

# FILE 07 Technical Manual 2014-15- Appendices

## Contents

### Appendix A: Supplemental Information About the Introduction

A.1 Glossary

### Appendix B: Supplemental Information About Item and Test Development

B.1 Essential Element Graphic Organizer

B.2 Sample slides from item writer training

B.3 Item writer security and confidentiality statement

### Appendix C: Supplemental Information About Test Administration

C.1 First Contact Survey 2014-15

C.2 Sample Testlet Information Page

C.3 Sample State Summary Sheet

C.4 PII Data Use Agreement

C.5 DLM Consortium Procedures for Data Security Breaches

C.6 State Breach Response Communication Plan

C.7 Incident Summaries

C.8 KITE Webpage

C.9 Sample State Webpage

C.10 Item Map ELA

C.11 Item Map Math

C.12 Test Administration Observation Research Protocol

C.13 Guide to Test Administration Observations: Guidance for Local Observers

C.14 Monitor Assessments Webinar

C.15 TAC Meeting Minutes January 13, 2016

C.16 DLM Participation Guidelines

## Appendix D: Supplemental Information About Standard Setting

### D.1 Performance Level Descriptors Grade 3

## Appendix E: Supplemental Information About Assessment Results

### E.1 Individual Student Score Report Sample

### E.2 Aggregated Reports Sample

### E.3 Parent Interpretive Guide

### E.4 Teacher Interpretive Guide

### E.5 Scoring and Reporting Guide for Administrators

### E.6 File Structure Data Dictionary

### E.7 Guide to Scores and Reports

### E.8 Scoring and Reporting Resources Webpage

### E.9 Parent Letter Teacher Version

### E.10 Parent Letter Superintendent Version

## Appendix F: Supplemental Information About Validity Studies

## Appendix G: Supplemental Information About Training and Professional Development

### G.1 Required Test Administration Training

### G.2 List of Professional Development Modules

## Appendix H: Supplemental Information About the Conclusion

### H.1 DLM Response to External Alignment Study

### H.2 DLM Improvements for 2015-2016

## Appendix I: References

## LIST OF TERMS

**ACHIEVEMENT AND ASSESSMENT INSTITUTE (AAI)** – The unit within the University of Kansas which includes Agile Technology Solutions, the Center for Educational Opportunity Programs, the Center for Educational Testing and Evaluation and the Center for Public Partnerships and Research.

**AGILE TECHNOLOGY SOLUTIONS** – The organization that develops and maintains the KITE System and provides DLM Service Desk support to educators in the field.

**ALTERNATE ACHIEVEMENT STANDARDS** - Alternate or extended content standards that link to college and career readiness standards in general education that reflect the highest academic expectations for students with significant cognitive disabilities.

**ALIGNMENT** – The relationships between the content structures in the DLM assessment system and assessment items. The content of assessment items measure the student’s knowledge, skills, and understandings reflected in the content standards which they are intended to measure.

**ALTERNATE PATHWAY** - an alternate route toward a learning target that a student can travel in order to demonstrate a type knowledge or skill, regardless of physical or sensory disability.

**ANSWER OPTIONS** – response choices in assessment items.

**ASSESSMENT COORDINATOR** – A role, designed by DLM, to describe the state or district person who supports assessment implementation and test administrators.

**CENTER FOR EDUCATIONAL TESTING AND EVALUATION (CETE)** – Part of the University of Kansas' Achievement and Assessment Institute. CETE develops and administers educational testing programs including DLM.

**CLAIM** – A broad statement about what the DLM consortium expects students to learn and to be able to demonstrate within each content area. Each claim is subdivided into two or more conceptual areas.

**COLLEGE- AND CAREER-READINESS STANDARDS**– A set of grade-level academic content standards for grades K-12 that DLM Essential Elements link to at a reduced depth, breadth, and complexity.

**COMPUTER-DELIVERED TESTLET** – A test designed to emphasize student interaction with the content of the testlet, regardless of the means of physical access to the computer. The contents of the testlets are presented directly to the student.

**CONCEPTUAL AREA** – A region within the learning map that contains nodes directly related to Essential Elements and nodes that represent concepts and skills that support the learning of the Essential Elements. Conceptual areas are comprised of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.

**CONNECTION** – Directional relationship between two nodes. A connection is illustrated with arrows in the map.

**DATA STEWARD** – A role, designed by DLM, to describe the state or district person who manages student and enrollment data, and Educator Portal user accounts.

**DATE/TIME SUPPLEMENTAL FILE** – A system delivered data file that provided date/time stamps for the start and end times of each student test session for each EE assessed.

**DLM MAPS** – A learning map model consisting of numerous nodes and connections representing the multiple learning progressions that cover the development of the cognitive and content-area skills from birth to high-school graduation. DLM Maps also provide access to multiple and alternate routes to achieving the learning targets, making it more inclusive for learners with various disabilities.

**DIAGNOSTIC CLASSIFICATION MODEL (DCM)** – Response model with discrete latent attributes (skills) that are used classify students into one latent class (where each latent class is defined by an attribute profile).

**DISTRICT TEST COORDINATOR (DTC)** – A role in Educator Portal which has the ability to manage user, enrollment, and roster data within the organizational unit.

**DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM**– An assessment system designed to be accessible by students with the most significant cognitive disabilities, including those who also have hearing or visual disabilities, and/or neuromuscular, orthopedic, or other motor disabilities. The assessment includes computer-based assessments and a web-based dashboard for educators to manage student information. The assessment system also includes professional development to support instruction aligned to the Essential Elements and promote student progress in a learning maps-based environment.

**DYNAMIC LEARNING MAPS CONSORTIUM** – A multi-state consortium that developed the DLM Alternate Assessment System.

**EDUCATOR PORTAL**– An administrative application in KITE where staff and educators manage student data, complete required test administration training, assign instructionally embedded assessments, retrieve resources needed for each assigned testlet, and retrieve reports.

**ENGAGEMENT ACTIVITY** - An activity that precedes a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts, the text being read often serves as the engagement activity. In math, the engagement activity provides context for the items.

**ESSENTIAL ELEMENT** – Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.

**ESSENTIAL ELEMENT CONCEPT MAP (EECM)** – A graphic organizer using principles of Evidence Centered Design to define ELA and mathematics content specifications for assessment. The EECM uses principles of evidence-centered design and provides information about evidence of EE mastery, key vocabulary and concepts, associated nodes in the learning map, and potential non-cognitive and accessibility barriers when assessing the target behaviors.

**ESSENTIAL ELEMENT LINKAGE LEVEL** – A small section of the learning map that contains one or more nodes that represent critical concepts or skills related to the Essential Element. Linkage levels are always related directly to grade level Essential Elements but extend back to foundational skills at the initial precursor level. There are typically five levels: initial precursor, distal precursor, proximal precursor, target, and

successor. The nodes at the target level are most closely related to the expectation in the Essential Element.

**FIRST CONTACT (FC)** – A survey used to collect background information about students who are eligible for DLM assessments. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, academic performance. Some questions from the First Contact survey are used to determine a student’s entry point, or initialization, into the assessment.

**FOUNDATIONAL SKILLS** – common set of basic skills that precede academic knowledge, including attention, self-regulation, and organization, and provide an understructure for the academic skills.

**FUNGIBLE** – exchangeable, able to be replaced by another identical item. In DLM, all items were assumed to be fungible, or exchangeable, within a linkage level.

**GENERAL RESEARCH FILE (GRF)** – The data file provided to states at the end of each year. It contains student demographic information and assessment results.

**INITIALIZATION** – The process by which existing information about a student is used to determine the point in the map where the student enters the assessment for the first time.

**INSTRUCTIONAL PLAN** – A plan, created through the Educator Portal instructional Tools Interface, which includes a choice of Essential Element and linkage level and leads to assignment of an instructionally embedded assessment.

**INSTRUCTIONALLY EMBEDDED ASSESSMENT** – An assessment that occurs after instruction throughout the year so that testing informs teaching and benefits students' learning.

**INSTRUCTIONAL TOOLS INTERFACE (ITI)** – An interface in Educator Portal which allows a Test Administrator to select an Essential Element and linkage level for a student with the goal of providing instruction and instructionally embedded assessment.

**KANSAS INTERACTIVE TESTING ENGINE (KITE)** - The platform which includes KITE Client and KITE Educator Portal. Two additional applications not seen by students and teachers include platforms for hosting test content and building technology-enhanced items.

**KITE CLIENT** - An online testing interface for students. The KITE Client is available for use on PCs, Macs, Chromebooks, and iPads.

**LEARNING MAP MODEL** – A visual representation of the acquisition of knowledge, skills and understandings. A learning map model visually depicts a networks of sequenced learning targets and may also delineate alternate paths to a learning objective.

**LEARNING PROFILE** – Part of the individual student score report provided at the end of the year. Provides information about student mastery of linkage levels for every Essential Element assessed.

**LINKAGE LEVEL** – A small section of the learning map that contains one or more nodes that represent critical concepts or skills needed to learn the Essential Element. Linkage levels are always related directly to grade level Essential Elements but extend back to foundational skills at the initial precursor level. There are five levels: initial precursor, distal precursor, proximal precursor, target, and successor. The nodes at the target level are most closely related to the expectation in the Essential Element.

**NODE NEIGHBORHOOD**– Consists of the nodes around which a set of testlets is developed.

**NODE** – A node that specifies individual skills and understandings that were drawn from the research in Mathematics and English Language Arts.

**PATHWAY** – The relationship between nodes in the learning map. Synonym for connection.

**PERFORMANCE PROFILE** – Part of the individual student score report provided at the end of the year. The Performance Profile provides information about student mastery of linkage levels mastered across EEs within a conceptual area and overall in the subject.

**PERSONAL NEEDS AND PREFERENCES (PNP) PROFILE** – Student-specific information that tells the DLM test delivery system what the needs are for individual users. The PNP includes information the system needs to make the student’s user interface compatible with his or her accessibility needs. In DLM, the PNP profile includes information about display enhancements, language and braille, assistive technology, and audio and environment supports. Educators who know the student provide the information in the profile.

**PROPOSITION** – Propositions (or in some validity research “claims”) relate directly to the ultimate program goals and specific score purposes of the assessment system, providing the framework within which validity evidence can be judged.

**STUDENT WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES** – A student who falls within one of the existing categories of disability under IDEA (autism, deaf-blindness, hearing impairment, mental retardation, orthopedic impairment, deafness, emotional disturbance, multiple disability, traumatic brain injury, visual impairment, learning disability, speech and language impairment, other health impaired) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

**TEACHER-ADMINISTERED TESTLET** – A test designed to be administered directly by the Test Administrator outside of the KITE system. The KITE system still delivers the test, but the Test Administrator plays a more direct role than in computer-delivered testlets.

**TECHNICAL LIAISON** – A role, designed by DLM, to describe the state or district person who manages DLM technology requirements for a school or district.

**TEST ADMINISTRATOR** – The person who administers the assessments to students.

**TEST DELIVERY ENGINE (TDE)** – the portal that allows students to log in and complete assigned testlets. See KITE Client.

**TESTLET** – A set of 3–8 items and an engagement activity. Combining multiple items and beginning with an engagement activity increases the instructional relevance of the assessment, and provides a better estimate of the students’ knowledge, skills and abilities than can be achieved by a single test item. Thus, testlets are more reliable and valid indicators of the student’s performance.

**TESTLET SET** – A group of testlets (generally 3-5 testlets) that spans the knowledge, skills, and abilities covered in an Essential Element concept map from initial precursor linkage level through successor linkage level.

**TESTLET INFORMATION PAGE (TIP)** – A secure PDF document which is unique to each testlet and provides specific information to guide the test administrator in preparing for and administering the testlet.



**THEORY OF ACTION** – Summary statement of values that guided the design of the DLM Alternate Assessment System. The DLM Theory of Action was initiated in 2011 and revised and finalized in December 2013. It expresses the belief that high expectations for students with significant cognitive disabilities (SWSCD), combined with appropriate educational supports and diagnostic tools for teachers, result in improved academic experiences and outcomes for students, teachers, and parents.

**TRAINING MODULE** - A training module, available in both self-directed and facilitated formats. Modules cover topics such as instruction, the use of assessment results, and required skills for test administrators.

**VIRTUAL COMMUNITY OF PRACTICE** – An online community for teachers of students with the most significant cognitive disabilities. The community is self-moderated with oversight from faculty and staff at the Center for Literacy and Disability Studies. The community provides instructional resources and supports as well as discussion forums and groups.

## LIST OF ACRONYMS

AA-AAS – Alternate Assessment of Alternate Achievement Standards  
AAI – Achievement and Assessment Institute  
ASL – American Sign Language  
ATS – Agile Technology Solutions  
BRF – Braille-ready files  
BN – Bayes Net  
CA – Conceptual Area  
CCSS – Common Core State Standards  
CCRS – College and Career Readiness Standards  
CETE – Center for Educational Testing and Evaluation  
CLDS – Center for Literacy and Disability Studies  
CPD – Cognitive Process Dimension  
DCM – Diagnostic Classification Model  
DTC – District Test Coordinator  
DIF – Differential Item Functioning  
DLM – Dynamic Learning Maps Alternate Assessment System  
DUA – Data Use Agreement  
ECD – Evidence-centered design  
EE – Essential Element  
EECM – Essential Element Concept Map  
ELA – English Language Arts  
ELL – English language learner  
EP – Educator Portal  
FC – First Contact  
FERPA – Family Educational Rights and Privacy Act  
HOH – Hard of hearing  
IDEA – Individuals with Disabilities Education Act  
IEP – Individualized Education Program  
IM – Integrated Model  
ITI – Instructional Tools Interface  
KITE – Kansas Interactive Testing Engine  
LEA – Local Education Agency  
OSEP – Office of Special Education Programs  
OTL – Opportunity to learn  
PAS – Partner-assisted scanning  
PLD – Performance level descriptor  
PNP – Personal Needs and Preferences Profile  
SEA – State Education Agency

SWSCD – Students with significant cognitive disabilities

TAC – Technical Advisory Committee

TAM – Test Administration Manual

TDE – Test Delivery Engine

TIP – Testlet Information Page

TTS – Text to speech

UD – Universal design

UDL – Universal design for learning

YE – Year-end Model



**DYNAMIC**  
LEARNING MAPS

**Claim:** ELA.C1 Students can comprehend text in increasingly complex ways.  
**Conceptual Area:** ELA.C1.2 Construct Understandings of Text  
**Common Core State Standard:** ELA.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
**Essential Element:** ELA.EE.RI.6.2 Determine the main idea of a passage and details or facts related to it.

**Essential Questions**

- Can the student identify the main idea of a passage?
- Does the student recognize that details and facts can relate to the main idea of a passage?

Vocabulary	(a) Initial Precursor	(b) Distal Precursor	(c) Proximal Precursor	(d) Target	(e) Successor
<i>Concepts</i>	environment, object and person identification, object/picture association	concrete detail identification	detail identification, key details	main idea, detail identification, main idea/detail association	central idea, key details, key detail/central idea association
<i>Words</i>	naming words (dog, ball, girl, etc.), wh words (who, what, which, where)	find, wh words (who, which, what, where, when)	find, wh words (who, which, what, where, when), detail	main idea, details, wh words (who, which, what, where, when)	important, detail, support, wh words (who, which, what, where, when), how, main idea

(a) Initial Precursor Nodes	Node Descriptions	Node Observations	Testlet Access	# Items
F-154-Can demonstrate understanding of property words corresponding to the objects used during familiar routines	Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines.	During a shared reading activity with the student, the student is able to identify items based on their property descriptions.	<input type="checkbox"/> Blind/VI (B) <input type="checkbox"/> Mobility (M) <input type="checkbox"/> Deaf/HI (D)	3-5 <input checked="" type="checkbox"/> TO

**(a) Questions to Ask**

- Does the student recognize property words?
- Show me the (property word) one.

**(a) Misconceptions**

- The student indicates a different object.
- The student indicates multiple objects.
- The student attends to other stimuli.
- The student does not respond.

(b) Distal Precursor Node	Node Description	Node Observation	Testlet Access	# Items
ELA-1141 Can identify concrete details in familiar informational texts	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.	When asked to recall a concrete detail from a familiar informational text, the student is able to identify the correct detail from the text.	<input type="checkbox"/> Blind/VI (B) <input type="checkbox"/> Mobility (M) <input type="checkbox"/> Deaf/HI (D)	3-5 <input type="checkbox"/> TO

**(b) Questions to Ask**

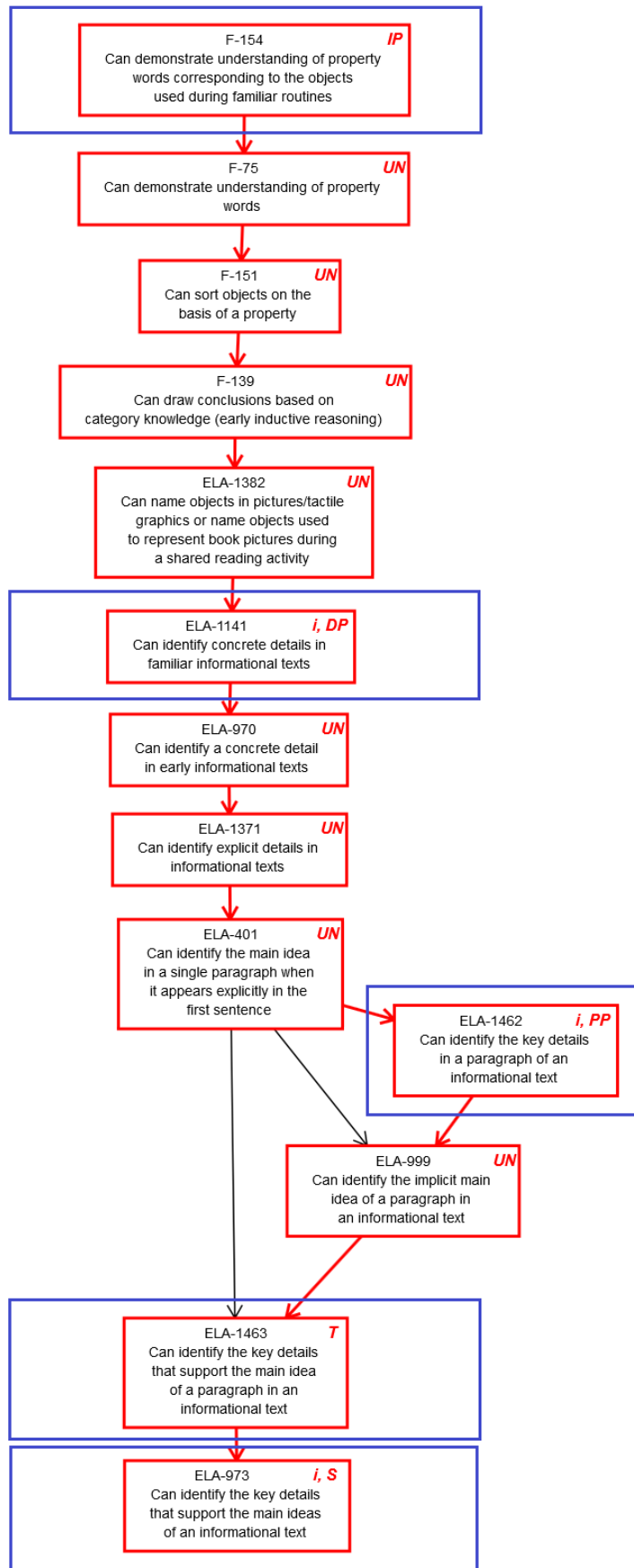
- Does the student recognize that informational texts contain concrete details?
- Can the student identify the correct detail to answer a question?
- Who is John?

**(b) Misconceptions**

- The student chooses a detail unrelated to the particular question.
- The student attempts to use the illustration to answer a question about a concrete detail rather than the text.

<b>(c) Proximal Precursor Node</b>	<b>Node Description</b>	<b>Node Observation</b>	<b>Testlet Access</b>	<b># Items</b>
ELA-1462 Can identify the key details in a paragraph of an informational text	Can determine which details in a paragraph of an informational text are important.	After reading an informational text, the student can identify each of the key details in the paragraph.	<input type="checkbox"/> Blind/VI (B) <input type="checkbox"/> Mobility (M) <input type="checkbox"/> Deaf/HI (D)	3-5 <input type="checkbox"/> TO
<b>(c) Questions to Ask</b> <ul style="list-style-type: none"> <li>Can the student identify key details in text?</li> <li>Who sailed across the ocean?</li> <li>Who crossed the river?</li> </ul>		<b>(c) Misconceptions</b> <ul style="list-style-type: none"> <li>The student identifies details that are only of minor importance to the paragraph.</li> <li>The student identifies details that are not from the paragraph.</li> </ul>		
<b>(d) Target Node</b>	<b>Node Description</b>	<b>Node Observation</b>	<b>Testlet Access</b>	<b># Items</b>
ELA-1463 Can identify the key details that support the main idea of a paragraph in an informational text	Can determine which details contained within a paragraph of an informational text provide important contributions to the paragraph's main idea.	After reading an informational text, the student is able distinguish between key details that support the paragraph's main idea and details from the paragraph that are of less importance.	<input type="checkbox"/> Blind/VI (B) <input type="checkbox"/> Mobility (M) <input type="checkbox"/> Deaf/HI (D)	3-5 <input type="checkbox"/> TO
<b>(d) Questions to Ask</b> <ul style="list-style-type: none"> <li>Does the student recognize that key details in a text relate to and support the main idea?</li> <li>Which sentence supports the main idea that rainforests should be saved?</li> </ul>		<b>(d) Misconceptions</b> <ul style="list-style-type: none"> <li>The student chooses details from the text that are unrelated to the main idea of the text.</li> <li>The student is unable to identify the main idea of the text.</li> </ul>		
<b>(e) Successor Node</b>	<b>Node Description</b>	<b>Node Observation</b>	<b>Testlet Access</b>	<b># Items</b>
ELA-973 Can identify the key details that support the main ideas of an informational text	Can determine which key details in an informational text support the main idea of the whole text or a section of it.	After reading an informational text, the student can determine the main ideas of the text, and can distinguish between key details that support the main ideas and details from the text that are of less importance.	<input type="checkbox"/> Blind/VI (B) <input type="checkbox"/> Mobility (M) <input type="checkbox"/> Deaf/HI (D)	3-5 <input type="checkbox"/> TO
<b>(e) Questions to Ask</b> <ul style="list-style-type: none"> <li>Does the student recognize that some details are more significant to the central idea of an informational text than others?</li> <li>Why does the owl hunt at night?</li> <li>Why does the cat have good night vision?</li> </ul>		<b>(e) Misconceptions</b> <ul style="list-style-type: none"> <li>The student chooses minor details from the text that are unrelated to the main ideas of the text.</li> <li>The student chooses key details that are unrelated to the main ideas of the text.</li> </ul>		
<b>Next Essential Element</b>  ELA.EE.RI.7.2 Determine two or more central ideas in a text.				

Essential Element Concept Map (EECM)



# TESTLETS



# Testlet Overview

- Items in Dynamic Learning Maps (DLM) assessments are assembled into instructionally relevant testlets.
- A testlet is a package of items centered around a learning target which typically includes an engagement activity and between three and five assessment items.
- Testlets are developed to model classroom instructional activities, are based on the DLM Essential Elements, and are designed with accessibility in mind.
- In English Language Arts, grade-level source texts will be used in the testlets. Source texts are derivatives of Common Core Exemplar Texts and have been appropriately modified to reduce depth, breadth, and complexity.



# Testlet Set Overview

- Testlets are grouped in sets based on related learning targets, or “linkage” nodes, which are delineated by the five levels on the Essential Elements Concept Map (EECM):
  - a) initial precursor
  - b) distal precursor
  - c) proximal precursor
  - d) target
  - e) successor
- Each testlet set measures the student’s performance on grade level-appropriate content at multiple levels of complexity.

# Structure of a Testlet

- Begins with engagement activity
- ELA: The entire text is presented to the student during the first reading. In the second reading, items are embedded within the progression of the text and at the conclusion.
- Math: series of questions or problems related to single topic

# DLM Item Types

- Multiple choice
  - 2 to 3 answer options
- Multiple selection multiple choice
  - 4 answer options, 2 to 3 being correct
- Sticky drop buckets
  - Used for sorting



## Test Security and Confidentiality Statement

Item writers for the Dynamic Learning Maps (DLM) Alternate Assessment are employees of the Center for Educational Testing and Evaluation (CETE) at the University of Kansas. Item writers are hired to develop assessment items that are part of a secure test system. DLM employees are expected to follow standard procedures for keeping test materials secure and maintaining confidentiality about item writing processes and products. In particular, the following standards should be followed:

1. Test materials may **not** be removed from the test development location (University of Kansas, Joseph R. Pearson Hall) at any time. Test materials may **not** be duplicated or reproduced in any way without prior consent from the Associate Director.
2. Electronic copies of test items, testlets, or testing material are not to be stored or saved on your personal computers or personal storage devices. All testing materials shall be developed on USB drives provided by the DLM project and transferred to DLM lead staff to be stored securely. The DLM USB drive may **not** be removed from the test development location at any time.
3. Electronic copies of items, testlets, or other testing material are not to be shared via email or other unsecure file sharing system, such as video capture, photograph, instant message, Dropbox, GoogleDocs, Skype, or chat tools.
4. Discussions of matters related to test materials should **not** take place in any public place, such as halls, restrooms, reception areas, etc.
5. Any unneeded notes, forms or drafts that bear test information should be turned in to DLM lead staff for shredding.
6. Computer passwords and log-in information are not to be shared with anyone except as requested by a supervisor, DLM Associate Director, or an information services professional in order to resolve a technology problem.
7. Staff must report loss of a password, or any actual or attempted unauthorized access, use or disclosure of confidential data to the Associate Director and to other University personnel or officials as required by the policies or procedures of the University.
8. Any violation of these policies and procedures may result in disciplinary action, including but not limited to, privilege revocation and/or suspension or termination.
9. The obligations under this agreement will continue after the staff member has terminated his/her relationship with the University. Upon termination staff will immediately return any documents or media containing confidential or secure information to DLM.
10. Questions about activities that may be permissible under this agreement should be directed to the Associate Director.

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Name (print)

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Item Writer

Position at CETE

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Signature

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Date

## FIRST CONTACT SURVEY (ALL QUESTIONS)

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

### First Contact Survey 2014-15

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

#### Special Education Services

Select the student's Primary Disability-Primary Disability

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

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

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

#### Hearing

Hearing

- No known hearing loss

- Deaf or hard of hearing

Hearing: Mark all that apply\*

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

## **Vision**

Vision

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

Vision: Mark all that apply\*

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

## **Braille & Visual Aid**

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

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

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

- Uncontracted Braille
- Contracted Braille

Technological Visual Aids: Mark all that apply-

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

## **Arm and head control**

Arm and hand control: Mark all that apply-

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

### Computer Use

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

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

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

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

### Access & Switches

Computer access: Mark all that apply-

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

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

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

### Expressive Communication

Does the student use speech to meet expressive communication needs?

- Yes
- No

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

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

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

- Yes
- No

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

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

Select the student's primary sign system \*

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

### **Alternate Communication**

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

- Yes
- No

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



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

Augmentative or alternative communication: Mark all that apply-

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

## Receptive Communication

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

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

## Reading Skills

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

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

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

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

### **Math Skills**

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

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

## Writing Skills

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

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

## Attention

Level of attention to teacher-directed instruction

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

Level of attention to computer-directed instruction

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

**Understanding Instruction**

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

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

**Health**

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

- No
- Yes

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

**End of Survey**

## Sample Testlet Information Page (TIP)

*This is a secure testing document. Do not reproduce or redistribute. Shred after use.*



### Sample TIP Math

Testlet Information Page: MathSample1234

---

**Testlet Type:** Teacher-administered

**Number of Items:** 4

**Materials Needed:** 7 pencils

**Materials Use:** The student will use the materials to combine and partition sets.

**Suggested Substitute Materials:** 7 objects, for example, 7 erasers. Use objects that can be easily manipulated by the student.

**Calculator Use Allowed:** No

**Math vocabulary used in the testlet:** split, divide, put together

**Accessibility supports NOT allowed:** Definitions (see "other comments")

**Other comments:** Test administrator should not define the following word(s): combine, divide, split

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3/10/2016

[State]

Wednesday, June 01, 2016 8:34 AM

YE Model – Testing HS Grades 9, 10, 11

Spring 2016 testing window  
4/04-6/03

PII Information by E-mail

[State] allows a district to send the State Student Identifier in an email but as long as no other PII information is included. Phone call is fine as well.

Out-of-State Enrollments

[State] does not have out-of-state enrollments

Test Reset Policy

States would consider these situations as test security violations and would require the districts to complete a violation form describing the situation and extent of the violation. States make decisions on a case by case basis. The form is found at <http://kan.sas.co>

Special Circumstances Codes

Code	State's Definition
Medical Waiver	A significant medical emergency is a significant health impairment that renders the student incapable of participating in any academic activities, including state assessments, for the entire testing window. The student counts as not-tested for accountability purposes.
Parent Refusal	A parent must submit a written request for student opt-out to the principal or the school board. When a parent or guardian requests that the student be excused from participation, this request must be honored. This request may come at any time during the testing window. All students excused by parent opt-out are marked as "not tested" students in school and district reporting determinations.
Other Reason For Nonparticipation	English learners (ELs) with limited English proficiency who are new to country (less than 12 calendar months) are permitted a 1-time exemption to the ELA portion (only) of the DLM. Students in district for less than a full academic year (FAY) are counted for test participation only. ELs are required to still take the math and science portion of the DLM.
Other	Invalidation

## DATA USE AGREEMENT BETWEEN

### State and University of Kansas

This Data Use Agreement is made and entered into on August 1, 2014 by and between the State, hereafter “Holder,” the University of Kansas Center, hereafter “Recipient.”

1. This agreement sets forth the terms and conditions pursuant to which Holder will disclose certain protected educational information, hereafter “PEI” in the form of a Limited Data Set to the Recipient.
2. Terms used, but not otherwise defined, in this Agreement shall have the meaning given the terms in the **United States Department of Education Regulations** 20 U.S.C. § 1232g; 34 CFR Part 99, also known as FERPA.
3. The purpose of this disclosure is to support the development and implementation of the Dynamic Learning Maps Alternate Assessment System for State of XXXX students. This purpose falls under both FERPA section 99.31(a)(6)(i)(A) which allows such disclosure in order to “Develop, validate, or administer predictive tests,” or “Improve instruction,” and FERPA section 99.35(a)(1) which allows such disclosure for the evaluation of state and federal education programs.

For purposes of this study, personally identifiable information about students with disabilities will be provided to the Recipient whenever Holder will want score reporting. For uses that do not require score reporting student names may be redacted at the sole discretion of the Holder and an identifier provided by Holder will be used to identify students during the administration of the Dynamic Learning Maps project.

4. Permitted Uses and Disclosures
  - 4.1 Except as otherwise specified herein, Recipient may make all uses and disclosures of the Limited Data Sets necessary to conduct the research described herein:
    - 4.1.1 Student data necessary for evaluation, test development, and support of instruction will include demographic information, education and disability status, indicators of current English/language arts and mathematics skills, and performance results on the Dynamic Learning Maps assessment. This information is intended to ensure test questions are useful and unbiased, inform the appropriate placement of the student in the computer-based assessment, and aid in the interpretation of the assessment results.



4.1.2 Common Measures for **teacher evaluation** include collection of demographic information, teacher experience, and teacher responses to a survey about their own and their students' experiences with the Dynamic Learning Maps assessment. This information is intended to inform the test development and professional development activities.

5. Recipient Responsibilities

5.1 The Recipient will not use or disclose the Limited Data Set for any purpose other than permitted by this Agreement pertaining to the Project, or as required by law. If disclosure of data of any kind is deemed necessary, it will take place only after prior notification of the Holder.

5.2 The Recipient will use appropriate administrative, physical, and technical safeguards to prevent use or disclosure of the Limited Data Set other than as provided for by this Agreement.

5.3 The Recipient will report to the Holder any use or disclosure of the Limited Data Set not provided for by this Agreement. The report should be made (to Holder, by Recipient) within 24 hours of its discovery.

5.4 The Recipient will ensure that any agent, including a subcontractor, to whom it provides the Limited Data Set, agrees to the same restrictions and conditions that apply through this Agreement to the Recipient with respect to the Limited Data Set.

5.5 The Recipient will not identify the information contained in the Limited Data Set. Any reports or materials developed by Recipient or subcontractors that use data provided under this Agreement, will not contain any personally identifiable information that is protected by the Family Educational Rights and Privacy Act (FERPA), 34 CFR 99.

5.6 The Recipient will not contact the individuals who are the subject of the PEI contained in the Limited Data Set.

6. Term and Termination

6.1 The terms of this Agreement shall be effective as of August 1, 2015 and shall remain in effect until all PEI in the Limited Data Set provided to the Recipient is destroyed or returned to the Holder.

6.2 Upon the Holder's knowledge of a material breach of this Agreement by the Recipient, the Holder shall provide an opportunity for Recipient to cure the breach or end the violation. If efforts to cure the breach or end the violation are not successful within the reasonable time period specified by the Holder, the Holder shall discontinue disclosure

of the Limited Data Set to the Recipient if the Holder determines cure of the breach is not possible.

6.3 Both Holder and Recipient shall have the right to terminate this Data Use Agreement for any reason by providing sixty (60) days' notice of termination of this Data Use Agreement to the other party (Holder or Recipient).

## 7. General Provisions

7.1 The Recipient and Holder understand and agree that individuals who are the subject of Protected Educational Information are not intended to be third party beneficiaries of this Agreement.

7.2 This Agreement shall not be assigned by Recipient without the prior written consent of the Holder.

7.3 Each party agrees that it shall be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party or the results thereof.

## 8. Data Confidentiality and Security

8.1 The Recipient shall implement and adhere to policies and procedures that restrict access to the Limited Data Set. A complete list of individuals with access to the Limited Data Set will be identified and maintained.

8.2 Persons retrieving data/using data from the Limited Data Set shall never copy any student-level data to a laptop/desktop hard drive for any reasons. Tables and charts to be included in a project report may be stored outside of the secure hard drive or other secure data storage where the Limited Data Set is stored.

8.3 All individuals permitted to use or receive the Limited Data Set for purposes of the Project agree to handle pupil data in a manner that maintains privacy and confidentiality. All individuals using or receiving the Limited Data Set must sign and DLM's data access form, which will be maintained for the length of the project and will be shared with Holder.

## 9. Transmission of Data

9.1 All student data shall be sent to the Recipient via a secure File Transfer Protocol (FTP) or other method selected by the Holder.

9.2 During this transmission data shall be secured based upon a method selected by the Holder.

10. Data Storage

10.1 Personally identifiable information shall be kept, for a period not to exceed ten years, Holder’s membership in the Dynamic Learning Maps Alternate Assessment, or the date when the data are no longer needed for the purposes for which the component of the project was conducted, whichever is the shortest duration.

10.2 Data will be stored in a secure electronic format by the Recipient. All personally identifiable information connected with this Project shall be destroyed per 10.1. Recipient shall give Holder written notice of planned destruction of records at least thirty (30) days prior to such destruction.

11. Data Elements

11.1 Attached is a Data Request (Attachment 1) listing variables to be provided by Holder to Recipient for use with the Project. All data remains the property of Holder.

IN WITNESS WHEREOF, the parties hereto execute this agreement as follows:

**State**

Date: \_\_\_\_\_

By: \_\_\_\_\_

**University of Kansas**

Date: \_\_\_\_\_

By: \_\_\_\_\_

Kristi Billinger  
Director of Research Administration

## DLM Consortium Procedures for Data Breaches

REVISED: 4/29/15

### Purpose

As the DLM consortium enters the operational phase, it needs to develop business practices to support various aspects of an operational assessment program. This document describes proposed practices regarding security and/or privacy incidents and breaches. There are three parts to this document:

1. Procedures the Assessment and Achievement Institute (AAI) will take when breaches are suspected and/or confirmed
2. States' instructions to AAI about state-specific procedures for communication about suspected and confirmed breaches
3. The expected standard contents of reports from AAI about suspected and confirmed breaches.

**Security Incident:** Any event or circumstance that jeopardizes or has the potential to jeopardize the availability, integrity, or confidentiality of an information system or the actual information that the system processes, stores, or transmits. Security incidents also include any event or circumstance that represents a violation (or the imminent threat of such a violation) of security policies or procedures, or acceptable use policies for information systems or the information stored therein.

For assessments and assessment systems, security incidents may include any instances in which unauthorized individuals attempt to access the system; any instances in which an electronic system fails to maintain adequate security; or any instances in which authorized system users fail to observe or follow documented procedures established through ethical codes (or other codes of conduct), test procedure agreements, and/or testing manuals. Such incidents may include, but are not limited to, accessing secure test materials, including an online system, without authorization; accessing or using secure test materials to retain, reproduce, paraphrase, or discuss in any manner the tests/testlets, excerpts from the tests/testlets, answers or response options, answer keys, or online submissions; using secure test materials to create review worksheets or any other test item related aids that would improve students' test scores; any other activity that may constitute cheating; using student information or test results for unauthorized purposes; aiding and abetting or assisting in any attempt at unauthorized access or use; system failures, vulnerabilities, or unplanned outages; or malicious attacks. Security incidents may also result in privacy incidents and data breaches.

**Privacy Incident:** Any incident, whether attempted or successful, in which access to, acquisition, disclosure, or use of personally identifiable information (PII) or other information about individuals is sought or gained without authorization. Privacy incidents may expose PII or other information to parties that are not authorized to access the information or may involve the misuse of PII or other information for purposes other than those that are explicitly permitted.

**Data Breach:** Any successful compromise or loss of control of data at any level, or any unauthorized access to, acquisition, disclosure, or use of data or data systems. Data breaches are a subcategory of privacy incidents.

**Personally Identifiable Information (PII):** Personally identifiable information (PII) includes any information that can be used, either alone or in combination with other information, to directly determine or find the identity of an individual person. PII can include a person's name, individual identification codes (such as a student identification number), address, and so on. It can also include distinct pieces of information that, when combined, can identify an individual. In the case of student education records, that might include a student's grade level, date of birth, and/or other personal information (e.g., gender, race, or ethnicity).

**Sensitive PII:** Sensitive PII includes any information that could be harmful to an individual if disclosed. In students' records, sensitive PII may include a student's name or other identifying information in conjunction with other information about the student and/or their performance, such as special education status, socioeconomic status indicators, or assessment results. In certain cases, as with the DLM database, if inclusion in a data set or data system is an indicator of a condition considered sensitive under this definition, then all PII is classified as sensitive PII.

**Other definitions that may be of use (from NIST SP 800-53 [Rev 4]):**

**Adequate Security:** Security commensurate with the risk resulting from the loss, misuse, or unauthorized access to or modification of information. [OMB Circular A-130, Appendix III, Adapted; NIST SP800-53(r4)]

**Information Security:** The protection of information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction in order to provide confidentiality, integrity, and availability. [44 U.S.C., Sec. 3542]

**Availability:** Ensuring timely and reliable access to and use of information. [44 U.S.C., Sec. 3542; NIST SP800-53(r4)]

**Confidentiality:** Preserving authorized restrictions on information access and disclosure, including means for protecting personal privacy and proprietary information. [44 U.S.C., Sec. 3542; NIST SP800-53(r4)]

**Integrity:** Guarding against improper information modification or destruction, and includes ensuring information non-repudiation and authenticity. [44 U.S.C., Sec. 3542; NIST SP800-53(r4)]

**Security:** A condition that results from the establishment and maintenance of protective measures that enable an enterprise to perform its mission or critical functions despite risks posed by threats to its use of information systems. Protective measures may involve a combination of deterrence, avoidance, prevention, detection, recovery, and correction that should form part of the enterprise's risk management approach. [CNSSI 4009; NIST SP800-53(r4)]

## 1. Procedures when breach is suspected

### *Upon Learning of a Breach – Initial investigation and Risk Assessment*

Any breach of PII requires an immediate investigation and risk assessment. Given the sensitivity of unauthorized disclosure of PII, only members of AAI staff required to complete the initial investigation and risk assessment will be notified of the breach at the preliminary stage of investigation. Breaches can be identified internally or by an external user. Regardless of the source of information, at a minimum the following will be notified simultaneously or in order to initiate the initial investigation:

1. AAI Director
2. CETE Director
3. ATS Director
4. ATS Operations Manager
5. ATS Data Security Officer
6. DLM Project Director

### *Mitigation of Risks*

The results of the Initial investigation shall be used by the Investigation Team to determine and enact procedures to mitigate ongoing risk of the unauthorized disclosure of PII. These procedures may include but are not limited to:

- Limiting user access
- Deactivating the system function(s) that caused the compromise
- Disabling or removing access to entire application(s)

These limits would be in place until the source of the problem is thoroughly understood and the solution is developed, tested, and implemented.

The Investigation Team will identify the steps that will prevent future breaches as quickly as possible and mitigate risks from breaches in progress. To facilitate prompt and proactive responses when a breach is suspected but not yet confirmed, the DLM consortium states grant AAI the authority to take the necessary initial steps to mitigate risks. (AAI will not consult with states prior to taking this type of action.)

## 2. States' Communication Expectations

Upon suspicion of a breach, AAI staff will implement a communication plan that maximizes timely delivery of information as it is discovered, according to channels approved by the states. Initial notification of any breach (suspected or confirmed) will occur as quickly as possible, but absolutely no later than 24 hour after the breach is discovered.

- Initial notification of a suspected breach will be to all consortium member states (including appropriate contacts as identified by each state) and will originate from the [d1m@ku.edu](mailto:d1m@ku.edu) account which is the communication method routinely used for communication with consortium member states.
- Subsequent reports will include general information about impacts and actions taken as described in the "Report Contents" section below.
- States whose data were involved in a suspected or confirmed breach will receive specific information about the individuals who may have had unauthorized access and the students whose data were inappropriately disclosed.

Staff will communicate with states on a daily to weekly basis to provide updates (as the response unfolds, the time between updates may increase) and keep consortium member states in the loop, even if those updates are "no new information is available at this time but we continue to do X, Y and Z to mitigate any potential risks."

We request each consortium state partner review and update its breach response communication plan (see Appendix A) annually by July 15. This plan can also be updated at other times of the year. AAI will use the communication plan in place for a state at the time of a suspected or confirmed breach. The member state and AAI will collaborate to develop an appropriate initial plan, based on the template provided in the appendix and customized according to state needs. States will provide annual updates no later than July 15 and notify AAI promptly should any changes be necessary mid-year.

## 3. Report Contents

Depending on the specific incident, full information about a breach may not be available when the breach is first discovered. To the extent possible, the initial communication to affected states will include the following information:

- Date and time of breach
- Date and time of discovery
- Location of breach
- Description or list of specific data that were available to unauthorized user(s)
- List of specific students whose data were inappropriately disclosed (sent via encrypted file or other secure mechanism)
- Identification of the source of the problem

- Brief description of how the breach was discovered
- Identification of the unauthorized user(s) who were able to access PII
- An estimate of the length of time that PII was available to unauthorized user(s)
- A summary of any actions performed to contain and mitigate the incident
- Any other pertinent information from the initial investigation and risk assessment
- Contact information for AAI staff available to answer questions and provide more information

Information listed above that is not available at the time of the initial notification will be provided in periodic updates as new facts are discovered.

Once the incident has been resolved, a full summary report of the incident will be delivered to the designated contacts in each partner state. The written report will summarize the information listed above as well as:

- A timeline of events
- Steps taken to prevent similar breaches in the future
- Any additional security enhancement steps identified as a result of this incident, and the anticipated timeline for implementing those



## **Appendix A: State Breach Response Communication Plan**

*(Contents to be reviewed and updated at least annually)*

**Names, titles, email addresses, and phone numbers of individuals in the SEA who should be communicated with**

**Name, title, cell phone address, and email address of individual designated for weekend and evening communication about privacy and/or security (if needed)**

**Initial contact should be made with the state:**

- When a system problem is suspected (potential breach)
- When a system problem has been confirmed and the state's involvement clearly identified (confirmed breach)

**Identify any state laws or policy related to student data privacy or security. Provide a link or copy to the regulation.**

**Instructions to individuals with unauthorized access should come from:**

- The state
- AAI

**What additional information does your state require beyond the standard consortium report contents?**



**State Breach Response Communication Plan**  
*(Contents to be reviewed and updated at least annually)*

**1. Individuals in the SEA who should be communicated with:**

**Name (first and last):** Click here to enter text.

**Professional Title:** Click here to enter text.

**Department Name:** Click here to enter text.

**Email:** Click here to enter text.

**Phone Number:** Click here to enter text.

**Name (first and last):** Click here to enter text.

**Professional Title:** Click here to enter text.

**Department Name:** Click here to enter text.

**Email:** Click here to enter text.

**Phone Number:** Click here to enter text.

**Name (first and last):** Click here to enter text.

**Professional Title:** Click here to enter text.

**Department Name:** Click here to enter text.

**Email:** Click here to enter text.

**Phone Number:** Click here to enter text.

**2. Individual designated for weekend and evening communication about privacy and/or security (if needed)**

**Name (first and last):** Click here to enter text.

**Professional Title:** Click here to enter text.

**Department Name:** Click here to enter text.

**Email:** Click here to enter text.

**Phone Number (best for evening/weekend contact):** Click here to enter text.

**3. Initial contact should be made with the state:**

**When a system problem is suspected (potential breach)**

**When a system problem has been confirmed and the state's involvement clearly identified (confirmed breach)**

**4. Instructions to individuals with unauthorized access should come from (*choose one*):**

**The state**

**University of Kansas, Achievement and Assessment Institute**

**5. Identify any state laws or policy related to student data privacy or security. Provide the text of the regulation below or insert a link to an online version.**

Click here to enter text.

Link: [Click here to enter text.](#)

**6. What additional information does your state require beyond the standard consortium report contents?**

Click here to enter text.

FOR CONSORTIUM REVIEW ONLY – DO NOT DISTRIBUTE

## **Incident Summary: Pause in DLM Operational Testing Window April 15, 2015**

### **Overview**

The DLM consortium-wide operational spring testing window opened March 16, 2015. Some states, but not all, tested during the first two weeks. After reviewing data on testlet enrollments as students completed multiple testlets, it appeared some students were not being assigned to the intended testlets. As a result, the DLM testing window was closed March 27-April 1. This document describes the issue and resolution, timeline, and impacts.

### **Issue and Resolution**

ATS staff used examples generated by DLM psychometricians to identify potential misroutings. They also reviewed the intended steps that the adaptive algorithm would follow and queried databases to see if students were misassigned based on that logic.

