



# DELAWARE COMMUNICATION PORTFOLIO SUMMARY AND DCPS TEST ADMINISTRATION MANUAL 2022–2023

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DELAWARE DEPARTMENT OF EDUCATION  
AND DYNAMIC LEARNING MAPS CONSORTIUM

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## FINDING HELP

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

HINT: Print this page and keep it handy!

Table 1  
*Finding Help*

Local Technology Representative	State Education Agency	The DLM Service Desk* 1-855-277-9751 (toll-free) or <a href="mailto:DLM-support@ku.edu">DLM-support@ku.edu</a>
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.)

### *If contacting the DLM Service Desk*

- **Do not send any Personally Identifiable Information (PII)** for a student via email or chat. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). Student PII includes information such as a student’s name or state identification number. Each state has unique PII requirements. Check with your assessment coordinator to find out what student information can be legally emailed in your state.
- Do send
  - Your contact information (email address and name)
  - Your school (include the district if contacting state-level personnel)
  - Error messages, including the testlet number if applicable to the problem.

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The Delaware Communication Portfolio Summary (DCPS) was developed for Delaware System of Student Assessment (DeSSA)-alternate assessment eligible students with no consistent and reliable mode of communication understood by others.

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## GUIDELINES FOR PARTICIPATION IN DCPS

Students must meet the following criteria to participate in the DCPS.

- Criterion #1: meets criteria for the DeSSA-Alt
- Criterion #2: complexity of communication needs
- Criterion #3: student responses
- Criterion #4: stimuli responses
- Criterion #5A: Communication Matrix
- Criterion #5B: Learner Characteristics Inventory
- Criterion #6A: previous results of state assessments
- Criterion #6B: results of DCPS

More detailed information related to DeSSA and the required documents can be found on the Delaware Department of Education state website.

Refer to the Delaware Department of Education state website for more information about [DCPS Participation Guidelines](#) (PDF).

## DETERMINING COMMUNICATION LEVELS OF STUDENTS

To determine the communication level of the student the Learner Characteristics Inventory (Appendix A) and the Communication Matrix should be completed for each student. This information will be used to assist with determining eligibility for DCPS.

The Learner Characteristics Inventory form is used to collect information about learner characteristics including

- classroom setting
- related services
- assistive technology usage
- communication
- used during IEP team decision-making process
- available on the Delaware Assessment Website under the Accessibilities Guidelines

The Communication Matrix is an online assessment tool that allows professionals and parents to assess and understand

- the present level of communicative functioning
- progress toward communication development
- communication needs of students functioning in the early stages of communication
- language development with the use of different forms of communication

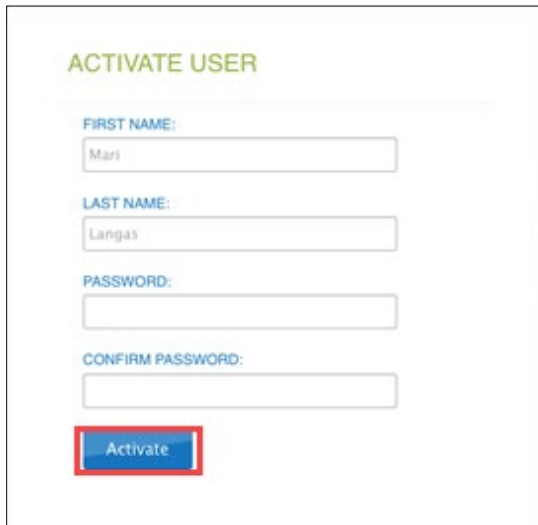
You can access the Communication Matrix at <https://communicationmatrix.org/>.

Once you have determined the student's communication level, email the Delaware Department of Education.

## EDUCATOR PORTAL: ACTIVATING MY ACCOUNT AND SECURITY AGREEMENT

Once new test administrators have been uploaded into Kite® Educator Portal, an email will be sent to activate the account. Follow the email link and activation instructions.

