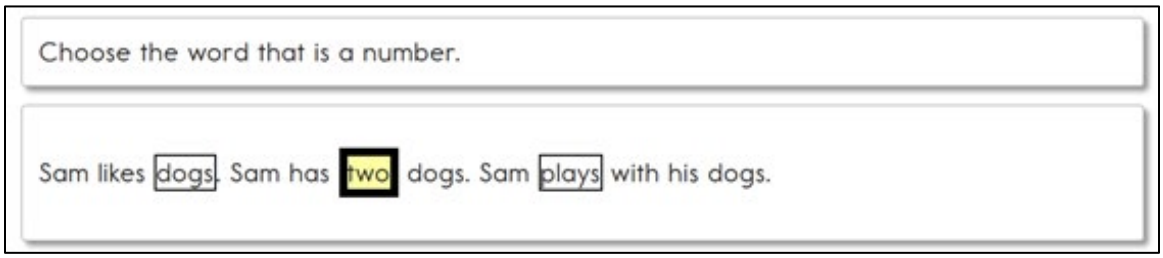


Figure 4
A screenshot of a sentence where the student is to respond to the item by selecting the appropriate word from the three outlined words presented in the passage.

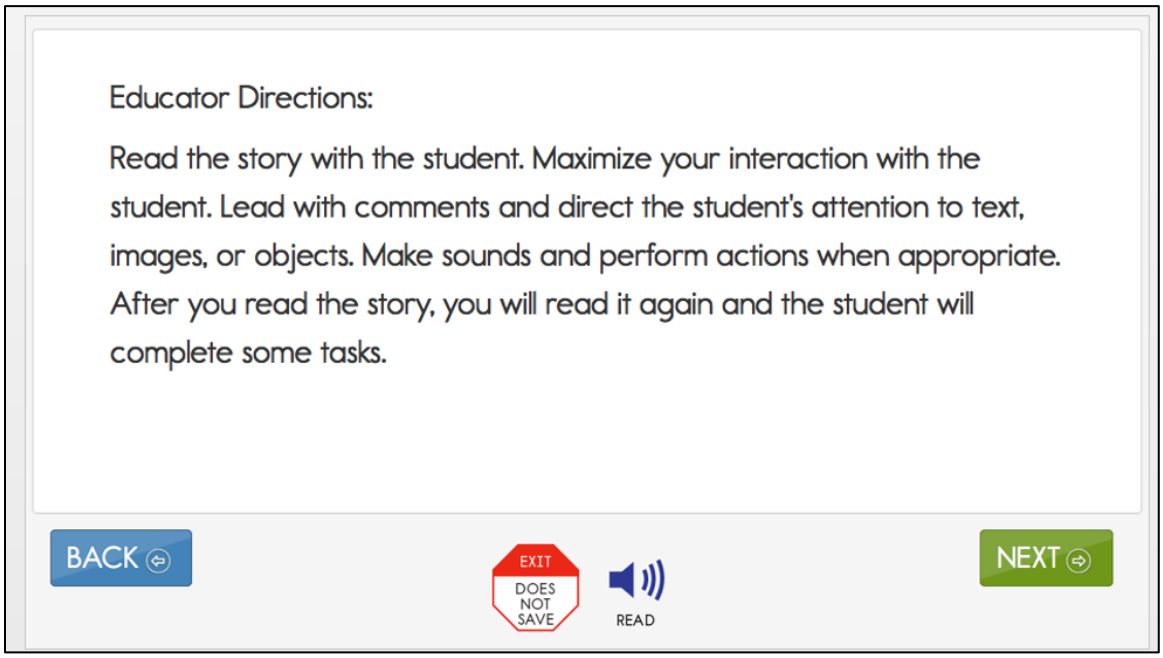


After the student selects a response, the outline around the word, phrase, or sentence becomes bold, and the outline is filled with transparent yellow as shown in Figure 4.

Teacher-administered testlets and writing testlets are designed so test administrators can administer them outside of Student Portal with step-by-step guidance provided in the testlet as shown in Figure 5. For these testlets, the test administrator records the student's responses in the testlet in Student Portal.

Figure 5

Educator Directions in a Teacher-administered Testlet



CUSTOMIZATION FOR EACH STUDENT

The First Contact Survey and the Personal Needs and Preferences (PNP) Profile are records of data in Educator Portal about the student that is entered by the test administrator. The system uses the data from the First Contact Survey and the PNP Profile to ensure the student is provided with the most appropriate testing experience possible. The data is used to:

- recommend or assign the complexity level for the testlets (e.g., linkage level)
- customize the accessibility supports for the testlets (e.g., magnification)
- assign the appropriate form for the testlets (e.g., braille)

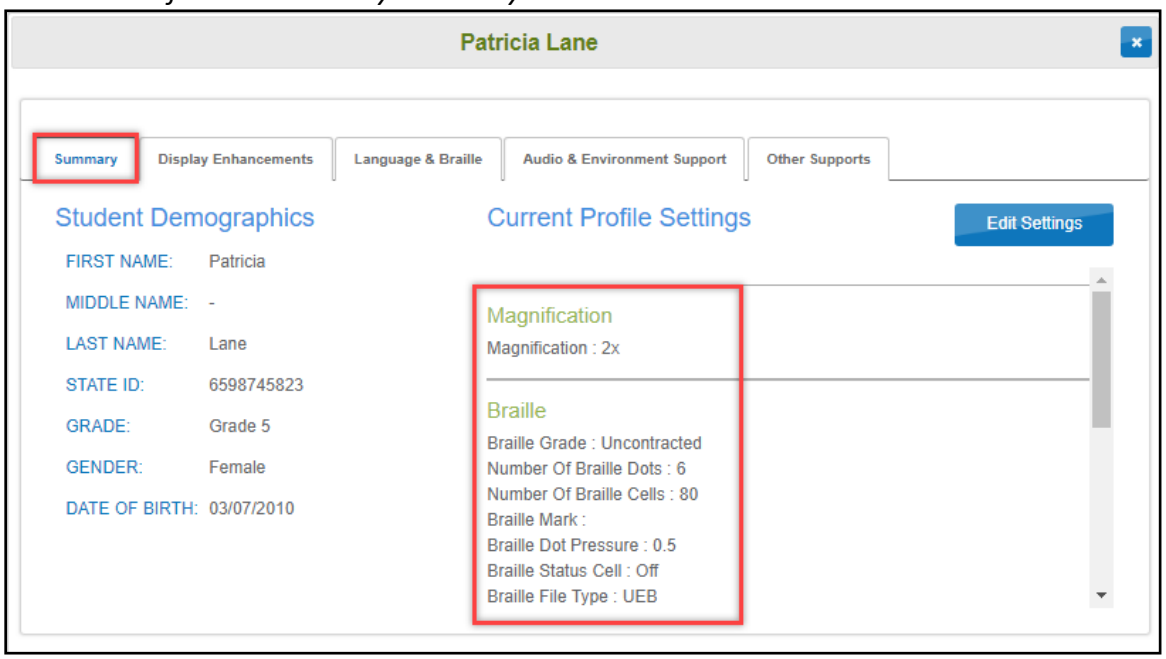
SUBMITTING THE FIRST CONTACT SURVEY

The First Contact Survey includes information about the student's communication method, any assistive technology devices the student might use, motor and sensory impairments the student may have, and the student's academic performance. Some items from the First Contact Survey are used to link the student with assessments that are at the most appropriate level of complexity in each subject.

Although the First Contact Survey is used to determine the level of complexity or linkage level of a testlet, the PNP Profile is used to customize the testlets, making them more accessible for the student. Supports in the PNP Profile are listed under five tabs: Summary, Display Enhancements, Language & Braille, Audio & Environment Support, and Other Supports. Also, the student can use special devices such as alternate keyboards, touch screens, or switches to access the items. After the appropriate supports are selected and saved, the test administrator may review them in the Summary tab as shown in Figure 6. More detail about the PNP Profile settings will be described later in this manual.

Figure 6

Screenshot of the Accessibility Summary Tab with Fictional Student Data



Submitting the First Contact Survey

Each assessment year, the test administrator must submit the First Contact Survey for each participating student. The assessment model being used by the state determines how the results from the First Contact Survey will function.

NOTE: For the 2023–2024 school year, several changes were made in the First Contact Survey. The status of all surveys will be **Not Started**. Teachers must start each student's Survey anew, answering all required questions before submitting the Survey. Each Survey will take approximately 15–20 minutes to complete.

For states using the Instructionally Embedded model:

- The fall window is required for ELA and mathematics. The fall window is optional for science.
- During the fall window, the results from the First Contact Survey are used to recommend a linkage level for each Essential Element. Test administrators can accept the linkage level recommendations or choose another one.
- Test results for any ELA and mathematics Essential Element that was assessed during the fall window are used to recommend the linkage level for that same Essential Element in the spring window. However, if an ELA and mathematics Essential Element was not tested in the fall window, the First Contact Survey is used to recommend its linkage level in the spring window. The test administrators can accept the linkage level recommendations or choose another one.
- The First Contact Survey must only be submitted one time each year and covers both windows.

- Testing the science Essential Elements is required in the spring window. The data collected in the First Contact Survey determines the student's beginning placement into the assessment. Both the Essential Element and linkage level are system assigned when the spring assessment window opens, and the test administrator cannot change them.
- If the student was not rostered to science in the fall window, to have a science testlet available on the opening day of the spring window, the student must be rostered to science 24 hours before the opening of the spring window with a submitted First Contact Survey.

For states using the Year-End model:

- During the optional instructionally embedded assessment window in the fall and winter months, the results from the First Contact Survey are used to recommend a linkage level for each Essential Element. The test administrator can accept the linkage level recommendation or choose another one.
- During the required spring assessment window, the data collected in the First Contact Survey determines the student's beginning placement into the assessment. Both the Essential Element and linkage level are system assigned when the spring assessment window opens, and the test administrator cannot change them.
- The system needs 24 hours to assign the linkage level of the first Essential Element being tested. To have testlets available on the opening day of the spring assessment window, the student must be on a roster with a submitted First Contact Survey 24 hours before the window opens.

NOTE: For the 2023–2024 school year, several changes were made in the First Contact Survey. Therefore, the status of all surveys will be **Not Started**. Teachers must start each student's Survey anew, answering all required questions before submitting the Survey. Each Survey will take approximately 15–20 minutes to complete.

Although the First Contact Survey is used to determine the complexity level or linkage level, the PNP Profile is used to customize the testlets, making them more accessible for the student.

SIX STEPS TO CUSTOMIZE DYNAMIC LEARNING MAPS® ACCESSIBILITY SUPPORTS FOR STUDENTS

This section presents a six-step process for IEP teams, general and special education educators, test administrators, and district-level assessment staff to use in the selection, administration, and evaluation of accessibility supports available for students to use in Student Portal.

- ☐ Step 1: Include Eligible Students in the DLM Alternate Assessment
- ☐ Step 2: Learn About the Accessibility Supports and What the DLM Alternate Assessment Provides
- ☐ Step 3: Discuss and Select Appropriate Supports: Considerations for IEP Teams
- ☐ Step 4: Select and View Supports in the Educator Portal
- ☐ Step 5: Prepare for the Assessment: Using the Chosen Accessibility Supports
- ☐ Step 6: Evaluate the Accessibility Supports Used at the End of the Assessment Window After All Testlets Have Been Administered

Steps 1–3 are intended to assist IEP teams in determining the appropriate accessibility supports for eligible students, and Steps 4–6 are a guide for educators and test administrators for choosing, using, and evaluating the selected supports. These six steps are explained in detail in the following sections.