In some instances, the problem was limited to a particular part of the overall assessment. For example:

- In the integrated model, the system was not able to find the writing testlet for students at some linkage levels, when the student had not previously been assessed in writing (during phases B and C).
- In the year-end model, for some grades the system skipped the first testlet and assigned the second one first.

Issues also occurred due to events that occurred before the spring window opened. These issues were sometimes related to the launch of the automated enrollment process, which happens before the window opens. Other times they were related to the student's own testing history during phase B. For example:

- The algorithm was designed to read a student's first contact complexity band for (1) all first testlets in the year-end model, and (2) the first testlet when the student had no prior history in the conceptual area in the integrated model. When the student participated in Phase B and their record was not reset correctly before the spring window opened, they might receive a duplicate form or a form at an unintended linkage level.
- The student's history included multiple First Contact records and the system assigned a linkage level based on an older record rather than the new one.
- The student had a roster change, PNP change, or was exited from a school. The system assigned a testlet based on old data or assigned multiple testlets.

There were a total of 469 testlet assignment irregularities identified across 312 students. (When the source of the issue was First Contact or PNP, the issue may have impacted both subjects.) The 469 issues fell into the following categories:

1. Testlet sequence – integrated model ( $n = 7$ , 2%)
2. Testlet sequence – year-end model ( $n = 42$ , 9%)
3. First contact ( $n = 179$ , 38%)
4. Change in form due to PNP ( $n = 232$ , 50%)
5. Duplicate testlet ( $n = 9$ , 2%)

ATS took several steps to resolve the issues. They released a patch that included adjustments to the algorithm logic to prevent the system from looking at old records when assigning new tests. The patch also solved the testlet sequence issues. Before the patch was implemented, it was tested and subjected

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to careful quality assurance procedures. ATS also deactivated old records (tests that had been assigned but not completed) from phases B and C that had contributed to the issue.

Although confident these issues have been resolved, ATS continues to monitor testlet assignment data for any indications of similar issues.

### Timeline

*Note: All times are CT and some are approximate.*

Time	Event
Fri 3/27 2 pm	After review and discussion of testlet assignment data, staff concluded some students were not being assigned to the intended testlets.
Fri, 3/27 5 pm	Realizing there were multiple potential root causes of the issue, and not knowing the size of the issue, staff decided to close the testing window until Thursday, April 2.
Fri, 3/27 6:29 pm	States and people subscribed to the DLM test updates listserv were notified by email about the testing pause.
Mon, 3/30 9 am	Announcement of the temporary window closing was also posted to the DLM website.
Mon, 3/30 11 am	It was discovered that access to testlets had not been disabled when the closing was announced on Friday evening. Access to DLM tests was disabled. (The KITE system remained open since multiple testing programs use the system.)
Tue, 3/31 Evening	Software release to resolve issues
Wed, 4/1 Midday	Three scenarios that caused the misassignments were identified.
Wed, 4/1 2:35 pm	States were notified of the findings.
Wed, 4/1 Late afternoon	State inquiries about leaving the testing window closed until the situation and impacts could be fully understood.
Wed, 4/1 4:56 pm	States are informed that a total of 612 students have been impacted by the issue. All other students can begin (or resume) testing on 4/2 with no impact to them. States are given the option to reset student records that evening so they can retest and be routed correctly. A vote is requested from the states with open operational windows on whether to resume testing.
Wed, 4/1 5:37 pm	States are notified that the only states that may be impacted are Alaska, Illinois, Kansas, North Dakota, Oklahoma, Utah and Colorado.
Wed, 4/1 6:26 pm	States are notified that the total number of students impacted is down to 260 in 7 states (out of an estimated population of 65,000). States that were testing operationally before the pause are asked to vote on whether to wipe records that night or whether to receive lists of impacted students and assistance in contacting teachers directly as needed to discourage ongoing testing for those who had routing issues.
Wed, 4/1 11:12 pm	States are notified that a majority of testing states voted and that the window will reopen on 4/2 with those states receiving lists of affected students
Thu, 4/2	Sent lists to states via HawkDrive. Provided assistance with messaging as requested.

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Time	Event
Tue, 4/7	Discussed issues and impacts on the partner call. Explained states' options for how to resolve issues. Updated lists of students (including all students and additional information about actual impacts) sent to states via HawkDrive with instructions for turning in their answers.
Since 4/7	States are going through their files and sending decisions back regarding the test records for each student.

**Impact**

As noted above, there were multiple potential underlying causes of misassignments. Regardless of the original source of the issue, we evaluated the student's intended experience (what their actual assignment should have been) versus real experience (what was assigned to them) in two ways:

- Actual versus assigned testlet number (which testlet was expected next in the sequence)
- Actual versus assigned linkage level

Depending upon the student, the source(s) of the issue could have led to misassignment based on sequence, linkage level, or both. It was also possible that the issue led to neither outcome. For example, if a teacher changed the First Contact record but the change did not impact the student's complexity band, the student would have received the same linkage level as was assigned.

As noted above, we found 312 students who had a total of 469 unique irregularities. The unique irregularity was defined as the first testlet assigned based on the wrong information due to the problems described above. The problems were nearly equally split across subjects (49% ELA, 51% math). The number of irregularities per state are summarized in Table 1.

*Table 1. Frequency of unique first problems, by state*

State	n
Alaska*	19
Illinois*	109
Kansas*	2
Missouri	14
New Jersey	10
North Dakota*	4
Oklahoma*	301
Utah*	2
West Virginia	5
Wisconsin	3
<b>Total</b>	<b>469</b>

\*State with open operational testing window 3/16-3/27

As mentioned previously, the impact on the student might be to the linkage level or to the testlet sequence. But sometimes the testlet they received matched what they actually should have received. As shown in Table 2, in 3% of the cases the linkage level and sequence were both correct and in 12% neither was correct. The remaining cases were either the correct sequence and incorrect linkage level (3%), or incorrect sequence and correct linkage level (82%).

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*Table 2. Correctness of sequence and linkage level assignment among unique first problems*

Sequence Correct	Linkage Level Correct		Total
	No	Yes	
No	57	385	442
Yes	15	12	27
Total	72	397	469

As shown in Table 3, 413 of 440 unique first problems (88%) occurred when the student was intended to receive the first testlet in the sequence but skipped to a later testlet.

*Table 3. Relationship of actual testlet in sequence to assigned testlet in sequence*

Actual Test (intended in sequence)	Assigned Testlet (received in sequence)						Total
	1	2	3	4	5	6	
1	27	261	133	11	8		440
2	13			1			14
4					10		10
5						5	5
Total	40	261	133	12	18	5	469

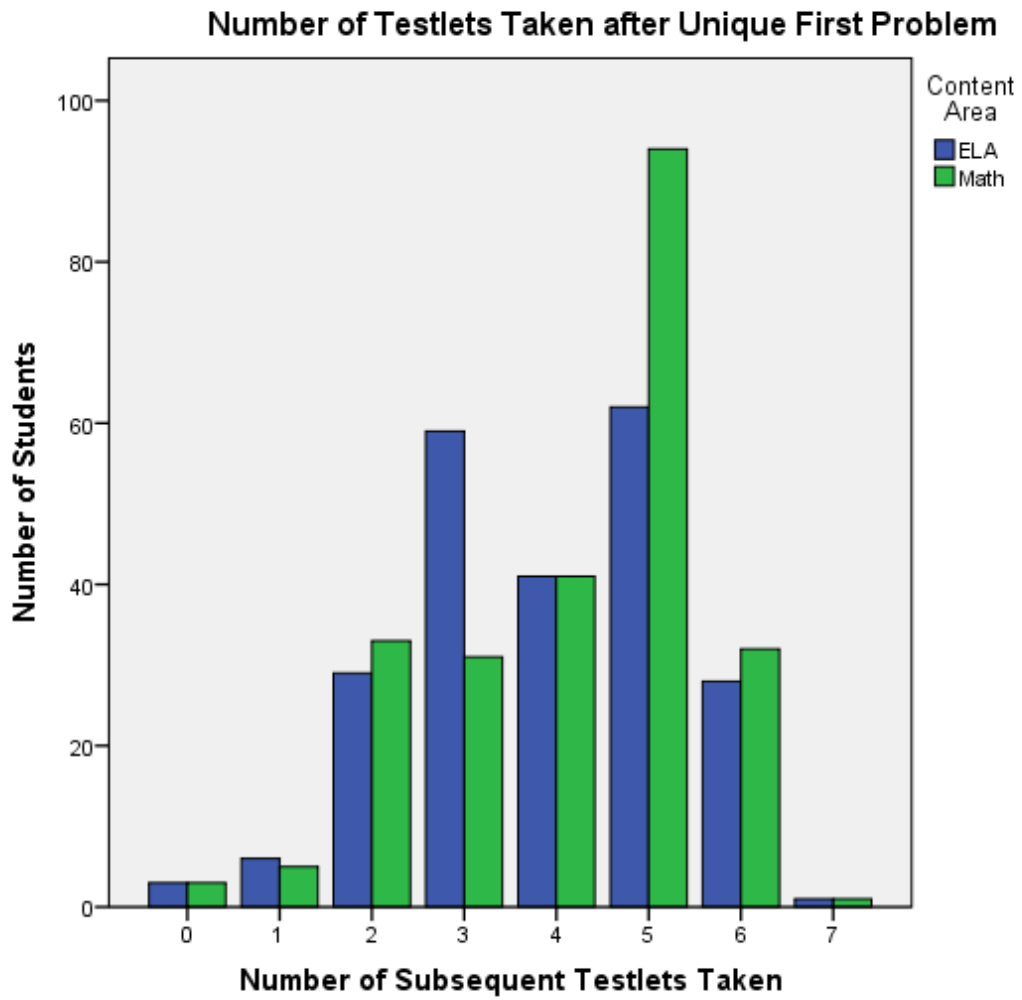
Table 4 summarizes the relationship between the linkage level the student should have received and the one received. In 397 cases (85%), the two corresponded. Where the testlet assigned to the student did not match what was intended, the result was typically off by one linkage level.

*Table 4. Relationship of actual testlet linkage level to assigned testlet linkage level*

Actual Linkage Level (intended)	Assigned Linkage Level (received)					Total
	IP	DP	PP	T	S	
Initial Precursor (IP)	62	6				68
Distal Precursor (DP)	7	119	2	5		133
Proximal Precursor (PP)		15	160	14	8	197
Target (T)			1	56	6	63
Successor (S)				8		8
Total	69	140	163	83	14	469

Finally, the figure below summarizes the downstream impact of potentially misassigned testlets. It indicates the number of students who completed each possible number of additional testlets after completing the first incorrect testlet. Most students completed two or more additional testlets.

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## **Incident Summary: Exposure of PII April 17, 2015**

### **Overview**

On March 27, 2015 we discovered that due to a change in file naming conventions, extracts generated through Educator Portal (sometimes also called “reports”) simultaneously generated by educators could collide and combine information, providing inappropriate access to personally identifiable information. This document describes the issue, resolution, timeline, and impacts.

### **Issue**

Educator Portal provides users with access to extracts (reports) that can be downloaded on demand. There are several types of extracts available, including:

- Users (educators)
- Enrollment (student)
- Roster (record that ties student to teacher and subject/course)
- Test record (used by DLM to exit a student from a school)
- DLM Test Administration Monitoring Report
- Two accessibility extracts (provide information about PNP choices)

There are other types of extracts available but not used by the DLM assessment program.

The original naming convention for extracts generated in Educator Portal included the organization id and user id along with date, hour, minute and second. At the request of users, we simplified the naming convention for data extracts. To simplify the name of the report, the organization name and user id were removed, but the other architectural changes that were necessary to make this approach work were not implemented. This change to the file naming convention was implemented in a software release in January 2015. After that change was implemented, if reports with the same name were generated at the same time all records the system would attempt to write to the same file. The end result was that reports generated at the same time had the same name regardless of who generated the report, and records from multiple organizational units could be written to the same file.

In actuality this process could lead to one of four different outcomes:

- (1) all record writes would fail and no file would be created
- (2) all record writes would fail leading to a blank file
- (3) one organization’s record writes would succeed and the other would fail leading to one-way exposure of inappropriate PII
- (4) both organizations record writes would succeed leading to two-way exposure of inappropriate PII

Of all cases that occurred since January, 42 exposed inappropriate PII. Additional details are provided in the “Impact” section below.

### **Resolution**

To correct the potential for reoccurrence, the original naming convention for files was reinstated so that every extract file names will now be unique. This change was implemented in a patch the evening of March 27.

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Several steps were also taken to remove access to the extracts until they could be fixed; identify individuals with real access to inappropriate PII; and contact those individuals to provide instructions on destroying the files. Additional information is provided in the timeline.

### Timeline

*Note: All times are CT and some are approximate.*

Time	Event
<b>3/27/15</b> 10:16 am	Bobby Richardson contacted CETE after running a report and seeing NJ students included in the MS report.
11:00 am	We removed copies of the suspect reports from KITE and deactivated reporting to prevent any other potential breaches.
11:41 am	DLM Leadership was informed that under certain rare circumstances PII in DLM system produced reports might be accessible to an educator for whom it was not intended. This could occur if two reports of the same type were requested within approximately one second of each other.
11:53 am	We found out this could occur with reports at other than the state level.
5:51 pm	After investigating the possible magnitude of the potential breach, we notified states.
Evening	We put out a software patch that fixed the problem and turned reporting capabilities back on
9:55 pm	Maximum number of impacted pairs of users identified as 71 within 9 states
<b>3/28/15</b> 8:50 am	DLM states were notified of the maximum numbers stated above
<b>3/31/15</b>	All 71 educators mentioned above were emailed with a request to destroy any versions of the reports and inform us when they did.
<b>4/1/15</b> 4:44 pm	We discover that not all impacted files contain inappropriate data.
7:15 pm	23 of 71 educators assert they have complied with our request to destroy any potentially impacted reports.
<b>4/2/15</b> 5:41 pm	38 of 71 educators have responded that they destroyed any such reports.
<b>4/3/15</b> 5:11 pm	43 of 71 educators have assured compliance.
<b>4/4/15</b> 8:03 am	We verify and share that only 5 states PII were affected: Kansas, Mississippi, New Jersey, Oklahoma, and West Virginia
<b>4/7/15</b>	General update shared with partner states
<b>4/8/15</b>	Files with specific names of individuals involved and latest status of file destruction confirmation sent to states

### Impact

Of the 70 instances (while there were 70 instances there were 71 educators because each incident involves two educators, but many educators were involved in more than one incident) of two users generating extracts simultaneously:

- the file was blank in one third of cases ( $n = 22$ )
- the file did not generate at all ( $n = 5$ )
- the second user was a help desk staff member who had legitimate access ( $n=1$ )
- there was one-way exposure of inappropriate PII ( $n = 36$ )

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- there was two-way exposure of inappropriate PII ( $n = 6$ )

Fifty-three (53) of the 70 incidents occurred in Kansas. Most were created during a large training session and were never disseminated. Kansas cases are not described further in this report as at the request of the state they are being handled through CETE's relationship to the state through the Kansas Assessment Program.

The remaining 16 cases involve other DLM states. The four possible outcomes in this subset are as follow:

- the file was blank ( $n = 4$ )
- the file did not generate at all ( $n = 2$ )
- there was one-way exposure of data that did not include inappropriate PII (educator names and email addresses) ( $n = 1$ )
- there was one-way exposure of inappropriate PII ( $n = 5$ )
- there was two-way exposure of inappropriate PII ( $n = 4$ ), however, two of the recipients were KU help desk employees who had reason to have access to the data and therefore the real exposure was one way

The extracts involved in actual cases of inappropriate PII include test administration monitoring (6 cases), current enrollment (2 cases), and roster (1 case). The table below summarizes the cases of inappropriate PII exposure.

Exposure	REPORT TYPE	STATE NAME	STATE NAME 2	# of student records
One Way*	Current Enrollment	New Hampshire	New Hampshire	793
Two Way	Current Enrollment	New Jersey	New Jersey	52
One Way	DLM Test Administration Monitoring	West Virginia	West Virginia	1
One Way	DLM Test Administration Monitoring	West Virginia	West Virginia	1
One Way	DLM Test Administration Monitoring	West Virginia	West Virginia	139
One Way	DLM Test Administration Monitoring	Oklahoma	Oklahoma	2
One Way	DLM Test Administration Monitoring	Utah	Oklahoma	8
Two Way	DLM Test Administration Monitoring	New Jersey	Mississippi	11,665
One Way*	Roster	New Jersey	New Jersey	9,764

\*Data generated would have been considered two-way exposure but one recipient was a KU help desk employee with reason to have access.

The test administration monitoring extract includes the following fields:

- Subject
- State
- District

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- School ID
- School Name
- Educator ID
- Educator Name (first and last)
- Student Name (first and last)
- Student Grade Level (i.e., Grade 1, Grade 2, etc.)
- Student State ID
- Student Local ID
- Number of DLM Testlets assigned to students, summarized by testlets Not Started, In Progress, Completed, and Remaining

Information about fields included in user, roster, and enrollment extracts is provided in the DLM Data Steward Manual located at

[http://dynamiclearningmaps.org/sites/default/files/data\\_steward\\_manual.pdf](http://dynamiclearningmaps.org/sites/default/files/data_steward_manual.pdf)

As of the date of this report, 8 of the 11 individuals who received inappropriate PII have confirmed they have destroyed the file. We will follow up with affected states once we have confirmation that all individuals have destroyed the files.

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## **Incident Summary: Incorrect Testlet Information Pages (TIPs) May 13, 2015**

### **Overview**

The DLM consortium-wide operational spring testing window opened March 16, 2015. For some testlets, the contents of the Testlet Information Pages (TIPs) did not match the testlets. This document describes the issue and resolution, timeline, and impacts.

### **Issue and Resolution**

#### ***What are TIPs?***

Testlet Information Pages (TIPs) are PDF documents delivered through Educator Portal for each assigned testlet. They provide information to the test administrator in advance of opening the testlet itself and are intended to help the test administrator prepare to deliver a specific testlet to a specific student, regardless of whether it is a computer-administered testlet or a teacher-administered testlet. TIPs include the following information:

- Materials needed
- Substitute materials allowed and recommended
- Exceptions to allowable supports (including the use of definitions, translation, read aloud, or other supports)
- Other comments
- Alternate text (used for human read aloud that includes description of graphics)

TIPs for English language arts testlets also have this information:

- Name of the text
- Whether it is informational text or literature
- Whether the text is familiar or unfamiliar
- Whether test administration time is expected to be longer than usual because there are two texts. (This occurs only when the linkage level requires a comparison between two texts.)

TIPs for mathematics testlets also have this information:

- Any specific math terminology used in the testlet.
- Whether a testlet is appropriate for calculator use.

Some testlets that require special set-up before test administration begins, such as some math testlets designed for students with blindness or visual impairments, have additional pages of instructions.

#### ***TIP Problems***

TIPs are generated by taking extracts from testlet production project management software, mail merging in Word, and converting information to PDFs. There are several quality control steps along the way, starting before the extracts are generated and ending with checks to make sure the correct TIP is attached for each testlet. However, in some cases those processes failed. In ELA, the problems were limited and tended to involve either (1) reversal of information needed on general versus alternate forms for students with blindness or visual impairments, or (2) minor typos that did not change the meaning of the contents. In mathematics, one of the extracts was jumbled before the merge process began.

#### ***Resolution***

As problems were reported to the help desk, content teams evaluated each report and classified it as (1) incorrect content, (2) mismatched TIP (e.g., TIP contents were correct but attached to incorrect form),

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or (3) teacher error/misunderstanding. For the mathematics team, finding the jumbled extract led to a review of every single mathematics TIP for correctness. When problems were found, fixes could only be made during a 2.5-hour window each night when the adaptive delivery system was offline. TIPs for teacher-administered testlets were prioritized for correction first. As corrections were made, teachers who reported the problems were sent corrected TIPs and instructed to resume testing.

**Timeline**

Time	Event
Early April	Isolated reports of problems with Testlet Information Pages coming to the help desk. Each case was reviewed. Some were cases of educator error/misunderstanding. Others were truly mismatched.
4/15/15	Math team first identified a potential systematic data problem in one of the project management exports used to generate TIPs. Led to review of every single TIP from every single export.
4/26/15	All incorrect TIPs were revised and testlets republished.

**Impact**

Table 1 summarizes the rate of TIP problems, by subject, type of testlet, and testing model. In ELA, four of the six total problems were found in alternate form testlets for students with blindness or visual impairments (BVI), a type of teacher-administered testlet delivered to a small subset of students. In math, 258 of the 410 total problems (63%) were with computer-administered testlets. Problem rates ranged from 4% of year-end model braille testlets to more than 40% of integrated model computer-administered testlets and teacher-administered end of instruction testlets.

*Table 1. Number and percent of TIPs affected by problem, by subject, testlet type, and testing model*

Testlet Type	Integrated			Year End			End of Instruction		
	N	n	%	N	n	%	N	n	%
<b>ELA</b>									
Computer-administered	442	1	0.22%	167	0		22	0	
BVI	47	3	6.38%	34	1	2.94%	0	0	
Braille	290	0		114	0		16	0	
Other teacher-administered	178	0		104	1	0.96%	16	0	
<b>Math</b>									
Computer-administered	424	177	41.75%	203	73	35.96%	73	8	10.95%
BVI	166	63	37.95%	106	41	38.67%	26	5	19.23%
Braille	172	14	8.13%	71	3	4.22%	38	3	7.89%
Other teacher-administered	112	6	5.35%	63	7	11.11%	21	10	47.61%

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The impact of TIP problems on student experience is unknown.

- Not all teachers retrieve or use TIPs when administering testlets.
- Unless state policy prohibits the practice, test administrators also have permission to open and view the testlet before administering it to the student. If they need to gather materials they do not have before starting, they can walk away from the computer to retrieve materials while the test is open, or use “exit does not save” to leave the testlet and return later to administer it.
- Depending on whether the testlet is computer-administered or teacher-administered, the impact of accurate TIPs may be different. For instance, a test administrator does not need to know the name of an unfamiliar ELA text used in a computer-administered testlet before opening the testlet in order to administer it with fidelity. A test administrator who needs to substitute manipulatives in a teacher-administered testlet does need to know the important properties of the substitute materials.
- While teachers who contacted the help desk were told to pause testing until they received a corrected TIP, not all did so.
- We have no way of estimating the number of teachers who knew the TIP was wrong but did not contact the help desk.

## Webpage with KITE System Requirements

[Home](#) » [KITE™ Suite Requirements](#)

### **KITE™ SUITE REQUIREMENTS**

#### **Accessing the KITE Educator Portal**

The KITE Educator Portal is an application built for the administration of assessments including enrollment and monitoring. To access the Educator Portal, a new login needs to be created.

#### **Access the [KITE Educator Portal website](#).**

KITE Educator Portal is accessed by using a web browser. For the best user experience, we recommend using:

- Firefox 24.3 ESR or above

The following browsers can also be used to access KITE Educator Portal:

- Safari 6.0.5
- Internet Explorer 8 and above
- Chrome 35 and above



## **KITE Client (Student Application)**

KITE Client is the interface used by students for taking tests.

### **KITE Client Installation**

To install KITE Client, please follow the instructions for your computer's operating system. Once launched, KITE Client prevents students from accessing unauthorized webpages or applications during testing.


### **Screen Requirements**

The minimum screen resolution required for KITE is 1024x768.

### **Supported Platforms – KITE Client 2.1**

- Windows 7, 8, 10 (desktops and laptops only)
- Mac OS X 10.7–10.11
- Chromebook ([Available in the Chrome Web Store](#))
- iPad, iOS 7–9 ([Available in the App Store](#))

## Sample State Webpage



OUR MODEL
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### NEW HAMPSHIRE


The Dynamic Learning Maps® consortium has defined the following roles for participants in administering assessments. Select a role below to narrow the list of resources.

- Test Administrator (teacher or other qualified examiner)
- Assessment Coordinator (supports assessment implementation; supports test administrators)
- Data Steward (manages student and enrollment data, Educator Portal user accounts)
- Technical Liaison (manages DLM technology requirements for a school or district)

**What is your role?**

[Accessibility Manual \(pdf\)](#)  
*provides guidance on the selection and use of accessibility features. Updated 02/18/2016*

### Contact



**New Hampshire Department of Education**

**Scott J. Mantie**, ALT Assessment Coordinator

[NH uses the Year-End Model](#)

**Assessment Coordinator Manual (pdf)**

supports Assessment Coordinators in preparing district and school staff for testing. *Updated 02/12/2016*

*\*check below to see if your state offers an appendix to this manual*

**Blueprint ELA YE (pdf)**

pool of available Essential Elements (EEs) in English Language Arts

**Blueprint Math YE (pdf)**

pool of available Essential Elements (EEs) for Mathematics

**Data Steward Manual (pdf)**

supports Data Stewards with managing user, student, and roster data in Educator Portal. *Updated 05/10/2016*

*\*check below to see if your state offers an appendix to this manual*

**DLM Parent Resource Webpage**

helpful links for parents who want to learn more about the DLM system

**Educator Resource Page for English Language Arts and Mathematics**

Key webpage with resources, job aids, and videos to support Test Administrators

**Facilitator Guide to DLM Required Test Administrator Training (pdf)**

supports facilitators in accessing DLM required test administration training and support resources. *Updated 01/14/2016*

**Guide to DLM Required Test Administrator Training (pdf)**

helps users access DLM required test administration training. *Updated 01/14/2016*

**Guide to Practice Activities & Released Testlets YE (pdf)**

NH uses the Year-End Model

**Stay in the know!** Get automatic updates about DLM testing sent straight to your inbox.

**» Subscribe to test updates**

Unable to subscribe? **Complete this form.**

If you subscribed last year, you do not need to subscribe again, unless your email address has changed. If your email address has changed, you must resubscribe.

Don't need updates any more? **Unsubscribe** from test updates.

**» View test updates on the web**

**KITE/Educator Portal Webpage**

DLM webpage with links to KITE client downloads, plus information on troubleshooting, local caching server, bandwidth, and more

**Manage Special Enrollments (Out of Building, District, or State)**

a resource to help manage student enrollment for special scenarios *New 01/13/16*

**Parent Notification Letter New No Science (doc)**

Notification letter for new districts testing in mathematics and English language arts

**Parent Notification Letter New No Science Español (doc)**

Carta de notificación para los nuevos distritos examinándose en Matemáticas y Artes del Idioma Inglés.

**Parent Notification Letter Returning No Science (doc)**

Notification letter for returning districts testing in mathematics and English language arts

**Parent Notification Letter Returning No Science Español (doc)**

Carta de notificación para los distritos que vuelven a examinarse en Matemáticas y Artes del Idioma Inglés.

**Roster Upload Template (csv)**

add rosters to Educator Portal

**Technical Liaison Manual (pdf)**

supports Technical Liaisons in preparing schools for the technology needs of the DLM assessment.

**Test Administration Manual (pdf)**

supports Test Administrators in preparing themselves and students for the DLM assessment. *Updated 02/22/2016*

\*check below to see if your state offers an appendix to this manual

**District Staff Resources**

These **videos and presentations** help district staff learn more about responsibilities and systems. Key topics include:

- 1-2 minute, how-to videos in Educator Portal
- Key responsibilities for Assessment Coordinators, Data Stewards, and Technical Liaisons
- Building Principal training
- Data Cleanup training

**Test, Exit, and Clear (TEC) Template (csv)**

remove students from Educator Portal

**Test Updates Page**

DLM webpage with breaking news on test administration activities. **Subscribe today!**

**User Upload Template (csv)**

add users to Educator Portal. *Newly updated for 2015–16*

**Enrollment Procedures NH**

Attention! New Hampshire districts will now register students in the i4See system, which will then create KITE records for those students. New Hampshire will NOT use the Enrollment Template provided by DLM. Please see the [DLM Registration and Processing FAQ \(pdf\)](#) for full details **Updated 3/30**

**State Organizational Table NH (xls)**

names and numbers of schools and districts in New Hampshire. *Updated 03/02/16*

**CONTACT US**

[d1m@ku.edu](mailto:d1m@ku.edu)

**ACCESS**

[SEA login](#)

[Educator Portal login](#)

**SERVICE DESK**

1-855-277-9751

[DLM-support@ku.edu](mailto:DLM-support@ku.edu)

Current hours: 6:00 a.m.–7:00 p.m. CDT, M–F





## Grade 3 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.3.2	1	1
EE.RL.3.3	2	2
EE.RL.3.1	1	2
EE.RL.3.9	1	1
EE.RL.3.4	1	2
EE.L.3.5.c	1	1
EE.RL.3.5	3	3
EE.RI.3.1	1	2
EE.RI.3.9	2	2
EE.RI.3.2	2	2
EE.RI.3.3	1	1
EE.RI.3.4	2	2
EE.L.3.5.a	2	2
EE.RI.3.8	1	1
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.3.2.a	1	1
W.3.4.	1	1
W.3.2.a	1	1

## Grade 4 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.4.2	1	2
EE.RL.4.5	2	2
EE.RL.4.1	2	2
EE.RL.4.3	2	2
EE.RL.4.4	2	2
EE.RL.4.6	1	1
EE.RI.4.1	2	2
EE.RI.4.8	1	1
EE.RI.4.5	2	2
EE.RI.4.2	1	1
EE.RI.4.3	2	2
EE.RI.4.4	2	2
EE.RI.4.9	2	2
EE.L.4.5.c	1	1
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.4.2.b	3	3
L.4.2.a	2	2
L.4.2.d	1	3

## Grade 5 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.5.1	2	3
EE.RL.5.5	1	2
EE.RL.5.2	2	2
EE.RL.5.6	1	1
EE.RL.5.4	2	2
EE.RL.5.9	1	1
EE.RI.5.1	3	3
EE.RI.5.2	1	1
EE.RI.5.4	2	2
EE.RI.5.5	1	1
EE.RI.5.8	2	2
EE.RI.5.3	2	2
EE.RI.5.9	2	2
EE.L.5.4.a	1	1
EE.L.5.5.c	2	2
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.5.2.a	1	2
W.5.2.b	2	3



## Grade 6 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.6.1	2	2
EE.RL.6.2	2	2
EE.RL.6.4	1	1
EE.RL.6.3	2	2
EE.RL.6.5	1	1
EE.RL.6.6	1	2
EE.RI.6.1	1	2
EE.RI.6.2	1	2
EE.RI.6.6	1	1
EE.RI.6.5	1	1
EE.RI.6.3	2	2
EE.RI.6.8	2	2
EE.RI.6.4	1	1
EE.L.6.5.b	2	2
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.6.2.a	1	2
W.6.2.b	2	3
L.6.2.b	2	1

## Grade 7 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.7.2	2	2
EE.RL.7.5	1	1
EE.RL.7.4	2	2
EE.RL.7.1	1	1
EE.RL.7.3	2	2
EE.RI.7.1	1	1
EE.RI.7.2	2	2
EE.RI.7.3	1	1
EE.RI.7.5	1	1
EE.RI.7.9	2	2
EE.RI.7.6	1	1
EE.RI.7.4	2	2
EE.RI.7.8	1	1
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.7.2.a	1	2
W.7.2.d	1	2
W.7.2.b	2	1
L.7.2.a	2	2
L.7.2.b	2	1

## Grade 8 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.8.1	2	2
EE.RL.8.3	2	2
EE.RL.8.2	1	2
EE.RL.8.5	1	1
EE.RL.8.4	2	2
EE.RI.8.2	1	1
EE.L.8.5.a	2	2
EE.RI.8.1	2	2
EE.RI.8.3	2	2
EE.RI.8.4	1	1
EE.RI.8.6	2	2
EE.RI.8.8	2	2
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.8.2.a	1	1
W.8.2.b	1	1
W.8.2.c	2	1
W.8.2.d	1	1
W.8.2.f	1	1

## Grade 9 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.9-10.1	1	1
EE.RL.9-10.5	1	1
EE.RL.9-10.4	2	3
EE.RL.9-10.3	2	2
EE.L.9-10.5.b	2	2
EE.RL.9-10.2	2	2
EE.RI.9-10.1	2	2
EE.RI.9-10.2	1	1
EE.RI.9-10.3	2	2
EE.RI.9-10.4	2	2
EE.RI.9-10.8	2	2
EE.RI.9-10.5	2	2
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.9-10.2.a	2	2
W.9-10.2.b	2	1
W.9-10.2.c	1	1
W.9-10.2.d	2	2
W.9-10.2.f	1	1
L.9-10.2.c	2	1

## Grade 10 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.9-10.1	2	2
EE.RL.9-10.5	2	2
EE.RL.9-10.2	1	1
EE.RL.9-10.3	2	2
EE.RL.9-10.4	2	2
EE.RI.9-10.1	2	2
EE.RI.9-10.2	1	2
EE.RI.9-10.5	2	2
EE.L.9-10.5.b	1	2
EE.RI.9-10.3	2	2
EE.RI.9-10.4	2	2
EE.RI.9-10.8	2	2
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.9-10.2.a	2	2
W.9-10.2.b	2	1
W.9-10.2.c	1	1
W.9-10.2.d	2	2
W.9-10.2.f	1	1

## Grade 11 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.11-12.1	2	2
EE.RL.11-12.5	2	2
EE.RL.11-12.4	2	2
EE.RL.11-12.2	2	2
EE.RL.11-12.3	2	4
EE.RI.11-12.2	2	2
EE.RI.11-12.4	2	2
EE.RI.11-12.3	2	3
EE.RI.11-12.8	1	1
EE.RI.11-12.9	1	2
EE.RI.11-12.5	1	1
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.11-12.2.a	4	2
W.11-12.2.b	2	2
W.11-12.2.c	1	1
W.11-12.2.d	3	2
W.11-12.2.f	1	1
L.11-12.2.b	2	1

## English 2 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.9-10.1	2	2
EE.RL.9-10.5	2	2
EE.RL.9-10.2	1	1
EE.RL.9-10.3	2	2
EE.RL.9-10.4	2	2
EE.RI.9-10.1	2	2
EE.RI.9-10.2	1	2
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.9-10.2.a	2	2
W.9-10.2.b	2	1
W.9-10.2.c	1	1
W.9-10.2.d	2	2
W.9-10.2.f	1	1

## English 3 Item Map

Essential Element	Number of Items in IP Level Testlet	Number of Items in DP/PP/T/S
EE.RL.11-12.1	2	2
EE.RL.11-12.5	2	2
EE.RL.11-12.4	2	2
EE.RL.11-12.2	2	2
EE.RL.11-12.3	2	4
EE.RI.11-12.2	2	2
EE.RI.11-12.4	2	2
	Number of Items in EW Level Testlet	Number of Items in CW Level Testlet
W.11-12.2.a	4	2
W.11-12.2.b	2	2
W.11-12.2.c	1	1
W.11-12.2.d	3	2
W.11-12.2.f	1	1
L.11-12.2.b	2	1





## Grade 3 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
3.NBT.2	2
3.NBT.3	2
3.OA.9	3
3.NF.1-3	3
3.G.2	3
3.OA.4	6
3.OA.1-2	3
3.OA.8	1
3.MD.1	1
3.MD.4	3
3.MD.3	3

## Grade 4 Item Map

Essential Element	Number of Items
4.NF.1-2	3
4.NF.3	1
4.NBT.2	1
4.NBT.3	3
4.G.1	2
4.MD.5	1
4.MD.6	2
4.MD.3	3
4.MD.2.d	1
4.MD.4.b	3
4.OA.1-2	1
4.OA.5	1
4.NBT.4	1
4.OA.3	3
4.MD.2.a	1
4.MD.2.b	3

## Grade 5 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
5.NF.1	1
5.NF.2	3
5.NBT.1	1
5.NBT.3	3
5.OA.3	3
5.G.1-4	3
5.MD.3	1
5.NBT.4	1
5.MD.1.a	1
5.MD.2	2
5.MD.4-5	3
5.MD.1.b	3
5.NBT.5	3
5.NBT.6-7	1
5.MD.1.c	1

## Grade 6 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
6.EE.1-2	4
6.EE.3	1
6.NS.5-8	3
6.EE.5-7	4
6.G.1	3
6.G.2	3
6.NS.2	4
6.NS.3	1
6.RP.1	1
6.NS.1	3
6.SP.5	3

## Grade 7 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
7.G.1	3
7.G.5	3
7.NS.2.c-d	1
7.NS.3	1
7.NS.1	3
7.NS.2.a	1
7.NS.2.b	3
7.EE.1	3
7.EE.2	1
7.RP.1-3	3
7.SP.3	3
7.SP.5-7	1
7.G.2	1
7.G.4	3

## Grade 8 Item Map

Essential Element	Number of Items
8.G.1	3
8.G.2	1
8.G.4	1
8.EE.1	1
8.EE.7	3
8.NS.2.a	1
8.NS.2.b	3
8.NS.1	3
8.F.1-3	3
8.F.4	1
8.SP.4	3
8.G.5	1
8.G.9	3
8.EE.2	1

## Grade 9 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
A-SSE.1	4
A-SSE.3	4
G-CO.1	5
N-CN.2.b	4
N-CN.2.c	3
N-CN.2.a	3
G-GPE.7	4
G-MG.1-3	3

## Grade 10 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
A-REI.10-12	4
F-BF.1	3
A-CED.1	4
A-CED.2-4	3
S-CP.1-5	3
S-ID.1-2	4
S-ID.4	3
N-Q.1-3	3
G-CO.4-5	3



## Grade 11 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
F-IF.1-3	4
F-IF.4-6	4
A-SSE.4	3
F-BF.2	3
N-RN.1	4
S-IC.1-2	3
F-LE.1-3	3
S-ID.3	3
G-CO.6-8	3

## Algebra 1 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
N-CN.2.a	3
N-CN.2.b	4
N-CN.2.c	3
S-CP.1-5	3
S-ID.1-2	3
N-Q.1-3	3
S-ID.3	3
A-SSE.1	4
A-SSE.3	4

## Algebra 2 Item Map

<b>Essential Element</b>	<b>Number of Items</b>
N-RN.1	4
S-IC.1-2	3
S-ID.4	3
A-CED.1	4
A-CED.2-4	3
A-SSE.4	3
F-BF.2	3
F-IF.1-3	4
F-LE.1-3	3

## Geometry Item Map

<b>Essential Element</b>	<b>Number of Items</b>
G-CO.1	5
G-CO.4-5	3
G-CO.6-8	3
G-MG.1-3	3
G-GPE.7	4
A-REI.10-12	4
F-BF.1	4
F-IF.4-6	4

## DLM Test Administration Observation Research Protocol - Short Version

### Purpose

The purpose of this protocol is to give observers a standardized way to describe the way a DLM testlet was administered. Observers complete one observation form per testlet administered. There are separate forms depending on whether the observer is recording information about a computer-delivered testlet or a teacher-administered testlet.

This protocol should only be used when observing the testing session for informational purposes. It should not be used when the primary purpose of the visit is to evaluate the teacher, monitor student performance, or coach the teacher.

### General Instructions

#### *Set-up*

1. Remind the teacher that you are not there to evaluate their teaching or monitor student performance. You are there simply to observe what s/he normally does during DLM assessments. The purpose of what you are recording is to support documentation of the alternate assessment.
2. Ask the teacher to arrange the session as s/he typically would for that student.
3. Based on that arrangement, place yourself where you can unobtrusively observe – preferably outside the student’s line of vision and where you can still see the screen (for computer-delivered assessments) or behind the teacher/student pair, facing the computer (for teacher-administered assessments).
4. If the student completes multiple testlets, **use separate observation forms for each testlet.**

#### *During the session*

1. When recording the identifying information at the beginning of each form, do NOT include information that could be used to identify the student by name. Use an identifier that helps you distinguish between multiple students observed (e.g., “green shirt”, “girl with glasses”).
2. Document your observations in each section as thoroughly as possible.
3. Avoid interrupting the testing process.

#### *After the session*

1. Confirm that you have completed all parts of the protocol.
2. Make sure narrative comments are clearly written.
3. Follow up with the teacher if any clarifications need to be made on the protocol.
4. Allow the teacher to ask any questions if they would like to.

#### *Submitting the protocol after the session*

1. Paper protocol forms may be scanned and submitted by email to [d1m@ku.edu](mailto:d1m@ku.edu). Paper protocol forms may also be faxed to 785-864-3566, Attn: DLM Test Administration Observations.

## DLM Test Administration Observation Protocol – Short Version Computer-Administered Testlets

State: \_\_\_\_\_ School: \_\_\_\_\_ Student: \_\_\_\_\_

Observation date: \_\_\_\_\_ Observer: \_\_\_\_\_

Test subject: ELA Math Science Grade: \_\_\_\_\_

Testlet Identifier (last 4 digits of the form name seen in KITE): \_\_\_\_\_

---

### 1. Preparation/Set Up

#### a. Location

- Student's typical classroom                       Small room for individual testing  
 Computer lab     Other (describe): \_\_\_\_\_

#### b. Testing conditions (select all that apply)

- Other students were present but **could not** see the student's test  
 Other students were present and **could** see the student's test  
 The TA was the student's teacher or other familiar educator  
 The TA administered tests to multiple students simultaneously  
 Other adults were present

#### c. Testing device:

- Desktop computer                                       Interactive whiteboard/projector  
 Laptop computer                                         Chromebook  
 iPad     Other: \_\_\_\_\_

### 2. Administration

#### a. Test administrator behaviors (Mark YES or NO for each.):

YES	NO	The test administrator...
		navigated one or more screens for the student
		repeated question(s) before student responded
		repeated question(s) after student responded (gave a second trial at the same item)
		reduced the number of choices available to the student
		used verbal prompts to direct the student's attention What did the TA say?
		used physical prompts
		clarified directions
		defined vocabulary used in the testlet
		interpreted data table or graph for the student
		asked the student to clarify one or more responses What did the TA say?
		entered one or more responses for the student → If YES, complete questions b and c below. → If NO, skip to question d.

b. Did the response recorded by the TA match the student's answer?

- Yes
- No
- Could not tell

c. What condition(s) led to the teacher's response entry on the student's behalf? \_\_\_\_\_

---

d. Student behaviors (Select all that apply):

- navigated the screens independently
- navigated the screens with verbal prompts
- selected answers independently
- selected answers after verbal prompts
- indicated answers using sign language
- Indicated answers using eye gaze
- Indicated answers using materials outside of KITE (e.g., communication board)
- skipped one or more items
- revisited a question after answering it
- asked the TA a question. Record question here: \_\_\_\_\_

- 
- used graphic organizer
  - used manipulatives (other than the ones required for the testlet)

f. Technical problems with the KITE system (select all that apply)

- Login/authentication problem
- Test not available
- System logged student out before test was completed
- Navigation did not work as intended
- Item did not display fully
- Scrolling/magnification – could not select intended answer
- Read aloud problem (e.g., distorted sound, highlighting did not work properly)
- Other: \_\_\_\_\_

g. Did the student complete the testlet?                      YES                      NO

If no, why was testlet not completed? \_\_\_\_\_

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### 3. Accessibility

a. Accessibility features used for *part or all* of the testlet. (Mark YES or NO for each.)

YES	NO	Feature
		Magnification (2x, 3x, 4x, 5x)
		Invert Color Choice (black background, white font)
		Color Contrast (white or black background and color font)
		Color Overlay (background different color)
		Synthetic Read Aloud (text to speech)
		Human Read Aloud
		Single switch
		Two switch system
		Adaptive equipment (keyboard, mouse, touchpad, slant board, etc.)
		Individualized manipulatives (unit cubes, counters, etc.)
		Partner Assisted Scanning (TA assists students with scanning answer choices)

b. Did the student have difficulty with accessibility? YES NO

Describe the problem and what the test administrator did. \_\_\_\_\_

\_\_\_\_\_

c. Indicate any other device(s) the student used:

- |  |   |
|--|---|
| <input type="checkbox"/> Alternate keyboard            | <input type="checkbox"/> Voice output device              |
| <input type="checkbox"/> Teacher-made symbols/pictures | <input type="checkbox"/> Light box                        |
| <input type="checkbox"/> Low-tech communication boards | <input type="checkbox"/> Computer screen magnifier        |
| <input type="checkbox"/> Eye gaze technology           | <input type="checkbox"/> Joystick (operates like a mouse) |
| <input type="checkbox"/> Sip and puff technology       | <input type="checkbox"/> Head mouse                       |
| <input type="checkbox"/> Voice recognition software    | <input type="checkbox"/> Other: _____                     |

### 4. Observer Evaluation

a. Rate the student's overall engagement during the session: Low Medium High

b. Other observer comments:



**DLM Test Administration Observation Protocol – Short Version**  
**Teacher-Administered Testlets**

State: \_\_\_\_\_ School: \_\_\_\_\_ Student: \_\_\_\_\_

Observation date: \_\_\_\_\_ Observer: \_\_\_\_\_

Test subject: ELA Math Science Grade: \_\_\_\_\_

Testlet Identifier (last 4 digits of the form name seen in KITE): \_\_\_\_\_

---

**1. Preparation/Set Up**

a. Location

- Student's typical classroom
   
  Small room for individual testing  
 Computer lab
   
  Other (describe): \_\_\_\_\_

b. Testing conditions (select all that apply)

- Other students were present but **could not** see the student's test  
 Other students were present and **could** see the student's test  
 The TA was the student's teacher or other familiar educator  
 The TA administered tests to multiple students simultaneously  
 Other adults were present

c. Testing device:

- Desktop computer  
 Laptop computer  
 iPad

d. Preparation/Set Up (Mark YES or NO for each.)

YES	NO	The test administrator...
		referred to the Testlet Information Page before beginning to assess the student
		had materials prepared before starting to assess with the student
		arranged student/materials for optimal test administration
		substituted materials List materials used:

## 2. Administration

a. Student's response mode(s): Verbal    Gesture    Eye gaze    Other: \_\_\_\_\_

b. Test administrator behaviors (Mark YES or NO for each.)

YES	NO	The test administrator...
		navigated the system without problems
		repeated question(s) before student responded
		repeated question(s) after student responded (gave a second trial at the same item)
		reduced the number of choices available to the student
		interpreted the student's responses and recorded a response that matched the student's behavior
		used verbal prompts to direct the student's attention
		used physical prompts or hand over hand guidance to assist the student in answering an item

c. *For ELA testlets only:* Test administrator behaviors (Mark YES or NO for each.)

YES	NO	The test administrator...
		encouraged engagement and interaction
		connected words/pictures to student background knowledge and experience
		labeled/pointed out pictures
		modeled concepts about print (reading left-to-right, one-to-one correspondence between a spoken and written word)
		pointed out rhymes, syllables and sounds in words
		modeled how to communicate using students' communication symbols
		incorporated objects to help make connections

d. *For science testlets only:* Test administrator behaviors (Mark YES or NO for each.)