1. Complete these fields:
  - First Name
  - Last Name
  - Password
  - Confirm Password
2. Click **Activate**.



**ACTIVATE USER**

FIRST NAME:  
Mari

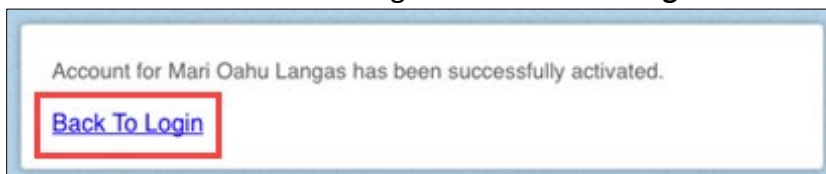
LAST NAME:  
Langas

PASSWORD:

CONFIRM PASSWORD:

[Activate](#)

3. Receive a confirmation message. Select **Back To Login**.



Account for Mari Oahu Langas has been successfully activated.

[Back To Login](#)

4. Follow the provided instructions to log in.
5. Read and agree to the Security Agreement.
  - This agreement can be found under Profile.
  - This must be done annually to access Educator Portal.
6. Student data and rosters are housed in Educator Portal. Test administrators should check prior to testing to ensure students are enrolled in the correct subject areas and all their students to be tested are assigned to them.

## REQUIRED TRAINING FOR ADMINISTRATION OF DCPS

Test Administrators must complete the following before administering the DCPS:

- Personal Development Management System (PDMS) training in the Communication Matrix, unless previously completed
- online DLM Personal Profile training
- statewide face-to-face training session for DCPS and Dynamic Learning Maps® (DLM®) Required Test Administrator Training, which will include
  - Required DLM New Test Administrator modules and post-tests for the facilitated course in Moodle
  - Instructionally embedded educator videos

Test administrators who do not participate in the face-to-face training must complete all required self-directed modules in Moodle.

## MOODLE: LOGGING IN AND COMPLETING MOODLE COURSE REQUIRED GUIDE TO TEST ADMINISTRATION

Your Moodle training will be linked to the email address in your Educator Portal account.

### *LOG IN*

To log in to the Moodle training site, follow these steps:

1. Use a recommended browser to go to <https://dynamiclearningmaps.org/delaware>.
2. Look for the Training Courses link on the far-right side of the header.
3. Click on the link to access the [DLM Training Site](#).

### *REQUIRED MOODLE TRAINING*

The DCPS Required Test Administrator Training for teachers participating in 2022–2023 DLM testing is available in Moodle on a state-driven schedule. The [Guide to DLM Required Test Administrator Training](#) (PDF) is a great place to start, with information about accessing the [DLM Moodle training site](#) for your first login. Recommended browsers include

- Google Chrome
  - Mozilla Firefox
  - Apple Safari
  - Microsoft Edge
1. Enter your username. Your email address is your username. Use the same email address you use in Educator Portal. For example, educator Jane Jones will use their email address jjones@email.com as the username.

2. Enter your password. At your first login use your temporary password, which is the first part of your email address up to the “@” symbol. For example, if the email address is jjones@email.com, then the temporary password is jjones.



3. You will then be prompted to change your password.

HINT: If you are not enrolled in the DCPS Training for New DLM Test Administrators after logging in to Moodle, then contact the Delaware Department of Education to be enrolled.

If unable to log in to the Moodle training site, click **Forgotten your username or password?** Steps for resetting the password will be included. If those steps do not resolve the issue and you need a Moodle account, then contact [d1m@ku.edu](mailto:d1m@ku.edu).

### FIRST CONTACT SURVEY, PERSONAL NEEDS AND PREFERENCES (PNP) PROFILE IN EDUCATOR PORTAL

Before assessing a student in Educator Portal, the test administrator must

- complete the First Contact survey for each student
- enter each student’s personal needs and preferences in the PNP Profile so that students may receive customized access to their assessments

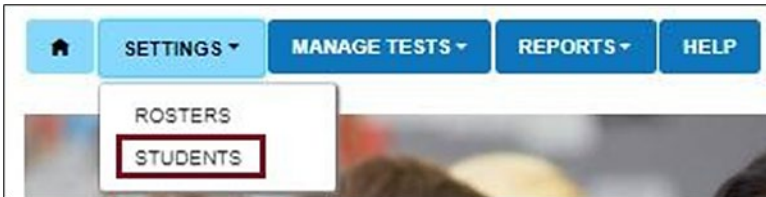
In order to complete each student’s First Contact survey and PNP Profile in Educator Portal, follow these steps:

1. Select **Settings**.





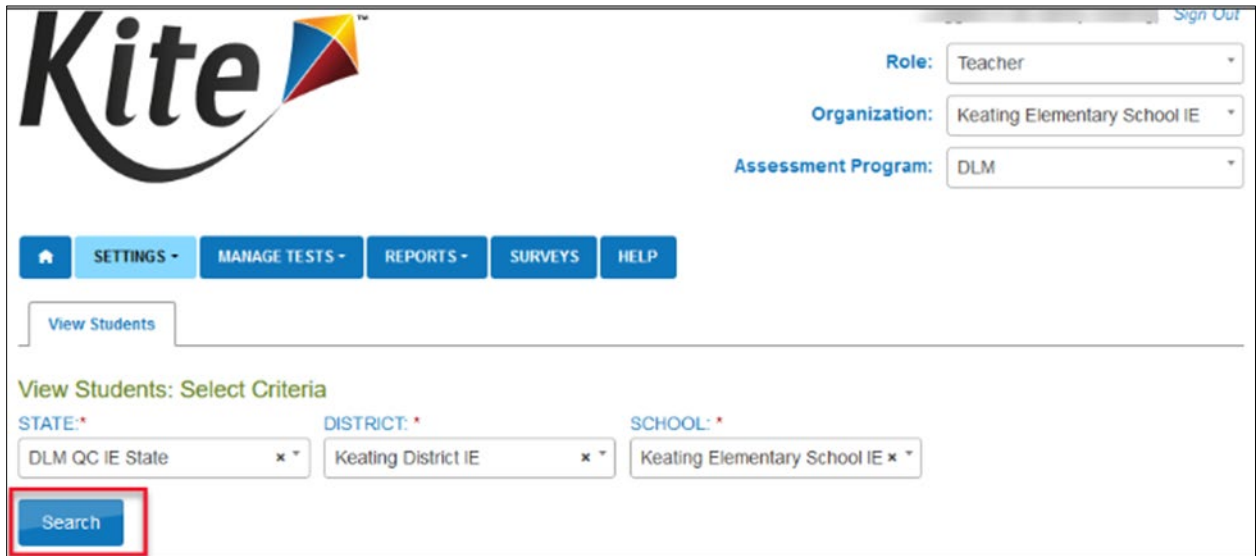
2. Select **Students**.



3. Choose the **View Students** tab.



4. Select **Search**. A table of students rostered to you will populate.



### *FIRST CONTACT SURVEY*

The First Contact survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. To complete from the view student screen in Educator Portal, follow these instructions.

1. From the list of students screen, click the link in the First Contact Column for the desired student to be directed to the First Contact survey welcome screen.

State Student Identifier	Local ID	Last Name	First Name	First Contact	PNP Prof
1776145	1776145	Dennis	Kori	NOT STARTED	NO SETT
1776146	1776146	Harrison	Izabelle	NOT STARTED	NO SETT
1776140	1776140	Harvey	Bryana	Completed	NO SETT
1776150	1776150	Isaac	Dominic	NOT STARTED	NO SETT
1776148	1776148	Major	Madison	NOT STARTED	NO SETT
1776143	1776143	Michaels	Jonathan	Completed	NO SETT
1776144	1776144	Short	Bette	NOT STARTED	NO SETT
1776139	1776139	Simmons	Adena	Completed	NO SETT
1776141	1776141	Terry	Sullivan	Completed	NO SETT

- The First Contact survey column will show one of four status options:
  - Not Started: no fields have been completed.
  - In Progress: some fields are completed and saved. Survey has not been submitted.
  - Ready to Submit: all required fields are completed. Survey has not been submitted.
  - Complete: all required fields are completed. Survey has been submitted.
- Read the information on the welcome screen. Verify the student's name.
- Select **Start Survey**.
- Select **Special Education**.
- Complete the survey on the student's primary disability. Select **Next**.
- Continue selecting each tab across the top until you get to the **Complete** Tab.
- Once your survey is complete, hit **Submit**.

#### *PERSONAL NEEDS AND PREFERENCE PROFILE*

The PNP Profile provides information as to what accessibility features will be used by a student for the assessment. Some of these features are provided within Student Portal and others are provided by the test administrator outside of the system. Accessibility features previously selected for a student remain in the system and should be reviewed and updated as needed. To review, enter, or edit data in the **Personal Needs and Preferences Profile** in Educator Portal, follow these steps:

- From the list of students, select the **No Settings or Custom** for the student under the PNP Profile column. Scrolling to the right may be required.