STEP 1: INCLUDE ELIGIBLE STUDENTS IN THE DLM ALTERNATE ASSESSMENT

Participation in a State Assessment

Legislation focused on accountability and inclusion of all students for assessment has driven the need to ensure equal access to grade-level content standards. Students with the most significant cognitive disabilities are included in state and district accountability systems in order to receive the benefits gained from participation, such as improved instruction, higher expectations, and involvement in educational reforms (Thurlow et al., 1997). Several important laws require students with the most significant cognitive disabilities to participate in standards-based instruction and assessment initiatives. These include federal laws such as No Child Left Behind of 2001, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and the Every Student Succeeds Act, which went into effect in 2015.

Participation Guidelines

Students with the most significant cognitive disabilities often have one or more disabilities that significantly affect intellectual functioning and adaptive behavior. Adaptive behavior is behavior that is essential to live independently and function safely in daily life. The Dynamic Learning Maps® (DLM®) alternate assessment is designed for students with the most significant cognitive disabilities who require significant instruction and support both in and out of the classroom.

The DLM alternate assessment provides three general participation criteria and **all three** must be met:

- The student has a significant cognitive disability. Review of student records indicates one or more disabilities that significantly affect intellectual functioning and adaptive behavior.

- The student is primarily instructed using the Essential Elements as content standards. Goals and instruction listed in the student's IEP are linked to the enrolled grade-level DLM Essential Elements and address the knowledge and skills that are appropriate and challenging for the student.
- The student requires extensive, direct, repeated, and individualized instruction and substantial support that is not temporary or transient to achieve measurable gains in the grade- and age-appropriate curriculum. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

The following considerations are neither allowable nor acceptable for determining participation in the DLM alternate assessment:

- A disability or impairment category or label
- Poor attendance or extended absences
- Native language, social, cultural, or economic difference
- Expected poor performance on the general education assessment
- Academic and other services the student receives
- Educational environment or instructional setting
- Percent of time receiving special education
- English language learner status
- Low reading level or achievement level
- Student's anticipated disruptive behavior
- Impact of student results on accountability system
- Administrator decision
- Anticipated emotional distress
- Need for supports (e.g., assistive technology or Augmentative and Alternative Communication [AAC] to participate in the assessment process)

Individual states may set additional eligibility criteria to establish which students are eligible to take the DLM alternate assessment. IEP teams should refer to their state's department of education.

STEP 2: LEARN ABOUT THE ACCESSIBILITY SUPPORTS

Accessibility Supports Provided in the DLM Alternate Assessment

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes between accessibility supports that (a) can be utilized by selecting online supports via the Personal Needs and Preference (PNP) Profile, (b) require additional support materials, or (c) are provided by the test administrator outside the Kite® system. In Table 3, the user will find the supports that are in each category. If the state requires documentation about certain accessibility supports in the student's IEP, refer to the state appendix in this manual (if provided) for more information or contact the state's department of education.

Decisions about the supports to include in the DLM alternate assessment were made using results from more than 50,000 First Contact Survey responses, feedback from national sensory

impairment experts who also have expertise in this population of students, and lessons learned from test administration observation studies.

Table 3

Accessibility Supports of the DLM Alternate Assessment System

Category 1: Settings in the PNP Profile that activate supports within Student Portal	Category 2: Settings in the PNP Profile that activate supports within Student Portal in addition to supports (tools) provided by the test administrator outside of Student Portal	Category 3: Settings in the PNP Profile that require supports provided by the test administrator outside of Student Portal
Contrast color Invert color choice Magnification Overlay color Spoken audio	Alternate form-visual impairment Calculator Individualized manipulatives Single-switch system (PNP Profile enabled) Two-switch system English Braille American Edition (EBAE) for ELA with Nemeth Code for mathematics and science Uncontracted Unified English Braille (UEB) for ELA, mathematics, and science Uncontracted Unified English Braille (UEB) for ELA with Nemeth Code for mathematics and science	Human read aloud Language translation of text Partner-assisted scanning Sign interpretation of text Test administrator entering of student responses

Support Categories

Category 1: Settings in the PNP Profile that Activate Supports within Student Portal

Online supports include contrast color, invert color choice, magnification, overlay color, and spoken audio. Directions detailing how to select the PNP Profile supports are found in Step 4: Select and View Supports in the Kite System on page 38.

Test administrators are advised to try out the supports in advance of testing by using the practice demo testlets and released testlets. This helps ensure that the supports that were chosen are compatible with the student and provide the best access for them. Usernames and passwords for these testlets are available in the Guide to Practice Activities and Released Testlets on the DLM website. Released testlets are like real testlets. They are selected from a variety of Essential Elements for ELA, math, and science, and linkage levels across grades 3–8 and high school. New released testlets are added periodically.

- **Contrast color:** Allows test administrators to choose from color schemes for the background and font.
- **Invert color choice:** Makes the background color black and the font white. Images display with a white background.
- **Magnification:** Allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, 22-point size. When the level of magnification is increased beyond the size of the screen, left to right and up and down scrolling will likely be required because the entire item will no longer be visible on the screen. Scrolling will vary according to the level of magnification, the amount of content in the item, and the size of the device's screen being used by the student. When a student needs a very large increase in magnification, an interactive whiteboard, projector, or any magnification device that works with the computer screen is allowed.
- **Overlay color:** The default background color of the assessment is white. Test administrators may select from the alternate colors of blue, gray, green, pink, and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP Profile and actual live testlets.
- **Spoken audio:** Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for spoken audio: text only, text and graphics, and nonvisual. The nonvisual preference also describes page layout for students who are blind or have visual impairments.

> HINT: When using spoken audio, as the words are spoken, the text is highlighted in yellow. Therefore, do not choose yellow for overlay color in the PNP Profile or the spoken audio highlighting feature will be hidden to the student.

Screenshots showing these supports begin in the Demonstration of Personal Needs and Preferences Supports: What Students Will Experience section on page 38 of this manual.

Category 2: Settings in the PNP Profile that Activate Supports in Student Portal in Addition to Supports or Materials Provided by the Test Administrator Outside of Student Portal

These supports include braille, switch system preferences, and the use of special supports and materials. These supports typically require prior planning and setup. The test administrator selects these supports in the PNP Profile. Practice activities and released testlets with some supports are available through several demo student accounts. Access the Guide to Practice

Activities and Released Testlets and the TEST ADMINISTRATION MANUAL for a list of demo logins for practice testlets.

- **Alternate Form-Visual Impairment:** This form is a suitable additional choice for a student who can read braille, for a student who is blind but cannot read braille, or for a student who has a significant visual impairment. The test administrator selects alternate form-visual impairment in the PNP Profile under the Other tab. The alternate form of the testlet, if available, will have the letters BVI (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP **BVI** SCI MS.PS1-2 P 10455).
- Calculator:
    - **Mathematics testlets:** Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The Testlet Information Page (TIP) for each mathematics testlet will specify if a calculator is not permitted.
    - **Science testlets:** Use of a calculator is not permitted for science.
- **Individualized manipulatives:** Students may use familiar manipulatives (e.g., abacus, counters, interlocking blocks, linking letters, unit cubes). Refer to the TIP for constraints for a specific testlet.
- **Single-switch system:** This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
- **Two-switch system:** This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and the Enter key to select the choice when highlighted.

Braille

The DLM alternate assessment is designed to assess a student's knowledge, skills, and understanding of the Essential Elements, not the student's ability to use braille. Braille testlets are for students who read braille proficiently and should not be selected for emerging braille readers.

- The test administrator must select the appropriate braille form in the student's PNP Profile. Three uncontracted braille forms are available.
    - English Braille American Edition (EBAE) for ELA, with Nemeth code for mathematics and science
    - Unified English Braille (UEB) for ELA, mathematics, and science
    - Unified English Braille (UEB) for ELA, with Nemeth code for mathematics and science

A Braille Ready File (BRF) has the letters BRF as part of the naming convention in the testlet name, in the test ticket, and in Student Portal (e.g., SP **BRF** SCI MS.PS1-2 T 10455).

When braille has been selected for a student in the PNP Profile, these are the steps the Kite system uses for delivering a braille form.

- If a braille form is available for the Essential Element at the linkage level, the braille form is delivered.

- If a braille form is not available for the Essential Element at the linkage level, the Kite system will automatically look for an alternate form-visual impairment form of the testlet: BVI form.
- If a BVI form is available for the Essential Element at the linkage level, the BVI form is delivered.
- If a BVI form is not available for the Essential Element at the linkage level, the system will automatically provide a standard form of the testlet.

When neither a braille form or a BVI form is available, a standard testlet is delivered, and the test administrator of the student who is blind or visually impaired is responsible for making information accessible, using permissible, familiar methods that were used during normal classroom instruction with the student. When appropriate, the TIP for a standard form contains information about adaptations for delivering the testlet, including alternate text descriptions of pictures and graphics for the test administrator to read to the student.

- Braille TIP: The Braille TIP only includes the TIP cover page. All items in an ELA testlet are based on the text portion of the story and not the images. Since the images are not part of the braille form that a student would be reading, the alt text is not needed for a student using a braille form to answer any items. For a mathematics or science braille form testlet, the test administrator can use objects or tactile graphics when administering the testlet.

Table 4 has information about the availability of braille forms for each subject, grade, linkage level and windows.

Table 4
Availability of Braille on Testlets

Subject	Grades	Linkage Levels	Window
ELA and mathematics	3–5	Target and Successor	Both fall and spring assessment windows
ELA and mathematics	6–8 and high school	Proximal Precursor, Target, and Successor	Both fall and spring assessment windows
Science	3–8 and high school	Target	Only the spring assessment window

Category 3: Settings in the PNP Profile that Require the Test Administrator to Provide All Supports Outside of Student Portal

Supports offered outside of Student Portal require actions by the test administrator, such as reading, signing, translating the assessment, or helping the student enter responses. These supports are recorded in the PNP Profile even though they are delivered by the test administrator outside of Student Portal.

- **Human read aloud:** Test administrators are always permitted to read the assessment aloud to students. Alternate text for test administrators who will deliver the testlet using human read aloud will include descriptions of graphics and alternate text descriptions of images. The descriptions and alternate text are provided as additional pages after the main TIP.

- **Language translation of text:** Language translations are not provided via the computer. Test administrators may translate the text for students who are English language learners or who communicate best in a language other than English. State policy will guide whether translation can be used.
- **Partner-assisted scanning:** Partner-assisted scanning is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and point to each response option, and students indicate their answer when they are presented their desired response.
- **Sign interpretation of text:** Test administrators are always permitted to sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
- **Test administrator entering student responses:** If a student is unable to physically input their response options, they may indicate their responses through their typical response mode and form of communication (e.g., assistive device, eye gaze, gesture). Test administrators may key in a student's response in Student Portal only when a student is unable to record their responses independently.