YES	NO	The test administrator...
		used picture cards if they were available for the testlet
		discussed/defined science vocabulary
		connected words/pictures to student background knowledge and experience
		incorporated objects to help make connections

e. *For math testlets only:* Test administrator behaviors (Mark YES or NO for each.)

YES	NO	The test administrator...
		discussed/defined math vocabulary
		connected words/pictures to student background knowledge and experience
		incorporated objects to help make connections

f. Technical problems with the KITE system (select all that apply)

- Login/authentication problem
- Test not available
- System logged student out before test was completed
- Navigation did not work as intended
- Item did not display fully
- Scrolling/magnification – could not select intended answer
- Read aloud problem (e.g., distorted sound, highlighting did not work properly)
- Other: \_\_\_\_\_

g. Did the student complete the testlet?    YES    NO

If not, why not?

### 3. Accessibility

a. Accessibility features used for *part or all* of the testlet. (Mark YES or NO for each.)

YES	NO	Feature
		Magnification (2x, 3x, 4x, 5x)
		Invert Color Choice (black background, white font)
		Color Contrast (white or black background and color font)
		Color Overlay (background different color)
		Synthetic Read Aloud (text to speech)
		Human Read Aloud
		Single switch
		Two switch system
		Adaptive equipment (keyboard, mouse, touchpad, slant board, etc.)
		Individualized manipulatives (unit cubes, counters, etc.)
		Partner Assisted Scanning (TA assists students with scanning answer choices)

b. Did the student have difficulty with accessibility?    YES    NO

Describe the problem and what the test administrator did. \_\_\_\_\_

\_\_\_\_\_

c. Indicate any other device(s) the student used:

- Alternate keyboard
- Teacher-made symbols/pictures
- Low-tech communication boards
- Eye gaze technology
- Sip and puff technology
- Voice recognition software
- Voice output device
- Light box
- Computer screen magnifier
- Joystick (operates like a mouse)
- Head mouse
- Other: \_\_\_\_\_

**4. Observer Evaluation**

a. Rate the student's overall engagement during the session:    Low    Medium    High

b. Other observer comments:

# Test Administration Observations: Guidance for Local Observers

DLM uses a test administration observation protocol to gather information about how educators in the consortium states deliver testlets to students with significant cognitive disabilities. This protocol gives observers a standardized way to describe the way a DLM testlet was administered – no matter their role or experience with DLM.

The observation protocol is available in a paper (PDF) format and as an online survey. Responses are submitted directly to DLM for analysis. Results are described for whole groups and are used to support technical documentation for the assessment system.

## Purposes and Uses

This protocol should only be used for descriptive purposes. It should not be used when the primary purpose of the visit is to evaluate or coach the teacher, or to monitor student performance. If you must observe for multiple purposes at once, please do not record comments related to your secondary purpose on the DLM observation form.

Please do not use this protocol to report testing irregularities or test security violations. Consult your DLM state contact for further guidance.

Observers complete one observation per testlet administered. Most items are a direct report of what is observed – for instance, how the test administrator sets up for the assessment, and what the test administrator and student say and do. One section asks observers to make judgments about the student’s engagement during the session.

## General Instructions

After coordinating the visit with the test administrator<sup>1</sup>, bring an electronic device with internet connection (e.g., laptop or tablet) to the session. If you cannot access the online survey during the observation, take notes on a copy of the paper form and transfer them into the online survey as soon after the observation session as possible.

### Arrival / Set-up

1. Before entering the room, launch the online survey: <https://goo.gl/nWluGa> and fill out as many questions on the first screen as possible before the observation begins. *If you cannot use the online survey during the session, keep notes on the paper version of the survey and transfer your responses to the online version within 1-2 days after completing the observation.*
2. Remind the teacher that you are not there to evaluate his or her teaching or monitor student performance. You are there simply to observe what s/he normally does during DLM

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<sup>1</sup> Since the test administrator is typically a teacher, we use “teacher” in this document to refer to the test administrator. Depending on state policy, other educators may be qualified to deliver DLM assessments.

assessments. The purpose of what you are recording is to support documentation of the alternate assessment. If the teacher still welcomes you to observe, indicate “YES” on the consent question on the survey. If the teacher is no longer comfortable with you observing, leave the classroom, indicate “NO” on the consent question, and submit the survey.

3. Ask the teacher to arrange the session as s/he typically would for that student.
4. Based on that arrangement, place yourself where you can unobtrusively observe – preferably outside the student’s line of vision and where you can still see the screen (for computer-delivered assessments) or behind teacher/student pair, facing the computer (for teacher-administered assessments).
5. After the test administrator logs into KITE but before the test is selected, note the last number in the test form name. It is a 3-5 digit number near the end of the name. For example:  
For a test named: ELA RL.8.2 S 1234 → Enter 1234 on the survey
6. Ask the teacher whether the test is designed as a teacher-administered testlet or a computer-delivered testlet. (If the teacher is unsure, this information is located on the Testlet Information Page, a PDF delivered when the test is assigned.)

**Note:** Complete one survey for one testlet administered. If the student completes multiple testlets and you wish to provide data for more than one, complete the survey again for each testlet.

#### *During the session*


1. Follow instructions for each item. Some items allow more than one response (select all that apply)
2. When recording notes, do NOT include information that could be used to identify the student by name.
3. If you are observing for multiple purposes, make sure the comments recorded for DLM only pertain to descriptions of test administration.
4. Document your observations in each section as thoroughly as possible.
5. Avoid interrupting the testing process.

#### *After the session*

1. Follow up with teacher if any clarifications need to be made about what you observed (e.g., you weren’t sure if the student or the teacher navigated on a particular screen).
2. Confirm that you have completed all parts of the protocol and submit the online survey.
  - If working on a paper copy, make sure notes are complete. Transfer them to the online survey as soon after the observation as possible.
3. Thank the teacher for allowing you to observe.
4. If you have a second purpose for your observation, remember to keep that separate from the DLM observation.


#### *Submitting the protocol after the session if using the paper (PDF) version*

1. Paper protocol forms may be scanned and submitted by email to [d1m@ku.edu](mailto:d1m@ku.edu). Paper protocol forms may also be faxed to 785-864-3566, Attn: DLM Test Administration Observations.




# Dynamic Learning Maps Consortium Monitoring Assessments Webinar

## Year End Model Spring 2015 Assessment

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Education Programs

The present publication was developed under grant 84.373X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred.

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## Webinar Logistics

- Audio and video are through Adobe Connect. If you don't have speakers or earbuds, you won't hear us.
- Presentation mode means you hear us; we won't hear you.
- Please hold questions until the end.
- Ask questions in the chat box, located on the bottom right corner of your screen.



2 of 51








Lynnett Wright

# WELCOME & OVERVIEW

3 of 51







# Today's Topics

40 minutes dedicated to:

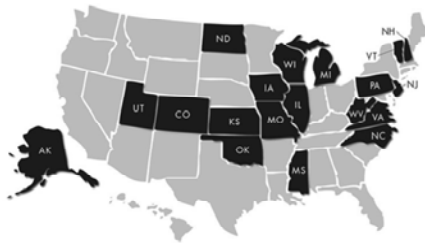
- Overview of DLM
- Who is eligible
- Test delivery overview
- Monitoring assessments
- Next steps & resources

15 minutes for your questions

 4 of 51  **DYNAMIC**  
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These are the topics we'll focus on today, with time reserved for your questions related to these topics at the end. If you wandered into this webinar looking for something different, you might try searching your DLM state webpage for resources which will help answer your questions.


## About DLM



- The DLM Consortium consists of 19 states
- Alternate assessments for students with significant cognitive disabilities
- Grades 3-8 and high school
- English language arts and math

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5 of 51

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There are 19 states currently participating in the DLM consortium. The work is to develop an alternate assessment for students with significant cognitive disabilities in grades 3-8 and high school in ELA and math.

# Participation

## Participation Criterion


- The student has a significant cognitive disability
- The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards
- The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.

*Check your state's DLM webpage to see if your state provided customized participation guidelines.*


6 of 51



The DLM participation criteria is straight forward. The student must have a significant cognitive disability, be receiving instruction using the DLM essential elements and require extensive direct individualized instruction and substantial supports to achieve measureable gains in the same grade and age curriculum as their peers.

Please note that your state's participation criteria is on our states DLM web page.




## Which Students?

In addition to the participation criteria, your Assessment Coordinator can tell you who your DLM students are.

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7 of 51

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If you are not sure which students in your district or school are participating in the DLM assessment, please talk with your assessment coordinator.

## Spring Testing Dates

- Your state has selected a testing window between March 16 and June 12.
- The Test Administrator schedules individual student testing sessions within window.
- Check your state webpage or with your district or state assessment coordinator to learn your states dates.



8 of 51



Each state has set its own spring testing window, so please consult your state-specific documentation for more information about those dates.

The test administrator, who is usually the student's teacher, schedules each individual student's testing session. That testing session must fall within your state's test window.


If you are uncertain, please check your state webpage or with your assessment coordinator to confirm your testing window.




In the next section, I will give you a quick overview of how the test is delivered.

## Assessment Design

- The assessments are designed for the student to interact directly with the online assessment system, with assistive devices and teacher support as needed.
- Parts of the tests are designed for the teacher to administer offline and answer questions about the student's responses.



10 of 51




The DLM alternate assessments are designed so that the student can directly interact with the online assessment system, with the system allowing assistive devices and teacher support as needed.

There are specific parts of the tests that are specifically designed for the teacher to administer offline and answer questions about the student's responses.




## Assessment Design

- All students in a given grade are tested on the full blueprint during a spring testing window.
- Total testing time during the spring testing window is 70-90 minutes per student in ELA and 35-60 minutes in mathematics.
- Educators may optionally use the instructionally embedded assessments to monitor progress through the year.



11 of 51



All students in each grade are tested on the full blueprint. The blueprint describes recommendations for the contents of the assessment.

Many have asked how long the assessment will take to administer to students. The TOTAL testing time is approx. 70-90 minutes for LE and about 35-60 minutes for mathematics.

Teachers can also use instructionally embedded DLM assessments throughout the school year. This information is in the Test Administration manual.

# Educator Portal and KITE Client

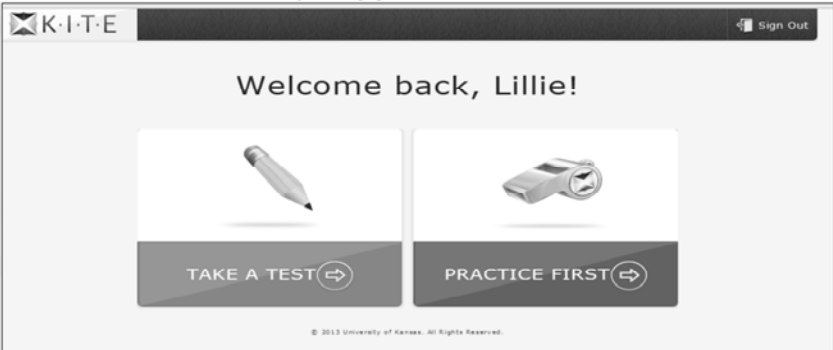
- Educator Portal is the administrative application where staff and educators manage student data and retrieve test monitoring data.

12 of 51

Educator Portal does many other things too. These are the ones important for today's conversation.

# Educator Portal and KITE Client

Assessments are delivered to students through the KITE client on computers, iPads, Chromebooks, with various accessibility supports.




The screenshot shows the KITE client interface. At the top left, there is a logo for 'K·I·T·E' and a 'Sign Out' button. The main content area displays a welcome message: 'Welcome back, Lillie!'. Below the message are two buttons: 'TAKE A TEST' with a pencil icon and 'PRACTICE FIRST' with a handheld device icon. At the bottom of the interface, there is a copyright notice: '© 2013 University of Kansas. All Rights Reserved.'.

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13 of 51

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KITE client is the delivery system for the DLM assessments. Each student will have a username and password. Staff and other educators do not have account in KITE.





## Testlet Delivery

Assessments are made up of multiple testlets. A testlet:

- Contains an engagement activity and 3-5 questions
- Takes 5-15 minutes to complete
- Each testlet is assigned separately

The assessment adapts to the student's performance on previous testlets to determine what the next testlet will be.


14 of 51


In the spring testing window, students will receive several testlets to make up the whole test. Students may receive as few as 4 and as many as 7, depending on the grade and subject.

Each testlet includes items from one or more Essential Elements in the blueprint and is chosen for the student based on information about the student and the learning map.

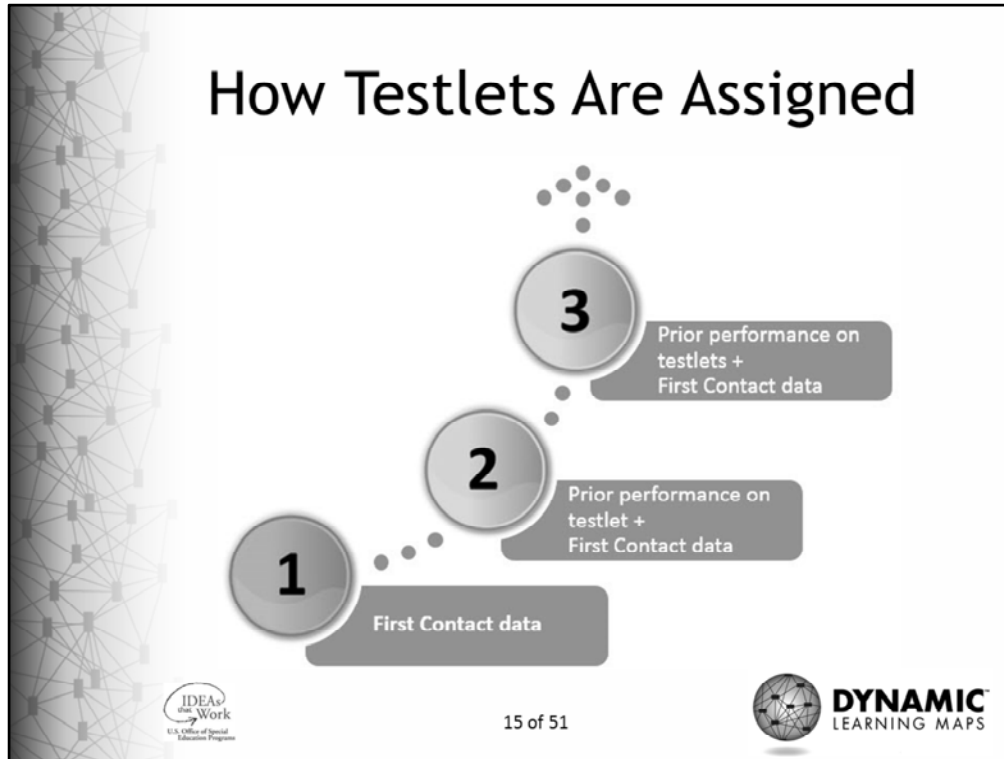
The first testlet is chosen based on the student's First Contact information that is completed by the student's teacher before the test begins.

The system delivers only one testlet at a time in each subject. After the student takes the first testlet, the system delivers the next testlet.

The second testlet is then assigned based on what the system knows about the student and about the learning map. The system has First Contact information as well as information about the student's performance on the first testlet.

The system uses this available information to decide what level testlet to deliver is part of Dynamic Learning Maps dynamic routing system. Each subsequent testlet is selected for the student by the system based on the cumulative performance information about the student.

Each testlet is packaged and delivered separately and the test administrator determines when to schedule each testlet within the larger window.





The DLM system will select the first testlet based on the student's prior information provided in the First Contact survey.

After the student takes the first testlet, the system then delivers the remaining testlets by adapting between testlets based on the cumulative information about the student, including First Contact and previous testlets administered during the spring window.

The more assessment responses the student has, the less the system relies on First Contact information to determine linkage level assignment.

## The Process

- Teacher goes into Educator Portal
- Retrieves student username and password
- Retrieves Testlet Information Page (TIP)
- Logs into KITE client with student information
- Delivers testlet to student
- Waits for next testlet


16 of 51


Each student begins with one testlet in ELA and one testlet in math. Once a testlet is completed, the system uses information to assign the next one in that subject area.

Teacher goes into Educator Portal

Retrieves student username and password

Retrieves Testlet Information Page (TIP)

Logs into KITE client with student information

Delivers testlet to student

Waits for next testlet. Let's talk about the frequency of testlet delivery.

## Frequency of Testlet Delivery

- The system looks for students who are ready for their next testlet at the top and bottom of each hour (e.g., at 10:00 and 10:30). This process runs all day, through all time zones with DLM states.



17 of 51



Each student will begin with one testlet in ELA and one testlet in math. Once a testlet is completed, the system uses information to assign the next one in that subject area.

Test administrators have flexibility to schedule and administer testlets to students.

These system guidelines are published in the TAM and may help test administrators make scheduling decisions.

## Frequency of Testlet Delivery

- During typical testing volume, the next test is assigned within 30 minutes after the student is identified as being ready for the next testlet. That means a student would typically receive the next testlet in 60-90 minutes or less after finishing the previous testlet in that subject, depending on what time the testlet was finished.



18 of 51



During typical testing volume, the next test is assigned within 30 minutes after the student is identified as being ready for the next testlet.

That means a student would typically receive the next testlet in 60-90 minutes or less after finishing the previous testlet in that subject, depending on what time the testlet was finished.



## Frequency of Testlet Delivery

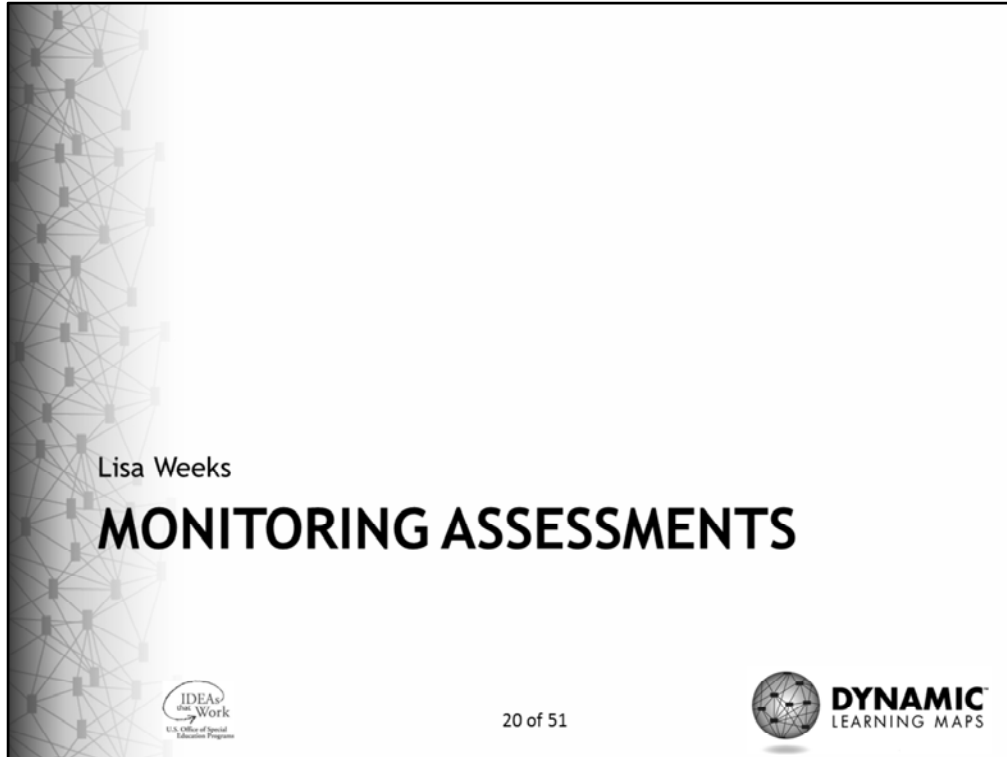
- During peak testing volume, the next testlet assignment may take longer.
- In the worst case, a student should still be able to receive two testlets per day, per subject (one in the morning, one in the afternoon).




19 of 51



Test administrators have flexibility to schedule and administer testlets to students. These system guidelines are published in the TAM and may help test administrators make scheduling decisions.







## Monitoring Overview

Monitoring information is available through an extract in Educator Portal.

- How to get to the extract
- How to read the extract
- Extracts will be available after March 20, 2015.

All of this information is in the Test Administration and Assessment Coordinator Manuals



 21 of 51 

You can find the same information, with more detail, in the Test Administration Manual.

## Educator Portal

- To access the monitoring extract you will need one of these roles.
  - Building Principal
  - Building Test Coordinator
  - District Test Coordinator
  - Test Administrators can monitor students rostered to them
- Your Data Steward will create an account and assign your role.

22 of 51



Building roles can view student information in the building.  
District roles can view student information in a district.  
Test administrators can view students rostered to them.

# View the Extract in Educator Portal

## 1. Log in to Educator Portal

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23 of 51

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We will walk through these steps rather quickly. You can find the same steps, with screen shots, in the Test Administration Manual, under the section titled View a Data Extract.

## View the Extract in Educator Portal

2. Click Reports    3. Click Data Extracts

The screenshot shows the K.I.T.E. Educator Portal interface. At the top, there is a navigation bar with the following items: Home, Test Management, Reports (highlighted with a red box), Professional Development, Configuration, and Site Map. Below the navigation bar, the page title is "Reports: Data Extracts". Underneath, there are two sub-sections: "Performance Reports" and "Data Extracts" (highlighted with a red box). Below these sub-sections, there is a table titled "STANDARD DATA EXTRACTS (CSV FILE)".

Extract	Description	Requested	File	Action
Current Enrollment	Student enrollment information. File may also be used to upload enrollment information.			<a href="#">New File</a>
Accessibility Profile	Student Personal Needs Profile (PNP) for students with any PNP selections.	02/11/2015 02:29:42 PM		<a href="#">New File</a>
Roster	Student assignment specific to educator and subject.			<a href="#">New File</a>
Users	Educator Portal users and their role(s) by organization.			<a href="#">New File</a>




24 of 51

We will walk through these steps rather quickly. You can find the same steps, with screen shots, in the Test Administration Manual, under the section titled View a Data Extract.

# View the Extract in Educator Portal

## 4. Click New File for DLM Test Administration Monitoring

### STANDARD DATA EXTRACTS (CSV FILE)

Extract	Description	Requested	File	Action
Current Enrollment	Student enrollment information. File may also be used to upload enrollment information.			<a href="#">New File</a>
Accessibility Profile	Student Personal Needs Profile (PNP) for students with any PNP selections.	02/11/2015 02:29:42 PM		<a href="#">New File</a>
Roster	Student assignment specific to educator and subject.			<a href="#">New File</a>
Users	Educator Portal users and their role(s) by organization.			<a href="#">New File</a>
Test Records	Current Test records for students. File may also be used to upload Test, Exit, and Clear records.	01/03/2015 02:33:29 PM		<a href="#">New File</a>
<b>DLM Test Administration Monitoring</b>	<b>Testlets assigned and completed in a subject, per student. Used to monitor testlet administration.</b>	<b>02/19/2015 09:27:29 AM</b>		<a href="#">New File</a>
Accessibility Profile Summary	Student reports by organization for reports selected in Personal Needs Profile (PNP).			<a href="#">New File</a>



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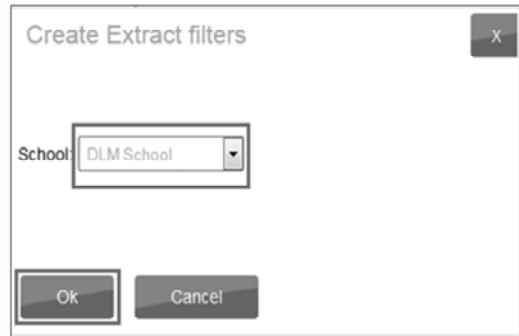
25 of 51



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## View the Extract in Educator Portal

5. Select your organization (district or school); click Ok. *After March 20, you will also choose begin and end dates.*



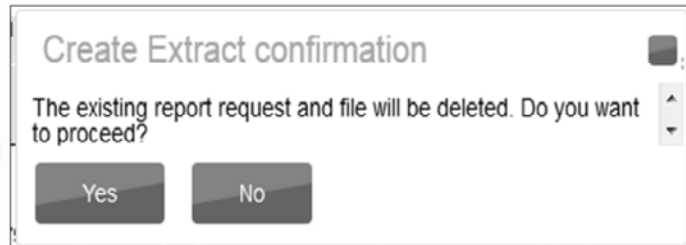
26 of 51






## View the Extract in Educator Portal

6. If you accessed the report previously, you will receive this message. Click Yes to proceed



## View the Extract in Educator Portal

### 7. The File field transitions from “In Progress” to a CSV icon


Requested	File	Action
12/04/2014 03:31:32 PM		<input type="button" value="New File"/>
		<input type="button" value="New File"/>
		<input type="button" value="New File"/>
		<input type="button" value="New File"/>

1 >> >> 10 ▾ View 1 - 4 of 4




## View the Extract in Educator Portal

8. Click the CSV icon
9. Follow your browser's procedure for viewing/saving the file



29 of 51



8 Hint: Think of a CSV file as a completely unformatted Excel file. The inability to apply formatting mostly impacts fields with leading zeroes.

## Read the Test Administration Monitoring Extract

Extract includes

- Number of testlets confirmed, in progress, and completed by student.
- Number of testlets varies by subject and grade. See the table titled Number Of Testlets For Spring Testing in the back of the Test Administration Manual.




30 of 51




## Read the Test Administration Monitoring Extract

- A student will not appear on this extract until they are enrolled and rostered to at least one subject in the current school year.
- Information in the extract includes data beginning August 1, 2014.



31 of 51



Keep or skip?



## Read the Test Administration Monitoring Extract

Column headings include:

- Subject
- State
- District
- School ID
- School Name
- Educator ID
- Educator Last Name
- Educator First Name

	A	B	C	D	E	F	G	H
1	Subject	State	District	School ID	School Name	Educator ID	Educator Last Name	Educator First Name
2	English Language Arts	Kansas	Lawrence	8195	Deerfield Elem	L23P97224	Prinz	Landon
3	English Language Arts	Kansas	Lawrence	8195	Deerfield Elem	L23P97224	Prinz	Landon
4	Mathematics	Kansas	Lawrence	8195	Deerfield Elem	L23P97224	Prinz	Landon
5	Mathematics	Kansas	Lawrence	8195	Deerfield Elem	L23P97224	Prinz	Landon

32 of 51

This extract has many column headings. In the next four slides, we'll show you part of the extract.



The first columns include school, district, and educator data. Note how there are separate rows for each subject area.

## Read the Test Administration Monitoring Extract

Column headings include:

- Grade
- Student Last Name
- Student First Name
- Student State ID
- Student Local ID

I	J	K	L	M
<b>Grade</b>	<b>Student Last Name</b>	<b>Student First Name</b>	<b>Student State ID</b>	<b>Student Local ID</b>
Grade 6	Demo	Sean	55507019	55507019
Grade 3	Demo	Nancy	55507000	55507000
Grade 6	Demo	Sean	55507019	55507019
Grade 3	Demo	Nancy	55507000	55507000


33 of 51


The next columns include student demographic data. Note how Sean and Nancy appear twice; one row is for math and one for ELA.

## Read the Test Administration Monitoring Extract

These four columns include data from the Instructional Tools Interface in Educator Portal.

N	O	P	Q
Instructional # Testlets Not Started	Instructional # Testlets In Progress	Instructional # Testlets Completed	Instructional # Testlets Required
0	0	1	N/A
2	0	0	N/A
0	0	5	N/A
9	0	2	N/A

These four columns include data from the Instructional Tools Interface in Educator Portal, where a teacher chose an Essential Element, provided instruction, and administered testlets earlier in the school year.

*Hint: The Instructional Begin and End dates you chose when downloading the report, impact the data in these columns.*

N: The number of instructional plans confirmed for a student but which the student has not started.

O: The number of testlets which are in progress. (If you are pulling the report with a start date of March 16 or later, this should be zero, unless the teacher left an incomplete testlet open from an earlier testing phase. )

P: The number of instructional testlets completed by the student.

Q: Will have an asterisk because there is no standard number of testlets required across all states.



## Read the Test Administration Monitoring Extract

These four columns include data from the spring testing window.

R	S	T	U
End of Year # Testlets Not Started	End of Year # Testlets In Progress	End of Year # Testlets Completed	End of Year # Testlets Required
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

These four columns include data from the spring testing window.

*Hint: The End of Year Begin and End dates you chose when downloading the report, impact the data in these columns.*

R: The number of testlets assigned by the system for the spring testing window but which the student has not yet started.

S: The number of testlets which are in progress.

T: The number of testlets from the spring testing window which have been completed by the student. **By the end of the state's spring testing window, the numbers in this column should equal the number in the "End of Year # Testlets Required" column.**

U: The number of required testlets based on the blueprint for the subject.

## How You Could Use The Information

- District might monitor school participation
- School might monitor student participation
- Use to communicate with administrative staff
- Encourage teachers to monitor at their level.



36 of 51



## Additional Information

- A student may appear on more than one line in the report.
- If a student is in more than one roster, grade, or school, separate lines will appear for the student.
- The last date to view data for the 2014-15 academic year is July 31, 2015.



37 of 51



## How You Could Use The Information

- District might monitor school participation
- School might monitor teacher participation
- Use to communicate with administrative staff
- Encourage teachers to monitor at their level




38 of 51



## Additional Information



- A student may appear on more than one line in the report.
- If a student is in more than one roster, grade, or school, separate lines will appear for the student.
- The last date to view data for the 2014-15 academic year is July 31, 2015.





Lisa Weeks

# NEXT STEPS & RESOURCES

 40 of 51  **DYNAMIC**  
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## Next Steps


- Bookmark your state's page on the DLM website.
- Contact your Data Steward to set up an account in Educator Portal.
- Activate your Educator Portal account by following the instructions in the KITE activation email.
- Pull an extract to see how it works.




## Helpful People

In your building/district, these folks can help you.

- **Assessment Coordinator**
  - Test design & delivery questions
  - State policy questions
- **Data Steward**
  - Set up your account in Educator Portal
  - Student data management



42 of 51



Some states are managing the Data Steward accounts and information at the state level.



## Other Topics

You might have questions about other topics, such as:

- Accessibility
- First Contact Survey
- Educator Portal
- KITE client



43 of 51




## Helpful Resources

- Your state's page on the DLM website
- Test Administration Manual
  - Manage User Account
  - Access Reports and Data Extracts
- About the Spring Testing Window
- Recorded version of this webinar

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44 of 51

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The first two items shown are available now.

About the Spring Testing Window is expected to be a 2-5 page PDF available by March 6.

Recorded version of this webinar is expected to be posted to the website in 2 days.

# Website Resources

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**LEARNING MAPS      ASSESSMENTS      PROFESSIONAL DEVELOPMENT      RESEARCH      MEDIA**

Home >> Assessments >> Operational Testing

## Operational Testing

States will begin using Dynamic Learning Maps™ (DLM) Alternate Assessment System scores for accountability purposes in 2014–2015. Educators will have the opportunity to use DLM instructionally embedded assessments in the fall and early spring, and a fully operational assessment window in late spring of 2015. DLM offers two assessment models: year-end and integrated. Each state chooses a model and all DLM students in the state are assessed using that model.

- In the year-end model, educators have the option to use instructionally embedded assessments during the year. In late spring, all students in each grade are assessed on the same Essential Elements (EE). Scores used for accountability are only based on the late spring assessment administration.
- In the integrated model, educators have some choice of which EEs are taught and assessed. Instructionally embedded assessment is required, but the timing and frequency of assessment varies by state. In late spring, all students are retested on a small number of EEs, for which they were taught and assessed earlier in the year. Scores used for accountability are based on a student's cumulative assessment results throughout the year.

To learn more about your state's additional resources and guidance, select your state below.

Select State

To find your state's webpage  
 Assessments | Operational Testing  
 Click your state.

Once on your state's page, find the section on the right titled **District Staff Training Resources**.

Home » District Staff Training Resources YE

# Website Resources

## District Staff Training Resources YE

This page includes recorded webinars for Assessment Coordinators, Data Stewards, and Technical Liaisons.

**Monitoring Assessments Webinar - Live on February 24 and March 3.** Full details in this printable flyer.

Data Steward Webinar  
Data Steward FAQs (pdf)

Technical Liaison Webinar  
Technical Liaison FAQs

Assessment Coordinator Webinar

**SUBMIT A QUESTION**

If we didn't answer your question in the webinar, you may submit a question here. Answers will be compiled and presented on this page.

46 of 51

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The recorded webinar will be available here, so you can check back anytime to listen to a specific segment. Folks who were not able to attend today can access the webinar here. In just a minute, we'll open it up for you to ask questions, but if you think of a question later, which is specific to the webinar topic, you may use this. Otherwise...(next slide)


# DLM Help Desk

Questions regarding:


- Educator Portal
- KITE client

Include this information:

- Your contact information (email address, name)
- The state and district in which your school is located
- Error messages



47 of 51



The Help Desk team is able to answer many questions, especially those related to Educator Portal and the KITE client.

## Help Desk

For questions please contact the Help Desk at 1-855-277-9751 (toll-free) or [DLM-support@ku.edu](mailto:DLM-support@ku.edu).

- Open Monday through Friday from 8:00 a.m. to 7:00 p.m. Central Time.
- During your state's spring testing window, open from 7:00 a.m. to 7:00 p.m. Central Time.



48 of 51




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# WRAP-UP

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49 of 51

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# Questions

- Type your question in the chat window now



50 of 51





# THANK YOU!

For more information, go to:  
[www.dynamiclearningmaps.org](http://www.dynamiclearningmaps.org)

For questions, please contact:  
[d1m-support@ku.edu](mailto:d1m-support@ku.edu)



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**DYNAMIC**  
LEARNING MAPS



### TAC Meeting Minutes

<b>Meeting Name</b>	<b>Technical Advisory Committee</b>	<b>Date</b>	<b>01/13/16 &amp; 1/14/16</b>
<b>Facilitator</b>	Joint	<b>Time</b>	
<b>TAC Members</b>	Russell Almond, Karla Egan, Phoebe Winter, Jim Pellegrino, Greg Camilli, Ed Roeber, George Engelhard		
<b>State Members</b>			
<b>DLM Staff &amp; Guests</b>	Meagan Karvonen, Sue Bechard, Brooke Nash, Amy Clark, Jonathan Templin, Jake Thompson, Michael Muenks, Lori Andersen, Christina Alexander, Russell Swinburne Romine, Annie Jatala, Jennifer Brussow		

<b>TOPIC:</b>	<b>1/13/16 Welcome &amp; Overview of the Minutes – Ed Roeber &amp; Meagan Karvonen</b>
	1. Ed provided an overview of the schedule and lead introductions.

<b>TOPIC:</b>	<b>Discussion &amp; Approval of the 12/2/15 Minutes – Ed Roeber</b>
	<ol style="list-style-type: none"> <li>1. Background: Two versions of the minutes were provided: a long version and condensed version with a summary of decisions.</li> <li>2. Specific Issues for TAC to address: The TAC was asked to decide which version of the minutes would be preferable moving forward.</li> <li>3. Discussion: TAC members had varying opinions on which version of the minutes they preferred. Some TAC members appreciated the thoroughness of the long version, while other TAC members appreciated the brevity and clarity of the summary version.</li> <li>4. Recommendations/Decisions: The TAC would like to see an intermediate version of the minutes that summarizes the main points of the discussion in addition to reporting TAC decisions. An example of this version will be prepared by DLM staff and shared with the TAC prior to the February meeting.</li> </ol>

<b>TOPIC:</b>	<b>DLM Implementation Updates – Michael Muenks</b>
	<ol style="list-style-type: none"> <li>1. Background: Updates on the current and upcoming testing windows were provided. In 2016, several enhancements are being provided, including a data lockdown to prevent educators from making changes during the window, and special circumstance codes to capture reasons students were not tested. Additional trainings were also provided to test administrators this year, and staff received positive feedback about its quality and thoroughness.</li> <li>2. Specific Issues for TAC to address: N/A</li> <li>3. Discussion: TAC members had some questions about data cleaning and compatibility with states' data systems. DLM staff clarified these points.</li> <li>4. Recommendations/Decisions: N/A</li> </ol>

<b>TOPIC:</b>	<b>Summary of Reliability Results from 2014-15 – Jonathan Templin</b>
	<ol style="list-style-type: none"> <li>1. Background: Jonathan presented reliability results that resulted from simulated data mirroring assessment design and delivery from 2014-15 and simulated student data whose generation was guided by real state data. These results were problematic because model and scoring assumptions were assumed to be true in order to provide best-case reliability.</li> <li>2. Specific Issues for TAC to address: The TAC was asked to comment on the process used to obtain the presented reliability estimates and suggest alternate methods for calculating reliability.</li> <li>3. Discussion: TAC members discussed the definition of reliability, citing internal consistency and replicability of results as important factors to be conveyed by reliability estimates. They also discussed the issue of model constraints affecting the simulated data and considered the impact of the various</li> </ol>



<b>TOPIC:</b>	<b>Summary of Reliability Results from 2014-15 – Jonathan Templin</b>
<p>assumptions of the model (i.e., the fact that LL mastery is essentially a Guttman pattern). Several ideas for alternate ways of calculating reliability were considered, including:</p> <ul style="list-style-type: none"><li>○ Simulating examinees, then randomly selecting an examinee with the same number of LLs mastered, then running that person through the system to estimate their number of LLs mastered and correlate the number of LLs mastered.</li><li>○ Taking an original person and their person parameters, then taking a resampled person's parameters and generating item responses, then using the scoring model to determine their number of LLs mastered and correlating that number with the original person's number.</li><li>○ Taking a given student's number of LLs mastered, then simulating based on their data excluding the LLs assumed mastered and correlating those results.</li><li>○ Generating two response patterns per person using random item parameters to generate item responses and correlating those.</li></ul> <p>4. Recommendations/Decisions: The final suggestion listed was most favored by the TAC. Jonathan will try one or more of these methods to try and get a more realistic picture of test reliability. Results will be shared on the February TAC call.</p>	

<b>TOPIC:</b>	<b>Descriptive Analysis of 2015 Adaptive Delivery – Brooke Nash &amp; Jake Thompson</b>
<p>1. Background: The research question was: How much do students adapt through the entire test, and are there patterns according to the student's starting level? Data analyses were based on the Spring 2015 testing window, and summary statistics were provided. Various data visualizations of the adaptation process were presented.</p> <p>2. Specific Issues for TAC to address: TAC members were asked to comment on the adaptation statistics and the resulting data displays.</p> <p>3. Discussion: TAC members suggested that there are two scales of interest for these analyses: beginning to end and also testlet to testlet. They also noted that the summary statistics and visualizations provided were somewhat difficult to understand. The TAC members felt that overall, the provided information suggested that the adaptation process worked well; the initially assigned LL appeared to provide an appropriate level of challenge, but students also had the opportunity to show mastery and improve.</p> <p>4. Recommendations/Decisions: The TAC would like to see statistics and visualizations that represent the two different scales and present the directionality of adaptation in a more interpretable way. One recurring suggestion was the use of sequential data tables. Of the visualizations provided, the TAC preferred the SNA plot, but agreed that it needed additional formatting. DLM staff will work on additional displays and provide them to the TAC at a subsequent meeting.</p>	

<b>TOPIC:</b>	<b>DIF Analysis Methods – Amy Clark</b>
<p>1. Background: DIF methods are being considered in the context of the validity argument and also peer review guidance. However, standard DIF detection methods will need to be modified because the diagnostic model means that no scale score is available and also the two blueprint models mean that the population is split between the models.</p> <p>2. Specific Issues for TAC to address: The TAC was asked to comment on several elements of the DIF detection process: whether the unit of analysis should be the item level or linkage level, what groups should serve as reference and focal groups, what the conditioning variable should be, how to handle sample size constraints, and which DIF method is suggested.</p> <p>3. Discussion:</p> <ul style="list-style-type: none"><li>○ Unit of analysis: The TAC agreed that the item should be the unit of analysis.</li><li>○ Conditioning variable: The total number of LLs mastered is one option, though it has the</li></ul>	



<b>TOPIC:</b>	<b>DIF Analysis Methods – Amy Clark</b>
<p>potential problems of restriction of range, variability across models in terms of material covered, and variability in terms of students’ opportunity to respond. Another option suggested was to look at specific testlet for a LL and use masters, non-masters, and borderline masters for that LL as comparison groups, then look at the demographics of the three groups and compare their ratios. Adding a covariate to the model would allow analysts to determine effects across a host of parameters.</p> <ul style="list-style-type: none"><li>○ Reference/Focal groups: Options discussed were teacher characteristics (training), state, test administration conditions (e.g. PNP features), gender, race/ethnicity, disability category, and ELLs. Several of these options suffered from missing data problems and/or inadequate sample sizes.</li></ul> <p>4. Recommendations/Decisions</p> <ul style="list-style-type: none"><li>○ Unit of analysis: The TAC agreed that the item should be the unit of analysis.</li><li>○ Conditioning variable: The conditioning variable will be # of LLs mastered</li><li>○ Reference/focal group: The TAC discussed many options but did not select one as the preferred comparison. The analyses will be somewhat constrained by the (in)adequacy of data for the various groups. DLM staff will explore the possibilities and present results at a later TAC meeting.</li></ul>	

<b>TOPIC:</b>	<b>Forensic Analysis Plans – Amy Clark</b>
<ol style="list-style-type: none"><li>1. Background: 2014-15 data have start and end times captured, but there are some implausible timestamps which cast doubt on their accuracy. The unit of analysis is the student, but the teacher may have some impact due to administration methods/teacher assistance with answer entry.</li><li>2. Specific Issues for TAC to address: TAC was asked for their recommendations for methodology for forensic analysis.</li><li>3. Discussion: TAC members recommended a possible “minimum task” in future administrations to establish a baseline from which a ratio could be calculated. TAC members wanted to see a distribution of the data rather than a min/max/mean display, and they also wanted to see results by teacher. The data cleanup process will be very important for these data. The issue of cheating detection was raised, and TAC members discussed developing a model to predict response time according to person and item characteristics, then examining outlying residuals. This proposed model could also be nested within teachers in order to get teacher scores.</li><li>4. Recommendations/Decisions: DLM staff will collect mouse-click timestamps in the future and will offer states the option to review identified outliers. DLM staff will provide possible explanations for aberrant response times, but will not make any claims about cheating. TAC members recommend investigating times according to the proposed model discussed above and/or examining testlet variability and investigating testlets with wide variability according to student characteristics. DLM staff also plan to conduct future analyses of answer-changing behavior, the relationship between students’ initial band and final LL, and students with only continuous upward movement.</li></ol>	

<b>TOPIC:</b>	<b>Modeling: Review of Simulation Study Plans – Jonathan Templin</b>
<ol style="list-style-type: none"><li>1. Background: Simulation studies are planned to determine reliability when test assumptions are not met, assess changes in reliability for any proposed design changes, and develop a new model/modeling strategy to integrate the learning map with scoring. The new modeling strategy will allow DLM staff to model each node separately with single attribute DCM, obtain each student’s posterior probability of mastery for each node, and then use secondary analyses for LL scoring and map validation. In the node-level model, scoring could be done via secondary analyses to go from nodes to LLs for each EE. An issue in scoring could be that testlets are written at certain LLs but may</li></ol>	

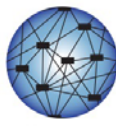


<b>TOPIC:</b>	<b>Modeling: Review of Simulation Study Plans – Jonathan Templin</b>
<p>test on nodes that are at higher LLs. These methods could potentially incorporate the uncertainty of the node classification from the first stage, and the posterior probability of mastery would be an index of uncertainty similar to measurement error. Two-stage models are typically done by ignoring classification uncertainty, which leads to Type I error. Some models maintain error, and DLM could potentially use a similar procedure with mastery status.</p> <ol style="list-style-type: none"><li>2. Specific Issues for TAC to address: TAC was asked for their thoughts about proceeding with these plans.</li><li>3. Discussion: The TAC members discussed various processes and challenges for maintaining error within the model. Possible calibration issues due to lack of sample size were also discussed. The TAC members expressed that these issues are the underlying questions of DLM, and that these research topics are particularly interesting. Map validation will be a key outcome, and more information will inform where the map can be validated or may need to be updated.</li><li>4. Recommendations/Decisions: The TAC members liked the ideas presented and were looking forward to receiving more information. An updated plan of study and more information will be provided to the TAC as Jonathan proceeds with his analyses.</li></ol>	

<b>TOPIC:</b>	<b>Wrap Up – Meagan Karvonen</b>
<ol style="list-style-type: none"><li>1. Review of the next day’s start time, update on peer review process, consensus to discuss an alternate topic on the subsequent day.</li></ol>	

<b>TOPIC:</b>	<b>1/14/16 Welcome – Ed Roeber &amp; Meagan Karvonen</b>
<ol style="list-style-type: none"><li>1. Review of upcoming meetings (June meeting rescheduled for the 8<sup>th</sup>), review of calendar for chapter review and discussion</li></ol>	

<b>TOPIC:</b>	<b>Potential Method for Calculating Growth – Neal Kingston</b>
<ol style="list-style-type: none"><li>1. Background: Since different states have different approaches to accountability, DLM has to be flexible. Several approaches have been proposed to determine growth in the absence of a scale score: increase in number of nodes mastered (not currently possible since mastery is currently estimated for LLs, not nodes); increase in number of LLs mastered (problems with data insufficiency, so hard to control for relative difficulty); student growth percentiles based on number of LLs mastered (conditioned on number of LLs mastered last year, and percentile rank for number mastered this year, which works for YE model, but issue of depth vs. breadth in IM complicates interpretation); value tables (unlikely to be consistent across states).</li><li>2. Specific Issues for TAC to address: The TAC was asked to identify a preferred model and/or provide additional recommendations.</li><li>3. Discussion: The TAC raised questions about how LLs of different breadth and depth would be comparable for score reporting. The issues of item fungibility and what a percentage of LLs means were raised. One idea was that students’ IEPs could contain goals for LL mastery, and then discrepancy from the IEP goal could be the metric. Some TAC members expressed support for value tables. DLM staff suggested creating a whitepaper to provide advice to states. Creating a VAM model was discussed but mostly rejected.</li><li>4. Recommendations/Decisions: The TAC recommended waiting to receive more guidance from the new ESSA legislation and trying to resist state pressure to provide growth statistics. There was also support for drafting a whitepaper for states.</li></ol>	



<b>TOPIC:</b>	<b>Science Assessment Background: NRC Framework &amp; NGSS – Jim Pellegrino</b>
	<ol style="list-style-type: none"><li>1. Background: Information was presented on the framework for using the NGSS to align curriculum, instruction, and assessment. The focus is on building a coherent system of assessments and developing tasks that are aligned with performance expectations in a technology-based context.</li><li>2. Specific Issues for TAC to address: N/A</li><li>3. Discussion: TAC members requested clarification at several points and discussed the connection to curriculum and teacher resources.</li><li>4. Recommendations/Decisions: N/A</li></ol>

<b>TOPIC:</b>	<b>DLM Science Development – Brooke Nash</b>
	<ol style="list-style-type: none"><li>1. Background: The science test's EEs are linked to the Framework for K-12 Science Education. The science test has three LLs instead of five. Information about state standards, the blueprint, the content development process, the field test results, and the timeline was shared. An example testlet was also shared.</li><li>2. Specific Issues for TAC to address: The TAC was asked to review the development process.</li><li>3. Discussion: TAC members asked for clarification on the review process and the framework, and DLM staff provided answers. Their main concerns surrounded state involvement. States have the opportunity to serve on item review panels and states have also reviewed the pilot data and found DLM's decisions to be reasonable.</li><li>4. Recommendations/Decisions: At least one TAC member will observe the science standard-setting process when it occurs.</li></ol>

<b>TOPIC:</b>	<b>DLM Science Map Development – Lori Andersen</b>
	<ol style="list-style-type: none"><li>1. Background: The overall process of map development can be summarized in these steps: 1. Identify content progressions, 2. Connect science practices to existing nodes, 3. Synthesize practices and content, 4. Move from three to five LLs.</li><li>2. Specific Issues for TAC to address: The TAC was asked for suggestions on how to improve the process.</li><li>3. Discussion: TAC members asked about the relationship of knowledge and practices in each testlet. Science testlets are often sets of discrete items at the lower LLs but integrated tasks at higher LLs. Concerns were also raised about the .8 mastery rule and the distinction between tasks and items. TAC members also wondered how the map would connect into the Math and ELA maps when those skills are prerequisite to science skills and suggested using the science test as a vehicle for additional math and ELA testing if the student is not ready for science content.</li><li>4. Recommendations/Decisions: DLM staff will consider the TAC's input while continuing with map development. Once map development is complete, the DLM team will revisit the LLs.</li></ol>

<b>TOPIC:</b>	<b>Open Discussion on Peer Review &amp; Technical Manuals – Meagan Karvonen</b>
	<ol style="list-style-type: none"><li>1. Background: Assignments were reviewed and the TAC was informed that the peer review process has been delayed due to ESSA.</li><li>2. Specific Issues for TAC to address: TAC members had the opportunity to voice any questions or concerns about the review process.</li><li>3. Discussion: The TAC members discussed guidelines for the review process and shared prior experiences. The TAC asked whether DLM staff would like to redo the standards setting chapter with a condensed version before the TAC reviews it.</li><li>4. Recommendations/Decisions: Review of the standards setting chapter was delayed so that DLM staff can reduce its content. Other review will proceed according to the schedule.</li></ol>



<b>TOPIC:</b>	<b>Score Report Input – Meagan Karvonen</b>
	<ol style="list-style-type: none"><li>1. Background: The 2015-16 score reporting process is evolving. YE states have had the learning profile removed, and all models are adding grade- and content-specific PLDs. The science reports are totally new and will hopefully work across all models. The assessment will provide sufficient evidence to construct a learning profile, but DLM needs a solution to fit both IM and YE.</li><li>2. Specific Issues for TAC to address: The TAC was asked to provide input on the science score reports.</li><li>3. Discussion: TAC members suggested saying students “reached a level” rather than “mastered” an EE due to the way the assessment system works. Another suggestion was to shade differently for direct vs. indirect evidence of mastery, so there would be three colors: assessed but didn’t achieve, assessed and did achieve, and assumed mastery. The TAC recommended continuing to include PLDs but being sure that the report focused on descriptive rather than inferential reporting.</li><li>4. Recommendations/Decisions: DLM staff will continue to work on improving score reporting while considering input from the TAC and also working with teachers to better understand interpretation.</li></ol>
<b>TOPIC:</b>	<b>Future Agenda Setting &amp; Meetings – Meagan Karvonen &amp; Ed Roeber</b>
	<ol style="list-style-type: none"><li>1. The updated list of confirmed and tentative meetings was distributed on paper and also electronically, and a list of upcoming agenda topics was reviewed.</li></ol>

## Dynamic Learning Maps™ Participation Guidelines

Participation in the Dynamic Learning Maps Alternate Assessment requires a yes answer to each of the following questions. Each state participating in the Dynamic Learning Maps will determine whether its IEP teams must select alternate assessment as the appropriate option for all subjects or whether teams may decide a student's participation separately for each subject.