State Student Identifier	Local ID	Last Name	First Name	First Contact	PNP Prof
12001		Capello	Fehim	NOT STARTED	NO SETT
12002		Goodwin	Vera	NOT STARTED	NO SETT
22011		Student	Bill	NOT STARTED	NO SETT
12003		Torres	Seda	NOT STARTED	NO SETT

HINT: The PNP Profile link will state No Settings until the PNP Profile has been edited and is complete. When the PNP Profile is complete, the link will say Custom.

2. The Summary tab appears, showing Student Demographics on the left and the Current Profile Settings on the right. The tabs at the top of the page break down accessibility options into four categories: Display Enhancements, Language & Braille, Audio & Environment Support, and Other Supports.

Annie Demo

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

Student Demographics Current Profile Settings Edit Settings

FIRST NAME: Annie  
MIDDLE NAME: -  
LAST NAME: Demo  
STATE ID: 55507000  
GRADE: Grade 6  
GENDER: Female  
DATE OF BIRTH: 11/11/2011

No accessibility preferences have been set

HINT: The PNP Profile window will display the currently selected supports in edit mode.

Student Demographics Current Profile Settings Edit Settings

FIRST NAME: [blurred]  
MIDDLE NAME: [blurred]  
LAST NAME: [blurred]  
STATE ID: [blurred]  
GRADE: [blurred]  
GENDER: [blurred]  
DATE OF BIRTH: [blurred]

Magnification  
Magnification : 2x

Contrast Color  
ABC

While moving through the tabs, be sure to click **Save** on each tab. This action will display a message that the profile attributes have been successfully saved.

Some PNP Profile options are automatically set to **Activate by Default**. Users may not deselect **Activate by Default**.

## INSTRUCTION AND ASSESSMENT PLANNER: ASSESSING STUDENTS DURING THE DCPS WINDOW

The DCPS has three assessment windows, as shown in Table 2. During these windows, a DCPS student must be assessed on a minimum of one content area testlet, and the DCPS student observation booklet portion of the portfolio must be completed.

Table 2

### *DCPS Grade Level Assessment Windows*

<b>Grade Level</b>	<b>Window 1 11/1/22 to 11/30/22</b>	<b>Window 2 2/6/23 to 3/6/23</b>	<b>Window 3 4/19/23 to 5/19/23</b>
3	Portfolio + Math Testlet	Portfolio + ELA Testlet	Portfolio
4	Portfolio + Math Testlet	Portfolio + ELA Testlet	Portfolio
5	Portfolio + Math Testlet	Portfolio + ELA Testlet	Portfolio + Science Testlet
6	Portfolio + Math Testlet	Portfolio + ELA Testlet	Portfolio
7	Portfolio + Math Testlet	Portfolio + ELA Testlet	Portfolio
8	Portfolio + Math Testlet	Portfolio + ELA Testlet	Portfolio + Science Testlet
10	Portfolio	Portfolio	Portfolio + Science Testlet
11	Portfolio + Math Testlet	Portfolio + ELA Testlet	Portfolio

## COMPLETING A CONTENT AREA TESTLET

Review the DCPS Blueprint for a window's assessed content area to determine the Essential Elements available for assessment and the Essential Elements to provide instruction prior to assessment. Prior to administering the content area testlet to the student, an Instructional Plan must be created for the student in Educator Portal.

## CREATING AN INSTRUCTIONAL PLAN AND ASSIGNING A TESTLET IN EDUCATOR PORTAL

1. Log in to Educator Portal.
2. Select **Manage Tests**.
3. Select **Instruction and Assessment Planner**.
4. Locate the student you wish to assess on the **Student Activity Table**.
5. For the student select the arrow under the subject you wish to assess on the **View/Create plans** row.
6. On the **Student View** page scroll to locate the Essential Element to be assessed.
  - Essential Elements for DCPS have been selected by the Delaware Department of Education and can be found under Supplemental Resources on the [DLM website](#).
  - Select only Essential Elements approved by the Delaware Department of Education for DCPS.

7. Select the kebab menu (three vertical dots) icon in the appropriate linkage level card to access the pop-up box displaying the long linkage level description along with an icon that links to the mini-map document for the selected Essential Element. Note that a suggested linkage level is indicated with a flag icon and is provided by the system based on a student's First Contact survey.
8. Download the mini-map document for instructional support.
9. Select Begin Instruction.

HINT: The **Theme** icon allows test administrators to choose one or more sensitive topics that are not acceptable for a student's reading testlets. This is an optional step for English language arts plans.