Supports Not Available in Student Portal

Some supports not available in the system include the following:

- **Sign language using human or avatar videos onscreen:** Most eligible students who communicate with sign language use Signed Exact English or personalized sign systems.
- **Tactile graphics:** Objects, tactile graphics, or tactile representations of pictures or objects presented onscreen as a concrete representation may be used. Educators may use individualized tactile representations with their students, as appropriate.

Supports that Do Not Work Well Together

Not all PNP Profile supports are compatible with each other in Student Portal:

- Combining spoken audio with yellow for overlay color results in the spoken audio highlighting feature to be hidden to the student.
- Combining spoken audio with yellow text in contrast color also results in the spoken audio highlighting feature to be hidden to the student.
- Combining contrast color, invert color choice, and overlay color results in a layering of the options, which is counterproductive and will not be helpful to the student.
- The single-switch and two-switch highlighting feature highlights in yellow. Therefore, combining overlay color in yellow with the single-switch or two-switch support results in the response options being hidden to students.

A few screenshots showing a sampling of available supports begins in the Demonstration of Personal Needs and Preferences Supports: What Students Will Experience section on page 38 of this manual.

Using Practice Activities and Released Testlets

To be prepared for how a testlet will be displayed with the chosen supports, before the beginning of an assessment window, open Student Portal. Use the practice activities and released testlets with the provided fake student usernames and passwords to evaluate whether

the selected supports make the testlets accessible to the student. These resources are intended for three main purposes:

- To help a test administrator draw conclusions about a student's ability to use a selected PNP Profile support during assessments
- To make decisions about the PNP Profile supports that best fit a student's individual needs and preferences
- To provide students with opportunities to practice using navigation tools in the testlets prior to the day of the student's first assessment

Released testlets are available for every grade level to allow a student to practice using any of the PNP Profile supports as often as needed, and to allow test administrators to observe a student's interaction with those supports. Test administrators can change the selections in the PNP Profile, depending on the conclusions drawn about a student's experience with the testlets. Additionally, repeated practice can increase both students' and test administrators' ease on the day the assessment window opens.

Changing PNP Profile Settings During Testing

Since the selected settings in PNP Profile activate the supports in Student Portal, best practice is to select the supports **before** the student begins testing. However, when necessary, the test administrator can adjust the PNP Profile settings if they are not working well for the student or if the student's needs changes during an assessment window.

To change a PNP Profile setting during testing, follow this process:

1. The test administrator exits the testlet by using the **Exit Does Not Save** button.

NOTE: If the use of **Exit Does Not Save** is not allowed in your state, then finish and submit the current testlet. Then, make any necessary changes in the PNP Profile **immediately**—before the next testlet is delivered, which is usually about 15 minutes.

2. The test administrator logs in to Educator Portal, goes to the student's PNP Profile, and selects or deselects the desired support settings.
3. The test administrator **must save** the new selections before exiting the PNP Profile.

Table 5 outlines how soon the change appears in the testlet after being updated in the PNP Profile.

Table 5

Accessibility Support Delay Time after Updating the Student's PNP Profile

Support	How Soon the Change Appears in the Testlet
Alternate form-visual impairment	Overnight, if available for the Essential Element at the linkage level being tested
Braille (EBAE, UEB with Nemeth code, UEB ELA/math)	Overnight, if available for the Essential Element at the linkage level being tested
Calculator	Immediately
Contrast color	Immediately

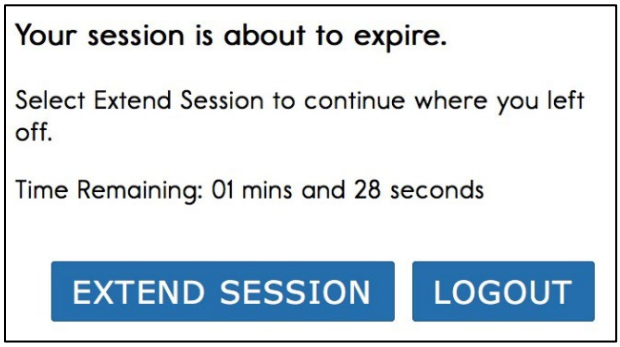
Support	How Soon the Change Appears in the Testlet
Individualized manipulatives	Immediately
Invert color choice	Immediately
Magnification	Immediately
Overlay color	Immediately
Single-switch system	Overnight
Spoken audio	Overnight
Two-switch system	Immediately

System Timeout

The DLM alternate assessments are administered individually and are not subject to specific timeframes like most general education assessments. Any flexibility a student requires regarding the assessment time and location is permissible. A student may take as much time and as many breaks as needed, and work in settings that are most appropriate for them. However, if a student needs a significant break during the administration of a testlet, and if Student Portal sits inactive for as long as 90 minutes, it will time out.

This is how the system timeout works: After 88 minutes and 30 seconds of inactivity in the testlet, the system prompts the student with a warning message as shown in Figure 7. A countdown of 90 seconds begins, during which the student may either extend the session or logout.

Figure 7
Kite Student Portal Warning of Session Ending



- If no activity occurs before the countdown reaches zero, the system closes the testlet and returns to the login screen. The testlet status returns to **Unused**, and the system retains no responses.
- If **Extend Session** is selected, the system disregards the idle time, closes the prompt, and returns to the screen where the student was working.
- If **Logout** is selected, the system closes the testlet and returns to the login screen. The testlet status returns to **Unused**, and the system retains no responses.

Testlet Resets after an Extended Interruption

Educators sometimes question why answers are not saved when a testlet times out. Research has revealed that students with the most significant cognitive disabilities who qualify for the

DLM alternate assessments require extensive, repeated, and individualized instruction and ongoing supports that are not temporary or transient in nature, and they have difficulty retaining information in working memory for extended periods of time. Therefore, testlets were created to be short with only a few items. Each testlet begins with an engagement activity that is designed to activate prior knowledge, motivate the student, and provide context. While DLM test administration procedures are designed to be flexible and allow students to take breaks during a testlet, most students who experience an extended interruption during test administration have difficulty retaining information in working memory after that extended interruption. Research has shown that extended interruptions during test administration can have adverse effects on student performance (Sinharay et al., 2014). Because of this, the Student Portal was designed to time out after an extended period of inactivity without retaining the responses, allowing the student to begin the assessment afresh when ready.

STEP 3: DISCUSS AND SELECT APPROPRIATE ACCESSIBILITY SUPPORTS—CONSIDERATIONS FOR IEP TEAMS

Best practice during testing is to have the student use only the PNP Profile supports or a combination of supports that the student has been using during regular classroom instruction. Unfamiliar supports may be distracting and even detrimental during assessment.

Deciding The Accessibility Supports That Are Needed

The IEP team determines an individual student's needs, and the test administrator then selects the accessibility supports based on those needs rather than on the disability category, grade level, or instructional setting.

Students with the most significant cognitive disabilities who are also English language learners need decisions about their language-related supports to be made by educators who understand them best. This person is typically the test administrator. Once the supports are selected, these students are best served when the accessibility supports are used consistently for both instruction and assessment.

Guiding Questions for the Discussion and Selection of Appropriate Accessibility Supports

Some questions that teams may ask in the process of determining appropriate supports include the following:

- What are the student's learning strengths, and in which areas does the student need improvement?
- How is a student's knowledge and understanding of the Essential Elements impacted by the student's learning needs?
- Which instructional and assessment tasks are difficult for the student to do independently when working one-on-one in the classroom or when interacting in an online environment?
- Which current supports help the student with these difficulties when working one-on-one in the classroom or when interacting in an online environment? What kinds of instructional strategies (e.g., auditory, tactile, visual, or combination) work best for the student?
- Which accessibility supports match these strategies and may help the student access the assessment?

- Which supports or materials does the student prefer?
- What were the results of routine assignments and classroom testing when accessibility supports were used or not used?
- Did the student have any difficulties interacting with these supports in the past? If so, what were the difficulties and how can they be resolved?
- Which accessibility supports will increase the student's access to the assessment by addressing their learning needs and reducing the effect of their impairment?
- Which effective combinations of accessibility supports will help the student?

(Thompson et al., 2005)

Test administrators may need to amend a student's IEP to include additional appropriate supports available in the PNP Profile that were not listed on the IEP, depending on state policy. Check state policy about amending the IEP.

The user interface in Student Portal has been specially designed for students with the most significant cognitive disabilities. However, students may need additional assistance during the assessment to be able to interact with the computer. Testlets delivered directly to students via the computer are designed under the assumption that students can interact with the computer independently.

Supports: Allowed and Not Allowed

The following supports are allowed:

- Adapted keyboards that include all 26 letters of the alphabet
- Alternate keyboard; onscreen switch-enabled keyboard
- Alternate pencils, including alphabet flip charts
- Eye-gaze displays of letters
- Letter-by-letter dictation of any sort
- Pens, pencils, markers, and crayons can be used for the writing product a student produces off the computer for the writing testlets
- Tablet computer keyboards using word processing software
- Traditional keyboards using word processing software
- White boards
- Word prediction software

Word predication is an intelligent word processing feature that can alleviate writing breakdowns for a range of students by reducing the number of keystrokes necessary for typing words. The feature removes motor barriers to typing and reduces the gap between generating ideas and capturing ideas in writing.

Test administrators may also help students navigate across screens or enter responses on behalf of a student. The section Combining Accessibility Supports with Flexibility in Test Administration Procedures on page 29 describes additional allowable supports.

The following supports are **not** allowed:

- Selection of pictures* or words from a word bank

- Speech-to-text software
- Whole word or sentence dictation
- *Picture-response cards that accompany science testlets at the Initial level are permitted and **must** be used.

The student is not allowed to dictate whole words or sentences to a human scribe or use speech-to-text software. Full administration of the writing testlets requires the student to engage in letter-by-letter spelling that would be bypassed through dictation of whole words or sentences.

Pictures, symbols, or words from a word bank are not allowed and may not be substituted for words in a sentence. This practice is prohibited because the meaning that an individual assigns to a picture or symbol depends upon the individual's motivation; neurological and developmental status; sensory abilities; cognitive-, communication-, and language skills; and world experience (Mineo Mollica, 2003). Furthermore, the ability to learn the meaning of pictures or symbols is directly related to an individual's understanding of the word associated with the picture or symbol.

In other words, individuals who understand the meaning of the spoken word learn the associated picture or symbol rather easily, while individuals who do not understand the spoken word need more time to learn the meaning of the picture or symbol (Romski & Sevcik, 1996; 2005). Because students who participate in the DLM alternate assessment have universally impaired cognitive and language skills, it is not possible to ensure that each student's understanding of pictures and symbols introduced in the assessment will match the intended meaning.

Combining Accessibility Supports with Allowable Practices in Test Administration Procedures

Effective use of the PNP Profile supports allows most students to have appropriate access to the assessment, making the assessment a meaningful indicator of students' knowledge and understanding of the Essential Elements. However, test administrators may need to combine the accessibility supports listed on the PNP Profile with allowable practices that are part of the flexibility in test administration procedures.

When customizing the assessment process with accessibility supports and allowable practices, keep in mind two general principles: (a) the student is expected to respond independently, and (b) supports are to be familiar to the student because they have been used during routine instruction.

Table 6 describes some common accessibility issues and potential solutions that are based on a combination of accessibility supports and allowable practices. The example solutions are for both computer-delivered and teacher-administered testlets.