*Check your state's DLM webpage to see if your state provided customized participation guidelines.*

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student <ol style="list-style-type: none"> <li>a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</li> <li>b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</li> </ol>	Yes / No

The following are not allowable (or acceptable) considerations for determining participation in the Dynamic Learning Maps Alternate Assessment.

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process





## DLM Performance Level Descriptors—Math: Grade 3

### Year-end Model

<p><b>Emerging</b></p>	<p>A student who achieves at the <b>Emerging</b> performance level typically attends to objects and people and uses attributes or characteristics to identify and sort familiar objects into sets.</p> <p>The student attends to objects and people by</p> <ul style="list-style-type: none"> <li>• attending to new and different objects and people in the environment</li> </ul> <p>The student uses attributes or characteristics to identifies and sorts familiar objects into sets by</p> <ul style="list-style-type: none"> <li>• understanding the difference between parts of objects and whole objects</li> <li>• recognizing sets of objects and determining if the objects in a set are the same or different based on a given attribute (for example, size, shape, or texture)</li> <li>• understanding the combining and dividing of objects by attending to a particular set of objects and then moving the objects either to create a group or to create separate sets</li> </ul>
<p><b>Approaching the Target</b></p>	<p>A student who achieves at the <b>Approaching the Target</b> performance level typically represents and solves problems using an understanding of abstract math concepts and symbols.</p> <p>The student represents and solves problems using an understanding of abstract math concepts and symbols by</p> <ul style="list-style-type: none"> <li>• recognizing how numbers appear in a sequence (for example, 5, 6, 7) and counting to 30</li> <li>• identifying symbols used in equations (for example, =, -, +)</li> <li>• solving basic addition and subtraction problems with solutions up to 20</li> <li>• communicating basic place-value knowledge by recognizing ten objects as a tens unit</li> <li>• comparing length when shown two similar objects</li> <li>• classifying shapes based on a given attribute (for example, number of sides)</li> <li>• identifying shapes divided into equal parts from shapes that are divided into unequal parts</li> </ul>



<p><b>At Target</b></p>	<p>A student who achieves at the <b>At Target</b> performance level typically makes sense of problems and perseveres in solving them, and identifies repeating calculations or patterns.</p> <p>The student makes sense of problems and solves them by</p> <ul style="list-style-type: none"> <li>• identifying the place value of two-digit numbers to the tens place</li> <li>• selecting appropriate tools for measuring</li> <li>• calculating the length of objects using informal units of measurement</li> <li>• identifying shapes divided into fractional parts and shapes that are whole</li> <li>• recognizing the hour and minute on a digital clock display and telling time to the nearest hour</li> <li>• recognizing the structure of a picture or bar graph</li> <li>• answering questions about the data displayed in a graph</li> </ul> <p>The student identifies repeating calculations or patterns by</p> <ul style="list-style-type: none"> <li>• solving repeated addition problems (for example, <math>2 + 2 + 2</math> or <math>3 + 3 + 3</math>)</li> <li>• classifying data based on given attributes (for example, number of objects)</li> <li>• skip counting by tens (for example, 10, 20, 30)</li> </ul>
<p><b>Advanced</b></p>	<p>A student who achieves at the <b>Advanced</b> performance level typically calculates accurately, understands mathematical terms, and uses that understanding to identify connections between mathematical concepts.</p> <p>The student calculates accurately by</p> <ul style="list-style-type: none"> <li>• multiplying numbers 1 through 5</li> <li>• solving two-step addition and subtraction word problems with solutions up to 20</li> <li>• extending a pattern of symbols or numbers</li> <li>• identifying shapes divided into fractional parts up to one-half</li> </ul> <p>The student uses mathematical terms and identifies connections between mathematical concepts by</p> <ul style="list-style-type: none"> <li>• comparing and rounding numbers to the nearest ten</li> <li>• communicating length in inches and feet</li> <li>• communicating time to the half hour on a digital or analog clock</li> </ul>



## DLM Performance Level Descriptors—ELA: Grade 3

### Year-End Model

<p><b>Emerging</b></p>	<p>A student who achieves at the <b>Emerging</b> performance level typically can identify familiar people, objects, or places; identify feeling words; identify sequences; and identify text structure when reading literature and informational text.</p> <p>The student indicates and identifies familiar people, objects, or places associated with a text by</p> <ul style="list-style-type: none"> <li>• recognizing similar and different physical characteristics of objects</li> <li>• understanding words for absent objects or people</li> <li>• attending to object characteristics when verbally cued</li> <li>• seeking objects that are absent or are of interest to the student</li> </ul> <p>The student identifies feeling words by</p> <ul style="list-style-type: none"> <li>• identifying personal feelings</li> </ul> <p>The student identifies sequences and text structure by</p> <ul style="list-style-type: none"> <li>• noticing new objects</li> <li>• identifying forward sequences from familiar routines</li> <li>• differentiating between text and pictures</li> </ul> <p>When writing, the student</p> <ul style="list-style-type: none"> <li>• attends to objects, people, or pictures</li> <li>• makes a choice between two objects</li> </ul>
<p><b>Approaching the Target</b></p>	<p>A student who achieves at the <b>Approaching the Target</b> performance level typically can identify details and facts, demonstrate an understanding of language, identify feeling words, and identify text structure when reading literature and informational text.</p> <p>The student identifies details and facts by</p> <ul style="list-style-type: none"> <li>• recognizing similar or different physical characteristics of objects</li> <li>• identifying and understanding relationships between concrete details</li> <li>• answering who or what questions about texts</li> </ul> <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> <li>• identifying words with the same, similar, or different meanings</li> <li>• identifying real-world uses of words</li> </ul> <p>The student identifies and understands feeling words by</p> <ul style="list-style-type: none"> <li>• identifying the feelings of characters</li> </ul> <p>The student identifies text structure by</p> <ul style="list-style-type: none"> <li>• recognizing pictures from familiar texts</li> <li>• recognizing the beginning and end of familiar texts</li> </ul> <p>When writing, the student:</p> <ul style="list-style-type: none"> <li>• selects a familiar topic</li> <li>• connects two or more words</li> </ul>



<p><b>At Target</b></p>	<p>A student who achieves at the <b>At Target</b> performance level typically can identify details and facts, demonstrate an understanding of language, identify feelings, and recognize text structure when reading literature and informational text.</p> <p>The student identifies details and facts by</p> <ul style="list-style-type: none"> <li>• identifying concrete details</li> <li>• answering who, what, when, where, or why questions</li> </ul> <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> <li>• determining words or phrases that complete literal sentences from texts</li> </ul> <p>The student identifies feelings by</p> <ul style="list-style-type: none"> <li>• identifying personal feelings</li> <li>• identifying character feelings</li> </ul> <p>The student identifies text structure by</p> <ul style="list-style-type: none"> <li>• determining which event comes first in a text</li> <li>• using text features to locate information</li> <li>• recognizing the beginning, middle, and end of familiar texts</li> <li>• identifying common elements in two texts</li> </ul> <p>When writing, the student</p> <ul style="list-style-type: none"> <li>• uses facts and details to write about a topic</li> <li>• expresses more than one idea</li> </ul>
<p><b>Advanced</b></p>	<p>A student who achieves at the <b>Advanced</b> performance level typically can recognize details, facts, and supporting points and reasons made by the author; demonstrate an understanding of language; identify feelings; and recognize text structure when reading literature and informational text.</p> <p>The student recognizes details, facts, and supporting points and reasons made by the author by</p> <ul style="list-style-type: none"> <li>• answering who, what, when, where, or why questions</li> <li>• associating concrete details with events</li> </ul> <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> <li>• understanding definitions for unambiguous words in a text</li> <li>• identifying words or phrases to complete literal sentences</li> </ul> <p>The student identifies feelings by</p> <ul style="list-style-type: none"> <li>• relating characters' feelings to their actions</li> </ul> <p>The student identifies text structure by</p> <ul style="list-style-type: none"> <li>• identifying the temporal order of information or events in a text</li> <li>• using text features to locate information</li> <li>• recognizing the beginning and end of an unfamiliar text</li> <li>• comparing elements of two texts</li> </ul> <p>When writing, the student</p> <ul style="list-style-type: none"> <li>• selects an informational topic</li> <li>• includes information from resources to support the topic</li> <li>• expresses complete thoughts</li> </ul>



## Individual Student Year-End Report Learning Profile

NAME: Susie Smith  
SUBJECT: English Language Arts  
REPORT DATE: 06-10-2015

SCHOOL: DLM School  
DISTRICT: DLM District  
STATE: DLM State

YEAR: 2014 – 15  
GRADE: 3  
ID: 08691

Susie’s performance in 3<sup>rd</sup> grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 12 out of 16 Essential Elements expected in 3<sup>rd</sup> grade. Susie was assessed on 3 out of 4 conceptual areas expected in 3<sup>rd</sup> grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment, and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed.

Essential Element		Level Mastery				
		1	2	3	4 (Target)	5
Determining Critical Elements of Text	RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, and events	Answer who and what questions and identify details in a familiar story	Answer who and what questions about story details	Answer who, what, when, and where questions about story details
	RL.3.2	Seek absent objects	Identify familiar people, objects, places, and events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
	RL.3.3	Identify feeling states in self	Identify feeling words	Identify the feelings of characters in familiar stories	Identify the feelings of characters in a story	Identify character feelings and relate to actions
	RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify details and beginning and end of a familiar story	Determine the beginning, middle, and end of a familiar story with a logical order	Identify beginning and end of a story
	RI.3.1	Attend to object characteristics	Identify familiar people, objects, places, and events	Identify concrete details in an informational text	Answer who and what questions to demonstrate understanding of details in a text	Identify words related to explicit information

Levels mastered this year
  No evidence of mastery on this Essential Element
  Essential Element not tested




## Individual Student Year-End Report Learning Profile

NAME: Susie Smith  
 SUBJECT: English Language Arts  
 REPORT DATE: 06-10-2015

SCHOOL: DLM School  
 DISTRICT: DLM District  
 STATE: DLM State

YEAR: 2014 – 15  
 GRADE: 3  
 ID: 08691

		<b>Level Mastery</b>				
						
<b>Essential Element</b>	<b>Area</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4 (Target)</b>	<b>5</b>
RI.3.2	Seek absent objects	Pay attention to object characteristics due to language cues	Identify illustrations that go with a familiar text	Identify concrete detail in informational text	Identify explicit details in informational texts	
	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events	
RL.3.4	Attend to object characteristics	Understand words for absent objects and people	Identify similar or opposite word meanings	Use words to complete a sentence from a story	Identify the meaning of an unknown word using basic context	
	Attend to object characteristics	Understand words for absent objects and people	Identify similar or opposite word meanings	Determine the words or phrases that can complete literal sentences in a text	Use words to complete meaningful sentences	
RI.3.8	Notice what is new	Determine similar or different based on physical characteristics	Identify the relationships between concrete facts or details	Identify two related points made in an informational text	Identify the reasons that support points made in an informational text	
EE.L.3.5.a	Pay attention to object characteristics due to language cues	Identify familiar people, objects, places, or events	Identify similar or opposite meaning words	Determine literal meaning of words and phrases	Use words to complete meaningful sentences	
L.3.5.c	Identify feeling states in self	Understand common feeling words	Receptive understanding of feeling words.	Identify feeling words for personal state	Describe internal and external character traits	
Integrating Ideas	RL.3.9	Pay attention to object characteristics due to language cues	Can identify familiar people, objects, places, and events	Associate details with events in a familiar story	Compare informational texts on the same topic	Compare the plots in different narratives

Levels mastered this year
 
 No evidence of mastery on this Essential Element
  Essential Element not tested




## Individual Student Year-End Report Learning Profile

NAME: Susie Smith  
SUBJECT: English Language Arts  
REPORT DATE: 06-10-2015

SCHOOL: DLM School  
DISTRICT: DLM District  
STATE: DLM State

YEAR: 2014 - 15  
GRADE: 3  
ID: 08691

Essential Element		Level Mastery				
		1	2	3	4 (Target) 	5
	RI 3.9	Pay attention to object characteristics due to language cues	Can identify familiar people, objects, places, and events	Identify concrete details in familiar informational texts	Compare informational texts on the same topic	Compare informational texts on the same topic
Using Writing to Communicate	W.3.2.a	Directs attention to objects and people	Displays interest in making marks on paper	Can select a topic from familiar choices	Write about a topic by producing facts and details	Independently selects a topic and produces relevant facts and details
	W.3.4	Directs attention to objects or people	Displays interest in making marks on paper	Produce writing that expresses one idea	Produce writing that expresses more than one idea	Independently produces writing with multiple ideas

## Individual Student Year-End Report Performance Profile



**NAME:** Susie Smith with areally long lastname here

**SCHOOL:** DLM SCHOOL thatcouldbe 30characters

**YEAR:** 2014-15

**SUBJECT:** English language arts

**DISTRICT:** DLM DISTRICT

**GRADE:** 3

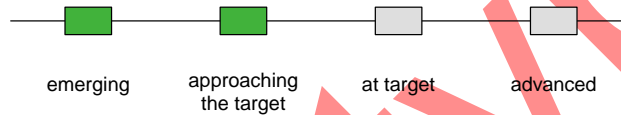
**REPORT DATE:** 06-10-2015

**STATE:** DLM State

**STATE ID:** 08691

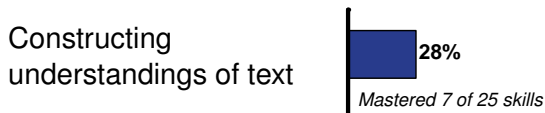
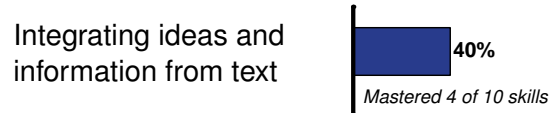
### Overall Results

Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in her Learning Profile.



■	<b>EMERGING:</b>	The student demonstrates <b>emerging</b> understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
■	<b>APPROACHING TARGET:</b>	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is <b>approaching the target</b> .
■	<b>AT TARGET:</b>	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is <b>at target</b> .
■	<b>ADVANCED:</b>	The student demonstrates <b>advanced</b> understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

### Conceptual Areas



More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in her Learning Profile.



## Individual Student Year-End Report Performance Profile



**NAME:** Susie Smith with areally long  
lastnamehere

**SUBJECT:** English language arts

**REPORT DATE:** 06-10-2015

**SCHOOL:** DLM SCHOOL thatcouldbe  
30characters

**DISTRICT:** DLM DISTRICT

**STATE:** DLM State

**YEAR:** 2014-15

**GRADE:** 3

**STATE ID:** 08691

Performance Profile Continued

### Determining Critical Elements of Text

Susie can:

- Show an interest in shared reading
- Understand actions that are part of routines familiar to her
- Understand that words have meanings that relate to people and objects around her
- Identify characters' feelings and illustrations in familiar texts

### Constructing understanding of text

Susie can:

- Identify objects based on words that describe objects
- Understand some feeling words

Susie was tested on these skills but did not show them during the assessment:

- Notice new things in the environment

### Integrating ideas and information from text

Susie can:

- Identify familiar people, places, objects, and events

### Using writing to communicate

Susie can:

- Show interest in making marks on paper in order to write

## Final State Results

STATE: DLM State

2014 – 15

**English Language Arts**

Grade	Number of Students Tested	Emerging	Approach- ing Target	At Target	Advanced	At Target or Advanced
3	22	15	3	4		18%
4	26	12	7	5	2	27%
5	27	8	11	5	3	30%
6	26	10	9	5	2	27%
7	30	11	8	9	2	37%
8	32	9	12	10	1	34%
11	35	16	6	9	4	37%

**Mathematics**

Grade	Number of Students Tested	Emerging	Approach- ing Target	At Target	Advanced	At Target or Advanced
3	22	15	3	4		18%
4	26	14	6	4	2	23%
5	27	11	10	4	2	22%
6	25	11	12	2		8%
7	30	10	9	9	2	37%
8	32	10	10	8	4	38%
11	36	19	10	7		19%

## Final District Results

DISTRICT: DLM District

STATE: DLM State

**English Language Arts**

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	22	15	3	4		18%
4	26	12	7	5	2	27%
5	27	8	11	5	3	30%
6	26	10	9	5	2	27%
7	30	11	8	9	2	37%
8	32	9	12	10	1	34%
11	35	16	6	9	4	37%

**Mathematics**

Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	22	15	3	4		18%
4	26	14	6	4	2	23%
5	27	11	10	4	2	22%
6	25	11	12	2		8%
7	30	10	9	9	2	37%
8	32	10	10	8	4	38%
11	36	19	10	7		19%

## Year-End Report School Results

SCHOOL: DLM School  
DISTRICT: DLM District  
STATE: DLM State

YEAR: 2014 - 15  
REPORT DATE: 06-10-2015

Student Name	Teacher	Grade	English Language Arts				Mathematics			
			EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Greeley, Dan	McCormick	7	18	9	45	At Target	14	5	52	At Target
Sigler, Eleanor	Streeter	6	16	12	47	At Target	11	5	37	Approaching Target
Simpson, Malik	Streeter	6	16	14	70	Advanced	11	8	30	At Target
Daly, Tabitha	Streeter	8	17	4	42	Emerging	15	2	33	Emerging

### Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

## Year-End Report Class Results

TEACHER NAME: Alissa Streeter

SCHOOL: DLM School

YEAR: 2014 – 15

DISTRICT: DLM District

REPORT DATE: 06-10-2015

STATE: DLM State

Student Name	Grade	EEs Tested	English Language Arts			Mathematics			
			EEs at or above Target	Skills Mastered	Achievement Level	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Sigler, Eleanor	6	16	12	47	At Target	11	5	37	Approaching Target
Simpson, Malik	6	16	14	70	Advanced	11	8	30	At Target
Daly, Tabitha	8	17	4	42	Emerging	15	2	33	Emerging

### Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.



## Understanding Your Child's Performance and Learning Profiles

### 2014-2015 School Year

Area for state branding and contact information.

### **What is the Dynamic Learning Maps Assessment?**

The Dynamic Learning Maps (DLM) assessment measures student performance on alternate achievement standards for students with the most significant cognitive disabilities—DLM Essential Elements.

Essential Elements detail what your child should know and be able to do at a particular grade level.

In the spring of 2015, your child took assessments in English language arts and math. This report describes how your child performed on the assessment.



**What specific academic skills did my child show on this test?**

This section lists specific skills that your child demonstrated during the assessment.

**Individual Student Year-End Report  
Performance Profile**



Smith

SCHOOL: DLM School

YEAR: 2014—15

English Language Arts

DISTRICT: DLM District

GRADE: 3

06-10-2015

STATE: DLM State

STATE ID: 08691

**Performance Profile Continued**

More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in the Learning Profile.

**Determining Critical Elements of Text**

Susie can:

- Show an interest in shared reading
- Understand actions that are part of routines familiar to her
- Understand that words have meanings that relate to people and objects around her
- Identify characters' feelings and illustrations in familiar texts

**Constructing understanding of text**

Susie can:

- Identify objects based on words that describe objects
- Understand some feeling words

Susie was tested on these skills but did not show them during the assessment:

- Notice new things in the environment

**Integrating ideas and information from text**

**Are these academic skills based on grade-level academic content?**

All reported academic skills are grade-level academic content or are leading up to grade-level content for students with the most significant cognitive disabilities.

Look at the next section of the report for more information about how your child's performance compares to grade-level alternate achievement standards.



The **Learning Profile** shows your child's progress toward grade-level Targets on each Essential Element tested. To show achievement of the grade-level Target for each Essential Element, your child must have already mastered some skills that come before the Target. This table explains what your child has achieved and can do.


**What can my child do?**

The five **Levels** indicate a series of skills that build on each other toward a more complex grade-level skill.

Green (or light gray) shading shows skills your child demonstrated during the test.

Your child's performance on all levels for all Essential Elements is used to calculate the overall results in English language arts or mathematics.

### Individual Student Year-End Report Learning Profile



**NAME:** Susie Smith      **SCHOOL:** DLM School      **YEAR:** 2014-15  
**SUBJECT:** English Language Arts      **DISTRICT:** DLM District      **GRADE:** 4  
**REPORT DATE:** 10-08-2015      **STATE:** DLM State

Susie's performance in 4<sup>th</sup> grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4<sup>th</sup> grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4<sup>th</sup> grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

Levels mastered this year
No evidence of mastery on this Essential Element
Essential Element not tested

Page 1 of 3

**How does my child's performance compare to the standards?**



The **Target** indicates grade-level expectations. Green (or light gray) shading in the Target column indicates grade-level achievement of that Essential Element.

**Where is my child making progress?**

Blue (or dark gray) shading shows skills that were tested but that your child did not show during the assessment. No shading means the skill was not assessed this year.



## **TALKING TO PARENTS ABOUT THE DLM SCORE REPORTS 2014-15**

Students who take Dynamic Learning Maps alternate assessments receive score reports at the end of each year. This guide is designed to help you talk to parents about the DLM score reports.

If you have questions about school and state accountability, please contact your state department of education.

- ➔ There is also a PARENT INTERPRETATIVE GUIDE for DLM score reports. Review this guide and share it with parents.

### **Getting Ready for the Meeting**

- Set a positive tone when meeting with the parent(s) to review the parent interpretation guide and the student's results.
- Review the report, the interpretive guide for parents and this guide to make sure you are comfortable with the language in the report.
- Think about different explanations you may need to give and alternative wording to explain the report contents. If you need to modify the language in the report, be careful not to change the intended meaning. For example: it would be acceptable to substitute "reading and writing" for "English language arts" or "ELA." But do not refer to ELA as just "reading," because the ELA assessment includes more than just reading.
- Review sections of the Test Administration Manual and Accessibility Manual to remind yourself about topics that parents are likely to ask about.

*Continued on next page*



## Discussing the Score Report

The report has two parts in each subject: a performance profile and a learning profile.

- The performance profile contains summary results for the claim or conceptual area and for the subject as a whole.
- The learning profile summarizes the student’s mastery of specific linkage levels for each Essential Element.

Key points about each section are summarized below.

### Overall Results

- This section explains the student’s overall performance in Essential Elements for the appropriate grade and subject.
- Caution parents against thinking that the number of linkage levels mastered is a raw score or number of items correct.
- Give academic examples of the skills.
- Provide examples of the Essential Elements. If appropriate, tell and/or show the parents where the EEs are located on your state web page.
- Tell or show parents how the EEs relate to what is being taught to grade level peers.

### Performance Categories

- Explain that “at target” means the student has met the standard.
- Focus on the student’s highest level of mastery.
- [In states that convert DLM performance level descriptors into the state’s labels]: explain how DLM’s performance levels correspond to the state’s performance level descriptors.
- If parents are concerned about low performance, remind them that the DLM assessment has high expectations, perhaps higher than the past alternate assessment. There is room for students to grow and do even more in the future. This is just the first year of DLM results.

### Conceptual Areas

- This section summarizes the student’s performance in groups of related Essential Elements within the subject.
- Focus on what the student has mastered.

The statements that come after the bar graphs list the skills students demonstrated during the assessment, or those that they were assessed on but did not show mastery.

- Sometimes students demonstrate skills during instruction but not during the assessment.



### Learning Profile

- This section shows the student’s mastery of certain skills, or levels, for each Essential Element. Each row is one Essential Element. Each level is a skill.
- Explain that the target is the grade level expectation for all students.
- Explain the green boxes. Focus on what the student was able to show during the assessment. Sometimes students perform skills inconsistently. Other times they show skills during instruction but may not have shown them during the DLM assessment.
- Provide examples of how the student demonstrates knowledge of this skill during instruction.
- Encourage the parent to think about the blue or white boxes as areas for future instructional goals.
- Integrated model states: explain the blueprint and how choices were made about which Essential Elements and levels to assess.

### Individual Student Year-End Report

#### Learning Profile

**NAME:** Susie Smith  
**SUBJECT:** English Language Arts  
**REPORT DATE:** 10-08-2015

**SCHOOL:** DLM School  
**DISTRICT:** DLM District  
**STATE:** DLM State

**YEAR:** 2014-15  
**GRADE:** 4

Susie’s performance in 4<sup>th</sup> grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4<sup>th</sup> grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4<sup>th</sup> grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element not tested

Page 1 of 3

Remember: Convey to parents how the DLM assessment is a part of their child’s educational journey.



## Other Reports

You may also receive a class roster that lists DLM results for each of your students. Information about this type of report is provided in the **GUIDE TO DLM RESULTS**.

## Other Information

The following information may help you talk with parents about other aspects of Dynamic Learning Maps. Use the Test Administration Manual to locate other information that will help with your conversations.

About the assessment administration:

- Explain that this not a typical assessment. The students are administered 3-5 items grouped together in small testlets. Each testlet is at one level for one or more Essential Elements (EE).
- Explain the adaptive nature of the DLM assessment by telling parents that the assessment is delivered online and when the student completes a testlet, the system will present the next testlet at a higher or lower level than the previous one.
- Explain how the student accessed the assessment (computer or other device) and what accessibility supports were used.
- Consider sharing the Essential Elements that will be assessed in the next grade.

Be prepared to show examples of the EEs. The EEs are available to share. You may explain the assessment and what the student sees on the computer screen. However, do not give specific examples of test items. The test items are secure even after test administration has been completed. Example testlets that can be shared with parents are available on the DLM website: <http://dynamiclearningmaps.org/content/information-parents>

**Notes:**



## School and District Guide to DLM Results School Year 2014-15

Dynamic Learning Maps™ (DLM) is a new system of alternate assessments for students with the most significant cognitive disabilities. Students show their performance on English language arts and mathematics content standards called Essential Elements. This guide explains the individual student score reports and group results provided by the consortium. This guide is designed for local administrators such as principals and superintendents.

For questions about school and state accountability, please contact your district or your state department of education.

### Reports Provided by Dynamic Learning Maps

Each student score report includes a Performance Profile and a Learning Profile. There are also several group reports, including Class and School Results, and Final District and State Results. [State: add more about additional summaries you expect to provide.]

### How Scores Are Calculated

DLM results are not based on raw or scale scores; all results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling. This approach determines whether the student showed mastery of specific skills. Based on the evidence from the DLM assessments, the student either mastered or did not master the skill. For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels. The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements. This performance is reported using the four performance levels chosen by the consortium:

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching** the target.
- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Each state determines how the DLM performance levels translate into its own definitions of proficiency for accountability purposes.

### Individual Student Score Reports

Individual student score reports have two parts: (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and (2) the Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall. There is one score report per student per subject.



## Learning Profile

The Learning Profile shows one row for each Essential Element in that subject. For every Essential Element, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target and Successor. These levels are shown in columns. The target level represents the grade-level expectation for all students with significant cognitive disabilities.

Each student is assessed on [YE: one linkage level; IM: one or more linkage levels] for each Essential Element on the blueprint. Each student is not assessed at every level for every Essential Element.

On the Learning Profile below, green shading shows skills that were mastered, and blue shows skills that were attempted but not mastered.

Individual Student Year-End Report Learning Profile						
<b>NAME:</b> Susie Smith		<b>SCHOOL:</b> DLM School		<b>YEAR:</b> 2014-15		
<b>SUBJECT:</b> English Language Arts		<b>DISTRICT:</b> DLM District		<b>GRADE:</b> 4		
<b>REPORT DATE:</b> 10-08-2015		<b>STATE:</b> DLM State				
<p>Susie's performance in 4<sup>th</sup> grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Susie took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4<sup>th</sup> grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4<sup>th</sup> grade.</p> <p>In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.</p> <p>Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.</p>						
Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text
Levels mastered this year          No evidence of mastery on this Essential Element          Essential Element not tested		Page 1 of 3				



## Performance Profile

The Performance Profile provides a report of the student's performance across Essential Elements from the 2014-2015 blueprints. The number of skills that must be mastered in order to reach a certain performance level was determined at the consortium level by a group of educators from the consortium states, including content experts and experts in teaching students with the most significant cognitive disabilities. There is no exact correspondence between mastering a particular linkage level on a specific Essential Element and an overall performance level in the subject.

The Performance Profile below shows the student's mastery of skills for groups of related Essential Elements. The bar graphs show student mastery of skills for claims or conceptual areas.

### Individual Student Year-End Report

#### Performance Profile

NAME: Susie Smith	SCHOOL: DLM School	YEAR: 2014–15
SUBJECT: English Language Arts	DISTRICT: DLM District	GRADE: 3
REPORT DATE: 06-10-2015	STATE: DLM State	STATE ID: 08691

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#### Overall Results

Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in her Learning Profile.

- EMERGING:** The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- APPROACHING TARGET:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- AT TARGET:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- ADVANCED:** The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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#### Conceptual Areas

<p>Determining critical elements of text</p> <div style="display: flex; align-items: center;"> <div style="width: 40%; height: 15px; background-color: #0056b3; margin-right: 5px;"></div> <div style="margin-left: 5px;"> <p><b>43%</b></p> <p><small>Susie mastered 17 of 40 skills</small></p> </div> </div>	<p>Integrating ideas and information from text</p> <div style="display: flex; align-items: center;"> <div style="width: 40%; height: 15px; background-color: #0056b3; margin-right: 5px;"></div> <div style="margin-left: 5px;"> <p><b>40%</b></p> <p><small>Susie mastered 4 of 10 skills</small></p> </div> </div>
<p>Constructing understandings of text</p> <div style="display: flex; align-items: center;"> <div style="width: 30%; height: 15px; background-color: #0056b3; margin-right: 5px;"></div> <div style="margin-left: 5px;"> <p><b>28%</b></p> <p><small>Susie mastered 7 of 25 skills</small></p> </div> </div>	<p>Using writing to communicate</p> <div style="display: flex; align-items: center;"> <div style="width: 40%; height: 15px; background-color: #0056b3; margin-right: 5px;"></div> <div style="margin-left: 5px;"> <p><b>40%</b></p> <p><small>Susie mastered 4 of 10 skills</small></p> </div> </div>





## Hints for Interpreting the Learning and Performance Profiles

- Remember that the judgment of mastery is based on what the student demonstrated on the DLM assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students will perform at the target level, and that is to be expected.
- The number of skills mastered does not mean that a student answered a certain percent of items correctly.
- The amount of white space does not necessarily reflect a lack of instruction. DLM is designed so students may be instructed at a linkage level that is an appropriate level of challenge for them.
- **For integrated model: not all EEs are tested during the assessment. Students may still have completed the required assessment blueprint and not have been tested on all the EEs available.**
- Students with significant cognitive disabilities have a variety of educational goals. Academics are one part of their educational program. Teachers provide instruction beyond what is reflected in the student's DLM profile, including other academics, functional skills, and other priorities identified in the Individualized Education Program (IEP).

You may use these results to support teachers by:

- helping them consider how the results can be used and the limitations of the data,
- identifying areas of needed professional development to strengthen instruction,
- identifying areas of academic skills where instruction may be focused, and
- reflecting on how a student's overall performance informs the IEP.

## Class and School Level Score Results

At the classroom and building levels, the Class Results is a list of individual students with the number of Essential Elements tested, number of linkage levels mastered, and their final performance level.

Each school receives Class Results for every teacher with students who participated in the DLM Alternate Assessment. The students are arranged alphabetically by grade level.



### End of Year Report Class Results



**TEACHER NAME:** Alissa Streeter

**SCHOOL:** DLM SCHOOL couldbe 30characters

**DISTRICT:** DLM DISTRICT

**YEAR:** 2014-15

**REPORT DATE:** 06-10-2015

**STATE:** DLM State

Student Name	Grade	English Language Arts				Mathematics			
		EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level	EEs Tested	EEs at or above Target	Skills Mastered	Achievement Level
Daly, Aaron	8	17	4	42	Emerging	15	2	33	Emerging
Daly, Tabitha	8	17	4	42	Emerging	15	2	33	Emerging
Sigler, Eleanor	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Ronnie	6	16	12	47	At Target	11	5	37	Approaching Target
Sigler, Terrence	6	16	12	47	At Target	11	5	37	Approaching Target
Simpson, Zita	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Albert	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Benjamin	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Carl	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, David	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Earl	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Frank	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Gerald	8	17	4	42	Emerging	15	2	33	Emerging
Zamboni, Harry	6	16	12	47	At Target	11	5	37	Approaching Target
Zamboni, Ingrid	6	16	14	70	Advanced	11	8	20	At Target
Zamboni, Jessie	8	17	4	42	Emerging	15	2	33	Emerging

The School Results contain the same information as the Class Results and includes the teacher for each student in the second column. Records for the entire school are organized alphabetically by teacher, and then by grade and student in alphabetical order.


#### Hints for Interpreting the Class and School Results

- Students appear in the School Results based on the roster and school where they were assessed. This may not be the same school where they are counted for accountability purposes.
- If a student was on more than one roster, the student appears once for each roster (one column for ELA and one column for math).
- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.
- Remember that the judgment of skill mastery is based on what the student demonstrated on the Dynamic Learning Maps assessments. A student may have demonstrated a similar skill during instruction but not demonstrated the skill during a DLM assessment.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.
- These results only provide a summary of overall performance in the grade/subject. More useful information for instructional planning is located in each student's Learning Profile.



## District and State Level Results

The Final District Results provides one table for each subject: one for English language arts and one for mathematics. Each table contains a row that shows the number of students tested at each grade level and the number of those who were at each performance level in the subject. The last column indicates percent of students at the Target or Advanced levels.

 <b>Final District Results</b>						
<b>DISTRICT: LAMAR RE 2</b>			<b>YEAR: 2014-15</b>			
<b>STATE: Colorado</b>						
<b>English Language Arts</b>						
Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	0	1	1	67%
10	2	1	0	1	0	50%
11	1	0	0	0	1	100%
<b>Mathematics</b>						
Grade	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	1	1	0	0	0	0%
5	2	2	0	0	0	0%
8	3	1	2	0	0	0%
10	2	1	1	0	0	0%
11	1	0	0	1	0	100%

The Final State Results has the same formatting and provides the same type of information for all student records in the state.

### Hints for Interpreting Final District and State Results

- Student results are reported for the district where they were assessed. This may not be the same district where they are counted for accountability purposes.
- If a student was enrolled in more than one district, the student appears once in each Final District Results and counted twice in Final State Results.



- If a student was enrolled in DLM assessments but did not complete any portion of the assessment, the student is not counted in these results.
- Both of these results provide a high-level summary of students at the district or state level. More useful information for instructional planning is located in each student's Learning Profile.
- The assessment measures where students are with regard to the grade-level target. Not all students perform at the target level, and that is to be expected.

## How Reports Are Distributed

Student score reports are generated as separate PDF files. There is one PDF per student per subject. Individual student score reports are packaged for delivery in folders, organized by district name, school name, and grade.

[State: insert more information about how districts and schools should expect to receive the reports.]

Column	Format	Length	Notation	Example
Studentid	value	6	A string of numbers randomly assigned to each student taking the test used to identify all internal DLM records	533121
State_Student_Identifier	value	10	Student's state ID number	2815687243
AYP_School_Identifier	character	30	The unique number that has been assigned by DLM to the school building as listed in your State Organization Table.	See State Organization Table
Current_Grade_Level	value	2	The grade of record at which the student was tested	12
<b>For EOI Only</b>				
Course	character	4	The EOI course in which the student was tested	Eng2
Student_Legal_First_Name	character	60	Contains the first name of the student taking the test	Neal
Student_Legal_Middle_Name	character	60	Contains the middle name of the student taking the test, leaving blank if there is not a middle name	R.
Student_Legal_Last_Name	character	60	Contains the last name of the student taking the test	Smith
Generation_Code	character	10	The part of the student's name used to denote the generation in his/her family	Jr.
Username	character	100	The student's system username. Typically composed of the first four letters of the student's first name and last name. May include a number if multiple students exist. Older entries may include the full name.	demo.neal10
First_Language	value	2	The code for the primary language or dialect (not ethnicity) of the student. See Data Steward Manual for complete list of values	13
Date_of_Birth	date	10	The date (month, day, and year) on which the student was born	10/15/1999
Gender	character	6	The student's gender (male, female, blank)	Male
Comprehensive_Race	value	1	Race is represented by a single-digit number 1 White 2 African American 4 Asian 5 American Indian 6 Alaska Native 7 Two or More Races 8 Native Hawaiian or Pacific islander	1
Hispanic_Ethnicity	value	1	The code which reflects the individual's recognition of his or her Hispanic ethnicity background. (0,1,blank)	1

Column	Format	Length	Notation	Example
Primary_Disability_Code	character	2	Indicates the primary disability on a student's IEP. See Data Steward Manual for complete list of values	MD
ESOL_Participation_Code	value	1	The type of ESOL/bilingual program in which the student participates. See Data Steward Manual for complete list of values	6
School_Entry_Date	date	10	The date on which the student enrolls and begins to receive instructional services in a school. If the student should leave and then re-enroll, this date should reflect the most recent enrollment date.	01/01/2015
District_Entry_Date	date	10	The date (month, day, and year) on which the student enrolls and begins to receive instructional services in a school district.	01/01/2015
State_Entry_Date	date	10	The date on which the student enrolls and begins to receive instructional services in the state. If the student should leave the state and then re-enroll in school, this date should reflect the most recent enrollment date.	01/01/2015
Funding_School	character	30	The unique code assigned by the state that indicates the location where the student is counted for state funding and/or for the Principal's Building Report. If a district does not have a school for an educational level (e.g., does not have a high school), the district central office building number should be used.	Use the code provided in your State Organizational Table.
Attendance_School_Program_Identifier	character	10	The building number (building numbers are typically four digits) or other location identifier assigned by DLM.	Use the code provided in your State Organizational Table.
State	character	20	Participating student's state	Kansas
District Code	value or combination	10	A string of numbers or a combination of numbers and characters assigned to a district for unique identifying purpose	D0329
District	character	30	The name of the district for the participating student	Shawnee Mission
Schoolcode	value or combination	10	A string of numbers or a combination of numbers and characters assigned to a school for distinguishing purpose	PS400
School	character	30	The name of the school that participated the test	Crest Elementary
Educator First Name	character	40	Contains the first name of the educator to whom the student is rostered.	Sue
Educator Last Name	character	40	Contains the last name of the educator to whom the student is rostered.	Smith

Column	Format	Length	Notation	Example
Educator Username	character	254	The code associated with an Educator Portal user profile (typically the educator's e-mail address) for the student's teacher.	<a href="mailto:sue.smith@cete.org">sue.smith@cete.org</a>
Unique Educator Identifier	value	no limit	The teacher's unique identifier, assigned by the state.	2548966409
Random Educator Identifier	value	6	The teacher's randomly generated identifier assigned by the KITE system.	201347
Final ELA Band	character	20	The student's final ELA complexity band, including expressive communication, as determined by First Contact survey	Foundational
Final Math Band	character	20	The student's final mathematics complexity band, including expressive communication, as determined by First Contact survey	Band 2
SGP ELA*	percentage value	3	Refers to "student growth percentile", indicating a student's growth relative to other students with similar prior achievement in ELA. For instance, a value of .10 means that the student performed better than or as well as 10% of peers taking the same test. **	0.32
SGP math*	percentage value	3	Refers to "student growth percentile", indicating a student's growth relative to other students with similar prior achievement in mathematics. For instance, a value of .10 means that the student performed better than or as well as 10% of peers taking the same test. **	0.40
Performance level ELA	value	1	Student's final performance level descriptor for ELA (1 = emerging 2 = approaching the target, 3 = at target, 4 = advanced, 9 = not tested)	1
Performance level math	value	1	Student's final performance level descriptor for math (1 = emerging 2 = approaching the target, 3 = at target, 4 = advanced, 9 = not tested)	1
Essential Element codes for ELA and math	value	1	A column is included for each EE in the blueprint. The value represents the highest linkage level the student mastered during the academic year 0 = no evidence of mastery, 1 = initial precursor, 2 = distal precursor, 3 = proximal precursor, 4 = target, 5 = successor, 9 = not assessed	1

\*\*Subject to change based on final decision on growth

Column	Format	Length	Notation	Example
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Date Time Supplemental File				
Column	Format	Length	Notation	Example
State_Student_Identifier	value	10	Student's state ID number	2815687243
Essential_Element	character	20	Name of the Essential Element tested.	EE.L.3.5.a
StartDateTime	date	22	The date and time the student began testing on the Essential Element	01/01/2015 09:30:00 AM
EndDateTime	date	22	The date and time the student completed testing on the Essential Element	01/01/2015 09:30:00 AM

Incident Supplemental File				
Column	Format	Length	Notation	Example
State_Student_Identifier	value	10	Student's state ID number	2815687243
Essential_Element	character	20	Name of the Essential Element tested.	EE.L.3.5.a
Issue_code	value	2	The issue code that corresponds to the incident: 1. Item without a correct answer, 2. Auto-enrollment problem specific to MO, 3. Administration of the wrong testlet due to First Contact, 4. Administration of the wrong testlet due to PNP, 5. Administration of the wrong testlet due to incorrect linkage level assignment, 6. Administration of testlets in the wrong order, 7. Same testlet administered (to this person) more than once, 8. Multi-select multiple choice items not scored by the system, 9. Incorrect key for an item, 10. Error in the administration of certain multi-select multiple choice items (multiple answers could not be selected), 11. More than one correct answer on a multiple-choice type item.	1
State	character	20	Participating student's state	Kansas





## Information about Scores, Data Files, and Score Reports 2014-15 School Year

Last Updated: 9/29/15

This document provides an overview of scoring and reporting in DLM for the 2014-15 school year for states using the integrated assessment model. Additional resources are available on the SCORING AND REPORTING RESOURCES website for your state.

### Standard Setting and Performance Levels

DLM results are not based on raw or scale scores; all data is based on diagnostic classification modeling.<sup>1</sup> Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four performance levels approved by the consortium:

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Each state will determine how the DLM PLDs translate into their own definitions of proficient or not proficient. We will provide the General Research File (GRF) that includes the final DLM performance level in each subject. You will apply your individual states’ accountability measures to the GRF to determine proficient/non-proficient status for accountability purposes.

Standard setting is a consortium-wide process. The same standard setting methods are used for each testing model, although the panels ran separately and different cut points were identified for integrated versus year-end models. After standard setting, performance levels were put in the GRF and sent out to state partners, which is the reason for the amount of time between testing windows and the GRF release.