10. When finished selecting Essential Elements to be assessed, provide instruction outside of Educator Portal.
11. When finished with instruction assign a testlet.
  - a. Select **Manage Tests**.
  - b. Select **Assessment and Instruction Planner**.
  - c. Locate the student on the **Student Activity Table**.
  - d. Select the arrow under the subject to be assessed on the **View/Create Plans** row.
  - e. Select the kebab menu (three vertical dots) on the linkage level card for the Essential Element and select **Instruction Complete Assign Testlet**.
  - f. Select **Continue**.
  - g. Download or print the Testlet Information Page (TIP).
  - h. An Instructional Plan must be created and testlet assigned for each testlet administered.
12. For more information on creating, reviewing, or canceling Instructional Plans, refer to the EDUCATOR PORTAL USER GUIDE.
13. Testlets will be delivered in Student Portal once **Instruction Complete Assign Testlet** is selected for an Essential Element.

HINT: During DCPS windows 2 and 3, the system will assign the science testlet for the student. To access the TIP, select Test Management under the Manage Tests tab.

## STUDENT PORTAL

Ensure that the most recent version of Kite® Student Portal has been installed on the testing device prior to testing. For more information, go to Kite Suite on the [DLM website](#).

## ADMINISTERING THE TESTLET IN STUDENT PORTAL

1. Log in to Kite Student Portal using the student username and password located in the Instruction and Assessment Planner by clicking the padlock icon.

2. Select **Take a Test**.
3. Select the desired subject to be assessed (English language arts, mathematics, or science).
4. Follow the instructions within the testlet.

### **OBSERVATIONS: STUDENT RESPONSE BOOKLETS AND DATA COLLECTION**

Test administrators will choose the Student Response Booklet that corresponds to the student's determined communication level, which has been submitted to the Delaware Department of Education. The link to the Student Response Booklets is under Supplemental Resources on the [DLM website](#). Print out the booklet that corresponds to the student's communication level.

Paper Student Response Booklets will be used to record data over four days of observation. This data will be recorded in Educator Portal after the data is collected. All four days of data must be entered at one time. Data cannot be entered after each day it is observed.

The **same** communication level must be used across all four observations and all windows.

#### *PART 1: PORTFOLIO OBSERVATIONS*

- A collection of observation rubrics
- Organized around an activity or lesson
- Planned for three separate activities
- Two of the three activities must be focused on academics
- Recorded in the paper Student Response Booklet

#### *PART 2: RECORDING OBSERVATIONS IN STUDENT PORTAL*

1. Log in to Kite Student Portal using the student username and password found in Educator Portal.
2. To record all observations, select **Take a Test**.
3. Select **Other**.
4. Follow the instructions within the observation testlet.
5. Follow the above instructions during each window.

**All observational data and testlets must be completed in Kite Student Portal within the test window.**

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## QUESTIONS AND ANSWERS

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**1. What if a teacher selects the wrong Essential Element, but does not administer the testlet?**

During the testing window, the teacher can go back and select the correct Essential Element. Continue with the process. As long as the testlet is not administered, it will not be included in the student results.

**2. What if a teacher administers a testlet for the wrong Essential Element (e.g., a grade 10 student who completes testlets for physical or Earth and space science)?**

If the student completes a physical or Earth and space science testlet AND a life science testlet, then results from a testlet that is not life science are not included.

If the student completes a physical or Earth and space science testlet and NO life science testlet, then results from a testlet that is not life science are not included.

**3. What if a teacher does not submit observation data within the window?**

That window will not have observation data for that student. However, a teacher can use the other two windows to submit observations and enter data.

**4. What if a teacher does not assess a student in the prescribed content area within the window?**

The student may complete the content area testlet within any of the windows and results will be included in the student's report.

**5. What if a teacher administers more than one testlet in a subject?**

The data from the testlets will be used for the student's score. Taking more than one per content area is permissible.

**6. What if a teacher administers testlets in English language arts and mathematics for grade 10?**

Contact your state assessment team for information regarding this. All scores will be reported.

**7. What if a teacher submits observation data for fewer than the four days required?**

The only way to know is to review the paper observation booklet.

**8. What if a new student enrolls during a testing window?**

There are cutoff dates for each window to have students enrolled and rostered. The test administrator will need time to submit observations and enter data before the window closes. If the test administrator misses a window, they can go over content area testlets missed in previous window(s).