Table 6

Common Accessibility Issues and Example Solutions

Accessibility Issue	Example Solutions
The student has difficulty interacting directly with the computer due to limited experience, motor skills, or devices.	**Navigation in Student Portal** The test administrator may navigate the screens for the student. After the student indicates their responses to the test administrator, the test administrator enters the responses on behalf of the student. This table includes additional example solutions of how students may indicate response options.

Accessibility Issue	Example Solutions
The student is blind and typically reads braille.	**Braille forms** Braille forms of the assessments are available for ELA and mathematics at upper linkage levels, but only for some Essential Elements. Braille forms for science are only available at the Target linkage level during the spring assessment window, but only for some science Essential Elements. Instructions for how to access and prepare for administering testlets in braille are in the Educator Portal User Guide. **Alternate form-visual impairment form** When braille forms are not available, an alternate form-visual impairment form may be available. These forms are only available for some Essential Elements at upper linkage levels. **Human read aloud** The test administrator may always read the testlet aloud to the student. **Familiar materials and tactile graphics** The test administrator may use familiar materials or create tactile graphics in place of images that appear onscreen for the student. Familiar materials may be substituted for unfamiliar materials if the criteria of the item being tested is met. Use the Testlet Information Page (TIP) to learn about the images. **SHOW** When the Educator Directions in a testlet use words like SHOW, the test administrator should present the content of the testlet to the student using methods normally used during everyday instruction.

Accessibility Issue	Example Solutions
The student has a severe visual impairment and needs the content to appear larger than the 5x magnification setting provides.	**Magnification** The test administrator may use an interactive whiteboard, projector, or any magnification device that works with the computer screen. **Familiar Texts** Teacher-administered reading testlets use texts that should have been used during instruction so the student can be familiar with them. If the student is accustomed to having the familiar text read from a paper copy, that copy may be used during assessment. Also, the test administrator may read the text aloud to the student. For links to printable versions of familiar texts, go to your **DLM state page** > **Resources for Educators and District Staff** > **Educator Resources Page for ELA and mathematics** > **ELA** > **Familiar Texts**. Choose a grade level to see all texts for that grade.
The student is blind and does not communicate verbally. OR The student is blind, does not read braille, and uses only a single-switch system to communicate. The student is blind and receives testlets with pictures or manipulatives. The TIP does not provide alternate text to describe the pictures or guidance on how the test administrator can deliver this assessment.	**Human read aloud** The test administrator may always read the testlet aloud to the student. **Familiar materials and tactile graphics** Objects, tactile graphics, or tactile representations of pictures or objects presented onscreen as a concrete representation may be used. Test administrators may use individualized tactile representations with their students. Always access the TIP before administering the testlet since the TIP usually provides more information. The test administrator should use the allowable methods and practices used during everyday instruction in the classroom to make the testlet accessible to the student. Refer to sections Alternate Text for Reading Testlets, Retrieve the Testlet Information Pages, and Gather Materials in the TEST ADMINISTRATION MANUAL for human read aloud guidelines.

Accessibility Issue	Example Solutions
The student uses sign language to communicate and has limited proficiency in reading text.	**Sign language** The test administrator may sign the text, spell unfamiliar words, and adapt or interpret the language as needed. The test administrator may use signs that are familiar to the student.
The student usually accesses text with pictures. During instruction, the educator provides supplemental pictures as necessary, specifically for the response options, so the student can access the text. However, that practice is not allowed during the DLM alternate assessment.	Most Essential Elements that include a text focus on a student's ability to make meaning from words. The text may be read aloud to the student by selecting synthetic Spoken Audio or Human Read Aloud in the PNP Profile. Using picture symbols to support word reading is not allowed. Review Supports: Allowed and Not Allowed on page 28 of this manual for more information about why picture symbols are not allowed.
The student uses low-tech (not computerized) eye gaze to communicate.	**Offline response options** The test administrator may present the response options offline in an alternate format in which the student is accustomed. The test administrator will then enter the student's selected responses in the testlet on Student Portal.

Accessibility Issue	Example Solutions
The student uses eye gaze or another means and can only indicate yes or no responses. OR The student always selects the same response option (e.g., the first or the last option when presented with the response options). OR The student can be presented only two response options at a time.	**Alternate presentations of response options** The test administrator may present the item and response options as follows: First, read the item and response options that are presented onscreen. Then, repeat the item and present response option 1, asking the student something like, "Do you want this option? Answer yes or no." The student provides their response. The process is repeated for response option 2. The process is repeated for response option 3 until all response options have been presented to the student. If the student has indicated yes to all response options or to more than one response option, read the selected options again, following the above process until the student has selected only one response option. If the student has not narrowed the selection to one response option, the test administrator may try another approach such as the following example solutions: The test administrator may present two response options at a time until the student has eliminated all but one response option. To maintain validity, present the response options in the same order they are presented onscreen. Present response option 1 and response option 2, and then say something like this to the student, "Which of these options do you want to choose: option 1 or option 2?" Be patient to allow time for the student to respond. Once a response is selected, present that response along with option 3. Allow the student time to select a response. Then, repeat the above process until all options have been presented. When the responses have been narrowed to the final response, enter it in the testlet in Student Portal.

Accessibility Issue	Example Solutions
The student uses one or two switches to access the computer but is not 100% consistent or accurate in their use.	**Use of switches** The test administrator may use partner-assisted scanning to point to and read each response option. The student indicates when the desired response option is presented. The test administrator may navigate from screen to screen and allow the student to use scanning to select the desired response option on each item screen.
The student needs special equipment for the positioning of materials to respond to items (e.g., slant board) or noncomputerized materials (e.g., hook and loop materials on a board).	**Special equipment** The test administrator may use the equipment and materials that are familiar to the student. The student continues to interact with the content on the screen. The test administrator may navigate and enter responses the student has indicated outside of Student Portal.
The student uses graphic organizers, supports, or other materials to complete academic work.	The test administrator may use supports and materials that are familiar to the student. The student interacts with the content onscreen, but the test administrator may navigate and enter the student's responses into Student Portal. Access the TIP for each testlet for approved and unapproved materials.
The student has a physical disability that results in limited mobility. The testlet requires the student to manipulate materials.	A student with limited mobility may use their current mode of communication to direct the test administrator to select a response option or manipulate materials on their behalf. The test administrator also may use the strategy of partner-assisted scanning for testing. The test administrator should select this support in the student's PNP Profile. Note: Partner-assisted scanning is a strategy used outside of the system. It is a Category 3 support in the PNP Profile and does not make a direct change to a testlet.

Accessibility Issue	Example Solutions
The student requires technology to complete the writing assessment.	**Writing testlets** The student may use the writing technologies or materials they use during everyday instruction to complete the DLM writing testlets if the technology supports the use of the alphabet to generate text. Students may not use word banks, picture banks, or symbol- or icon-based communication systems for the portion of the testlet that requires writing with access to the full alphabet. Students may not use speech-to-text software to dictate whole words or sentences. This would not allow for assessment of the student's knowledge of letter-by-letter spelling, which is a part of the construct being assessed in portions of the writing testlets. Thorough coverage of the writing testlet is found in the TEST ADMINISTRATION MANUAL.

While allowed supports and practices during assessment administration offer a great deal of flexibility, some practices are not allowed.

Practices not allowed:

- Repeating the item after the student has selected a response. This action is considered prompting and may influence the student to choose a different response
- Using physical prompts or hand-over-hand guidance
- Reducing the number of response options or giving content hints
- Modifying the content of a performance task in a computer-delivered testlet to help the student arrive at the correct response
- Changing tone, inflection, or body language to cue the correct response when reading testlets to a student

Review Supports: Allowed and Not Allowed Supports: Allowed and Not Allowed on page 28 of this manual for more information about supports that are prohibited.

OTHER ASSESSMENT RESOURCES FOR STUDENTS WITH COMPLEX NEEDS

Students who take the DLM alternate assessment can indicate their response through any means allowed. Sometimes test administrators need to think creatively about how to support students with different means of expressive communication. The assessment coordinator or special education director may be able to provide help thinking through ideas for specific student situations and the methods that can be employed to provide access for a student with complex needs.

Using the general principles above and specific examples of supports that are allowed and not allowed, the test administrator plans assessment sessions for students who need additional supports. If supports that are not listed in this guide are provided, test administrators may be asked to describe these supports, as determined by state policy. The assessment coordinator can provide more information about state guidelines on additional supports.

Testlet Information Pages and Accessibility

TIPs are included with every testlet and provide test administrators with information specific to that testlet, including exceptions to allowable supports, alternate text to use with human read aloud, and whether a calculator can be used. While a test administrator normally may use all selected PNP Profile supports, the TIP indicates when a support or tool cannot be used for a specific testlet (e.g., that a calculator is not permitted for a particular mathematics testlet).

Every TIP contains alternate text for the test administrator to use for students who are blind or visually impaired. The only exception is if the alternate text would cue an answer (e.g., if a student is asked to identify which shape is a triangle). The TIP would not include alternate text that named the shapes in the response options. In that instance, the alternate text page would include "Do not describe." The teacher would then rely on the BVI pages to have manipulatives ready for those students who are unable to rely on the images on the screen.

The TIP becomes available in Educator Portal once the testlet is assigned to a student. Test administrators should access the TIP and review it and gather any necessary supports **before** beginning a student's assessment. The TIP can be printed several hours or even days before the testlet is to be administered in order to have enough time to be prepared. For example: With a science testlet at the Initial linkage level, the TIP includes picture-response cards that must printed or objects that must be gathered. Best practice is to print the picture-response cards in color. After the testlet is submitted, the TIP is no longer available in Educator Portal. The TIP is a secure testing document. When the TIP is downloaded and printed, it must be securely destroyed after the testlet is administered.

More information about the TIP, including how to access a TIP and the content of a TIP, is provided in the Educator Portal User Guide and Test Administration Manual. Sample TIPs are available on each state's webpage on the DLM website.

Also, refer to the Test Tickets and TIPs in the Spring Assessment Window for YE States or Science Test Tickets and TIPs in the Spring Window (for IE states) helplets on the DLM website.

NOTE: TIPs for testlets at the lower linkage levels contain much more information than TIPs for testlets at the higher linkage levels. For a testlet at the lower levels, the test administrator will likely need to gather objects to use during testing or to print science picture-response cards.

For the majority of computer-delivered testlets at the higher linkage levels, almost everything a student needs is displayed on the computer screen within the testlet. However, the TIP will still have information about supports that may not be allowed for a particular testlet.

STEP 4: SELECT AND VIEW SUPPORTS IN THE KITE® SYSTEM

DEMONSTRATION OF PERSONAL NEEDS AND PREFERENCES SUPPORTS: WHAT STUDENTS WILL EXPERIENCE

This section provides more information, including screenshots of how some of the supports could appear, related to some of the Personal Needs and Preferences (PNP) Profile accessibility supports described in Step 2: Learn About the Accessibility Supports of the customization process. The supports described in this section include contrast color, invert color choice, magnification, spoken audio, and switch use. Also, test administrators can explore and try the PNP Profile supports online using released testlets and can practice using the supports with students in Student Portal. Providing students ample time to use the supports in the released testlets enables test administrators to determine the supports that will work best for each student.