A detailed description of the standard setting method is provided in the document repository on the state members’ area of the DLM website.

### Data Files

There are three data files delivered to states at the end of the year:

- **General Research File (GRF)**, which contains student results (e.g., “<state>\_GRF\_20150801\_File\_Structure.xlsx”

<sup>1</sup> Further information about DLM psychometrics has been provided to consortium partner states in separate documents.  
Guide to Score and Reports 2014-15 IM 9/16/2015 1 of 7

- **Date/Time Supplemental File**, which provides date stamps for each student for each Essential Element tested (e.g., “<state>\_Date Time Supplemental File.xlsx”)
- **Incident File**, which lists students who were impacted by one of the known problems with testlet assignments during the spring 2015 window (e.g., “<state>IncidentsAug2015.csv”)

The file structure for each of these files is located on the SCORING AND REPORTING RESOURCES page (<http://dynamiclearningmaps.org/srr/im>).

The GRF and the date/time supplemental file house a great deal of information organized into columns. If combined, the number of columns would be too large for some software to read. Therefore, the GRF and supplemental files are provided separately and follow different structures. The date/time supplemental file shows every EE the student was tested on, along with the start and end times. The GRF reports the highest linkage level mastered and the final performance level. For more information, see the File Structure Data Dictionary (.xlsx) on the Scoring and Reporting Resources page.

Several criteria were used to filter the data that were included in the GRF and date/time supplemental file. These criteria included active statuses on student enrollments and rosters. This means that both the roster and enrollment which caused the student to be on a roster were valid at the time that the data were extracted from the system. In addition, only data from students’ tests that were date stamped as having started during the spring consortium window were included in the GRF. For questions about specific students in the GRF, please submit a ticket to the help desk at [DLM-support@ku.edu](mailto:DLM-support@ku.edu).

The incident file is organized by Essential Element. The file includes one row for each student and EE impacted by an incident. If an incident occurred on a multi-EE testlet, all EEs will be listed, one per row. Please note that it is possible for an EE to be listed for a given student in the Incident file that is not listed in the date/time supplemental file if the incident resulted in items that could not be included in scoring (e.g., no correct answer).

Another resource available to you on the SCORING AND REPORTING RESOURCES page is a sample GRF with ten fictional records. Please note—state organizational tables ultimately dictate the presentation of the data. The sample you receive might vary slightly from how the state-specific data will display in the final GRF your state receives.

See the last page of this document for some Frequently Asked Questions about the GRF.

## Score Reports

Individual student score reports are comprised of two parts: (1) the Performance Profile, which aggregates linkage level mastery information for reporting on each conceptual area and for the subject overall, and (2) the Learning Profile, which reports specific linkage levels mastered for each tested Essential Element. There is one score report per student per subject, unless the student has multiple roster records in that subject.

There are five linkage levels: initial precursor, distal precursor, proximal precursor, target, and successor. The performance levels reported on the Performance Profile are at a higher level of aggregation particular to the grade and content area. The Learning Profile shows columns that correspond to the linkage levels. They reflect a student’s overall performance as determined through a standard setting process in summer 2015. There is no exact correspondence between a particular linkage level and an overall performance level.

Student results are aggregated into several other types of reports. At the classroom and school levels, roster reports list individual students with the number of Essential Elements tested, number of linkage levels mastered, and final performance level. District- and state-level reports provide frequency distributions, by grade level and overall, of students tested and achieving at each performance level in English language arts and mathematics.

Students who were enrolled in Educator Portal but did not complete any of the assessment are excluded from aggregated reports.

The most current score report prototypes for individual score reports and class, school, district, and state aggregated reports are located at <http://www.dynamiclearningmaps.org/srr/im>.

All reports are provided in .pdf format. If you experience any technical difficulties with opening a .pdf report, please follow the directions below:

1. Open any Adobe file
2. Go to Edit > Preferences > Security (Enhanced) and uncheck "Enable Protected Mode at startup"
3. Close all instances of Adobe Reader
4. Reopen the score report.

Please contact the DLM helpdesk at 1-855-277-9751 (toll-free) or [DLM-support@ku.edu](mailto:DLM-support@ku.edu) if the issue does not resolve.

## Delivery of Reports and Data Files

### Data Files

The three data files (GRF, Date/Time Supplemental File, and Incident File) are shared via secure FTP or server drive.

### Individual Student Score Reports

Student reports are generated as separate PDF files. There is one PDF per student record in the GRF and per subject. Individual student reports are packaged for delivery in folders, nested by district name, school name, and grade. For states providing end of instruction assessments at the high school level, individual student reports are organized into course files instead of grade. Files are named this way:

StudentLastName\_FirstName\_Contentarea

Individual student score reports are delivered either via server drive or DVD, and may be sent directly to districts or just to the state. States were surveyed in early June about these delivery preferences.

Note: A score report are produced for every student record in the GRF. If the student had only values of 9 in the GRF (not assessed) for the EEs associated with a content area, the Learning Profile portion of the score report will include the student information in the header, but each EE will have blank shading to indicate no EEs were mastered.

Similarly, the student's Performance Profile will include the student information in the header, but in place of the body of the report, there will instead be a note indicating the student did not test in that content area for the current academic year.

If a student was rostered more than once to the same test and displays more than once in the GRF, a separate score report are produced for each record in the GRF.

### Aggregated Reports

All 2015-16 aggregated reports are delivered to the state via Hawk Drive.

- Classroom and school-level reports are in folders by school, nested within district.
- District-level reports are in a single folder.

All files are delivered in PDF format.

Note: For students who did not test in a content area, the classroom and school roster reports include a row for that student, with an indication that the student did not test in the content area. The district and state reports do not include students who did not test in a content area in the frequency counts.

## Timelines

The dates below reflect an updated timeline, as shared with states during the July 28<sup>th</sup> partner call.

Date	Event
July 31	TAC call to review impact data and smoothing
August 4	Governance review and cut score recommendations. Student lists distributed for SEA review.
August 11	State responses due if students missing from lists (missing students = 1 week delay in deliverables)
August 21	Data files* provided to states; score report files provided to states and/or districts

\*GRF, date/time supplement file, and incident file are all delivered at the same time.

## DLM Results and State Accountability and Reporting

There is a difference between assessment results and the use of assessment results in accountability formulas and reporting. DLM data files and score reports are based on all data about the student's assessments during the year, in the school where they were assessed, at any time that they were assessed. Each state in the consortium has different rules about how and where students' results count for accountability purposes. They also have unique rules about when a student's results may be invalidated based on partially completed assessments, assessments completed outside the testing window, or mis-administrations, among other circumstances. [There is no consortium-level definition of participation for accountability purposes.](#)

Each state is responsible for using the DLM-generated data files and applying accountability-related rules that impact their own reporting practices. There are no preliminary score files provided in advance of GRF delivery. The following options are available to help states expedite their accountability calculations and score report distribution.

- Use the student enrollment extract available on demand in Educator Portal to begin screening student demographic and location (i.e., school) data.
  - This procedure allows the state to identify students whose records may need to be adjusted in the GRF once the file is released.
  - This procedure allows the state to identify duplicate students whose testing experience may be split over the duplicate records. If those records are merged by June 10, the single combined record was used for score reporting.
- States that have an internal review/QC process for score reports before they are released may wish to either have individual student score reports sent to the state directly, or may have them distributed directly to districts, with instructions not to release the reports until the state has confirmed it is time to do so.
- DLM can make available the Word document prototypes for aggregated score reports to states that wish to re-associate students to home schools for the purpose of aggregated reporting.

When score reports and data files are ready for release, we will also provide some resources to assist with interpreting the information. This includes a parent interpretive guide to accompany the individual student score report and a packet that state and district stakeholders may find helpful when communicating with the public about aggregated results. These resources will be posted to the same webpage where the other scoring and reporting resources are located.

## Frequently Asked Questions about the GRF

### **Do you use school codes on the GRF?**

School code is its own field. We have the code for school, district, along with the school and district names that were included in the Educator Portal upload.

### **How are leading zeroes handled?**

All leading zeroes are included when reporting organizational codes.

### **Can you clarify the numerical designations?**

For each EE, the numerical designations are as follows. Additional numerical designations are located in the Data Dictionary file.

0 = no evidence of mastery

1 = initial precursor mastered

2 = distal precursor mastered

3 = proximal precursor mastered

4 = target mastered

5 = successor mastered

9 = not assessed

### **What will populate in the cell when a student is tested but does not provide a response (distal and higher) versus not tested at all?**

We will include information on the highest linkage level mastered for every assessed Essential Element based on mastery probabilities that are generated from student assessments. If the student has not demonstrated mastery on any level, they will receive a "0" which indicates non-mastery. If they do not test on the EE, they will receive a "9."

### **What if a student appears on more than one roster?**

If the rest of the student's information (including State\_Student\_Identifier, subject, teacher, and grade) is identical across multiple rosters, the student should have one row of data in the GRF and receive one score report for each subject.

If the student has different identifying information across the records, the student will appear twice with identical data. For example, a student who appears on two rosters will receive two score reports with identical results. There would also be two rows for this student in the GRF and the student would appear in the aggregated reports associated with each teacher/school.

### **What if a student appears in more than one district?**

If the student was not exited from one district by June 12, the student will have two records in the GRF with different district information and identical student data duplicated across the rows.

### **What if a student has two different IDs?**

A student with two records that contain two different State\_Student\_Identifier values will receive separate score reports for each ID, if the State\_Student\_Identifier values are associated with two different DLM student IDs. Each report would only display the results for assessments taken under that unique ID. If two State\_Student\_Identifier values are associated with a single DLM student ID, the report will contain the results of all assessments.

**In Integrated Model States, most of the teachers tested in Phases B and C and during the spring testing window. What if there was a student that was only tested in one phase or only during the spring window?**

We will include linkage level mastery for all EEs on which students were tested. The remainder of EEs not assessed would be assigned a “non-assessed” status (value of “9”).

**How are students who did not test reflected in the GRF?**

Students who are on active rosters but did not test are included in the GRF. If the student did not test on any EEs for a content area, the student will receive a value of 9 for each EE in that content area. The Performance Level for that content area will also include a 9 to indicate the student did not test in that content area.

## Screen shot from Scoring and Reporting Resources Webpage

[Home](#) » [Scoring & Reporting Resources for YE States: 2014–15](#)

**SCORING & REPORTING RESOURCES FOR YE STATES: 2014–15**

**for Alaska, Colorado, Illinois, Mississippi, New Hampshire, New Jersey, Oklahoma, Utah, West Virginia, and Wisconsin**

These example materials represent the proposed format, and include only fictional data.

**Data Files**

- [Guide to Scores and Reports 2014–15 \(pdf\)](#)
- [GRF 2015 File Structure \(xlsx\)](#)
- [Date Time Supplemental File \(xlsx\)](#)
- [Incident File Structure \(xlsx\)](#)
- [File Structure Data Dictionary \(xlsx\)](#)
- March 17 call materials: [Agenda](#), [Slides](#)

**Score Reports**

- [Parent Interpretive Guide 2014-15 \(pdf\)](#) *Updated 03/23/2016*
- [Parent Interpretive Guide 2014-15 – Español \(pdf\)](#) *Updated 03/23/2016*
- [Individual Student Year-end Report: Learning Profile \(pdf\)](#)
- [Individual Student Year-end Report: Performance Profile with 4 PLDs \(pdf\)](#)
- [Year-end Aggregated Report for states \(pdf\)](#)
- [Year-end Aggregated Report for districts \(pdf\)](#)
- [Year-end Aggregated Report for schools \(pdf\)](#)
- [Year-end Aggregated Report for classes \(pdf\)](#)





[Date]

Dear Parent or Guardian,

During the 2014 – 15 school year, your student participated in the Dynamic Learning Maps™ (DLM) assessment. DLM provides a standardized measurement of academic achievement on the alternate academic standards in English Language Arts and Mathematics for students with the most significant cognitive disabilities throughout the state of [State], and in other states. With this information, we will be able to monitor student academic achievement in English language arts and mathematics on an annual basis.

Enclosed you will find your child’s results on DLM. The Individual Student Report provides information about your child’s achievement on the Essential Elements. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, or the school principal.

Sincerely,

THE STUDENT’S TEACHER



[Date]

Dear Parent or Guardian,

During the 2014 – 15 school year, your student participated in assessments that measure a student’s mastery of the [State] alternate academic standards. The Dynamic Learning Maps™ (DLM) assessment is a test that measures the academic achievement of students with the most significant cognitive disabilities. This test measures what your child knows and can do, at his or her academic grade-level, regardless of cognitive ability. This is a report of your child’s results.

Setting challenging and achievable academic goals for your child is the foundation for a successful and productive school year. We hope that you will find the information included in these reports useful during your parent-teacher conferences and IEP meetings. This report identifies your child’s current level of academic achievement, including strengths and needs. We recognize that this assessment only measures academic skills and your child may have also been successful in meeting additional goals that you and the IEP team have established.

Students are constantly learning and growing. It is exciting to see what they have learned and can do. After reviewing these reports, we encourage you to talk to your child’s teacher about how this report relates to daily class work and IEP goals. Together, we will discover all the new and exciting things your child has to share with us.

Very truly yours,

[Insert Name Here]

Superintendent of Education

## APPENDIX F

This appendix contains one section.

Evaluation of Item-Level Bias.....	2
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## Evaluation of Item-Level Bias

The following figures show the logistic regression plots for items flagged for DIF. Each figure displays the best fitting regression line for each gender group, along with jittered plots representing the total linkage levels mastered for individuals in each gender group. Plots that show regression lines crossing along the total linkage levels mastered continuum represent items with evidence of non-uniform DIF, whereby a different group is favored along the continuum.

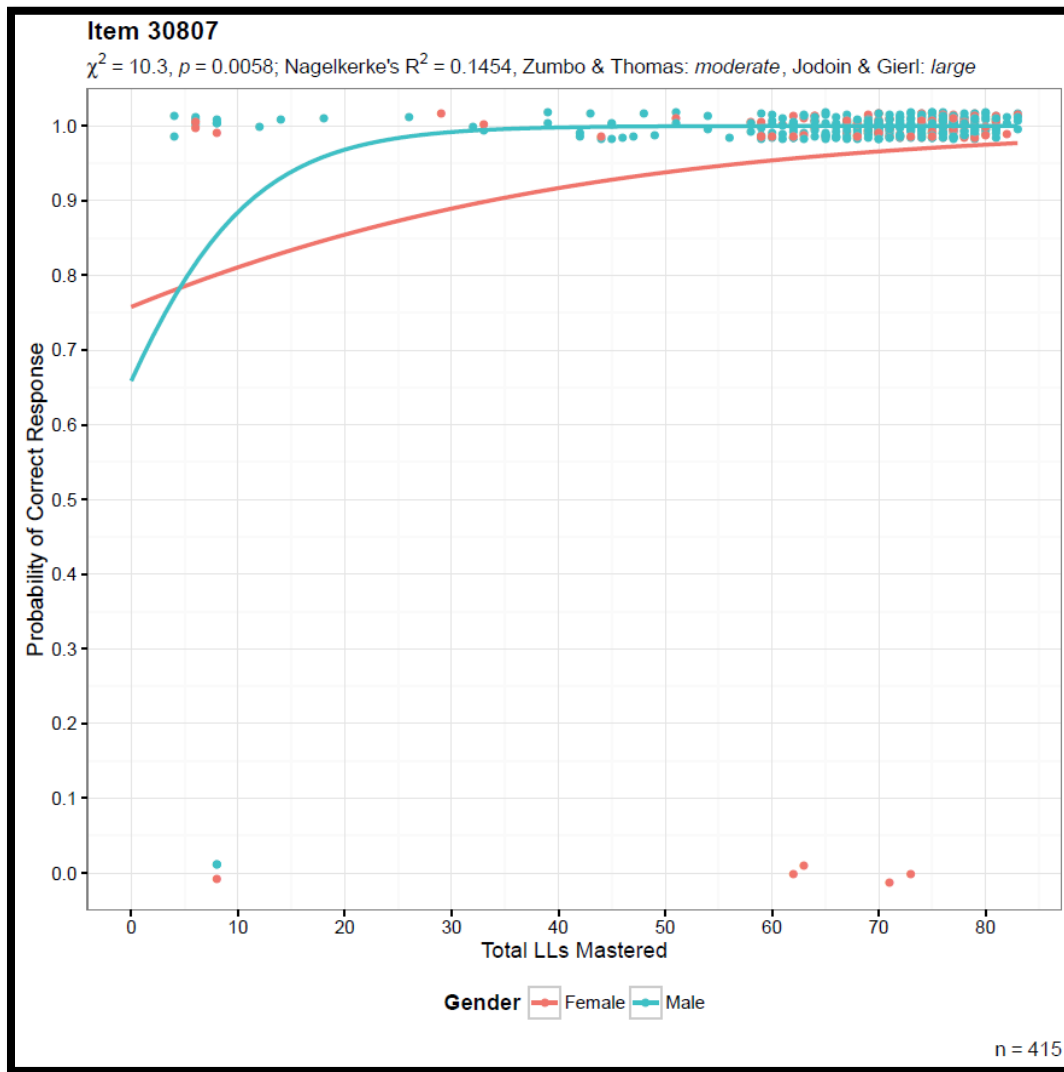


Figure A. Logistic regression plot for ELA grade 4 item 30807.

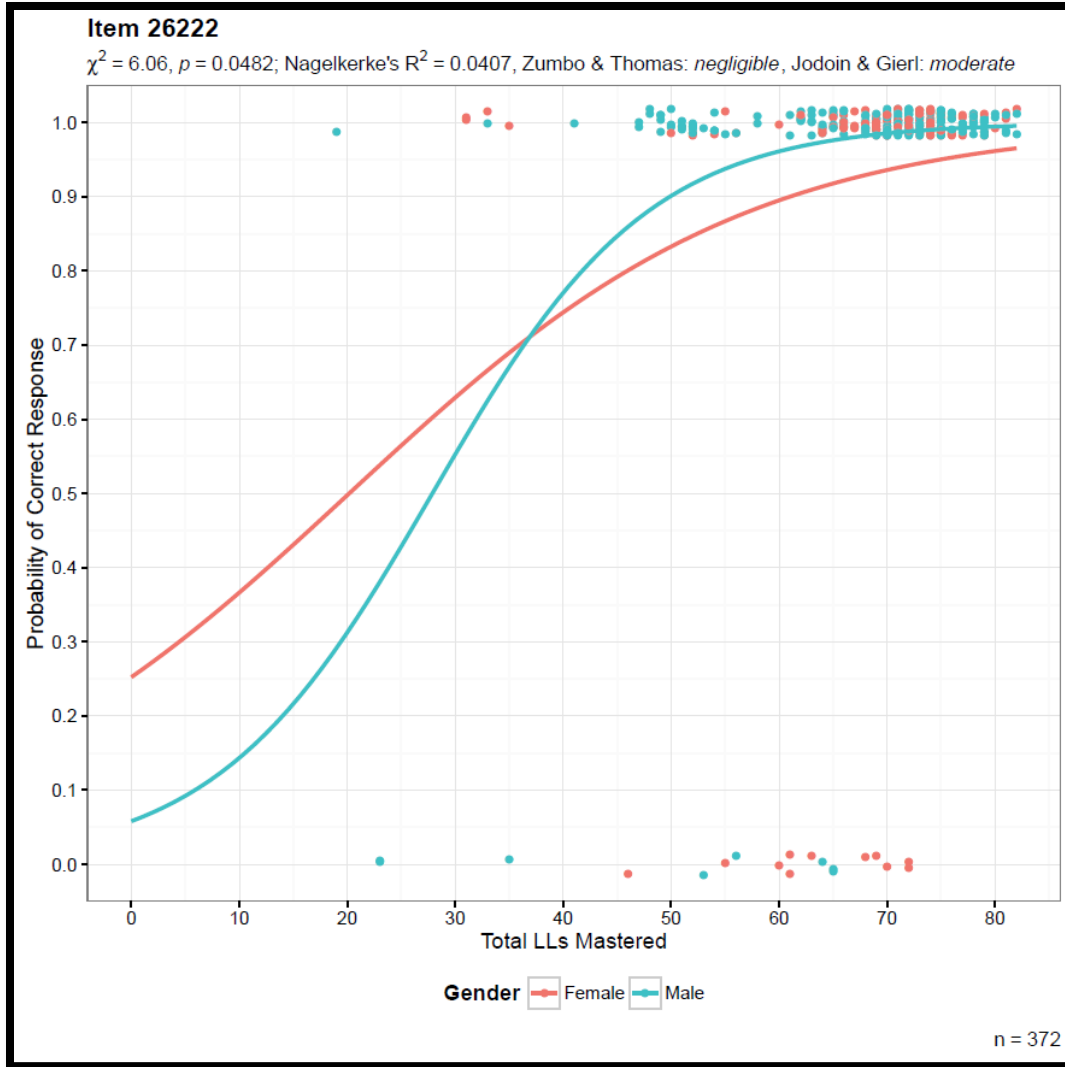


Figure B. Logistic regression plot for ELA grade 10 item 26222.

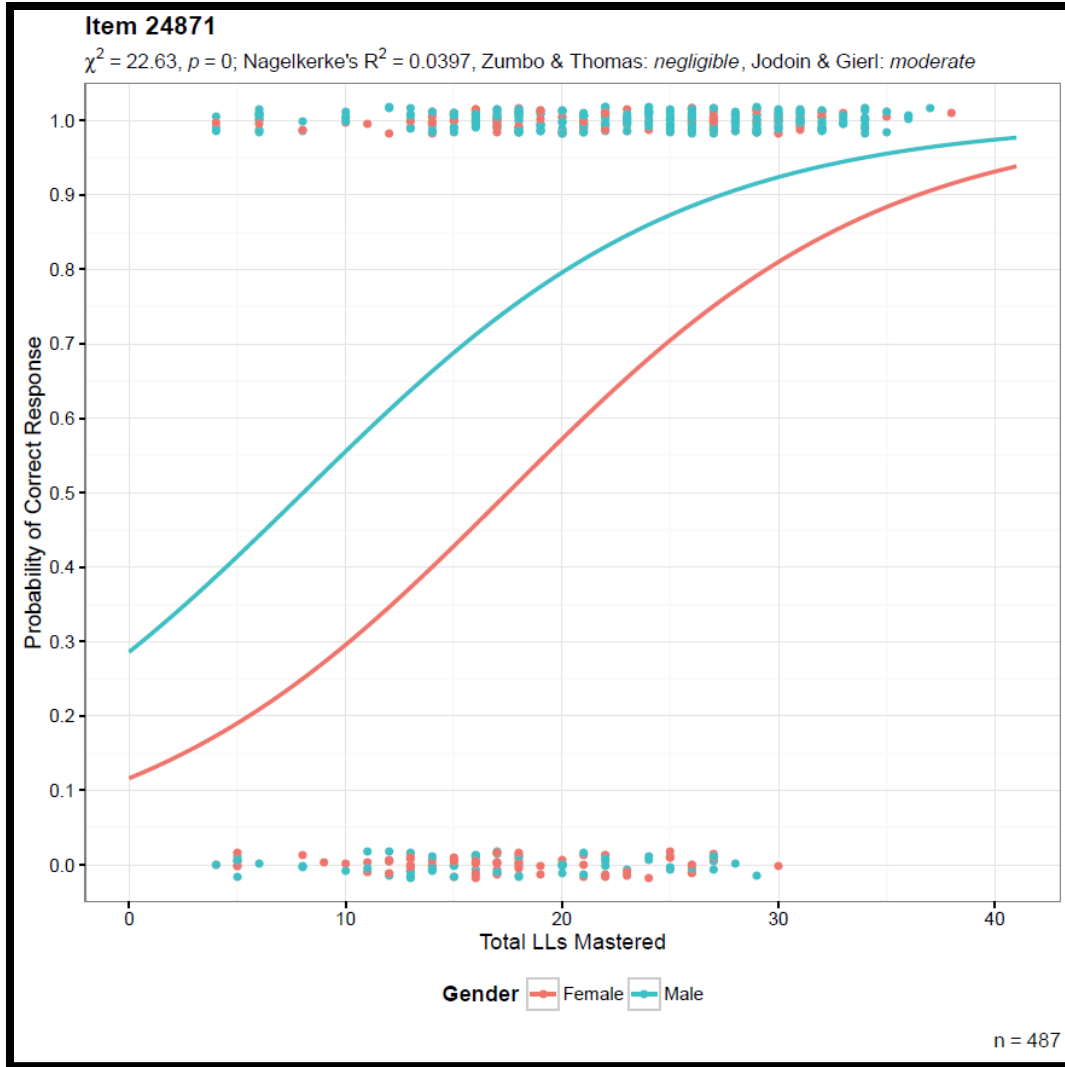
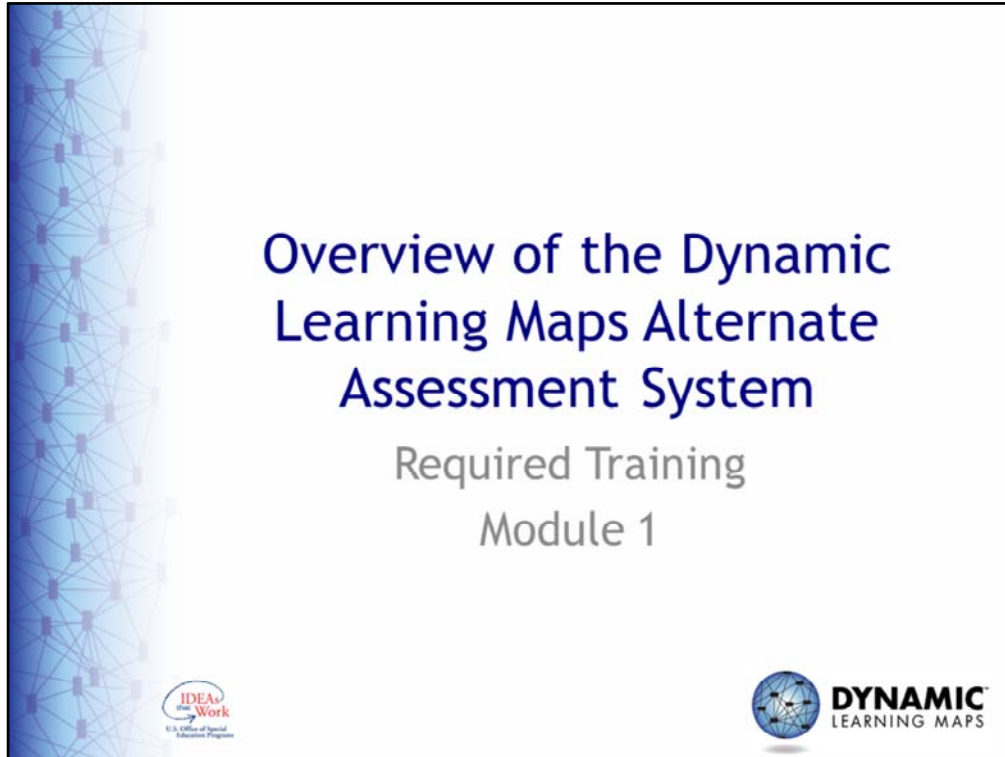
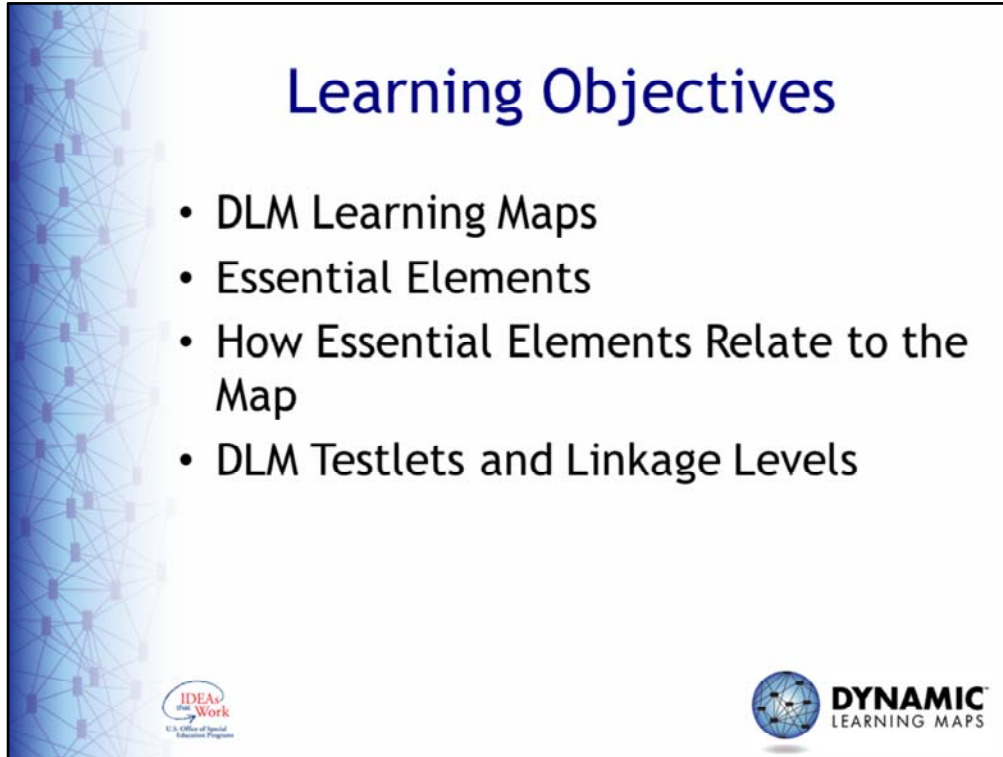


Figure C. Logistic regression plot for mathematics grade 9 item 24871.





The Dynamic Learning Maps Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do. This module, Overview of the DLM System, is the first in a series of required training for educators who are responsible for delivering the alternate assessment based on alternate academic standards.



## Learning Objectives

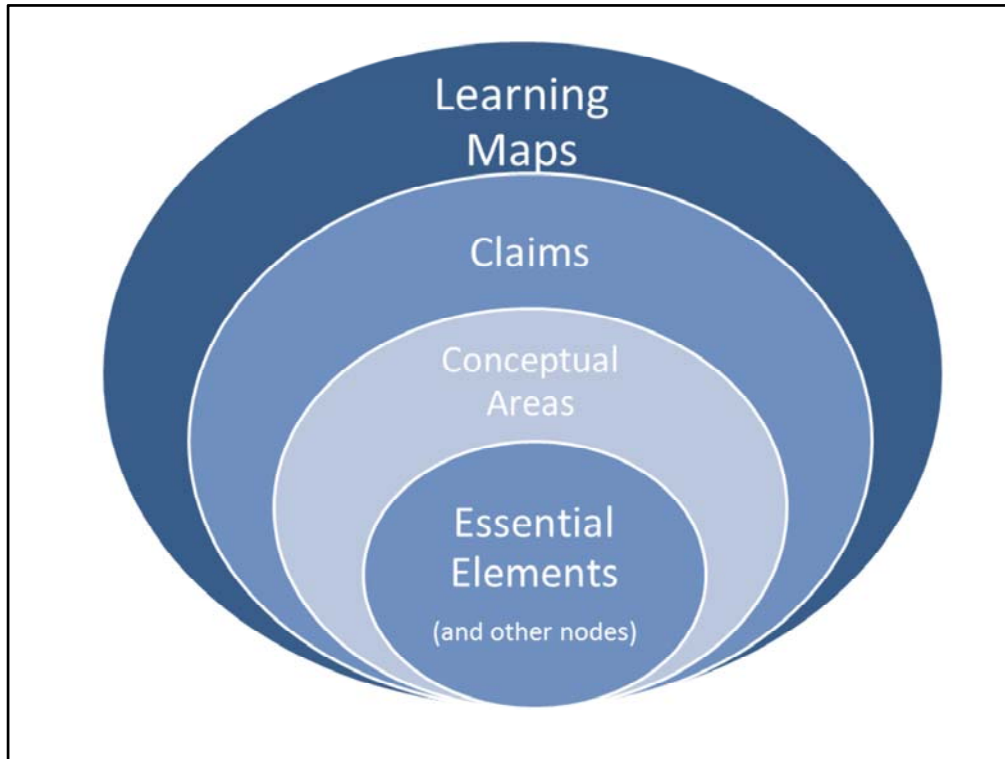
- DLM Learning Maps
- Essential Elements
- How Essential Elements Relate to the Map
- DLM Testlets and Linkage Levels

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Education Programs

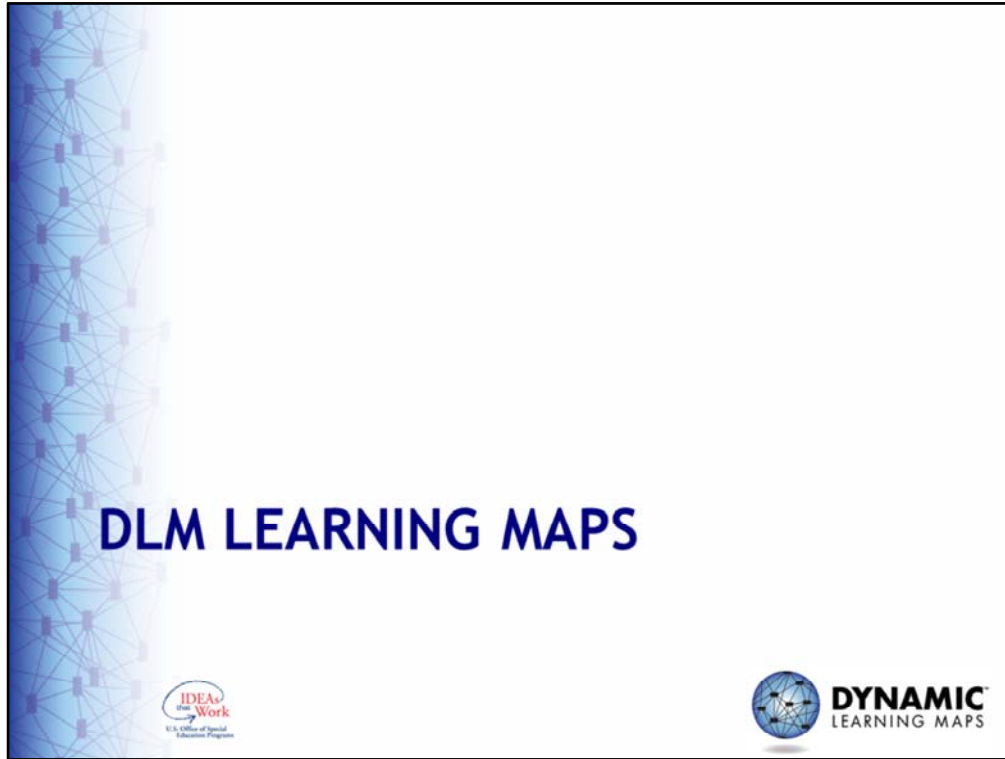
 **DYNAMIC**  
LEARNING MAPS

This training provides an overview of the DLM Learning Maps, Essential Elements, how the Essential Elements relate to the learning map and finally, DLM testlets and linkage levels.

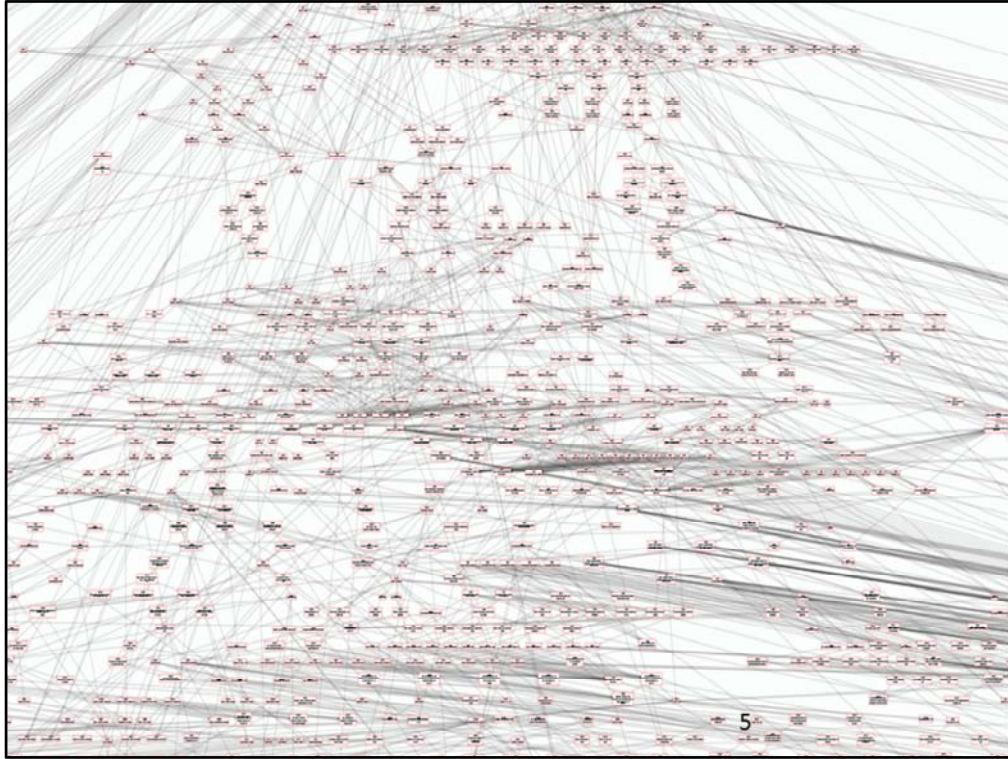




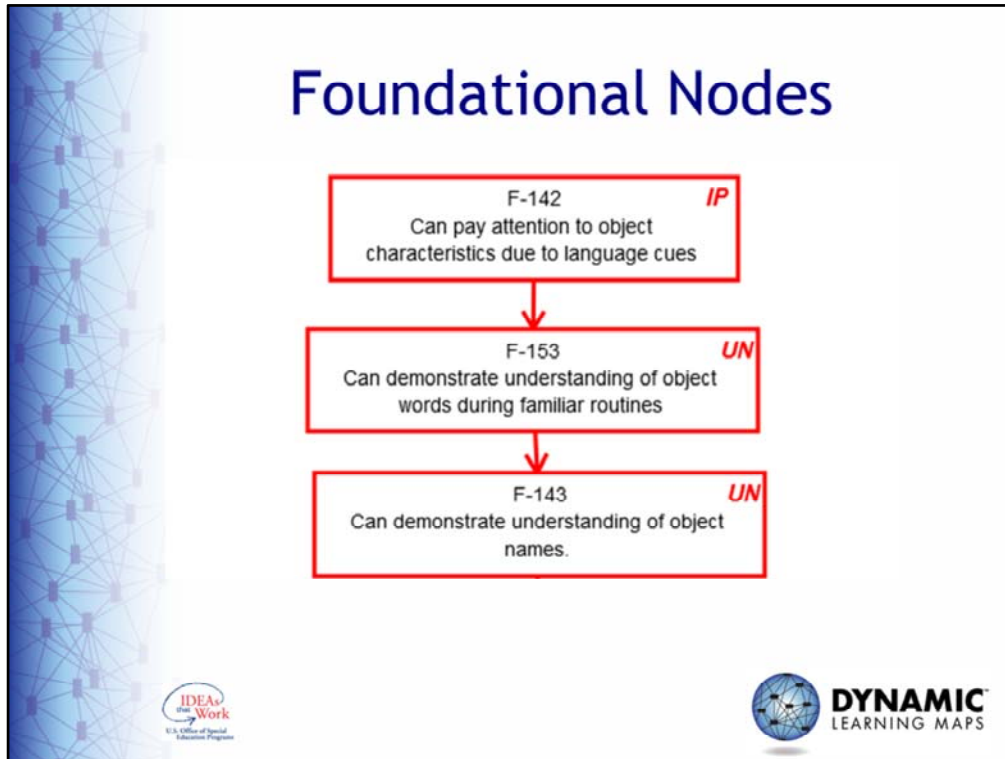
Understanding the DLM system involves understanding the relationship among all of the elements within the system. These elements include the Learning Maps, Claims, Conceptual Areas, Essential Elements, Linkage Levels, and individual nodes within the Dynamic Learning Map.



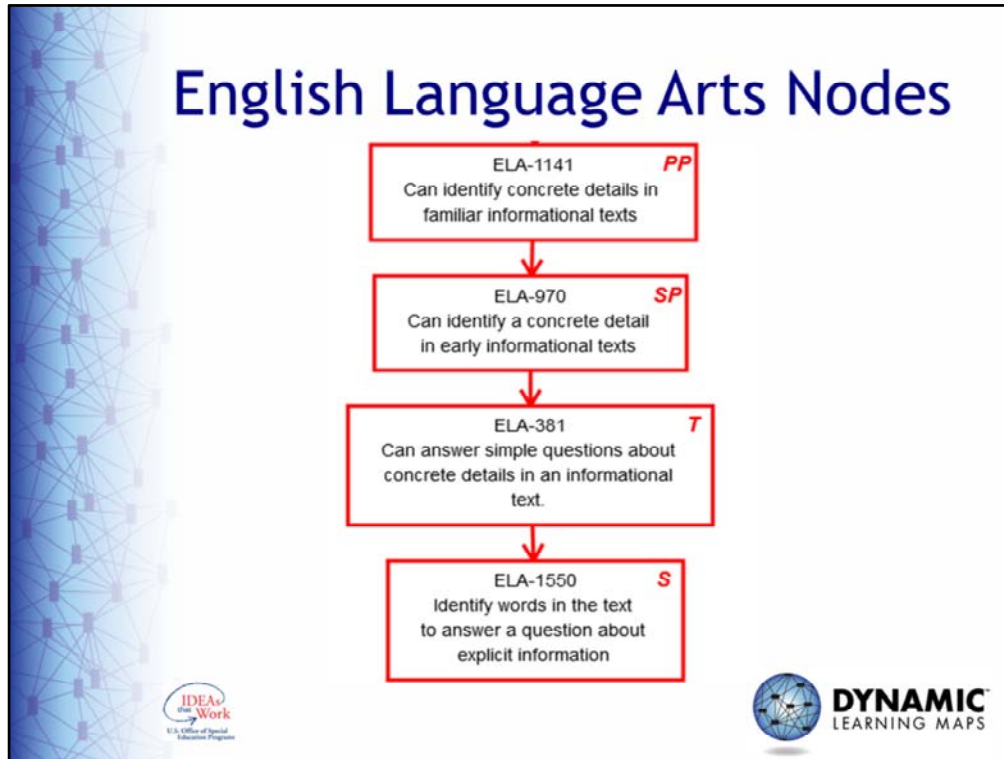
The learning map developed by The Dynamic Learning Maps Alternate Assessment Consortium is a massive network of knowledge and skill development within Mathematics and English Language Arts.



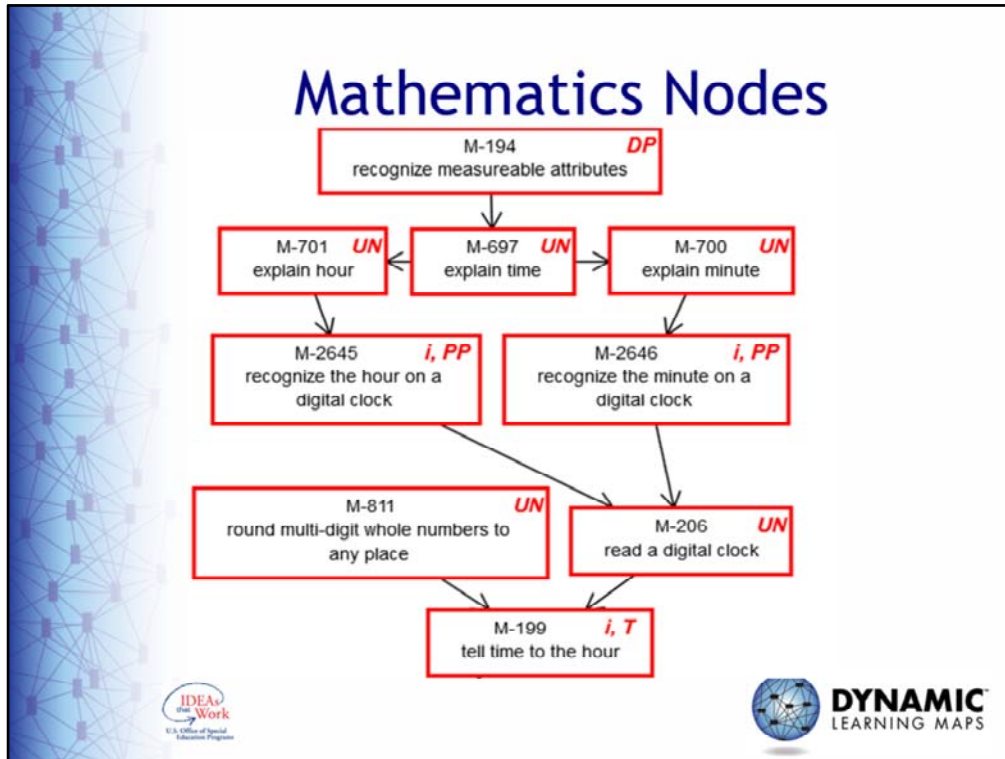
The dynamic learning maps are highly-connected representations of how academic skills are acquired, as reflected in research literature. The map is made up of nodes that represent discrete knowledge, skills, and understandings that were drawn from mathematics and English language arts, as well as important foundational skills that provide a support structure for the academic skills.



Here is an example of foundational nodes linked together that precede early reading skills.





Here is a snapshot of part of the ELA learning map that demonstrates the progression through the linkage levels, starting with identifying concrete details in familiar texts and working toward answering simple questions about concrete details in an informational text.



This is a portion of the mathematics learning map that shows the progression through linkage levels, starting with recognizing measurable attributes and working toward the skill of telling time to the hour.