**9. What if a teacher chooses the wrong student response booklet and has made observations?**

Internal process according to Delaware state policy:

- The test administrator should contact the District Test Coordinator.

- The test administrator must use a Student Observation Booklet that corresponds with the student's communication category. The observation testlet in Kite Student Portal will match the student's communication category provided by Delaware to DLM staff.
- If time allows, teachers may make observations and record in the correct observation category booklet for the student.

**10. What if a student moves during testing?**

If student exits and does not re-enroll, no results will be provided.

If a student moves during testing and is re-enrolled and rostered to another teacher, any test results will be moved to the new teacher. If a student is not re-enrolled, the test results will not be sent.

**11. What if a different target or activity is selected after the fall or winter window?**

Default to what is entered for the first window.

**DEFINITIONS**

- **DCPS:** Delaware Communication Portfolio Summary
- **DLM:** Dynamic Learning Maps
- **EP:** Kite Educator Portal. Contains student data, rosters, security agreement.
- **EE:** Essential Elements
- **Instruction and Assessment Planner:** Access Instructional Plans, blueprints, and assign testlets.
- **Kite Suite:** Teachers enter Student Observation Data in Kite Student Portal. Teachers assign testlets and enter data in Kite Educator Portal. Students take testlets using Kite Student Portal.
- **Moodle:** Contains the Required Test Administrator Training courses.



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## APPENDICES

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### APPENDIX A: LEARNER CHARACTERISTICS INVENTORY

These directions guide you through completing the Learner Characteristics Inventory (LCI).

#### *INSTRUCTIONS*

- Collect the following data for the LCI.
- Questions 1–12 require a single response that best describes the student. Question 13 asks for optional additional information regarding the student’s learning characteristics.
- Questions 14–27 relate to assistive technology devices used by the student on the MTAS. If you select “Yes” for question 14, continue to questions 15–27 to indicate any device(s) the student will use on the assessment.
- If you select “No” for question 14, no responses are required for questions 15–27. Any question left unanswered indicates the student will not use the device(s).
- You must complete this LCI document for IEP team discussion in conjunction with the DCPS Guidelines (re: criterion #5B).

#### *STUDENT PLACEMENT QUESTIONNAIRE*

##### **1. Classroom Setting (select the best description)**

- a) Special school
- b) Regular school, self-contained classroom for almost all activities
- c) Regular school, self-contained classroom except for homeroom, lunch, and “specials”
- d) Self-contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes)
- e) Resource room (e.g., children come for services and then go back to their general education classroom; at least 40% of the school day in general education classes)
- f) Inclusive/Collaborative—students based in general education classes; special education services delivered in the general education class (at least 80% of the school day in general education classes)

## LEARNER CHARACTERISTICS INVENTORY (LCI) CONTINUED

### 2. **Augmentative Communication System (select the best description)**

Does your student use an augmentative communication system in addition to or in place of oral speech?

- a) No
- b) Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal)
- c) Yes; can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests)
- d) Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions
- e) Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions

### 3. **Speech Language as a Related Service (select the best description of the extent to which the student is receiving speech/language as a related service)**

- a) Direct services for communication/language therapy (pull-out)
- b) Direct services integrated into student's routine/classroom-collaboration
- c) Consultation services only
- d) Student does not currently receive speech language as a related service

### 4. **Expressive Communication (select one answer that best describes your student)**

- a) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- b) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- c) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

## LEARNER CHARACTERISTICS INVENTORY (LCI) CONTINUED

### 5. **Receptive Language (select the best description)**

- a) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does **not** need additional cues
- b) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions
- c) Alerts to sensory input from another person (auditory, visual, touch, movement) but requires actual physical assistance to follow simple directions
- d) Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell)

### 6. **Vision (select the best description)**

- a) Vision within normal limits
- b) Corrected vision within normal limits
- c) Low vision; uses vision for some activities of daily living
- d) No functional use of vision for activities of daily living, or unable to determine functional use of vision

### 7. **Hearing (select the best description)**

- a) Hearing within normal limits
- b) Corrected hearing loss within normal limits
- c) Hearing loss aided, but still with a significant loss
- d) Profound loss, even with aids
- e) Unable to determine functional use of hearing

### 8. **Motor (select the best description)**

- a) No significant motor dysfunction that requires adaptations
- b) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)
- c) Uses wheelchair, positioning equipment, and/or assistive devices for most activities
- d) Needs personal assistance for most/all motor activities