HINT: Combining contrast color, invert color choice, and overlay color results in a layering of the options, which is counterproductive and will not be helpful to the student.

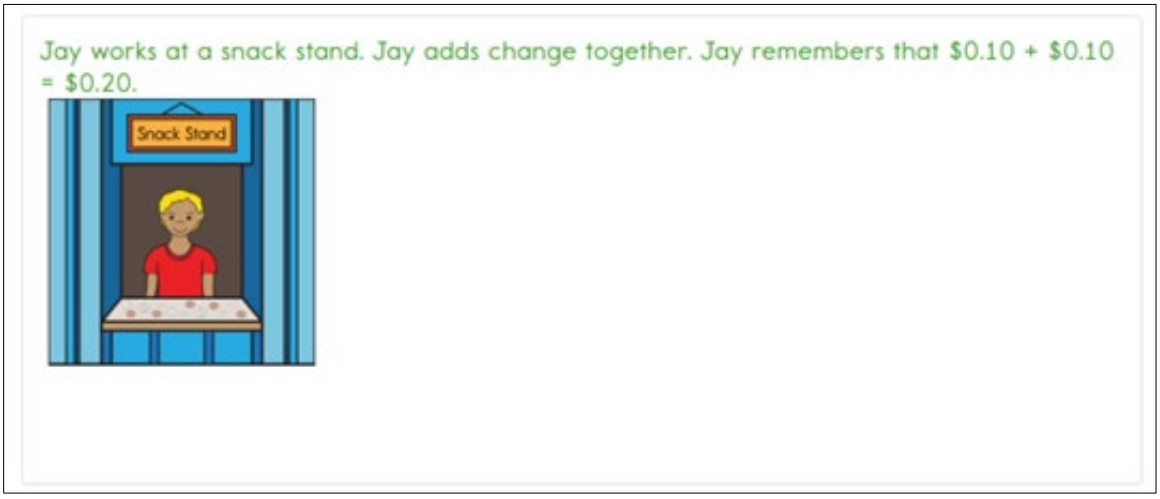
Contrast Color

Contrast color allows the test administrator to change both the background and the font color. The background and font color options are:

- A white background with green font as shown in Figure 8
- A white background with red font
- A black background with gray font
- A black background with yellow font

Figure 8

Screenshot Featuring Contrast Color with a White Background and Green Font

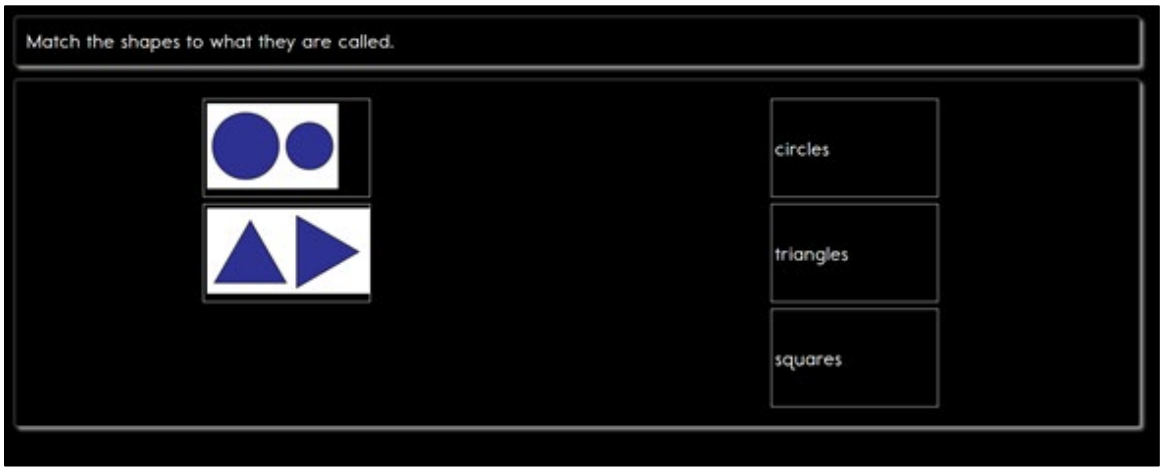


Invert Color Choice

The standard presentation in testlets is a white background with black font. When invert color choice is selected, the background is black, and the font is white, as shown in Figure 9.

Figure 9

A Screenshot Featuring Invert Color Choice



Magnification

When test administrators choose magnification, the system zooms in on the whole screen, as shown in Figure 10 and Figure 11. The magnification options are 2×, 3×, 4×, and 5×. Depending on the amount of magnification that is selected, test administrators may need to scroll to the right or down to access the entire screen and find the **NEXT** button. Test administrators must keep in mind that scrolling may negatively affect the student's ability to access the assessment. Using an interactive whiteboard, a projector, or a magnification device may be a more appropriate option when a student needs a great deal of magnification.

Figure 10

A Screenshot Featuring 2× Magnification

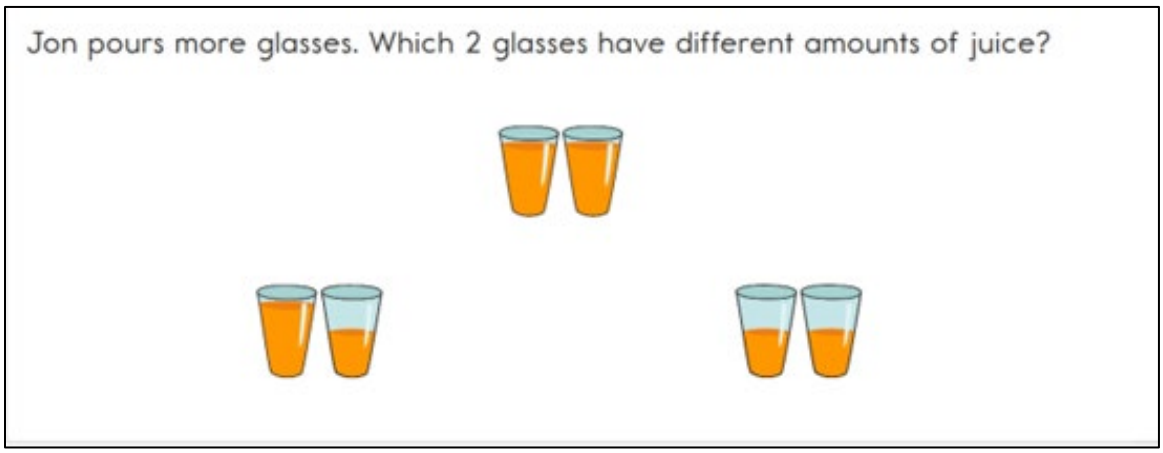
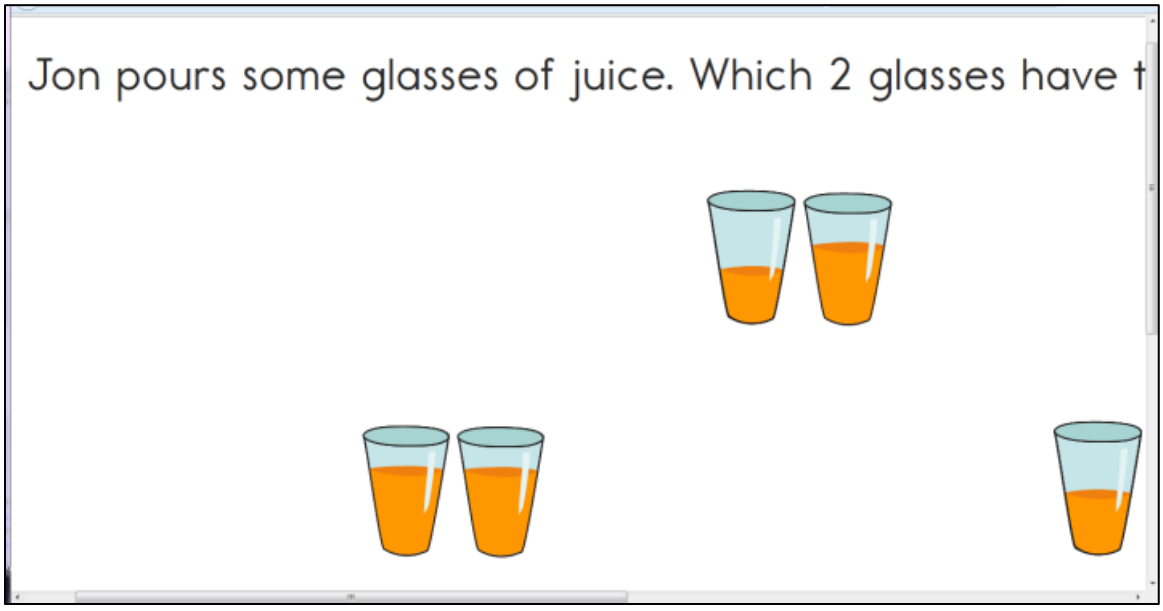


Figure 11

A screenshot featuring 5× magnification. Users must scroll both up and down and left and right because the size of the content exceeds the viewing area.

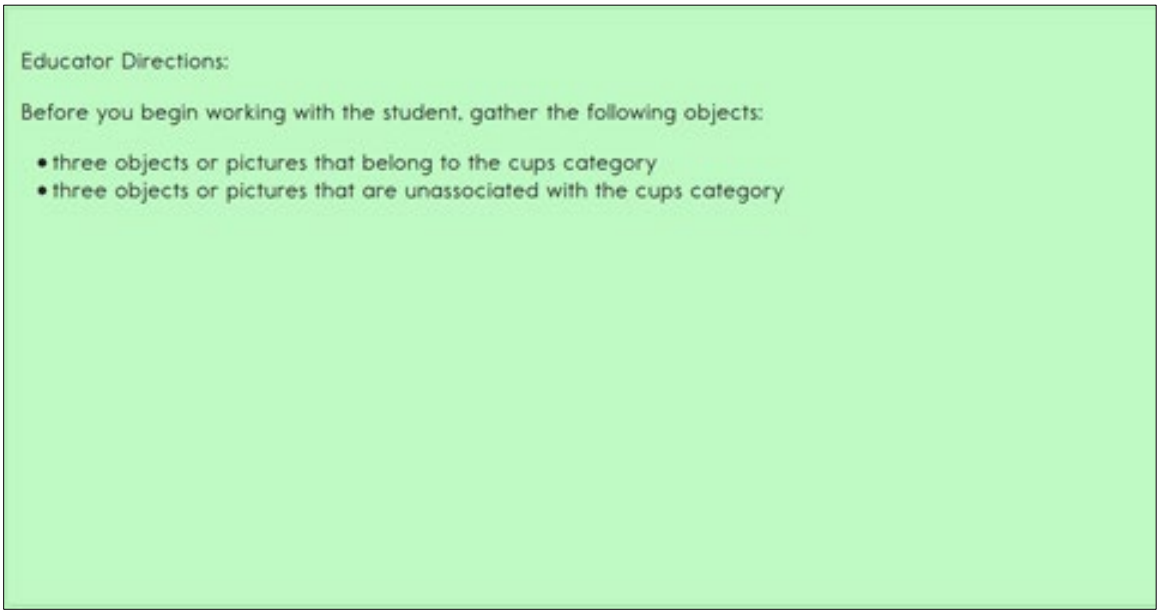


Overlay Color

The background overlay color options are blue, gray, green, pink, and yellow. The default background is white. The font remains black, as shown in Figure 12.