## Quick Facts about the Map

<h3>ELA</h3> <ul style="list-style-type: none"> <li>• 141 foundational nodes</li> <li>• 1,645 ELA nodes             <ul style="list-style-type: none"> <li>– 538 Essential Elements</li> </ul> </li> <li>• 3,982 edges/connections</li> </ul>	<h3>Mathematics</h3> <ul style="list-style-type: none"> <li>• 141 foundational nodes</li> <li>• 2,312 mathematics nodes             <ul style="list-style-type: none"> <li>– 172 Essential Elements</li> </ul> </li> <li>• 4,838 edges/connections</li> </ul>
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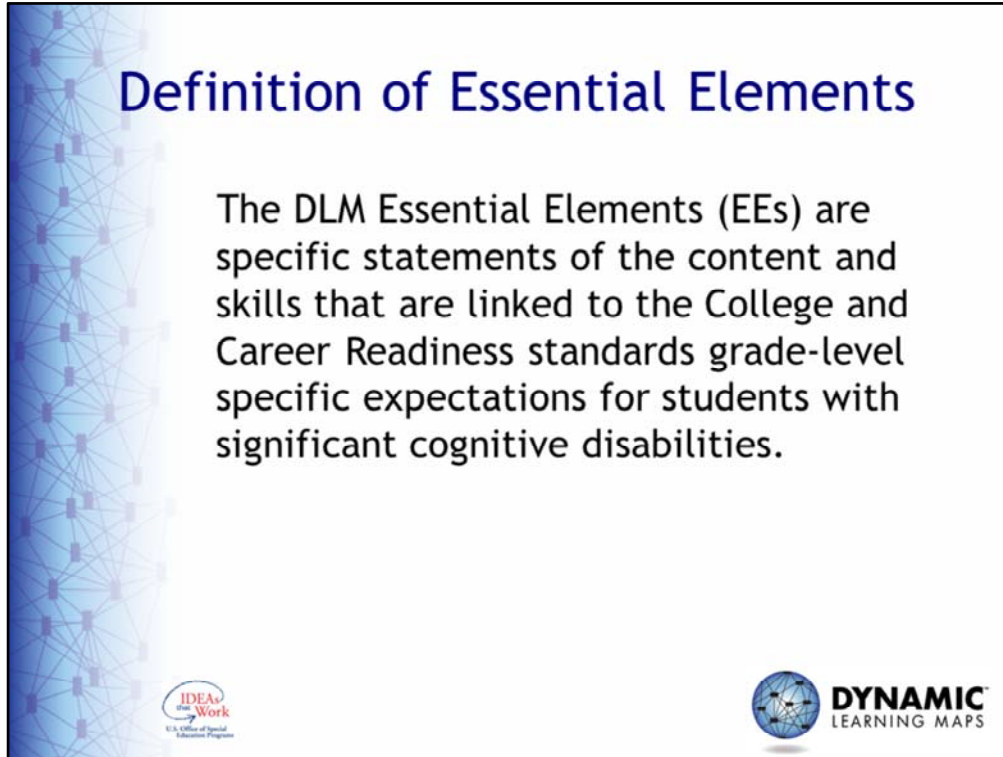



As of May 2014 there are 1,645 nodes in the English language arts map, 2,312 nodes in the mathematics map and 141 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions to include multiple and alternate pathways by which students may develop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




Now we will take a closer look at the DLM's Essential Elements.




A slide titled "Definition of Essential Elements" with a blue network graphic on the left. The text defines DLM Essential Elements (EEs) as specific statements of content and skills linked to College and Career Readiness standards. Logos for IDEA and Dynamic Learning Maps are at the bottom.

## Definition of Essential Elements

The DLM Essential Elements (EEs) are specific statements of the content and skills that are linked to the College and Career Readiness standards grade-level specific expectations for students with significant cognitive disabilities.



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LEARNING MAPS

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills that are linked to the grade-level specific expectations and stand on their own as important learning targets for students with the most significant cognitive disabilities. The DLM Essential Elements were developed to align with College and Career Readiness standards at each grade level in general education.

## DLM Essential Elements

- Reduced depth, breadth, complexity
- Provide appropriate level of rigor and challenge
- Are a starting point for defining achievement standards
- Are not functional or pre-K skills or instructional descriptors
- Focus on the skills (with multiple means of demonstration)

The DLM Essential Elements provide links to the College and Career Readiness standards at a reduced depth, breadth and complexity. They are intended to provide links between college and career readiness standards and grade-specific expectations for students with significant cognitive disabilities at an appropriate level of rigor and challenge.

The Essential Elements are also a starting point for defining achievement standards. The DLM Essential Elements are NOT functional or pre-K skills or instructional descriptors.

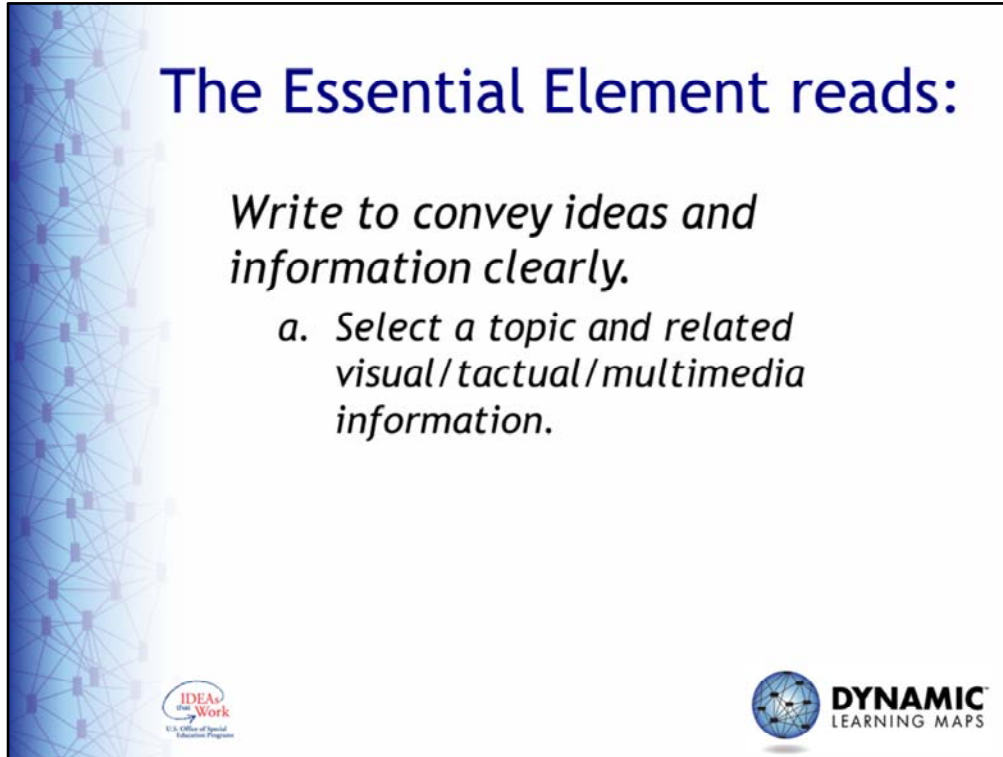
Most importantly, the Essential Elements focus on skills students can demonstrate through multiple means. Knowing that all students are different and learn in their own way, it is key that the Essential Elements allow students to be able to demonstrate knowledge and skills in multiple ways.

## For example...

- One College and Career Readiness standard reads:
  - *W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
    - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*





The links between each individual grade-level standard and the Essential Elements are important. For example, at the 4<sup>th</sup> grade level of the English Language Arts standards, one 2<sup>nd</sup>-grade writing standard reads, “*Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*”




## The Essential Element reads:

*Write to convey ideas and information clearly.*

a. *Select a topic and related visual/tactual/multimedia information.*




The team of educators and content experts working on the Dynamic Learning Maps project identified the Essential Elements of the standard as: *“Write to convey ideas and information clearly. a. Select a topic and related visual/tactile/multimedia information.”*



## The two are directly linked:



- Both:
  - emphasize writing to *convey ideas and information*
  - address *topic*
  - include the use of related *illustrations and multimedia*



The link between the College and Career Readiness grade-level standard and the Essential Element is clear. Both emphasize writing to convey ideas and information. Both address topic. And both include the use of related illustrations and multimedia. The Essential Element is not a downward extension of the grade-level standard, instead it is a clarification of the elements that are most essential in achieving the standard.

## Example for English Language Arts

<p><b>College and Career Readiness Standard</b></p> <ul style="list-style-type: none"> <li>• RL.6.2 <b>Determine a theme or central idea</b> of a text and how it is conveyed through particular <b>details</b>; provide a summary of the text distinct from personal opinions or judgments.</li> </ul>	<p><b>Essential Element</b></p> <ul style="list-style-type: none"> <li>• EE.RL.6.2 <b>Determine the theme or central idea</b> of a familiar story and identify <b>details</b> that relate to it.</li> </ul>
---	---

As shown here, the college and career readiness standard for 6<sup>th</sup> grade states that students will determine a theme or central idea of a text and how it is conveyed through particular details. The corresponding Essential Element states that students will determine the theme or central idea of a familiar story and identify details that relate to it. They both cover the standard of determining the theme or central idea and details that relate to them.

## Example for Mathematics

### College and Career Readiness Standard

- 4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
- An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through  $\frac{1}{360}$  of a circle is called a “one-degree angle,” and can be used to measure angles.
- An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.



### Essential Element

- EE.4.MD.5. Recognize angles in geometric shapes

For math, the College and Career Readiness standard for 4<sup>th</sup> grade states that students will recognize angles as geometric shapes and understand concepts of angle measurement. The aligned Essential Element states that students will recognize angles IN geometric shapes. They both focus on identifying angles and how they relate to geometric shapes but the Essential Element reflects a reduced complexity than the College and Career Readiness standard.

## DLM Essential Elements are NOT:

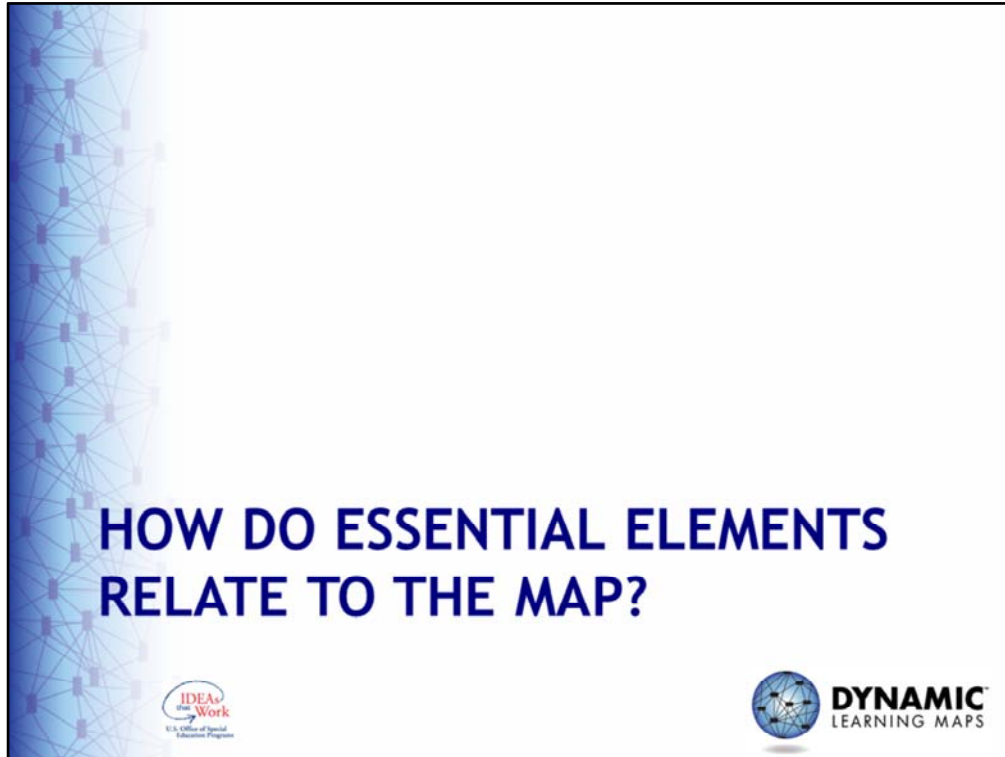
- Replacements for the College and Career Readiness Standards
- Downward extensions to pre-K
- Statements of functional skills
- Curriculum or learning progressions
- IEP goals or benchmarks

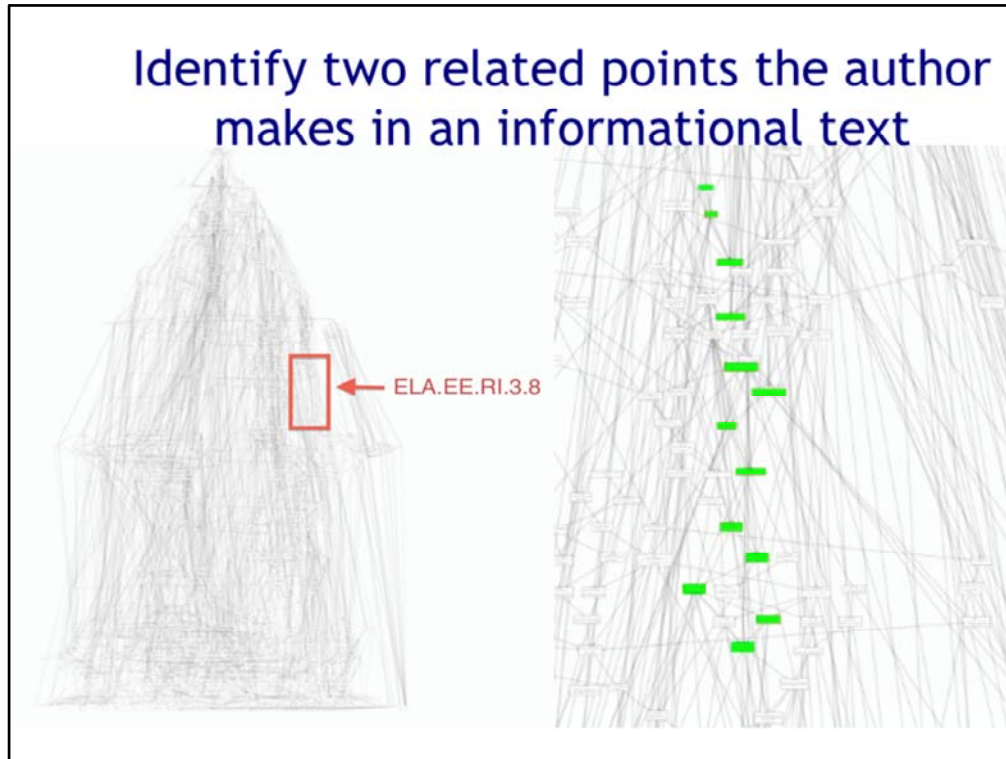
As you explore the DLM Essential Elements, it is important to remember what they are NOT. For example, the Essential Elements are NOT replacements for grade-level College and Career Readiness Standards nor are they downward extensions of those standards. They are NOT statements of functional skills. Certainly, students should learn to apply the academic skills they acquire in meaningful, personally relevant, functional ways, but the Essential Elements do not address functional skills directly. The Dynamic Learning Maps Essential Elements are also not curriculum or learning progressions. The skills and understandings addressed in the Essential Elements appear in the dynamic learning maps that underlie the entire Dynamic Learning Maps Alternate Assessment System, but on their own, the Essential Elements do not create a curriculum, learning progression, or learning map.

Importantly, the Essential Elements also are not simply restated as goals or benchmarks on students' individual education plans but can serve as a resource to IEP teams in aligning IEP goals with individual targets for working toward grade-level standards. The Dynamic Learning Maps Essential Elements are also NOT separate from grade level College and Career Readiness Standards. They align directly with those standards.

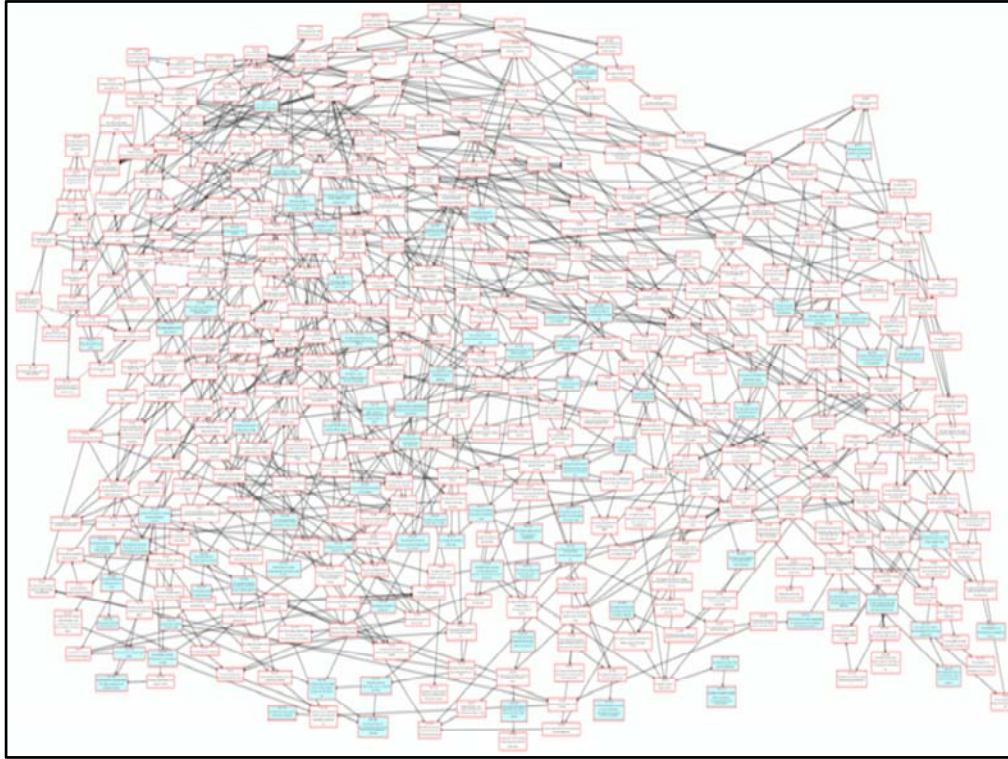




Now we are going to look at how the Essential Elements relate to the map.



Essential Elements are embedded in the learning maps. The EEs are related to single nodes of small clusters or nodes within the map. In addition, each Essential Element is linked to other nodes in the map through linkage nodes at various levels of complexity that precede and extend beyond the nodes that relate directly to the EE. The picture on the left captures a single ELA EE and the cluster of nodes linked to it within the larger learning map. The picture on the right shows a closer view of the same section and more clearly identifies the individual nodes associated with that EE, some of which are tested at various linkage levels and others that are untested.





Within the thousands of nodes that comprise the learning maps developed by the DLM Consortium, there are nodes that have been tagged as target nodes for each of the DLM Essential Elements. This tagging highlights the progression of the Essential Elements within the learning map. The tagging also ensures that each Essential Element links directly to the research.



DLM breaks down the assessments into multiple testlets. Students will take multiple testlets for each subject in order to complete the full assessment.

## Linkage Levels - A Definition



- Linkage levels contain one or more nodes that precede (or follow) an identified EE. Links both identify important “waypoints” en route to an EE and specify where a student is in relationship to the grade-level target.



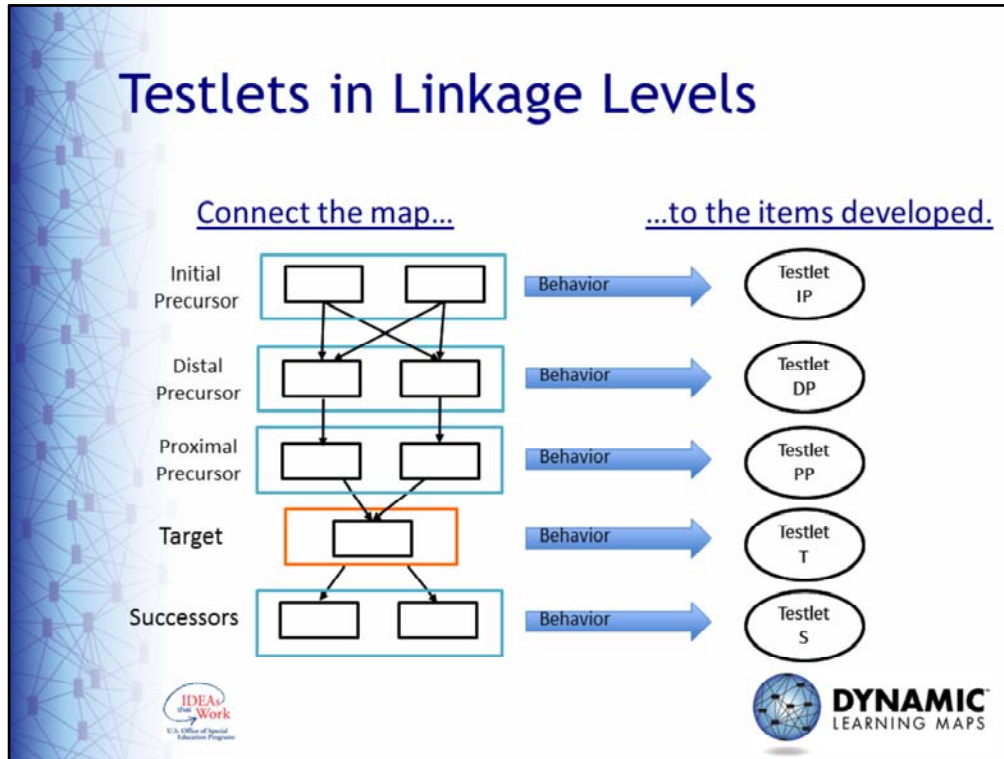
Each testlet spans a portion of the map that contains nodes relating to an Essential Element. The levels are called linkage levels in DLM. Linkage levels contain one or more nodes that precede (or follow) an identified Essential Element. Linkage levels both identify important “waypoints” en route to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

## Structure of a Testlet

- Begins with engagement activity
  - Motivate students
  - Provide a context
  - Activate prior knowledge
- ELA: Text presented twice; questions embedded and at conclusion on 2<sup>nd</sup> read
- Math: Series of questions or problems related to a single topic


For each Essential Element, DLM develops testlets at several different levels. Testlets are smaller units of the assessment. You'll notice that testlets in ELA and math are delivered quite differently. For example, each ELA testlet is designed around a text. The texts are adapted from grade-level reading lists to reduce the complexity and length in order to support accurate assessment of student abilities. During the assessment, students will participate in two readings of the text: the first helps students develop an overall understanding of the text or participate in a complete shared reading of the text, and the second includes questions embedded within and at the end of the text. In contrast, math testlets are built around an engagement activity designed to activate prior knowledge and provide a context for the questions. The engagement activity does not require a response.



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



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

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



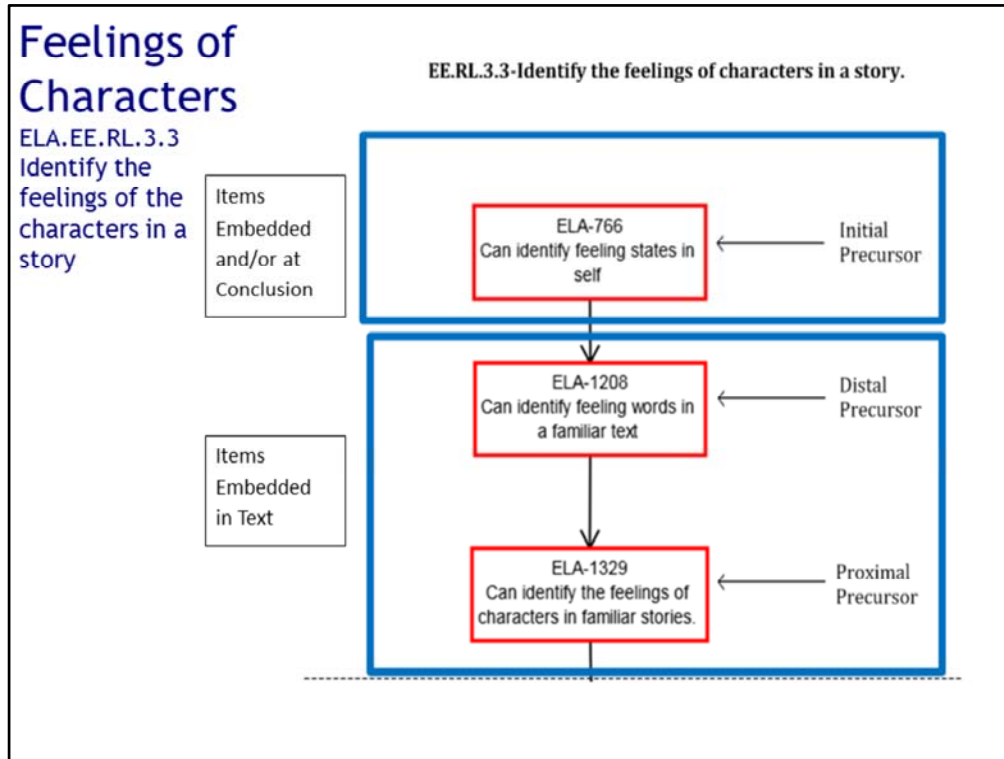
## Testlets in Linkage Levels

- Each student completes a unique combination of testlets across multiple Essential Elements
- The system will use dynamic routing to move students from testlet to testlet

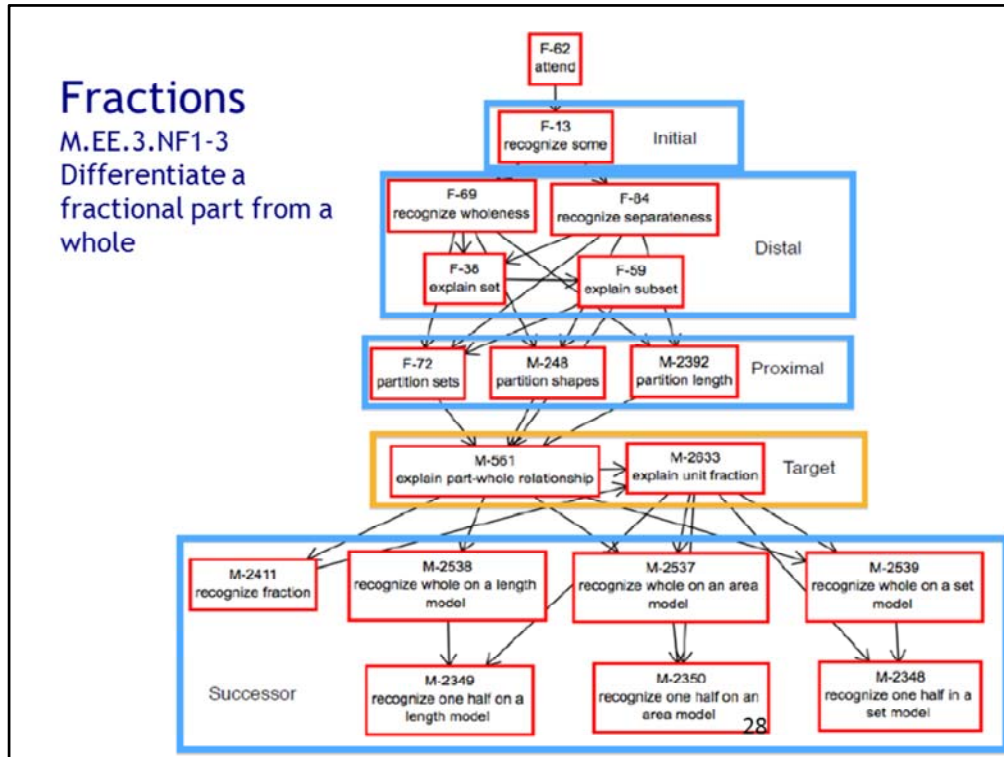


The DLM alternate assessment has been designed to evaluate the relationships between skills on testlets at each linkage level. Each student will complete a unique combination of testlets across multiple EEs. Information about student performance on the combination of testlets will improve the decisions the system makes about how to route students through the assessment in the future. A teacher with multiple students in the same grade may see some similar content across each student's test but will typically find it does not overlap completely.





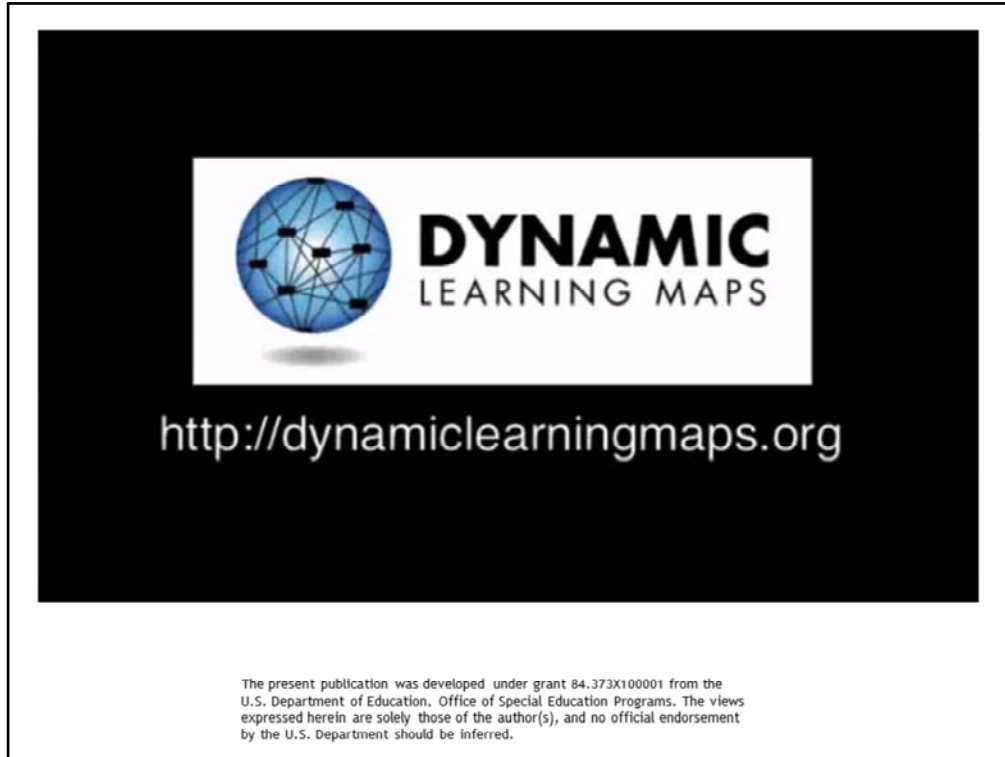
Here you are able to see a portion of the map with corresponding nodes and linkage levels for one EE in English Language Arts. This 3<sup>rd</sup>-grade level EE addresses Reading Literature and reads: *identify feelings of the characters in the story*. You are able to see the progression from initial precursor level testlets where the student is asked questions about identifying feelings in themselves to the distal precursor linkage level where students are asked to identify feeling words in familiar text and finally at the proximal precursor level where students are asked to identify the feelings of characters in familiar stories.



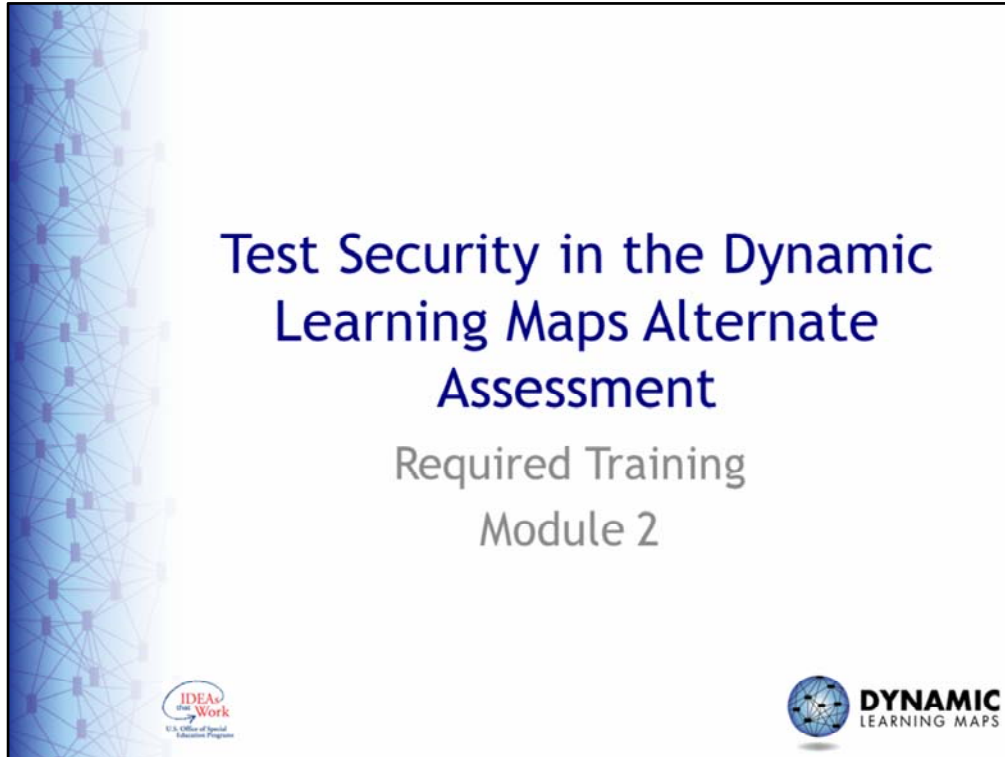
Here is an example from mathematics. This 3<sup>rd</sup>-grade EE reads: *differentiate a fractional part from a whole*. You see the initial precursor linkage level testlet asks the students to recognize some and then builds through the distal-, proximal-, and target-level testlets to end at the successor level testlet asking the students to recognize a fraction.

In this diagram, the red boxes are the nodes, or the assessment targets, all measuring the same EE: *differentiate a fractional part from a whole*. They are at the different linkage levels from initial to successor. The arrows represent the multiple pathways that students can take to reach the EE. The Educator Resource page of the DLM website will list each of the nodes being assessed at each linkage level for the EEs.

Teachers who use the instructionally embedded assessments will make decisions about the linkage levels at which students are assessed. You will find out more about this in required training Module 4.



This concludes Module 1 for the required training of the DLM Alternate Assessment. You must successfully complete a quiz assessing your understanding of this module before you can administer any DLM tests. We strongly recommend you complete this quiz before continuing to Module 2.



The Dynamic Learning Maps Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do. This training, *Test Security in the DLM Alternate Assessment*, is the second in a series of required training modules for educators who are responsible for delivering the DLM alternate assessment based on alternate academic standards.

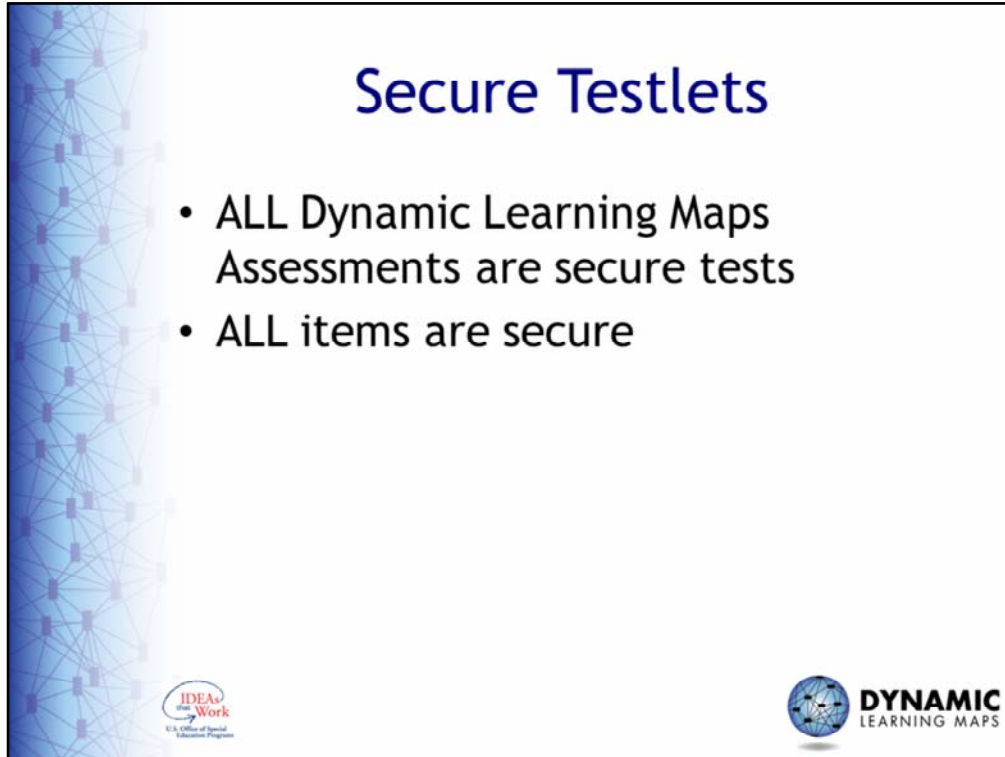


## Learning Objectives

- Test Security
- DLM Security Agreement
- Maintaining integrity during the assessment process
- Violations of test security





In this module you will learn about test security, completing the Dynamic Learning Maps Security Agreement, maintaining integrity during the assessment process and violations of test security.

A slide titled "Secure Testlets" with a blue network graphic on the left. The text lists two bullet points: "ALL Dynamic Learning Maps Assessments are secure tests" and "ALL items are secure". Logos for IDEA and Dynamic Learning Maps are at the bottom.

## Secure Testlets

- ALL Dynamic Learning Maps Assessments are secure tests
- ALL items are secure

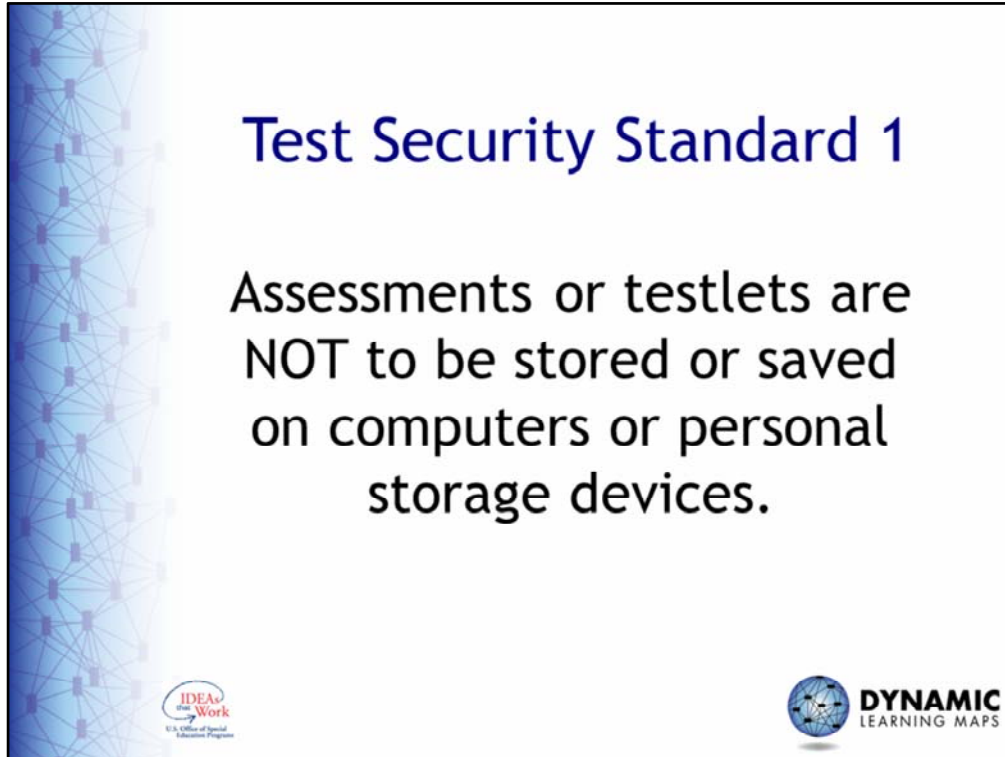
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LEARNING MAPS

The Dynamic Learning Maps (DLM) alternate assessment provides opportunities for flexible assessment administration. However, all Dynamic Learning Maps assessments – including instructionally embedded assessments chosen by the teacher and delivered during the year – are secure tests. As such, all items administered to students are secure.





Test administrators and other educational staff who support Dynamic Learning Maps implementation are responsible for following the four DLM test security standards.



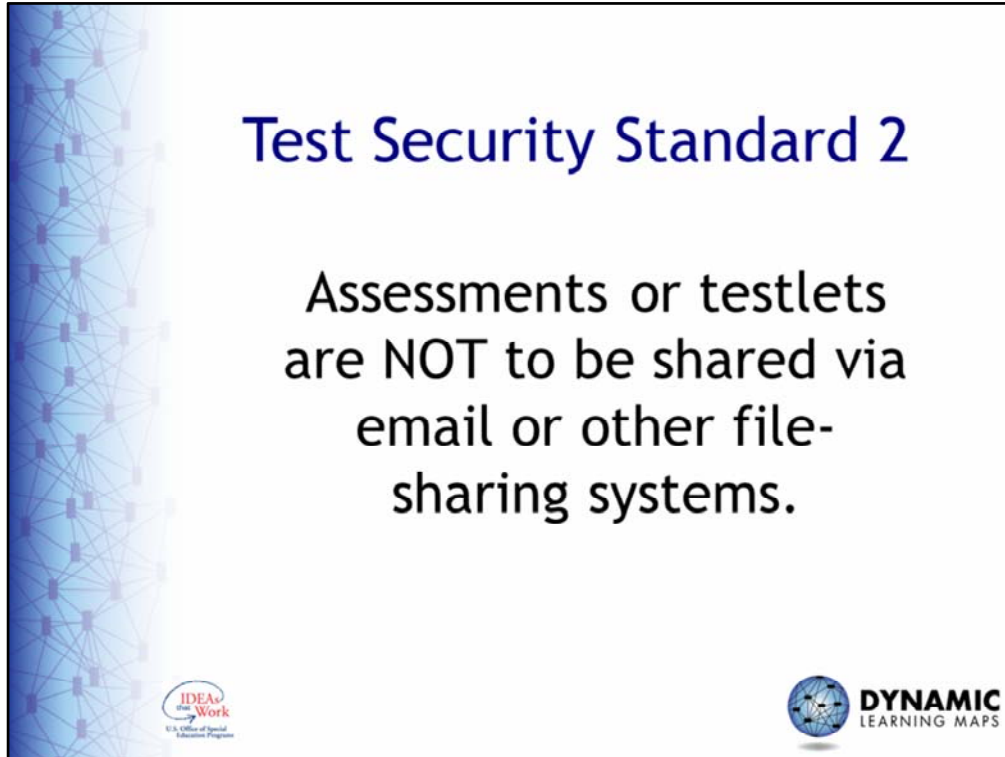
# Test Security Standard 1

Assessments or testlets are  
**NOT** to be stored or saved  
on computers or personal  
storage devices.




First, assessments or testlets are not to be stored or saved on computers or personal storage devices.




A graphic with a blue background on the left side featuring a network of interconnected nodes and lines. The main text is centered in a white area. At the bottom left is the IDEA logo with the text 'IDEA that Work U.S. Office of Special Education Programs'. At the bottom right is the DYNAMIC LEARNING MAPS logo, which includes a globe icon.

## Test Security Standard 2

Assessments or testlets  
are NOT to be shared via  
email or other file-  
sharing systems.

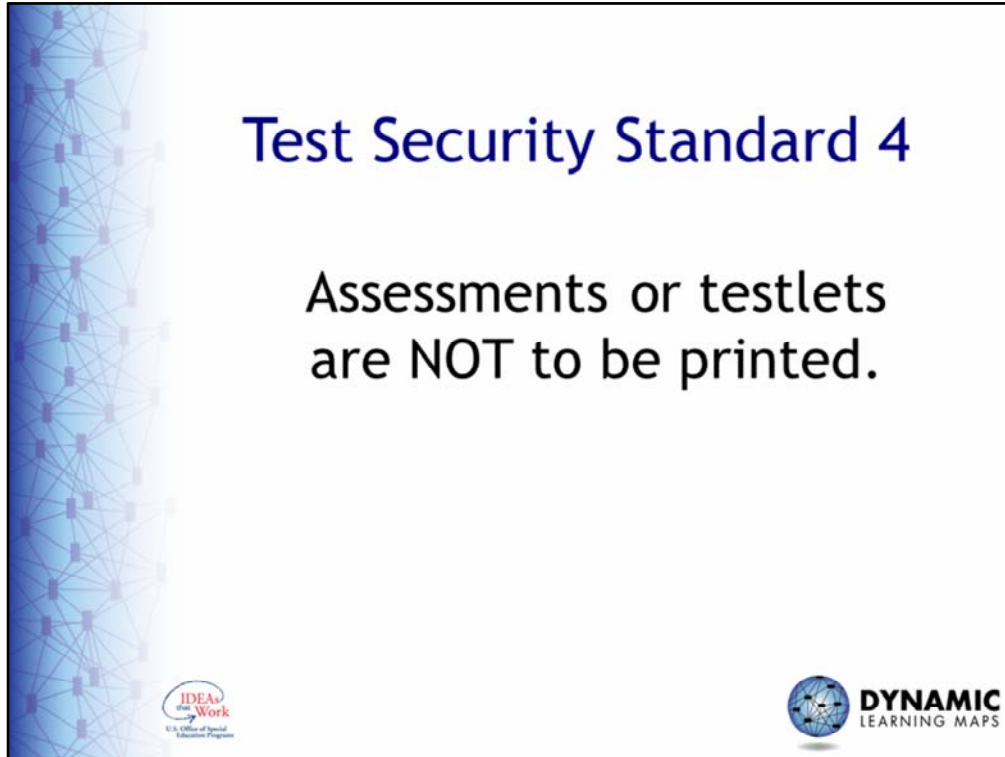
 **IDEA**  
that **Work**  
U.S. Office of Special  
Education Programs

 **DYNAMIC**  
LEARNING MAPS

Second, assessments or testlets are not to be shared via email or other file-sharing systems.



Thirdly, assessments or testlets are not to be reproduced by any means, except where explicitly allowed as described in the Test Administration Manual. Taking screenshots of the assessment is also prohibited and electronic materials used during assessment administration may not be printed.



## Test Security Standard 4

Assessments or testlets  
are NOT to be printed.



Finally, assessments or testlets are not to be printed. While printing the familiar English language arts texts and testlet information pages is allowed, electronic materials used during assessment administration may not be printed.



The Test Administration Manual provides additional information regarding these four test security standards as well as information regarding other security issues.

A slide titled "DLM Security Agreement" with a blue network graphic on the left. The slide lists three bullet points: "All educators complete it", "Security Agreement will be renewed every year", and "Agreement with the terms is required for those who administer tests". Logos for IDEA and Dynamic Learning Maps are at the bottom.

## DLM Security Agreement

- All educators complete it
- Security Agreement will be renewed every year
- Agreement with the terms is required for those who administer tests

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To show you understand Dynamic Learning Maps' test security expectations, each year you will complete a security agreement. This agreement appears automatically once each year when you log in to Educator Portal. For complete instructions on the security agreement, see the Test Administration Manual.

If you do not agree to the terms in the security agreement, you will not be able to access students' test login information and you will not be able to administer any Dynamic Learning Maps tests. Questions about security expectations should be directed to your local Dynamic Learning Maps Assessment Coordinator.