### 9. **Engagement (select the best description)**

- a) Initiates and sustains social interactions
- b) Responds with social interactions, but does not initiate or sustain social interactions
- c) Alerts to others
- d) Does not alert to others



## LEARNER CHARACTERISTICS INVENTORY (LCI) CONTINUED

### 10. Health Issues/Attendance (select the best description)

- a) Attends at least 90% of school days
- b) Attends approximately 75% of school days; absences primarily due to health issues
- c) Attends approximately 50% or less of school days; absences primarily due to health issues
- d) Receives Homebound Instruction due to health issues
- e) Highly irregular attendance or homebound instruction due to issues other than health

### 11. Reading (select the best description)

- a) Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)
- b) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille
- c) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille
- d) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text
- e) No observable awareness of print or braille

### 12. Mathematics (select the best description)

- a) Applies computational procedures to solve real-life or routine word problems from a variety of contexts
- b) Does computational procedures with or without a calculator
- c) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items
- d) Counts by rote to five
- e) No observable awareness or use of number

### 13. Teacher Comments: Share any additional information you would like for us to know about the learning characteristics of this student. Thank you for your time and honest answers.

**14. Were assistive technology devices used?**

Note: If you select “Yes,” continue to questions 15–27 to indicate any device(s) the student will use on the assessment. If you select “No,” no responses are required for questions 15–27.

- a) Yes
- b) No

**15. Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen**

- a) Yes
- b) No

**16. Portable electronic word processors, with or without voice output**

- a) Yes
- b) No

**17. Alternate pointing system**

- a) Yes
- b) No

**18. Augmentative communication devices, including a range of low and high tech, including talking switches and sign language**

- a) Yes
- b) No

**19. Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings)**

- a) Yes
- b) No

**20. Partner assisted scanning**

- a) Yes
- b) No

**21. Calculator, all types**

- a) Yes
- b) No

**22. Eye gaze board**

- a) Yes
- b) No



## LEARNER CHARACTERISTICS INVENTORY (LCI) CONTINUED

- 23. Colored overlays, visual screens, or other visual supports**
  - a) Yes
  - b) No
- 24. Magnification devices/enlarged materials, including computer screen magnification**
  - a) Yes
  - b) No
- 26. Switches**
  - a) Yes
  - b) No
- 27. Braille**
  - a) Yes
  - b) No
- 28. Other**
  - a) Yes
  - b) No

## APPENDIX B: QUICK DLM REFERENCE AND RESOURCE GUIDE

A quick reference and resource guide to direct educators and test administrators to frequently accessed DLM test administration information.

<b>DLM Webpage*</b> <b>dynamiclearningmaps.org</b>	<b>Educator Portal*</b> <b>educator.kiteaai.org</b>	<b>Moodle*</b> <b>training.dymaniclearningmaps.org</b>	<b>Student Portal**</b>
TEST ADMINISTRATION MANUAL	DLM Security Agreement	Facilitator Guide for Required Test Administrator Training (includes Moodle login information)	Technology personnel download to student testing device
ACCESSIBILITY MANUAL	Student Rosters		
Blueprints	Personal Needs and Preferences (PNP) Profile and First Contact Survey	Guide to DLM Required Test Administrator Training (includes Moodle login information)	Use student usernames and passwords
EDUCATOR PORTAL USER GUIDE	Testlet Information Pages (TIPs)	Test Administrator Training Modules	Student testlets
Essential Elements	Retrieval of student username and password	Test Administrator Module Post-Tests	Practice testlets (using demo student username and password)
Guide to Practice Activities and Released Testlets			
Professional Development Modules			
Assessment and Instructional Resources for English language arts, mathematics, and science			
Instructional Activities			
Link to Moodle			

\*For teachers, educators, and test administrators

\*\*For students

*DCPS-SPECIFIC DOCUMENTATION.*

<b>Test Administrators</b>	<b>Category</b>	<b>Site</b>
Student Response Booklets	Supplemental Resources	<a href="https://dynamiclearningmaps.org/delaware">https://dynamiclearningmaps.org/delaware</a>
DCPS Blueprint for English language arts, mathematics, and science	Supplemental Resources	<a href="https://dynamiclearningmaps.org/delaware">https://dynamiclearningmaps.org/delaware</a>
Parent Brochures	Supplemental Resources	<a href="https://dynamiclearningmaps.org/delaware">https://dynamiclearningmaps.org/delaware</a>