Figure 12

A Screenshot Featuring Overlay Color in Green



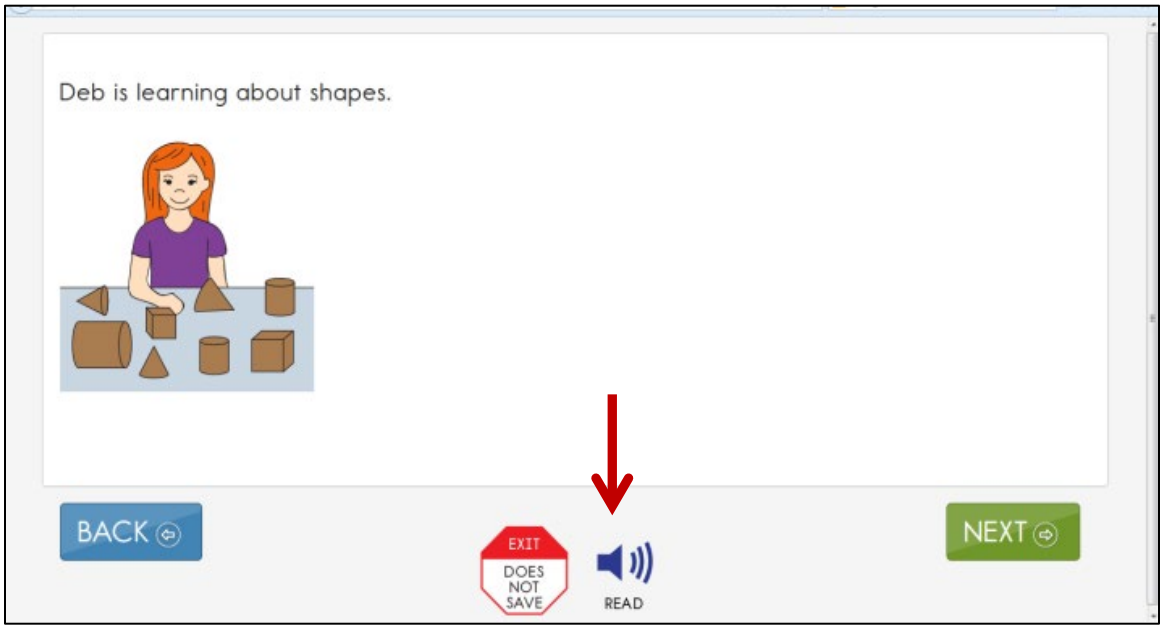
Spoken Audio

Spoken audio has three types of options: text only, text and graphics, and nonvisual. The text and graphics option and the nonvisual option provide audio for images in addition to reading the onscreen text. The nonvisual option is intended for students who are blind or have visual impairments and therefore need the layout of the page described as well. The text-only option is appropriate when the student has some vision and does not require reading aloud the physical layout and directional information.

The **READ** button is visible at the bottom of the screen upon opening the assessment, as shown in Figure 13.

Figure 13

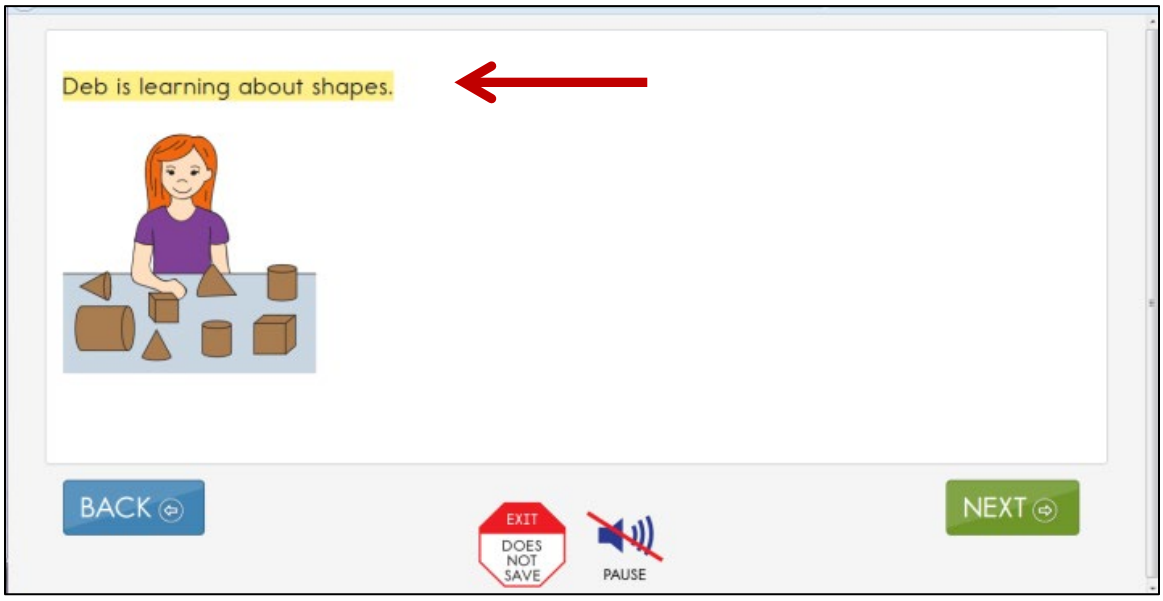
A Screenshot Featuring the READ icon for Spoken Audio



After selecting the **READ** button, the Kite system reads the text aloud. As shown in Figure 14, the sentence is highlighted as it is being read. Different information is read aloud depending on which option is selected in the PNP Profile: text only, text and graphics, or nonvisual.

Figure 14

A Screenshot of How Student Portal Highlights Text During Spoken Audio



Switch Use

Table 7 and Table 8 summarize the actions that occur when switches are used for switch-accessible items in Student Portal. In both cases, if switch access is selected in the PNP Profile, then a switch interface is required for the student to interact with the testlets in Student Portal.

Table 7

Single-Switch Use by Item Type

Item Type	Single-Switch System
Multiple choice Response options are a selection of text or pictures.	When Single Switch is selected, Student Portal scans through each response option and navigation button on the page based upon settings selected in the student's PNP Profile. The following can be selected: **Activate by Default:** This is automatically selected and cannot be changed. **The Scan Speed (Seconds):** The number of seconds the response option is highlighted before the highlighting moves on to the next response option. **The Automatic Scan—Initial Delay:** The length of the delay before scanning begins on each screen of a testlet. **Value in Seconds:** The length of the delay in seconds. **Manual Override:** The student initiates the scanning action on each screen of a testlet by pressing the switch. **The Automatic Scan Repeat Frequency:** The number of times an item on each screen is scanned before the scanning cycle stops. The number can be 1–5 or infinity.

Item Type	Single-Switch System
Matching This item type is in upper linkage levels The student matches response options from two lists.	Student Portal scans through the group of response options on the left, the group on the right, and the navigation buttons based on switch settings selected in the PNP Profile as previously described. First, the student uses the switch to select a set of response options. Next, the system scans the response options within the set from top to bottom. Then, the student uses the switch to select the individual response option. Note: The response option remains highlighted as the system scans top to bottom through the response options on the other side of the screen. When the student uses the switch to select the matching response option, the connecting line appears.
General information	In automatic scanning or manual override, the scanning stops after selecting a response option. The scanning cycle restarts from the beginning when the student presses the switch.

Table 8

Two-Switch Use by Item Type

Item Type	Two-Switch System
Multiple choice Response options are a selection of text or pictures.	The student uses the switch set to emulate the Tab key to move from one response option to the next. Student Portal highlights each response option and the navigation button as the Tab key switch is activated. The student uses the switch set to emulate the Enter key to select a response option when highlighted to indicate the desired response.

Item Type	Two-Switch System
Matching This item type is in upper linkage levels The student matches response options from two lists.	The student uses the switch set to emulate the Tab key to move from the set of response options on the left to the set on the right and then to the navigation buttons. The student uses the switch set to emulate the Enter key to select a list when highlighted. Once a list is selected, the student uses the switch set to emulate the Tab key to move through response options in the list from top to bottom. The student uses the switch set to emulate the Enter key to select an individual response option when highlighted. Note: The response option remains highlighted as the student resumes use of the Tab and Enter key switches to select the matching response option on the other side.
General information	After selecting a response option, selecting the Tab key restarts the cycle over from the beginning.

Activating the switch will highlight each option for the student. The **BACK** button is highlighted, as shown in Table 9.

Table 9

Screenshot Featuring a Single-Switch and Two-Switch Example with a Highlighted BACK Option