## DLM Security Agreement

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

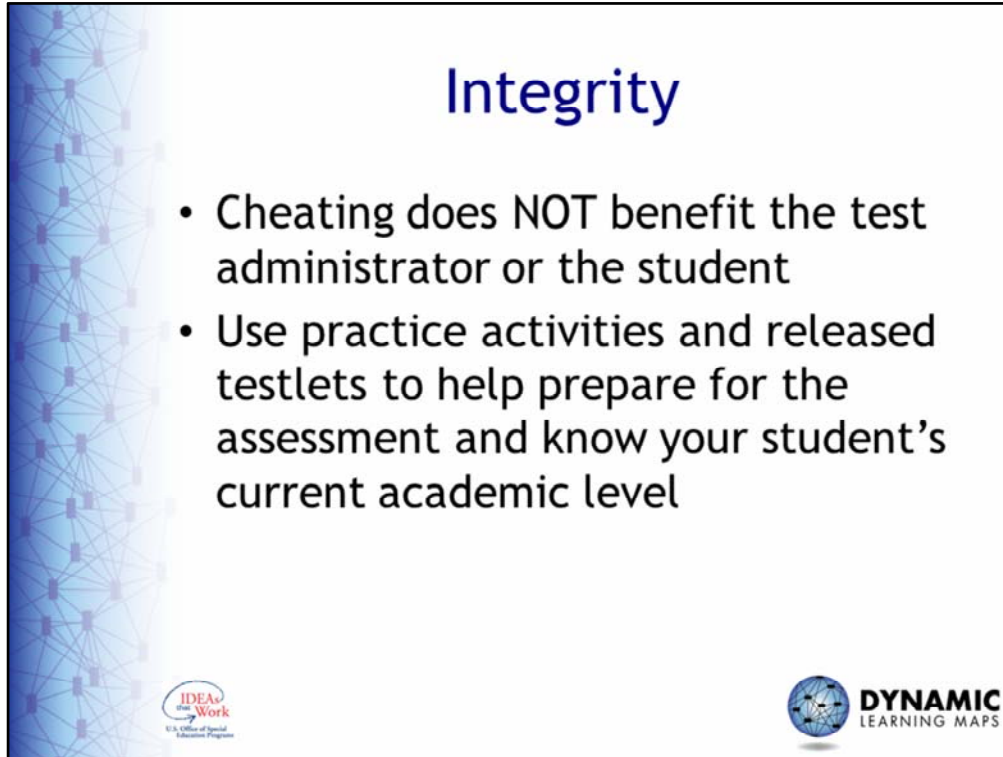
Test administrators and other educational staff who support DLM implementation are responsible for following the DLM test security standards:

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

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



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

All Educator Portal users can complete the Security Agreement by going into My Profile in their Educator Portal account and clicking on Security Agreement. This is the agreement that you will need to read and reply to every year. Even if Educator Portal users completed this agreement in the 2013-2014 school year, they will need to complete it again for the 2014-2015 school year. When it is time to renew the agreement each year, it will automatically come on screen when you log in to Educator Portal.



## Integrity

- Cheating does NOT benefit the test administrator or the student
- Use practice activities and released testlets to help prepare for the assessment and know your student's current academic level

In the Dynamic Learning Maps alternate assessment breaches in test security or cheating do not benefit the test administrator or the student. Cheating can have negative consequences for the student's score and for testlet assignment. For instance, if a test administrator answers the questions for a student or changes the student's answers to make them correct, the next testlet the student receives will likely be at a higher linkage level and may be too difficult for the student. It also is not beneficial to test in a way that underestimates your student's achievement: for example, by always choosing the lowest test level, by underestimating ability on the First Contact survey, or by administering the test when the student is not motivated and skips questions. Any of these practices may result in your student receiving easier tests in the future, but in the end student's overall scores will be lower because they were only tested at lower linkage levels. Please keep in mind that Dynamic Learning Maps uses methods to detect cheating.

To help prepare yourself and your student for the Dynamic Learning Maps alternate assessment, you are encouraged to use resources provided by Dynamic Learning Maps, including practice activities and released testlets. Practice activities explain the structure and navigation of testlets and the kinds of items student will respond to. Released testlets contain similar academic content to what appears on real Dynamic Learning Maps tests. These testlets help teachers have a better understanding of the linkage levels.

By focusing on integrity and delivering the best test possible with good intentions for your students, your students will be in the best position to show what they know and can do so their scores reflect that knowledge.



## Violations of Test Security

- States have requirements for both test security and data security
- May be subject to their state's regulations or state education agency policies governing test security

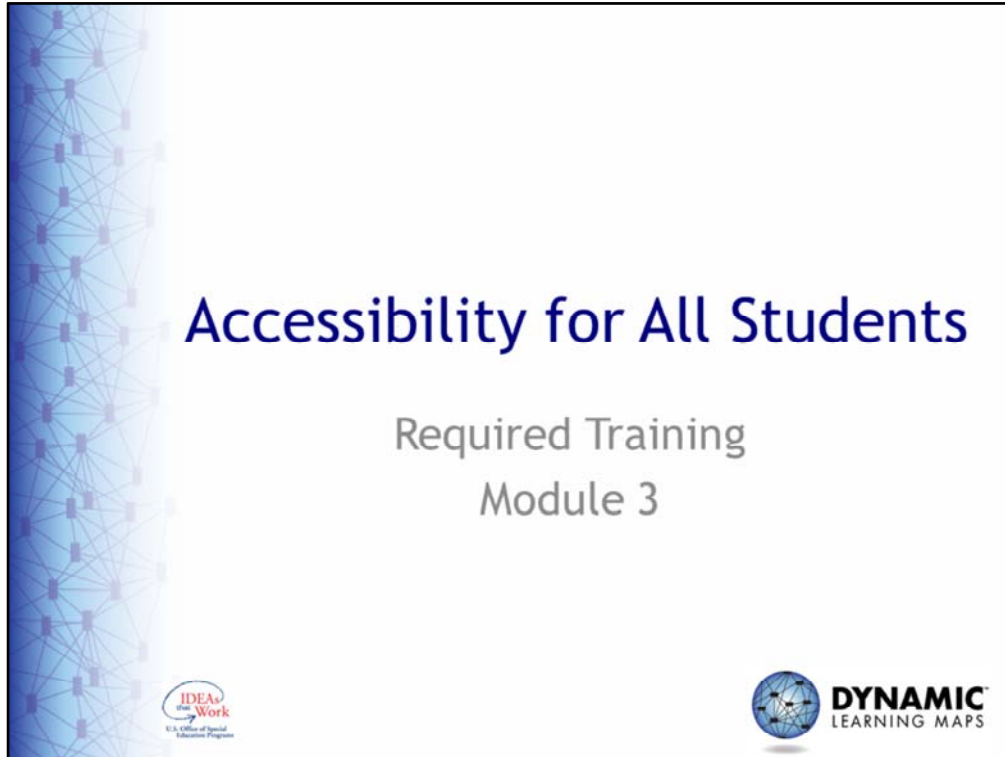


Dynamic Learning Maps is a consortium of states that all expect test administrators to adhere to these practices to maintain test security. Each state may have additional expectations for test security. Requirements for maintaining security of student records are also set by each state. Those who violate Dynamic Learning Maps' test security requirements may be subject to their state's penalties. Please consult your state department of education for more information on those regulations.





This concludes required training Module 2 of the Dynamic Learning Maps Alternate Assessment. You must successfully complete a quiz assessing your understanding of this module before you can administer any Dynamic Learning Maps tests. We strongly recommend that you complete this quiz before continuing to Module 3.




The Dynamic Learning Maps Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do. This required training module, *Accessibility for All Students*, is the third in a series of required training modules for educators who are responsible for delivering the DLM alternate assessment based on alternate achievement standards.



# Learning Objectives

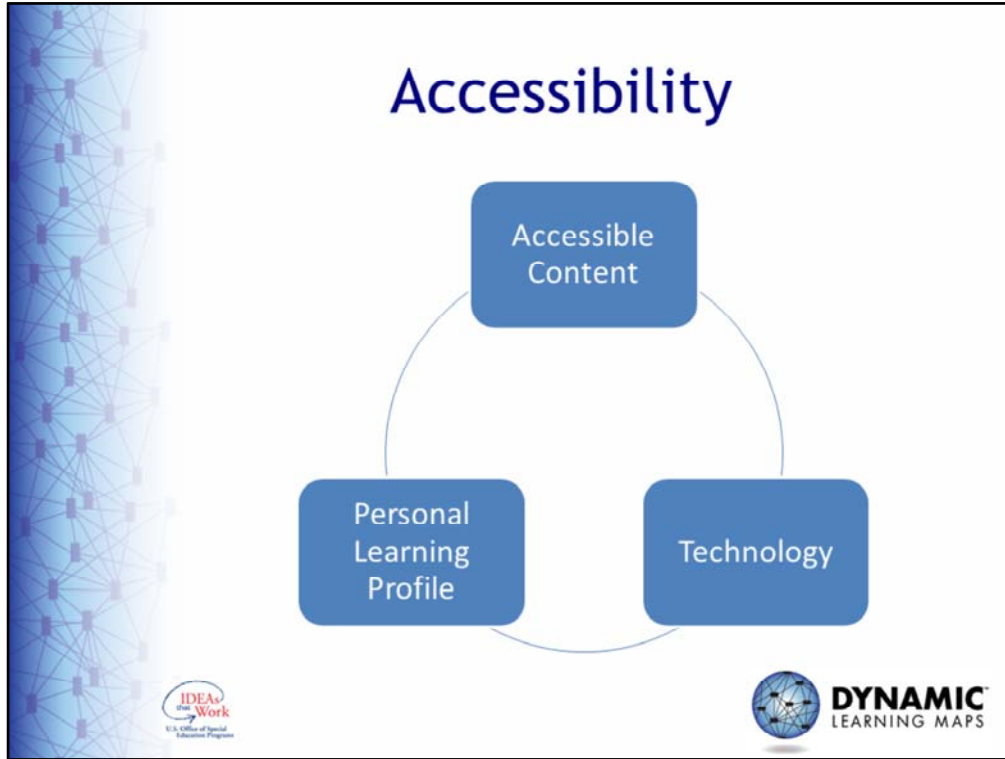
- Accessibility by Design
- Six Steps to Customize DLM  
Accessibility Supports for Students



In this module you will learn how DLM has created accessibility by design and the six steps to customize DLM accessibility supports for students.




DLM provides accessibility by design and is guided by the core beliefs that all students should have access to challenging, grade-level content, and all educators should adhere to the highest levels of integrity in providing instruction and administering assessments based on this challenging content.




Having accessible content is essential. DLM has integrated accessible content, technology and a personal learning profile to ensure that every student is successful.

## Accessible Content

- Testlet levels
- Vocabulary
- Multiple and alternate pathways
- Items tagged
- Item writing guidelines



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DLM has integrated accessible content by developing various testlet levels, attending carefully to vocabulary, identifying multiple and alternate pathways to each Essential Element, tagging items based on their accessibility features, and following item-writing guidelines based on universal design.

## Universal Design

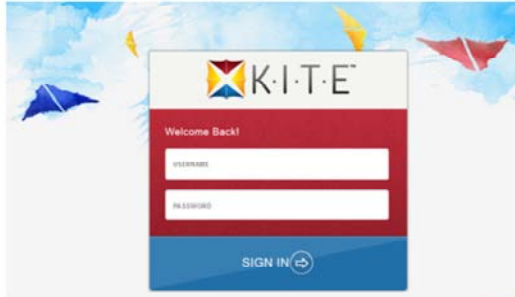
- Based on Universal Design for Learning
  - Provides flexibility in the ways students respond or demonstrate knowledge and skills
  - Reduces barriers in instruction while providing appropriate challenges, accommodations and supports
  - Maintains high achievement expectations for all students



Universal Design is a scientifically valid framework for guiding education practice. It provides flexibility in the ways students respond or demonstrate knowledge and skills, as well as in the ways students are engaged. It reduces barriers in instruction, and provides appropriate challenges, accommodations, and supports. Universal design also maintains high achievement expectations for all students. DLM applied Universal Design because it is a framework that is critical to understanding how students with significant cognitive disabilities can achieve success with content standards.

# Technology

- Special user interface
- Enriches the interaction between the students and the content





The screenshot shows a login window for the KITE system. The window has a white background with a red header bar containing the KITE logo and the text "Welcome Back!". Below the header are two input fields labeled "USERNAME" and "PASSWORD". At the bottom of the window is a blue button labeled "SIGN IN" with a right-pointing arrow icon. The background of the slide features a blue network diagram on the left and logos for IDEA and DYNAMIC LEARNING MAPS at the bottom.

The Kansas Interactive Testing Engine, or KITE system, is the platform used to administer the DLM alternate assessment. It offers a special user interface that enhances the assessment experience for students with significant cognitive disabilities.

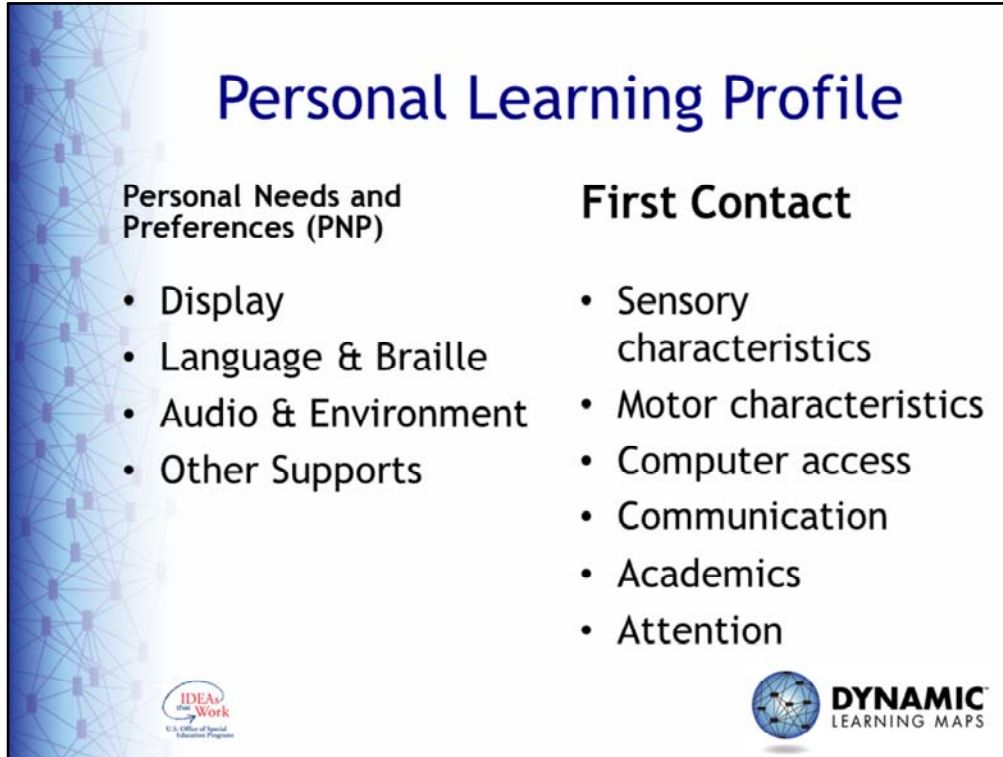


# Technology

- Utilizes the Personal Needs and Preferences Profile and First Contact
- Dynamic routing through testlets





The KITE system enhances accessibility using information provided by educators when they complete both a Personal Needs and Preferences Profile and a First Contact Survey for each student. The system uses First Contact information to route the student to a first testlet that provides an appropriate balance of accessibility and challenge for the student. Based on the student's performance on the first testlet, the DLM system will route the student to the next appropriate testlet level. Educators can change accessibility features by updating responses to the Personal Needs and Preferences Profile.



## Personal Learning Profile

<p><b>Personal Needs and Preferences (PNP)</b></p> <ul style="list-style-type: none"> <li>• Display</li> <li>• Language &amp; Braille</li> <li>• Audio &amp; Environment</li> <li>• Other Supports</li> </ul>	<p><b>First Contact</b></p> <ul style="list-style-type: none"> <li>• Sensory characteristics</li> <li>• Motor characteristics</li> <li>• Computer access</li> <li>• Communication</li> <li>• Academics</li> <li>• Attention</li> </ul>
---	--

Information from the Personal Needs and Preferences Profile and the First Contact survey are combined by the system into a student's Personal Learning Profile. This information allows the system to customize each student's experience and determine which test form and linkage level to deliver.

The specific role of the Personal Needs and Preferences Profile is to select the appropriate accessibility features and supports to offer in the system, and thus to tailor each student's experience based on individual needs. The Personal Needs and Preferences Profile can be completed any time before testing begins. It can also be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the KITE system.

The First Contact survey is also completed prior to the assessment administration and is used to determine the initial linkage level for the student. Instructions on how to fill out the First Contact survey are located in the Test Administration Manual and in Module 5.

## Personal Needs and Preferences

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

**Magnification**

Activate by Default

**Overlay Color**

Activate by Default

**Invert Color Choice**

Activate by Default

**Masking**

Activate by Default

Answer Masking

Custom Masking

**Contrast Color**

Activate by Default

Background Color Hex

Foreground Color Hex

The access features in the Personal Needs and Preferences Profile are listed in four categories: Display Enhancements, Language & Braille, Audio & Environment Support, and Other Supports.


Instructions on how to complete the Personal Needs and Preferences Profile are located in the Accessibility Manual. Due to a software release to update our KITE system, teachers should not fill out the PNP until after Monday, September 22. Students whose PNP was filled out before September 22, 2014 will need their PNP updated after September 22.




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 the effectiveness of the accessibility features used in the DLM system by students with significant cognitive disabilities.

## Six Steps

1. Include Eligible Students in the DLM Assessment
2. Learn About the DLM Accessibility Features:  
What Does DLM Provide?
3. Discuss and Select Appropriate Supports and  
Tools: Considerations for IEP Teams

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We will discuss the six steps in further detail. As an overview, the six steps are: Step 1 - Include eligible students in the DLM assessment, Step 2 - Learn About the DLM Accessibility Features, Step 3 - Discuss and select appropriate supports and tools.

## Six Steps

4. Enter Appropriate Supports into the DLM System
5. Prepare for the Assessment: Using the Chosen Accessibility Features
6. Evaluate the Accessibility Features Used After the Assessment



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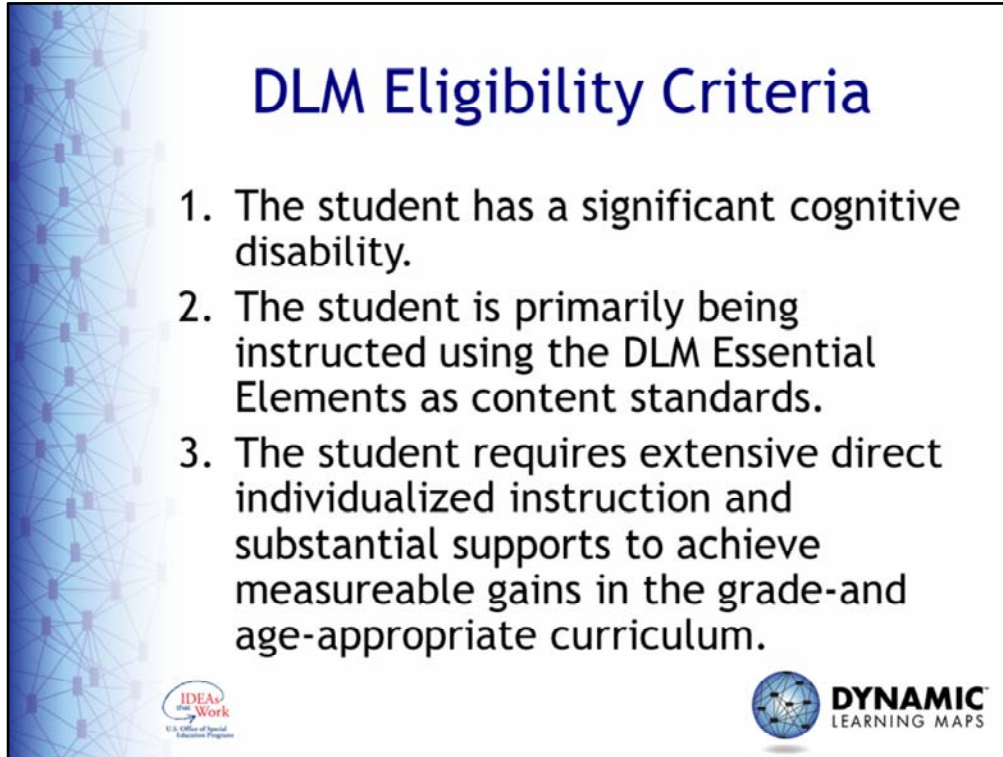
Step 4 - How to enter appropriate supports into the DLM system, Step 5 - Prepare for the assessment and Step 6 - Evaluate the accessibility features used after the assessment.

## Step 1: Include Eligible Students

- Students with disabilities are included in state and district accountability systems
- Students receive the benefits gained from participation, such as improved instruction, higher expectations and involvement in educational reforms





With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Students with 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. It is critical that teams ensure that students are eligible for inclusion in the alternate assessment based upon the standards set by DLM and each state.



## DLM Eligibility Criteria

1. The student has a significant cognitive disability.
2. The student is primarily being instructed using the DLM Essential Elements as content standards.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.

DLM provides the following three general eligibility guidelines for participation in the DLM Alternate Assessment. **Criterion 1:** The student has a significant cognitive disability. **Criterion 2:** The student is primarily being instructed using the Essential Elements as content standards. And **Criterion 3:** The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate standards.

Individual states may set additional eligibility criteria that help establish which students are eligible to take the DLM alternate assessment. IEP teams should refer to their state department of education for further guidance in this area.



## Step 2: Accessibility Features: What Does DLM Provide?


- Test administrators and students may try out features in practice tests
- Three categories
  1. Supports Provided Within DLM via PNP
  2. Supports Requiring Additional Tools/Materials
  3. Supports Provided Outside the DLM System



The next step is for teams to understand the accessibility features provided in DLM. Test administrators and students may try out these features in provided practice tests to determine what works best for each student.



The DLM alternate assessment makes a distinction between the accessibility features that are activated in the KITE system by the Personal Needs and Preferences Profile, supports that require additional tools or materials, and supports that would need to be provided outside of the DLM system.

Prior to administering the DLM alternate assessment, educators provide information in the Personal Needs and Preferences Profile about the accessibility needs for each assessed student. The KITE system stores all of that information and uses some of it to activate certain features when the assessment is administered.



## Accessibility Features: Who Decides?

- Rely on state guidance for exceptions and rules about who decides



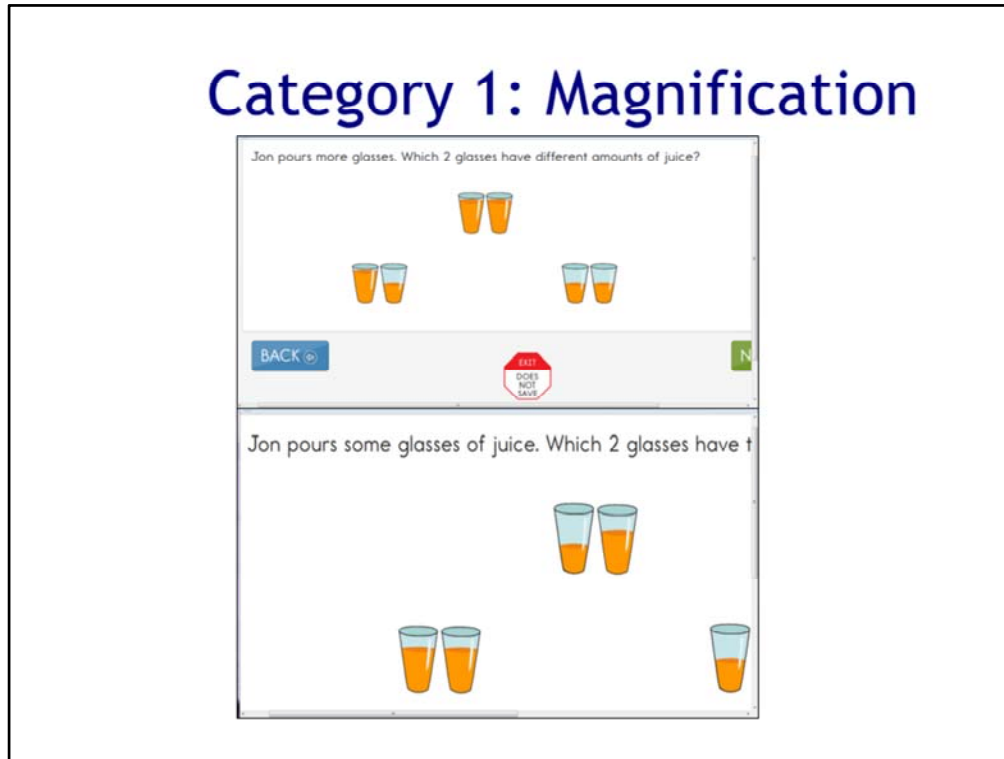
Although the consortium as a whole has developed the list of supports and tools, each state has its own policies about which supports must be recorded on IEPs. Test administrators and IEP teams should rely on guidance from their state department of education for exceptions and rules about who decides the accessibility features for their students. You can also find more information in your state appendix of the Accessibility Manual.

## Category 1: Supports Provided Within DLM via the PNP

Accessibility Feature	Supports Provided Within DLM via PNP
Category 1	
Magnification	X
Invert Color Choice	X
Color Contrast	X
Overlay Color	X
Read Aloud with highlighting – Text to Speech (TTS)	
• Text Only	X
• Text & Graphics	X
• Graphics Only	X
• Nonvisual	X

Category 1 includes Supports Provided Within DLM via the PNP profile. These online supports change the way content is presented to the student through the online system. They include Magnification, Inverted Color Choice, Color Contrast, Overlay Color, and Read Aloud. When Read Aloud is selected, further options are provided regarding which information should be read aloud. Descriptions about how to select supports provided by the Personal Needs and Preferences Profile are found in the Accessibility Manual.

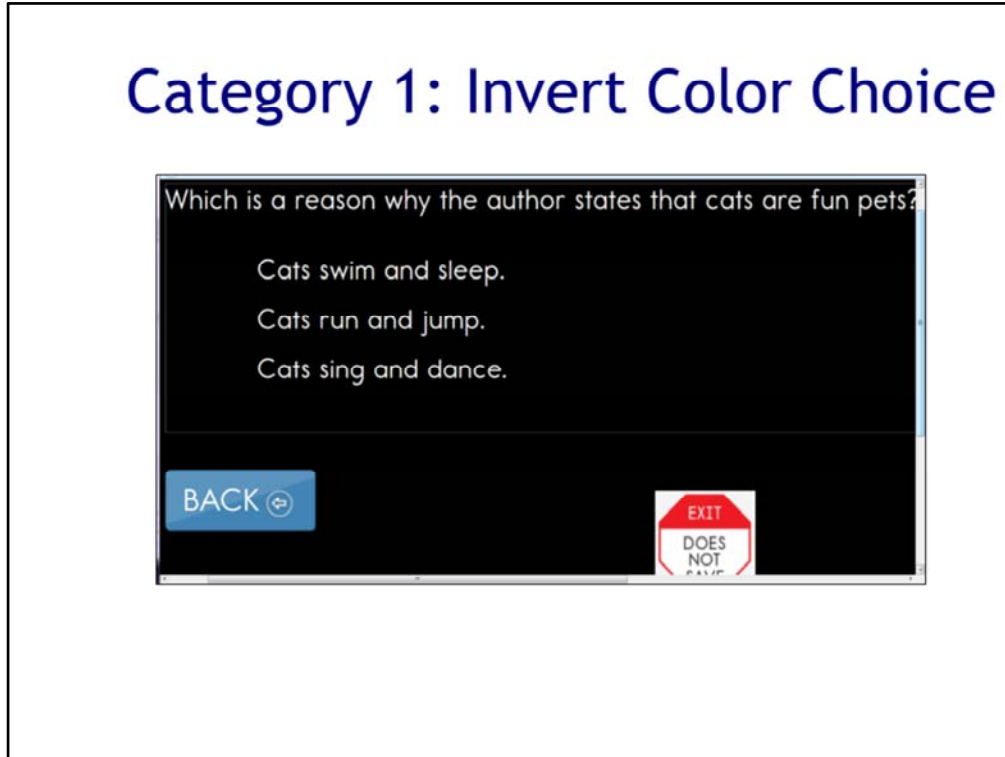
Educators are advised to test all options in advance to make sure they are compatible and provide the best access for students.



For example, Magnification allows educators to choose the amount of screen magnification provided during testing. When Magnification is selected the whole screen is zoomed in. Without magnification, the font is Report School, size 22. Test administrators can choose to magnify this two times, three times, four times, or five times. When Magnification is selected, the entire item may no longer be viewable on the screen and scrolling may be required. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen. Test administrators must keep in mind that scrolling may impact the student's ability to access the assessment. They should try the different levels of magnification with each student to determine what is most appropriate for each student on each device.

The example here shows the screen magnified two times on top and then five times on the bottom. Notice the difference in the scrolling that is required to access the whole item in the five times magnified example.

## Category 1: Invert Color Choice

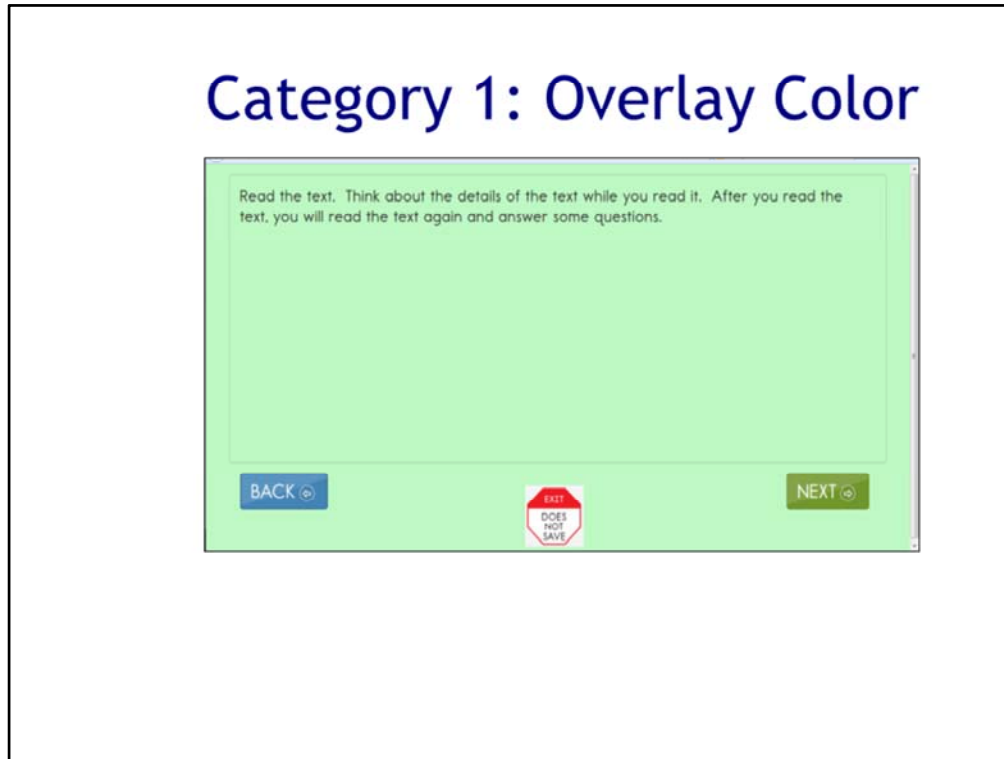


Invert Color Choice also requires testing before use. When the Invert Color Choice feature is selected, the background is black and the font is white or gray. Shown here is an example of Invert Color Choice and four times magnification.

## Category 1: Color Contrast





When the Color Contrast feature is activated, the background and font color options are: white background with green font, white background with red font, black background with gray font, or black background with yellow font. The image here is an example of the white background with green font. This is another feature that must be tested with individual students before appropriate decisions can be made about the best color contrast in the DLM system.



The final visual feature available is the use of an Overlay Color. In Overlay Color, the background overlay color options are: blue, green, pink, gray, and yellow. The default is white. The font remains black regardless of which color overlay is selected. This is an example of the overlay color in green. This is another feature that must be tested with individual students before appropriate decisions can be made about the color overlay to use in the DLM system.

## Category 1: Read Aloud (TTS)

- Read and highlighted from left to right and top to bottom
- Four preferences:
  - Text only
  - Text & graphics
  - Graphics only
  - Nonvisual



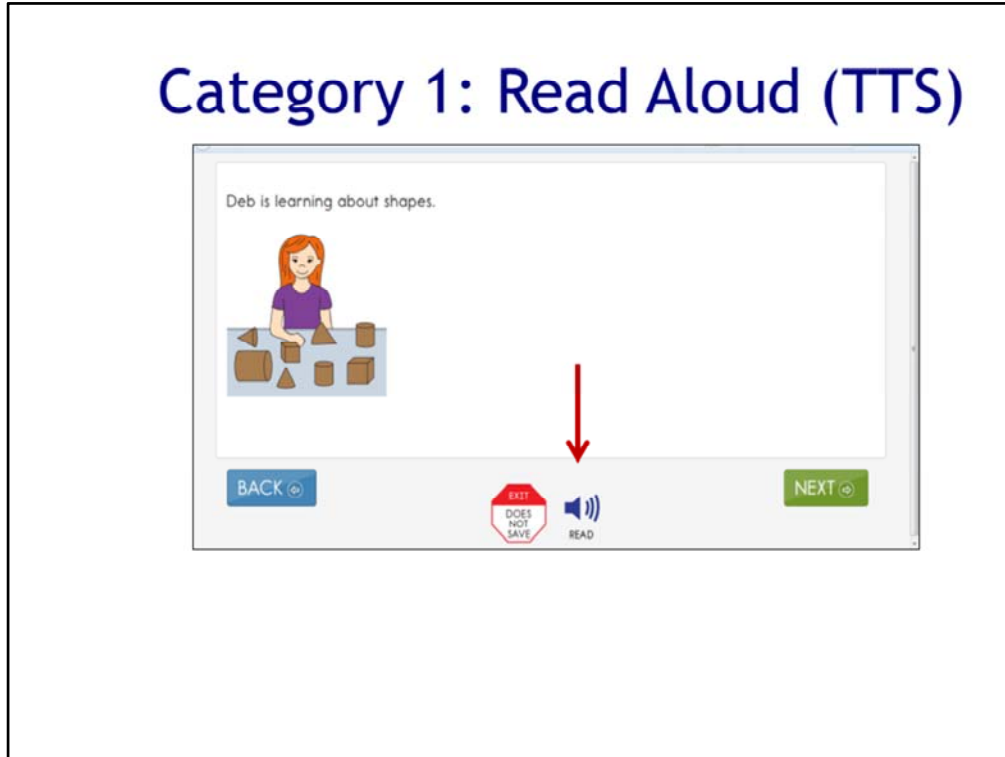
There are four types of Text to Speech or Read Aloud options for read aloud that is provided in the system using a synthetic voice, including: Text Only, Text & Graphics, Graphics Only, and Nonvisual. Text Only is appropriate when the student has some vision and does not require read aloud of physical layout and directional information.

The Text & Graphics and Nonvisual options provide audio for the image in addition to reading the on-screen text. Nonvisual is intended to be for students who have no vision. This option provides audio information regarding all text and images on the screen as well as audio information about the layout of the page and navigation tools.

For example, on technology-enhanced items, the Nonvisual text to speech option would include more information about choosing options on the left side of the screen and moving them to areas on the right side of the screen.

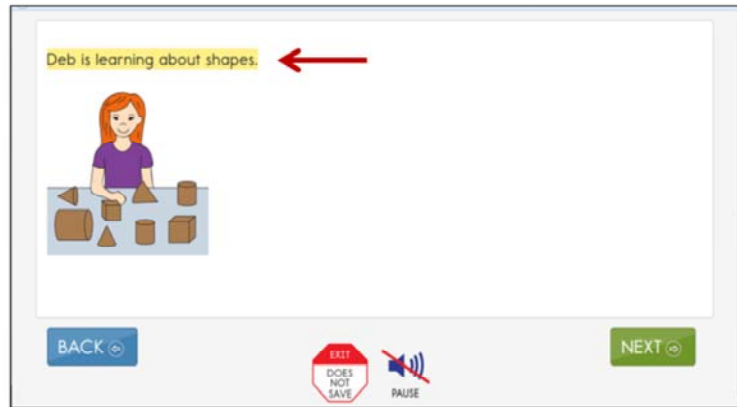


## Category 1: Read Aloud (TTS)



If the Text To Speech feature is chosen for a student, then an additional screen reader is not needed. To activate the read aloud, simply press the READ button that is visible at the bottom of the screen upon opening the test. Here is the READ button marked by a red arrow.

## Category 1: Read Aloud (TTS)



Once the READ button is clicked, the text is read aloud. Note that the sentence is highlighted while it is being read to the student.

## Category 2: Supports Requiring Additional Tools/Materials

Accessibility Feature	Supports Requiring Additional Tools/Materials
Category 2	
Uncontracted Braille	X
Single-switch system/PNP enabled	X
Two-switch system	X
Administration via iPad	X
Adaptive equipment used by student	X
Individualized Manipulatives	X

Category 2 includes Supports Requiring Additional Tools/Materials. These supports include Braille, switch system preferences, iPad administration, and the use of special equipment and materials. These supports typically require prior planning and setup. They are also all recorded in the PNP even though the one system is the only option actually activated by the Personal Needs and Preferences Profile in the DLM system.

*Uncontracted Braille* will be available for the spring assessment in 2015, but will require advanced planning to access the Braille forms. Single-switch scanning is activated using a switch set up to emulate the "Enter" key on the keyboard for one-switch scanning or the "Tab" and "Enter" keys on the keyboard for two-switch step scanning. In the Personal Needs and Preferences Profile, educators can set the scan speed, indicate whether scanning should begin automatically when the page appears, and indicate the number of times the scan cycle repeats before stopping. Two-switch scanning does not require any activation in Personal Needs and Preferences Profile because the system automatically supports two-switch step scanning. For more information about scanning, please see the Accessibility Manual.

Students are able to take the assessment via an iPad and educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible. Last, educators may use manipulatives that are familiar to students. Consult the Test Administration Manual for more guidance on manipulatives.

## Category 3: Supports Provided Outside the DLM System

Accessibility Feature	Supports Provided Outside the DLM System
Category 3	
Human Read Aloud	X
Sign interpretation of text	X
Language translation of text	X
Test administrator enter responses for student	X
Partner-Assisted Scanning (PAS)	X



Category 3 includes *Supports Provided Outside the DLM System*. These supports require actions by the test administrator, such as reading the test aloud, signing or translating, and assisting the student with entering responses. These supports are recorded in the PNP even though they are delivered by the test administrator. For instance, if the student requires Read Aloud but does not respond well to the synthetic voice on the text to speech, the test administrator may read the assessment to the student.

Sign is not provided by the computer. For students who sign, test administrators may sign the content to the student using American Sign Language (ASL), Signed Exact English, or another personalized sign system. For students who are English language learners or who respond best to a language other than English, test administrators may translate the text for the student.

If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators will enter responses for the students. This should only be used when students are unable to independently and accurately record their responses in the system. Last, Partner-Assisted Scanning is available for students who cannot use switches to scan independently through answer options on the screen. When Partner-Assisted Scanning is selected, the test administrator points to and/or reads each answer option and the student signals when the desired response has been pointed to and/or read. The test administrator then enters the response for the student.

## Timing and Setting in the DLM System



- No timed assessments
- Students may take as many breaks as needed
- The system can sit inactive for up to 28 minutes before automatically logging out




Timing and setting options are not defined in the DLM system because there are no timed or group tests, so any flexibility the student needs is allowed without setting specific features. For example, the student may take as many breaks as needed throughout the assessment. The system can sit inactive for up to 28 minutes before automatically logging out. If additional time is needed, the student will need to be logged back into the system.

### Step 3: Discuss and Select Appropriate Accessibility Features

- When possible, educators should choose supports that are consistent with the student's IEP
- Be cautious about selecting a large amount of tools the student is unfamiliar with





When possible, educators should choose supports that are consistent with the student's current needs as documented in the IEP. However, there is not always a perfect relationship between accommodations usually identified for paper-based tests and the Personal Needs and Preferences Profile supports and tools available in a computer-based environment. The Personal Needs and Preferences Profile goes beyond traditional accommodations and includes supports and tools that students prefer in addition to those they require. There are some tools that any student should be able to use, not just because of an accommodation documented on an IEP, such as the color of the font. However, students need to have familiarity with the use of these tools in their routine computer-based instruction. Educators should be cautious about selecting too many features and should especially avoid those that the student is unfamiliar with, because these tools could be distracting or detrimental to the student. Again, each state provides additional guidance on appropriate supports and who makes decisions about these supports. Consult your state's appendix to the Accessibility Manual for more information.



## Considerations for Discussion and Selection of Accessibility Supports

1. What are the student's strengths and needs?
2. How do learning needs impact achievement of the EEs?
3. What tasks are independently difficult?
4. What supports help the student with these difficulties?
5. What instructional strategies work best?
6. What accessibility supports are regularly used?






DLM has developed some guiding questions to help educators and IEP teams discuss and select appropriate accessibility supports. These questions are:

1. What are the student's learning strengths and needs?
2. How do the student's learning needs impact his or her achievement of the EEs?
3. What instructional and assessment tasks are difficult for the student to do independently in the classroom when working one-on-one, or when interacting in an online environment?
4. What current supports help the student with these difficulties, both one-on-one with the educator, and in the online environment?
5. What kinds of instructional strategies, including visual, tactile, and auditory, work best for the student during instruction? What accessibility supports match these strategies to help the student access the assessment?
6. What accessibility supports are regularly used by the student during instruction and assessments in the classroom?

## Considerations for Discussion and Selection of Accessibility Supports

7. What supports does the student prefer?
8. What were the results when supports were used?
9. Has the student had any difficulties with these supports?
10. What will increase the student's access to the assessment?
11. Are there effective combinations of supports?

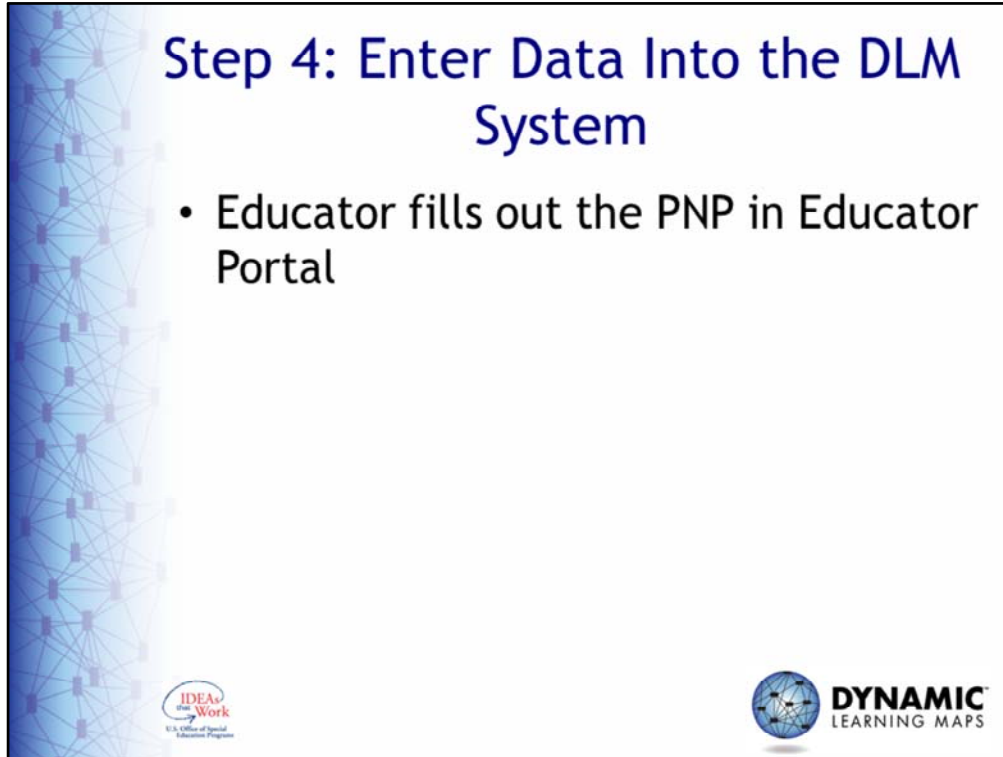



Additional questions include:

7. Which supports and tools does the student prefer?
8. What were the results for assignments and classroom assessments when accessibility supports were used and not used?
9. Has the student had any difficulties interacting with these supports in the past? If so, what are the difficulties and how can they be resolved?
10. What accessibility supports will increase the student's access to the assessment by addressing the student's learning needs and reducing the effect of the student's disability?
11. Are there effective combinations of accessibility supports for this student?


DLM realizes that the range of tools and supports covered in the Accessibility Manual do not cover the full array of supports that may be required for each unique student. Please see the Accessibility Manual for additional allowable supports and supports that are not allowed.




The slide features a blue background on the left side with a network of interconnected nodes and lines. The main content is on a white background. At the bottom left is the IDEA logo with the tagline 'IDEA that Work' and 'U.S. Office of Special Education Programs'. At the bottom right is the DYNAMIC LEARNING MAPS logo, which includes a globe icon.

## Step 4: Enter Data Into the DLM System

- Educator fills out the PNP in Educator Portal



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Step 4 of the six-step process requires the educator to enter data into the DLM system using the Personal Needs and Preferences Profile in Educator Portal. If a student is missing from the educator’s list of students in Educator Portal, the educator should contact the data steward for further assistance. For a step-by-step procedure for this data entry, see the Accessibility Manual.

## Step 5: Prepare for the Assessment

- Test administrators need the following when beginning an assessment:
  - Computer with KITE program loaded
  - Student username and password
  - Prescribed materials needed to test (some substitutions are allowed)



Step 5 of 6 covers how to prepare for the assessment. Testlets delivered directly to students via computer are designed with the assumption that students can interact with the computer independently, using special devices when needed, such as alternate keyboards, touch screens, or switches. For students who interact directly with the computer, most items are in a multiple choice format, with either text or images as answer choices. Some students are given items that involve moving text or objects on a screen, or that require them to match items on two lists. Each of these item types is described in the Test Administrators Manual.

Educators have access to information about objects and materials needed to test a student before they begin a testlet. Regardless of the type of DLM assessment administered to a student, educators need the following when beginning an assessment: computer or testing device with KITE program loaded, student username and password, and prescribed materials needed to test a student at a particular grade level and subject. Guidance about substitute materials is provided in the Test Administration Manual.