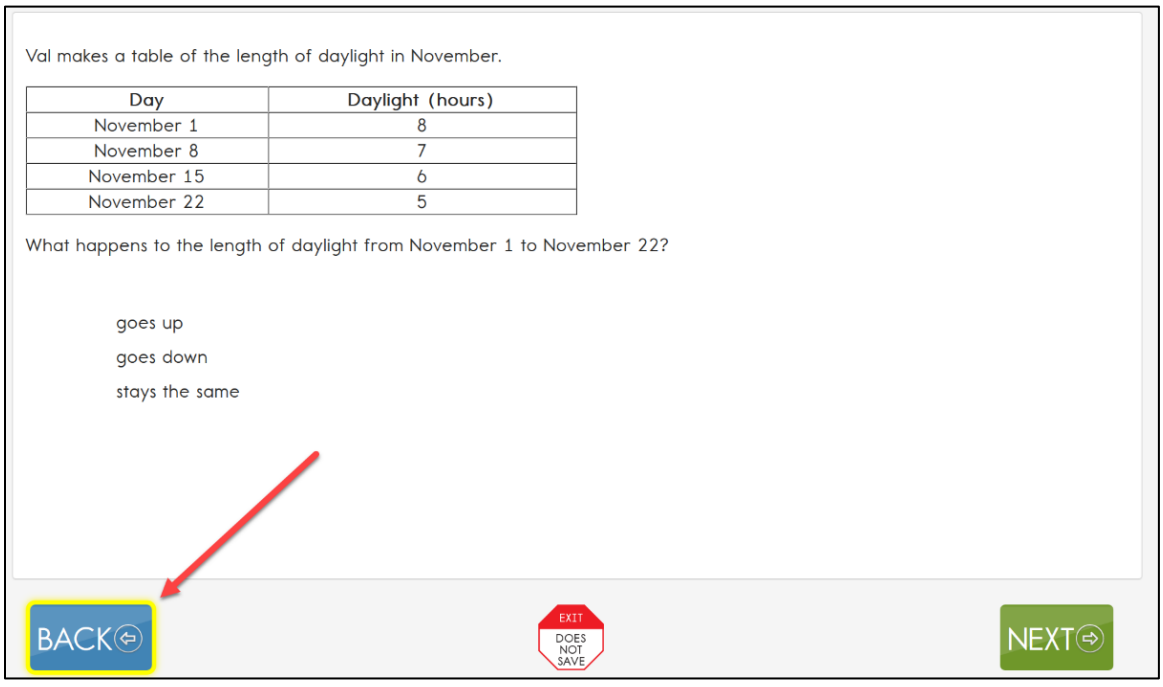
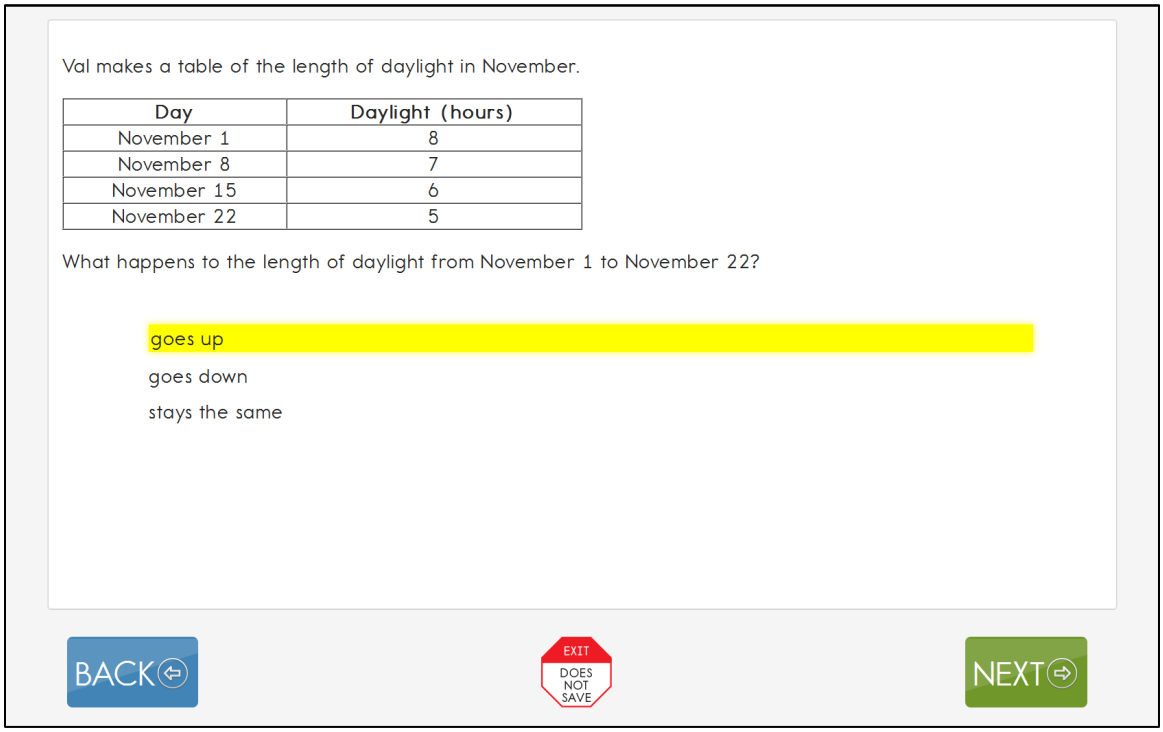


Figure 15 shows how the response options are also highlighted.

Figure 15

Screenshot Featuring a Highlighted Response Option



HINT: When using single-switch or two-switch scanning, do not choose yellow for overlay color in the PNP Profile. The text highlights in yellow as the response options are scanned. Therefore, overlay color in yellow makes the single- and two-switch scanning highlighting feature hidden to the student.

STEP 5: PREPARE FOR THE ASSESSMENT—USING THE CHOSEN ACCESSIBILITY SUPPORTS

In addition to the supports listed in the Testlet Information Page (TIP), test administrators may need the following materials:

- Appropriate assistive devices for the student (e.g., switches)
- Additional supports familiar to the student for use during the assessment (e.g., unit cubes)
- Concentration aids used by the student (e.g., stress ball)

Information about preparing for teacher-administered and computer-delivered testlets is available in the TEST ADMINISTRATION MANUAL.

PREPARE FOR THE ASSESSMENTS

Help students prepare for the DLM assessment by providing instruction aligned to the Essential Elements and reinforce vocabulary found in the Essential Elements. Also, test administrators can help students develop comfort and confidence with the assessment format by using practice and released testlets. Resources for educators and district staff are available for each

state on their DLM webpage. Review the webpage menu tabs for Essential Elements, Familiar Texts, Writing, Collections Lists, Released Testlets, and Sample Testlet Information Pages.

Professional Development Modules for Instructing Students with the Most Complex Needs

In addition to the previously mentioned resources, the DLM professional staff created online professional development learning modules to help test administrators understand both the content standards and the Essential Elements, and their application to students with the most significant cognitive disabilities. Each of the interactive modules is short (30–45 minutes) and focuses on a single topic. Information about these modules is available under the DLM Professional Development website. Most of the modules are subject specific and provide information and strategies to help test administrators instruct students.

Some professional development modules are especially designed for instructing students with the most complex needs who complete the DLM assessments at the Initial and Distal Precursor linkage levels:

- "Beginning Communicators" describes symbolic and nonsymbolic forms of communication, the distinction between pre-intentional and presymbolic communicators, and additional sources of support for building communication skills.
- "DLM Core Vocabulary and Communication" focuses on the use of core vocabulary as a support for communication for students who cannot use speech to meet their face-to-face communication needs and require the use of Augmentative and Alternative Communication (AAC) devices.
- "Emergent Writing" describes alternate pencils, how to support emergent writers, what students learn during the emergent writing stage, and analyzed samples of emergent writing.
- "Forms of Number" focuses on three representational forms of number: concrete quantity, pictorial quantity, and symbol and numeral quantity, and how all three of these forms support a student in developing number sense.
- "Predictable Chart Writing" focuses on what predictable chart writing is and why it is important for students with significant cognitive disabilities. Participants will examine student and teacher roles and how predictable chart writing can be adapted to meet the needs of students.
- "Shared Reading" describes shared reading, which is a reading approach that emphasizes interaction and engagement with books. In the DLM alternate assessment for ELA, students frequently engage in a shared reading of a text before rereading a text to respond to questions.
- "Speaking and Listening" addresses speaking and listening in the broader context of expressive and receptive communication for students with significant cognitive disabilities. The content in this module is important to understand the DLM Essential Elements in Speaking and Listening and across all the strands of Essential Elements in ELA.
- "Symbols" is an overview of symbols to support communication and interaction. The module also describes the use of symbols and photographs in text.
- "Unitizing" focuses on understanding units or groupings to help students develop a strategic use of units to deal with quantities and problem solving.

- "Writing with Alternate Pencils" describes ways to get students started with writing when they cannot use a traditional pencil, pen, or computer keyboard. The content of this module applies to students at all levels of literacy understanding, including students who do not yet know letter names or sounds.

Also, three other modules can be very useful:

- "Measuring and Comparing Lengths" focuses on understanding the attribute of length, how to compare and measure units, and the use of number lines and rulers in the measuring process.
- "Patterns and Sequence" discusses recognizing and creating patterns as a basic mathematics skill, upon which many mathematical concepts are established, and uses repetition with variety to support a student's understanding of patterns.
- "Perimeter, Volume, and Mass" focuses on the basic concepts of perimeter, volume, and mass.

STEP 6: EVALUATE THE ACCESSIBILITY SUPPORTS USED AFTER ASSESSMENTS

After the student completes all testlets during the assessment window, test administrators and IEP teams should evaluate the overall use of accessibility supports. Test administrators should become better informed and can customize accessibility supports for future assessments. Test administrators and IEP teams can use the following list of questions to evaluate the accessibility supports used by students (Thompson et al., 2005).

Questions to Guide Evaluation of the Accessibility Supports Provided to the Student

This section addresses supports both in and outside of the Kite® system.

- Which accessibility supports did the student use during instruction and assessment?
- What were the results of classroom assignments and assessments when accessibility supports were used compared to when they were not used?
- If a student did not meet the expected level of performance, was the expectation not met because the student did not have access to necessary instruction, not receive the appropriate supports, or used inappropriate accessibility supports?
- As perceived by the student, how well did the accessibility supports work?
- Which combinations of accessibility supports seemed to be effective?
- What difficulties, if any, were encountered in using the accessibility supports?
- As perceived by test administrators and other observers, how well did the accessibility supports work?
- Did the student receive the accessibility supports documented in their IEP?
- Are the selected accessibility supports appropriate for the student to continue using or should any be discontinued?

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GLOSSARY

Table 10 compiles relevant definitions and acronyms for the Dynamic Learning Maps® (DLM®) alternate assessment.

Table 10
DLM Alternate Assessment Glossary

Term	Definition
display enhancements	Options that change the testlet appearance on the student's device screen, including magnification, overlay color, invert color choice, and contrast color.
Educator Portal	Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring or tracking results. Users can access Educator Portal using any supported browser via https://educator.kiteaai.org/. For information on working within Educator Portal, access the DATA MANAGEMENT MANUAL and the Educator Portal User Guide on the DLM website.
engagement activity	**ELA and Mathematics:** An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items. The engagement activity for some science testlets at the upper linkage levels includes a short video without audio. **Science:** An activity at the beginning of a testlet that describes a scenario, recalls prior knowledge or experience, or introduces the concept to be addressed. The engagement activity provides context for the items. Some science testlets at the upper linkage levels include a short video without audio as the engagement activity.
Essential Elements	**ELA and Mathematics:** Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the grade-level expectations identified in K–12 grade-level standards for English language arts and mathematics.

Term	Definition
	Science: Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the National Research Council's Framework for K-12.
First Contact Survey	**IE Model** A Survey used to collect background information about students who are eligible for the DLM alternate assessments. The Survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. In the fall window, data gathered from the core questions in the Survey are used to **recommend** the linkage level for each Essential Element for all subjects. In addition to the core questions, data gathered from the science questions are used to **recommend** the linkage level for each science Essential Element. In the spring window, data gathered from the core questions are also used to **recommend** the linkage level for any ELA and mathematics Essential Elements that were not tested during the fall window. In the spring window for science, data gathered from the core questions plus the science questions are used to **assign** the linkage level of the student's first science testlet. In both windows, data gathered from the core questions plus data from the writing questions are used to **recommend** the linkage level for the writing testlet. **YE Model** A Survey used to collect background information about students who are eligible for the DLM alternate assessments. The Survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. In the optional instructionally embedded assessment window, data gathered from the core questions in the Survey are used to **recommend** the linkage level for each ELA and mathematics Essential Element. In addition to the core questions, data gathered from the science questions are used to **recommend** the linkage level for each science Essential Element. Data

Term	Definition
	gathered from the core questions plus data from the writing questions are used to **recommend** the linkage level for the writing testlet. In the spring assessment window, data gathered from the core questions are used to **assign** the linkage level for the student's first ELA and mathematics testlets. Data gathered from the core questions plus data from the science questions are used to **assign** the linkage level of the student's first science testlet. In the spring assessment window, data gathered from the core questions plus data from the writing questions are used to **assign** the linkage level for the writing testlet, instead of performance of previously completed testlets.
Instruction and Assessment Planner	**IE Model** A part of Educator Portal where test administrators perform assessment functions for a student during both the required fall and spring windows for ELA and mathematics. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most data about the student can be accessed from the Instruction and Assessment Planner, including indication of mastery of an Essential Element at the tested linkage level and indication of when the blueprint requirements are met for each subject tested. NOTE: Testing science is optional in the fall window, and score results do not impact end-of-year Individual Student Score Reports. **YE Model and Science** A part of Educator Portal where test administrators perform assessment functions for a student during the optional instructionally embedded assessment window. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this assessment window, including a mastery of a tested Essential Element at a linkage level. Score results are not used for the end-of-year Individual Student Score Reports.
instructionally embedded assessment	**IE Model** Instruction and assessment are closely integrated with assessment functions being performed throughout instruction in both the required fall and spring windows for ELA and

Term	Definition
	mathematics. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during each window, including a mastery indication for a tested Essential Element at a linkage level. NOTE: Testing science is optional in the fall window. Although a mastery indication is provided in the fall window, score results do not impact end-of-year Individual Student Score Reports. Testing science is required in the spring window, but a mastery indication is not provided until end-of-year Individual Student Score Reports are published. **YE Model and Science** Occurs during the optional instructionally embedded assessment window in the fall and winter months where instruction and assessment are closely integrated with assessment functions being performed throughout instruction. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this assessment window, including a mastery indication for a tested Essential Element at a linkage level. Although a mastery indication is provided, score results do not impact end-of-year Individual Student Score Reports.
Kite® Student Portal	Student Portal is a secure testing platform used by students to take testlets. Once launched, Student Portal prevents students from accessing unauthorized webpages or applications during testing. All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal. In addition to operational testing in the Student Portal, practice activities and released testlets can be administered using Student Portal. The login credentials for the practice activities and released testlets are unique to each one. Access the TEST ADMINISTRATION MANUAL for more information about Student Portal.

Term	Definition
linkage level	**ELA and mathematics:** A small section of the DLM learning map model containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element. ELA and mathematics each have five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. **Science:** An incremental level of complexity toward the learning target where an assessment was developed for the science Essential Elements. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels for an Essential Element are always related directly to grade-level content standards but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.
materials	Any objects, manipulatives, and tools used during an assessment. Materials Collection lists are specific to a window for each subject. The lists are found on each state's DLM website under Educator Resources.
node	**ELA and mathematics:** Representation in the DLM learning map model of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
Personal Learning Profile	A collective term used to describe a student's personal needs and preferences settings entered in the PNP Profile in addition to information about the student entered in the First Contact Survey in Educator Portal.
Personal Needs and Preferences (PNP) Profile	Student-specific information that informs Kite Student Portal about an individual student's personal needs and preferences for each testlet. The PNP Profile includes information the system needs to make the student's user interface in Student Portal compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.
plan	**IE Model** The test administrator creates a plan in the Instruction and Assessment Planner in Educator Portal during the fall and spring windows. A plan includes an Essential Element, a linkage level, and a testlet for ELA, mathematics, and science. During the spring window, a plan is not created for science. Instead, it is administered from the Test Management section

Term	Definition
	of Educator Portal, and the system assigns the Essential Element, the linkage level, and the testlet. **YE Model** The test administrator creates a plan in the Instruction and Assessment Planner in Educator Portal only during the optional instructionally embedded assessment window. A plan includes an Essential Element, a linkage level, and a testlet for ELA, mathematics, and science.
released testlets	A released testlet is a publicly available sample DLM assessment. Released testlets may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. New released testlets are added periodically.
state education agency (SEA)	A state department of education
stem	The beginning part of the item that presents a problem to solve or an item to which a student responds. The stem may also include other relevant information in the item. A multiple-choice item is a common example in the DLM alternate assessment, consisting of a stem and a set of response options from which a student chooses.
tactile graphic	Tactile graphics are a means of conveying non-textual information to students who are blind or have visual impairments. Tactile graphics may include tactile representation of pictures, maps, graphs, diagrams, and other images. The DLM alternate assessment does not provide tactile graphics with the testlets.
technology-enhanced items	Computer-delivered test items that require a specialized interaction, such as select and drag. A technology-enhanced item is any item that is not answered using direct selection. This item type is only used at upper linkage levels.
testlet	**IE Model** A short assessment that begins with an engagement activity and includes three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student's knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element except for the writing testlet, which assesses all writing Essential Elements together in one testlet. Testlets

Term	Definition
	are either teacher-administered or computer-delivered. More specific information is found in the TEST ADMINISTRATION MANUAL. **YE Model** A short assessment that begins with an engagement activity and include three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student's knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element, except for the writing testlet, which assesses all writing Essential Elements together in one testlet. Testlets are delivered one at a time in each subject. They are either teacher-administered or computer-delivered and they are adaptive, except for the writing testlet, which is always delivered last, and its linkage level assignment is not based on performance of previous testlets. More specific information is found in the TEST ADMINISTRATION MANUAL. **Science** A short assessment that begins with an engagement activity and includes three to five items. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student's knowledge, skills, and understandings than can be achieved by a single assessment item. All students receive nine testlets. In states delivering end-of-instruction biology in high school, students receive 10 testlets. Each testlet assesses only one Essential Element. Testlets are delivered one at a time, are adaptive, and are either teacher-administered or computer-delivered. More specific information is found in the TEST ADMINISTRATION MANUAL.
Testlet Information Page (TIP)	A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment. The Testlet Information Page (TIP) for each testlet lists the materials needed or describes the attributes of the materials needed specific to a testlet. The materials listed in the TIP are especially needed for the teacher-administered testlets at the Initial and Distal Precursor linkage levels in ELA and mathematics, and the Initial linkage level for science. The TIP for testlets at the Initial level for science has picture-response cards that must be printed before testing. Best practice is to print them in color.

Term	Definition
	Computer-delivered testlets require fewer materials than the teacher administered testlets.

APPENDIX A: OTHER SUPPORTS

Table 11 describes options available under the Other Supports tab in the Personal Needs and Preferences (PNP) Profile in Educator Portal.

Table 11
Additional Supports in the Personal Needs and Preferences (PNP) Profile

Other Supports	Definition
Alternate form-visual impairment	Most testlets are designed for all students taking the DLM alternate assessment. For a limited number of Essential Elements and linkage levels, alternate forms are provided for students with visual impairments. These testlets are teacher-administered (not braille). When alternate forms are available, selecting this option will direct Student Portal to deliver that form. Alternate forms are not available for all Essential Elements at all linkage levels. When unavailable, a standard form will be delivered.
Two-switch system	Student Portal automatically supports two-switch step scanning with a switch interface in which one switch is set up to emulate the Tab key to move between choices and the other switch is set up to emulate the Enter key to select the choice when highlighted. Test administrators record two-switch scanning in PNP Profile settings.
Individualized manipulatives	Test administrators may use manipulatives that are familiar to students (e.g., abacus, counters, interlocking blocks, linking letters, unit cubes).
Calculator	Students may use a calculator unless the TIP indicates a calculator may not be used.
Human read aloud	Test administrators may always read the assessment aloud to students. When a student receives an alternate form-visual impairment form testlet, its TIP will include alternate text as additional pages after the main TIP for the test administrator to read aloud to the student. The alternate text includes descriptions of graphics and of images.

Other Supports	Definition
Sign interpretation	For students whose primary mode of receptive communication is sign language, test administrators may sign the assessment to the student using American Sign Language (ASL), Signed Exact English, or personalized sign systems. Sign language interpreters use the alternate text provided in the TIP for picture descriptions.
Language translation	For students who are English language learners and whose best expressive or receptive communication is a language other than English, test administrators may translate the assessment for the student. The Kite system does not provide language translations. State policy will determine whether translation can be used.
Masking	Masking is not an option in Student Portal, but it is an acceptable support for students with visual impairments. Test administrators may use a piece of paper to cover portions of the screen to reduce visual clutter without otherwise affecting the information or number of response options.
Test administrator enters responses for student	If students are unable to select response options themselves, they may indicate their responses through normal response types and forms of communication, such as eye gaze or gesture. Test administrators may then key in those responses. This option is to be used only when students are unable to record their responses independently and accurately in Student Portal.
Partner-assisted scanning	Partner-assisted scanning is a support in which test administrators assist students with scanning students' response options. Students indicate when their desired responses are presented. Test administrators record partner-assisted scanning in PNP Profile settings.

APPENDIX B: RELEVANT FEDERAL LEGISLATION

EVERY STUDENT SUCCEEDS ACT OF 2015

The Every Student Succeeds Act (ESSA) replaces the No Child Left Behind Act of 2001 and amends the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). The ESSA removes federally mandated interventions and instead assigns accountability at the state level. ESSA continues to require fair assessments for students with the most cognitive disabilities. States will

> …provide for the participation in assessments of all students; the appropriate accommodations, such as interoperability with, and ability to use, assistive technology, for children with disabilities (as defined in section 602(3) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(3))), including students with the most significant cognitive disabilities, and students with a disability who are provided accommodations under an Act other than the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), necessary to measure the academic achievement of such children relative to the challenging state academic standards or alternate academic achievement standards described in paragraph (1)(E). [Sec. 1111 2 B vii I II]

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed for each student's unique needs. IDEA requires the participation of students with the most cognitive disabilities in state- and district-wide assessments. Specific IDEA requirements include:

> Children with disabilities are included in general state- and district-wide assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a)(16)(A)].
> The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes…a statement of any individual modifications in the administration of state- or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state- or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed. [Sec. 614 (d)(1)(A)(V) and (VI)]

APPENDIX C: DLM ACCESSIBILITY WORKSHEETS FOR TEST ADMINISTRATORS AND IEP TEAMS

States may use these worksheets (Table 12, Table 13, Table 14) to indicate which supports must be determined by IEP teams and to document the supports provided to each student. When updating supports during testing, note that Category 1 supports update in the Kite® system immediately, as do individual manipulatives and calculator use from Category 2. However, four of the Category 2 supports require 24 hours to update: Alternate form-visual impairment, braille, single-switch, and two-switch systems.

Table 12

Accessibility Worksheet: Category 1—Settings in the PNP Profile that Activate Supports within Student Portal

Accessibility support	Setting selected for STUDENT NAME	Notes and evaluation
Contrast color		
Invert color choice		
Magnification		
Overlay color		
Spoken audio: Text only		
Spoken audio: Text and graphics		
Spoken audio: Nonvisual		

Table 13

Accessibility Worksheet: Category 2—Settings in the PNP Profile that Require Supports or Materials in Addition to Those within Student Portal

Accessibility support	Setting selected for STUDENT NAME	Notes and evaluation
Alternate form-visual impairment		
Calculator (refer to TIP)		
Individualized manipulatives		
Single-switch system (Access Profile enabled)		
Two-switch system		
Uncontracted braille: EBAE		
Uncontracted braille: UEB		

Table 14

Accessibility Worksheet: Category 3—Settings in the PNP Profile that Require Supports Provided by the Test Administrator Outside of Student Portal

Accessibility support	Setting selected for STUDENT NAME	Notes and evaluation
Human read aloud		
Language translation of text		
Partner-assisted scanning		
Sign interpretation of text		
Test administrator enters student responses		

STATE APPENDICES

DOCUMENT HISTORY

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

Date	Section Name/ Summary of Changes	Starting Page
06/30/2023	Table 1: Additional Supports for Users	3
06/30/2023	Update about the First Contact Survey	15
06/30/2023	New Section: Supports that Do Not Work Well Together	24
06/30/2023	New Section: Using Practice Activities and Released Testlets	24
06/30/2023	Additional Clarification for Supports not Allowed	28