## Step 5: Prepare for the Assessment



- In addition to these required items, educators may need the following:
  - Assistive devices appropriate to student (e.g., switch)
  - Additional manipulatives familiar to the student to be used during the assessment (e.g. unit cubes)
  - Concentration aides used by student (e.g., stress ball)



In addition to these required items, educators may need the following: Assistive devices appropriate to the student, for example a switch; additional manipulatives familiar to the student to be used during the assessment, such as unit cubes; and any concentration aides used by the student, like a stress ball.

## Step 6: Evaluate the Accessibility Features Used

1. What accessibility features were used?
2. What were the results when accessibility features were used?
3. What was the student's perception of how they worked?
4. What combinations were effective?



After the student completes both English language arts and mathematics assessments, the educators and IEP team need to assess the overall use of the accessibility features. This allows educators to better change or customize accessibility features for future assessments. The following is a list of questions that educators and IEP teams can review to evaluate the accessibility features used by the student. This process is the sixth and final step for the IEP team.

**Questions to Guide Evaluation at the Student Level include:**

1. What accessibility features were used by the student during instruction and assessments?
2. What were the results of classroom assessments and assignments when accessibility features were used versus when not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the appropriate supports, or using the inappropriate accessibility features?
3. What was the student's perception of how well the accessibility features worked?
4. What combinations of accessibility features were effective?

## Step 6: Evaluate the Accessibility Features Used

5. What were the difficulties encountered?
6. What are the perceptions of educators about how the features worked?
7. Are the students receiving the accessibility features documented in the IEP?
8. Should the student continue the use of the accessibility features?

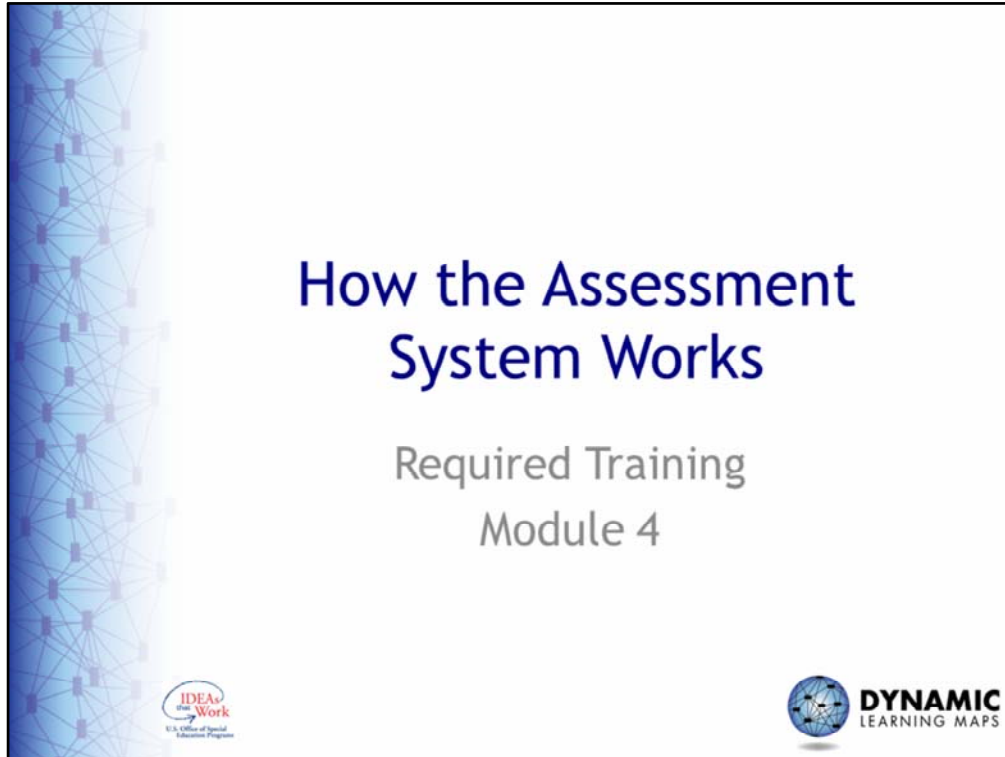



Other questions for the team to consider include:

5. What are the difficulties encountered in the use of the accessibility features?
6. What are the perceptions of educators and others about how the accessibility features appear to be working?
7. Are the students receiving the accessibility features documented in their IEP?
8. Should the student continue to use the accessibility features? Are changes needed? Or should the use of the accessibility features be discontinued?




This concludes required training Module 3 for the DLM Alternate Assessment. You must successfully complete a quiz assessing your understanding of this module before you can administer any DLM tests. We strongly recommend you complete this quiz before continuing to Module 4.





The Dynamic Learning Maps Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do.

This training, *How the Assessment System Works* is the fourth in a series of required training modules for educators who are responsible for delivering the Dynamic Learning Maps alternate assessment. This training is required for all test administrators prior to test administration. At the end of this module, you will take a quiz on the contents.



# Learning Objectives

1. Assessment system design
  - Content
  - Types of assessment
  - Test design
  - Testlet delivery
2. Test results




In this module, you will learn how the assessment system works. By the end of this module you will be able to describe the assessment system design, including the content of the assessments, types of assessments, design of the testlets, and the way testlets are delivered. Finally, you will learn how student responses lead to test results used for accountability purposes.







First we are going to discuss the design of the assessments.



## Content of the Assessment

- Grades 3-8 and high school
  - English Language Arts (ELA)
  - Mathematics
- Blueprints



Students taking the Dynamic Learning Maps Alternate Assessment will be tested in grades 3-8 and high school in the areas of English language arts and mathematics. The high school grade, grades or subject depends on your state's requirements for when students are tested.



For each grade, a subset of all the available Essential Elements will be tested. States in the Dynamic Learning Maps consortium decided which Essential Elements would be tested in each grade and subject. In mathematics the tested content spans four claims in every grade. Between 9 and 16 Essential Elements are assessed per grade. In English language arts the tested Essential Elements are associated with five conceptual areas that incorporate reading, writing, and language. In English language arts there are 16 to 18 Essential Elements assessed per grade.

More information about the Essential Elements assessed in each grade are available on your state's page on the Dynamic Learning Maps website or directly from your state. Also, information about the nodes associated with each linkage level for each tested Essential Element is provided on the educator resource page.

## Types of Assessment

<p><b>Spring (End of Year)</b></p> <ul style="list-style-type: none"> <li>• Required</li> <li>• Cover the full blueprint</li> <li>• Results used for summative purposes</li> </ul>	<p><b>Instructionally Embedded</b></p> <ul style="list-style-type: none"> <li>• Optional - teachers select the EE</li> <li>• Responses do not factor into final results for summative purposes</li> </ul>
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*2014-15: Several field test opportunities*



The Dynamic Learning Maps assessment system includes two types of assessment. In your state, the spring window is required. Your state has chosen its own window within the consortium-wide window that runs mid-March through early June. In the spring or end of year window, all students take testlets that cover the whole blueprint. Results reflect the student's performance that year and are used for accountability purposes.

Dynamic Learning Maps also has instructionally embedded assessments. These are optional in your state. They can be administered in fall and early spring, before the end of year window opens. As more reporting features become available in Educator Portal in the future, results of instructionally embedded assessments will help teachers plan and adjust instruction. They do not count toward results used for accountability purposes. Teachers access these assessments through the Instructional Tools Interface. More information about instructionally embedded assessments is provided in the Test Administration Manual.

Finally, in 2014-15 there will be several windows during which testlets are field tested. More information is available on the Dynamic Learning Maps field test web page. Please consult your state's guidance for expectations about participation in Dynamic Learning Maps field tests.

## Test Design

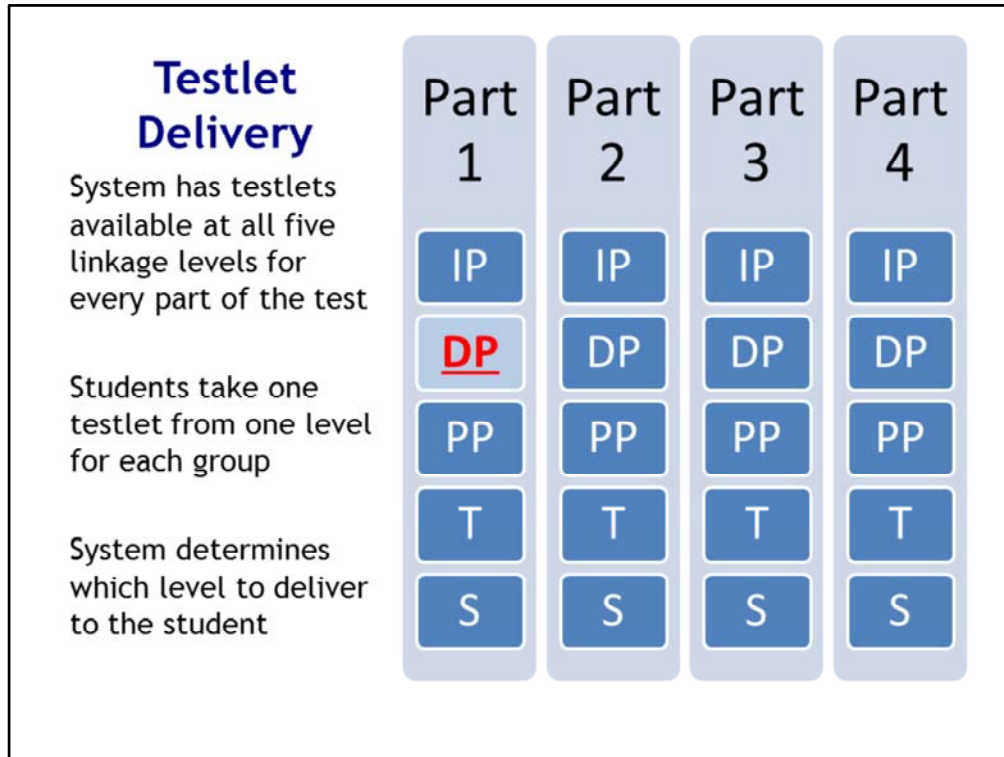
- Each testlet contains items from one or more Essential Elements
- Math and reading:
  - 3-8 items + engagement activity
  - Total of 6-7 testlets (math)
  - Total of 4-6 testlets (ELA)
- Writing:
  - Structured activity with several steps
  - Single testlet

Let's return to the required spring, or end of year, tests.

Each testlet includes items from one or more Essential Elements in the blueprint. As described in Module 1 and the Test Administration Manual, most testlets contain an engagement activity and some items. Writing testlets are structured a little bit differently; there is one writing testlet per grade. The engagement activities are different in English language arts and math. Depending on the student's grade level, she or he will be assigned a total of 4-6 testlets in English language arts and 6-7 testlets in math.

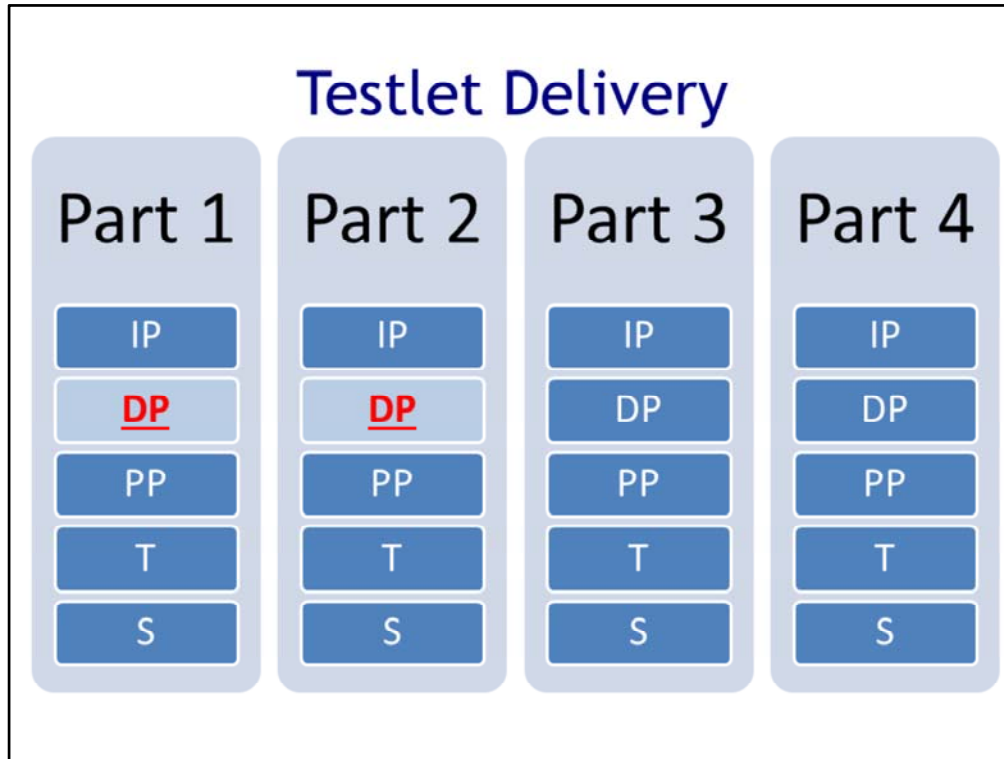
More information about the structure of testlets is provided in the Test Administration Manual.



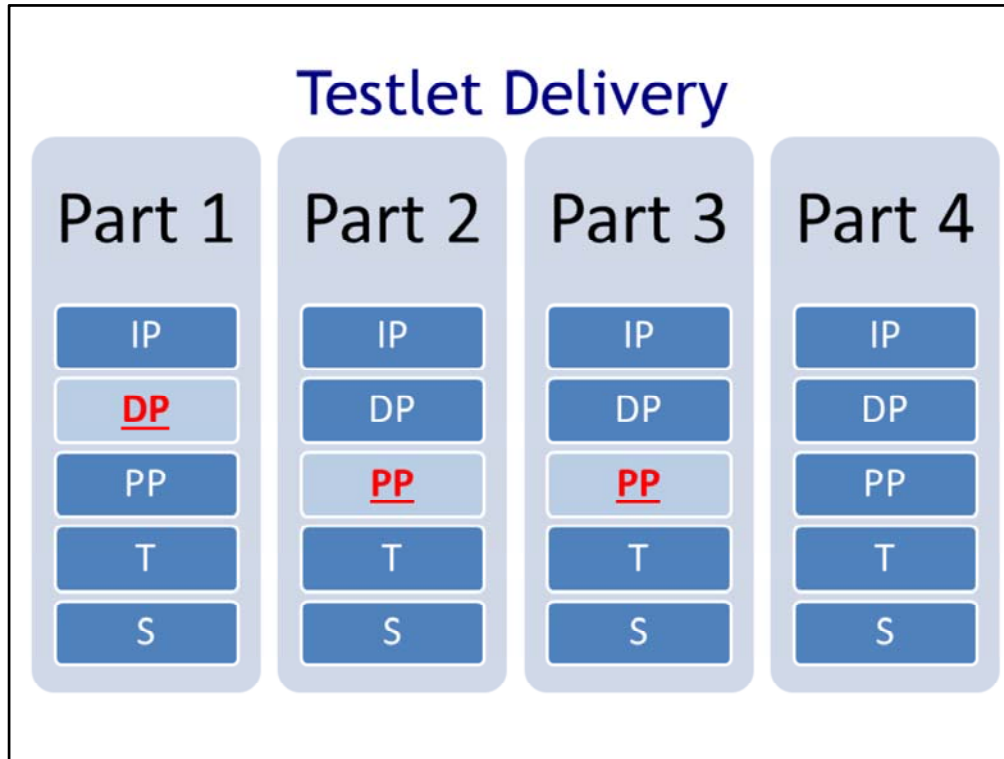
Remember that each student will receive several testlets to make up the whole test – as few as four and as many as seven, depending on the grade and subject. Let’s focus on how those testlets are assigned.

The system has testlets ready at each linkage level. In order to cover the whole test, a student is assigned a testlet at one linkage level for each part of the test. In this simplified example there are four parts. The student receives only one testlet for each part of the test. The student will never receive two testlets for two different linkage levels for the same part of the test.

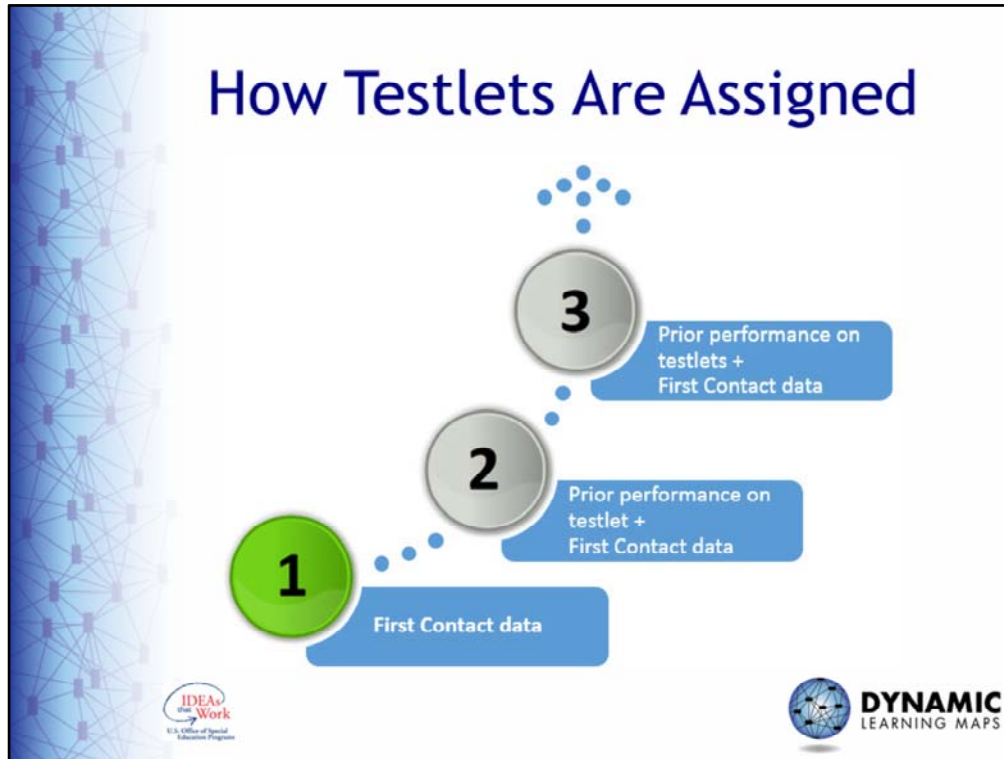
Each testlet is chosen for the student based on information about the student and the learning map. The first testlet is chosen based on the student’s First Contact information. You will learn more about how to complete First Contact in Module 5. In this example, the student’s First Contact information leads the system to deliver a distal precursor level testlet for the first part of the test.



The second testlet is then assigned based on what the system knows about the student and about the learning map. The difference here is that the system has First Contact information as well as information about the student's performance on the first testlet. Using available information to decide what level testlet to deliver is part of Dynamic Learning Maps dynamic routing system. In this example, the system once again delivers a distal precursor testlet for the second part of the test.




However, it is possible that the student's performance on the first testlet leads the system to recommend a proximal precursor level testlet for the second part of the test. In this example, the student's performance on the second part leads to another proximal precursor level testlet being assigned for the third part. The fourth part of the test could be at any one of the five levels. Again, the system will look at the student's past performance on all three prior testlets plus the First Contact information to decide which level provides the best fit to the student and provides maximum information about what the student knows and can do.





To review, the Dynamic Learning Maps system will select the first testlet based on the student’s prior information provided in the First Contact survey. After the student takes the first testlet in the spring testing window, the system then delivers the remaining testlets by adapting between testlets based on the cumulative information about the student, including First Contact and previous testlets administered during the spring window. The more assessment responses the student has, the less the system relies on First Contact information to determine linkage level assignment.





## Instructionally Embedded Assessments

- Fall - Early Spring
  - OPTIONAL instructionally embedded testlets
  - Each covers a single EE and linkage level
  - Available in Educator Portal






Now let's return to the optional instructionally embedded assessments. Remember that participation in these assessments is not required in your state and they do not count toward your student's final summative scores. You should consult your state's guidance about recommended use of this part of the Dynamic Learning Maps system.

In the fall through early spring, teachers will have the option to administer instructionally embedded testlets. Once First Contact is complete, teachers may use the optional instructionally embedded assessment to assess Essential Elements throughout the year. Each instructionally embedded testlet covers a linkage level for a single Essential Element (except in the case of writing). The instructionally embedded testlets are available in the Instructional Tools Interface, or ITI, in Educator Portal. A full description of how to assign instructionally embedded testlets to students can be found in the Test Administration Manual.

## What an instructionally embedded testlet looks like

- **ELA**
  - Each testlet aligns to a single EE
  - 3-5 items per testlet
  - Built around a grade-level appropriate text
  - Engagement activity is the first read-through of the text
  - 10-15 minutes to complete one testlet
- **Mathematics**
  - Each testlet aligns to a single EE
  - 3-5 items per testlet
  - Engagement activity sparks prior knowledge
  - 5-10 minutes to complete one testlet



Testlets in the optional instructionally embedded assessment are based on nodes for a single Essential Element. For both subjects, the testlets have approximately 3-5 questions. For English language arts, the reading testlets take 10-15 minutes on average to complete and are based on a grade-level appropriate text. The writing testlet is very similar to the writing assessment used in the end of year test. For mathematics, each testlet takes 5-10 minutes on average and the engagement activity is used to spark prior knowledge and get the student ready to answer questions around a given topic.



The last topic in this module is on results of the assessment.

## Results

- Will be based on mastery of EEs and linkage levels assessed
- From ONLY year-end assessments
- Summative scores based on all EEs covered in the blueprint
  - WILL NOT incorporate any scores from the optional instructionally embedded assessment






The scoring system in Dynamic Learning Maps works differently from traditional alternate assessments. In the end, the system takes everything it has learned about the student's performance during the spring testing window and everything it knows about the learning map to determine which nodes a student has mastered. There are no raw scores, percentages, or scale scores. Results for each node are determined based on the student's probability of having mastered the node. When the student did not answer any items about a specific node within an Essential Element, the system uses the information about the learning map to determine the student's probability of mastering that untested node. Then the information for each node is combined to lead to a judgment about the student's mastery of each linkage level.

Summative results are based on the mastery probabilities for all linkage levels in all Essential Elements in which the student was assessed during the year-end assessments. They will not incorporate results from any of the optional instructionally embedded assessments the teachers may have administered during the year.

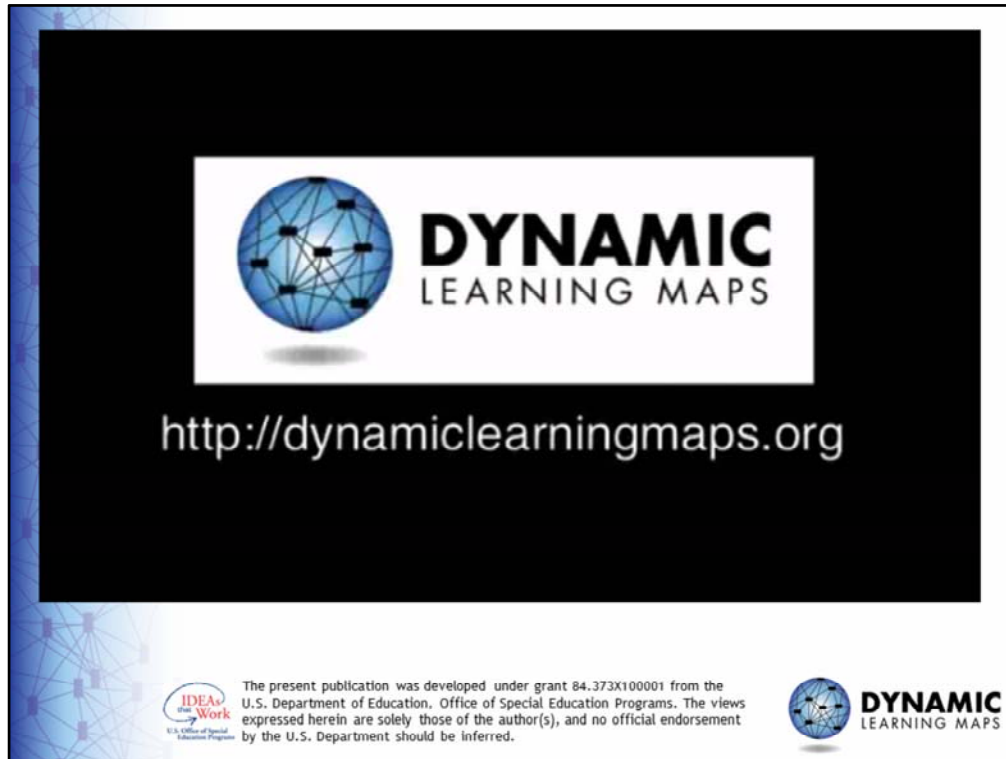
## Score Reports

- Will be provided at individual student level
- Will include multiple levels of information
  - Essential Element mastery
  - Conceptual area summary
  - Overall performance

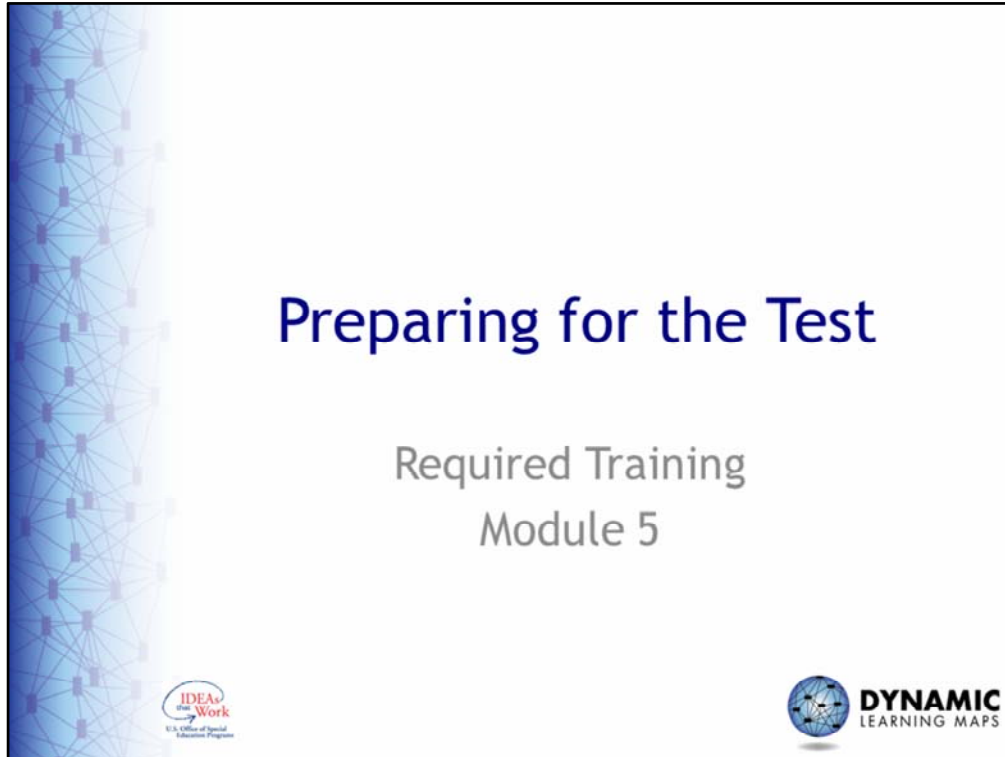


At the end of the year, Dynamic Learning Maps provides summative score reports at the individual student level. Each report includes results about mastery of each Essential Element and linkage level. It also reports results for each conceptual area, combining results from multiple Essential Elements, and overall for the subject. There are descriptions for each performance level a student may reach. Dynamic Learning Maps is also developing reports that show a roster of students for a particular teacher and each of their results.

Each state in the Dynamic Learning Maps consortium has different rules about how alternate assessment scores are used in accountability systems. For that reason, Dynamic Learning Maps also gives each state a data file with student scores, including performance levels and information about how much the student grew during the year. States then use that information to make final accountability determinations for teachers, schools, and districts.



This concludes required training Module 4. You must successfully complete a quiz assessing your understanding of this module before you can administer any Dynamic Learning Maps tests. We strongly recommend you complete this quiz before continuing to Module 5.





The Dynamic Learning Maps Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do.

This training, *Preparing for the Test*, is the fifth in a series of required training modules for educators who are responsible for delivering the DLM alternate assessment. This training is required for all test administrators prior to test administration. At the end of this module, you will take a quiz on the contents.

## Learning Objectives

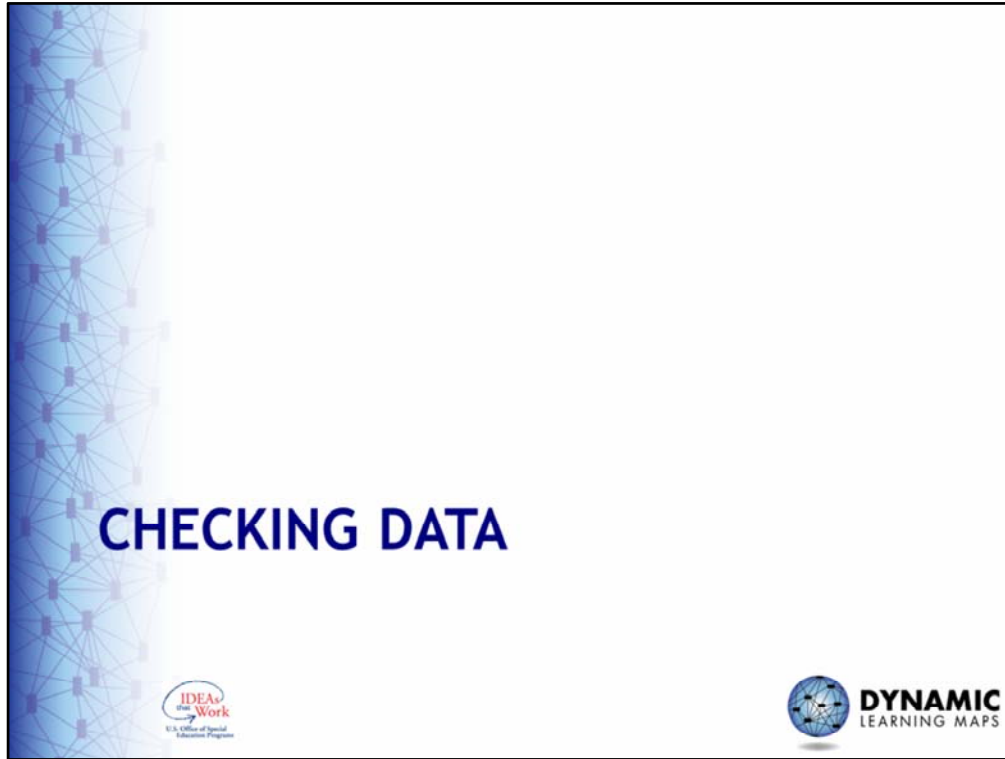
1. Checking Data
2. Completing the First Contact Survey
3. Utilize Practice Activities and Released Testlets
4. Planning and Scheduling for Assessment Administration Days
5. Considerations for Test Administration



This module is designed to help test administrators prepare for the Dynamic Learning Maps alternate assessment. First, test administrators will need to verify and/or provide student information so students will have access in KITE system. Next, test administrators will need to complete the First Contact survey so the DLM system knows what level of testlet to first deliver to the student. After that, we advise test administrators to utilize the practice activities and released testlets so both the test administrators and students can learn the look and feel of the testlets delivered in the DLM system. DLM then provides suggestions on the planning and scheduling for assessment administration days and considerations for test administration.

Since different states are starting testing in the DLM system at various times in the school year, please consult your state's calendar to determine when the following steps should be completed.

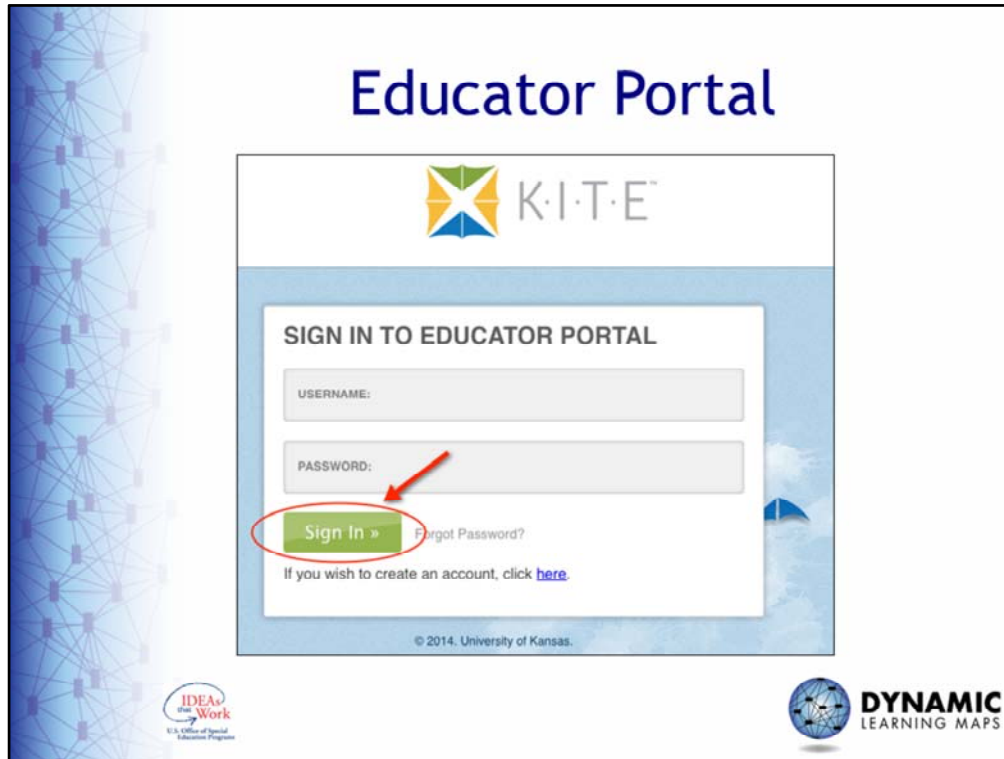




First, let's take a look into the information you will need to verify or provide in the DLM system prior to the assessment window.



All data management explained in this module will be done in Educator Portal. You will receive an email asking you to activate your Educator Portal account after your state or district data steward has uploaded your user information into Educator Portal. For full instructions on how to access Educator Portal and other Educator Portal information such as changing your password, please see the Test Administration Manual. You can access Educator Portal at <http://educator.cete.us>



Educator Portal (EP) is the administrative application where staff and educators manage student data and access professional development modules, required training and practice activities. Educator Portal also houses student data such as the Personal Needs and Preferences (PNP) Profile and the First Contact survey. Last, teachers use Educator Portal to print student usernames and passwords for testing.

## Verify Student Participation

Configuration: Students - View Students

Rosters
Students
Organization
Instructional Tools Support
Users

Select Action: View Students

**SELECT ORGANIZATION**  
specify organization level and click on Search

STATE: Flatland



DISTRICT: District #1

SCHOOL: School #1

Search

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

Page 1 of 44    View 1 - 10 of 433



When managing student information, there are many points that teachers will need to verify prior to test administration. First, it is important to verify student participation using your state-specific participation guidelines. Your data steward uploaded an Enrollment file with student data in Educator Portal. It is your responsibility to confirm the student data is accurate and notify your data steward when it is not accurate. To view and check student records, log in to your Educator Portal account.

By selecting View Students and applying filters in the Select Organization fields, you are able to choose the level you need. You may have to sort, filter or search as needed in order to view all your students. Educators should verify the following student information: state ID, first and last name, and grade.

## View and Check Roster

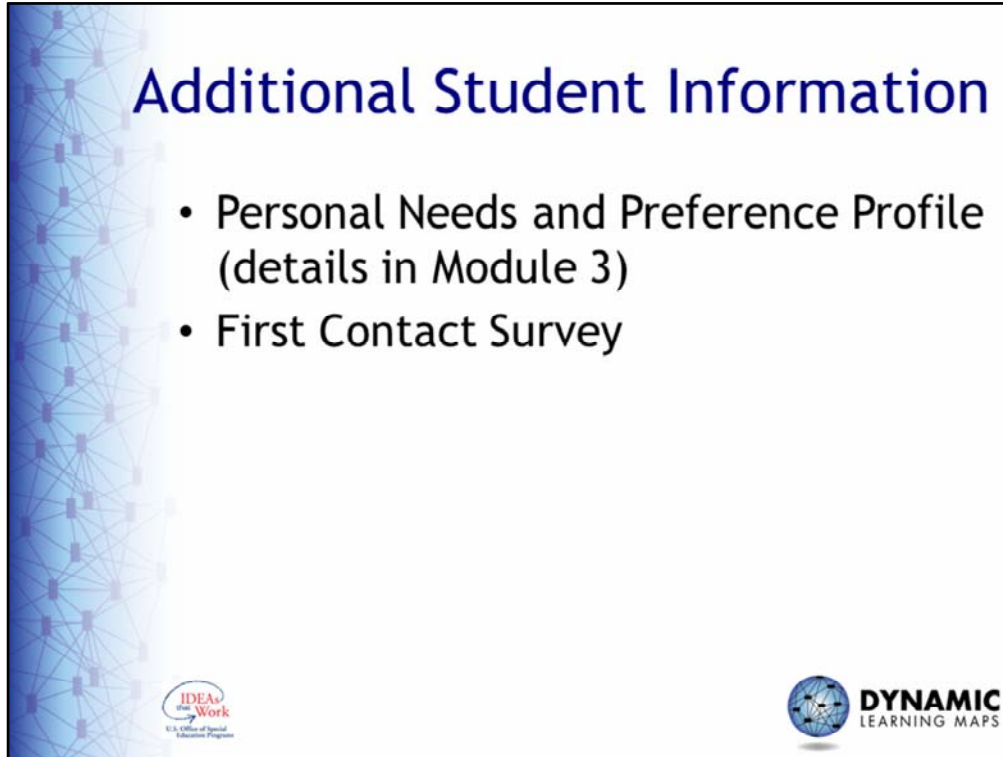
Roster Name	Educator Identifier	First Name	Last Name	Content Area
Grant - ELA	1001033	Fitz	Grant	English Language Arts
Grant - Math	1001033	Fitz	Grant	Mathematics
Shephard - ELA	1001034	Derek	Shephard	English Language Arts
Shephard - Math	1001034	Derek	Shephard	Mathematics
Bailey - ELA	1001035	Miranda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

Page 3 of 18      View 21 - 30 of 175


Your data steward uploaded a roster file that links students to teachers. You are responsible for confirming that students who appear on your roster are eligible to participate and that they appear twice – once for Mathematics and once for English Language Arts.


By selecting “Students” on the home page then “Rosters” and “View Roster,” you can search for and view your student rosters.



## Additional Student Information

- Personal Needs and Preference Profile (details in Module 3)
- First Contact Survey

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LEARNING MAPS



Lastly, educators will need to monitor the completion of the Personal Needs and Preferences Profile and First Contact Survey to ensure they are done in a timely manner before the assessment window is open. This way, the system is able to suggest the appropriate entry into the map. Complete steps on how to fill out the PNP can be found in Module 3 and the Accessibility Manual.



Now let's discuss how to complete the First Contact Survey in more depth. Keep in mind, the First Contact Survey is required and needs to be completed before any testlets can be delivered in the KITE system.

## First Contact

- Survey used to collect background information about students
- Goes beyond basic demographics
- Includes questions on topics such as:
  - Communication
  - Assistive technology devices
  - Motor and sensory impairments
  - Academic performance
- Used to determine entry point in the assessment





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



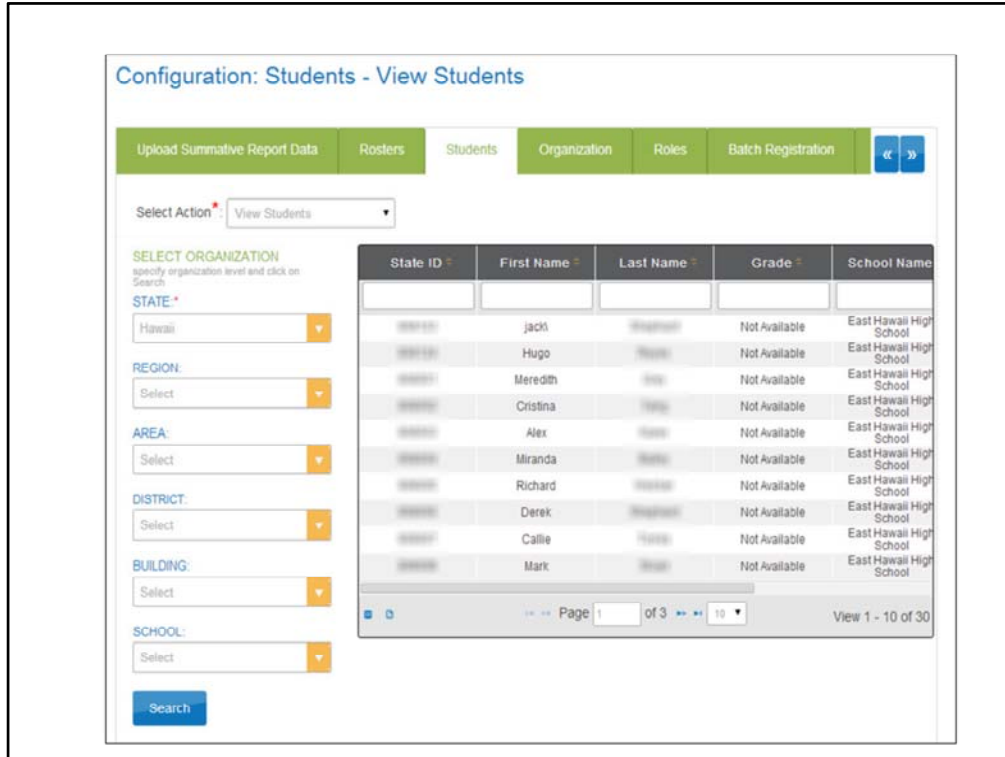
## First Contact Scenarios

- If previous surveys were matched successfully
  - Review and verify the information is correct or modify it
- If student information is not available or previously uploaded
  - Complete the entire survey



It is possible that a First Contact Survey was previously completed through an online survey for your student either in the spring of 2013 or during field testing in the 2013-2014 school year. When possible, data from those surveys will be paired with the student information in Educator Portal based on each student state identification number.

If previous survey responses were matched successfully, you will need to review and verify the information is correct or modify it. If previous First Contact information could not be matched for your students, you will need to complete the entire survey.



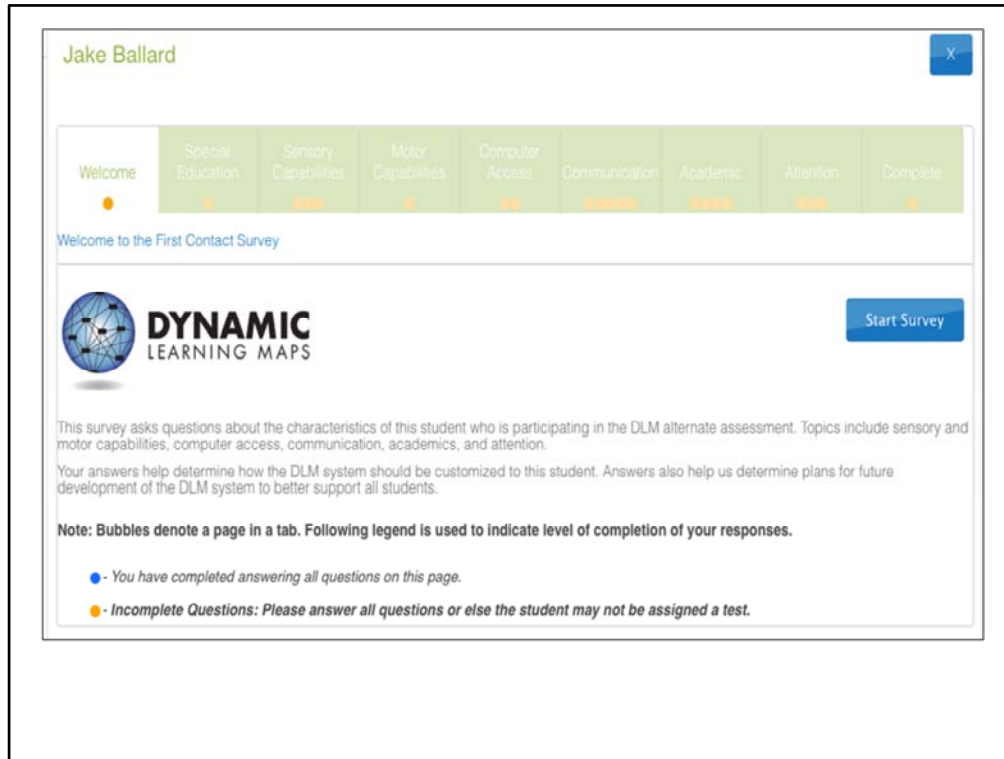
To enter data in the First Contact Survey, educators will need to log in to their Educator Portal account. Click on the Student quick link on the home page and View Students. After selecting your organization and identifying the applicable student record report, scroll to the right until the student’s First Contact link is visible.

State ID	First Name	Last Name	First Contact	Access Profile
808025	Abby	Whelan	NOT_STARTED	CUSTOM
808016	Ace	Ricci	In Progress	CUSTOM
808020	Adele	Webber	In Progress	NO SETTINGS
808003	Alex	Karev	NOT_STARTED	CUSTOM
808011	Arizona	Robbins	NOT_STARTED	CUSTOM
808018	Ben	Warren	NOT_STARTED	CUSTOM
808007	Callie	Torres	In Progress	CUSTOM
808002	Cristina	Yang	NOT_STARTED	CUSTOM
808019	Denny	Duquette	In Progress	NO SETTINGS
808006	Derek	Shephard	NOT_STARTED	CUSTOM

Page 1 of 3 View 1 - 10 of 30

**You are able to choose columns to display and rearrange**

Once you are able to see the First Contact link for your students, you will see the status options of: Not Applicable, Not Started, In Progress or Complete. Click this link to start the First Contact survey for the selected student.



Once a specific student is selected, educators will be directed to the Welcome page. The First Contact survey includes a variety of tabs, each of which contains a section of the survey. Each of the survey tabs will display either blue or yellow squares. Blue squares indicate that all questions for that tab have been completed, while yellow squares indicate that one or more questions have not been completed.

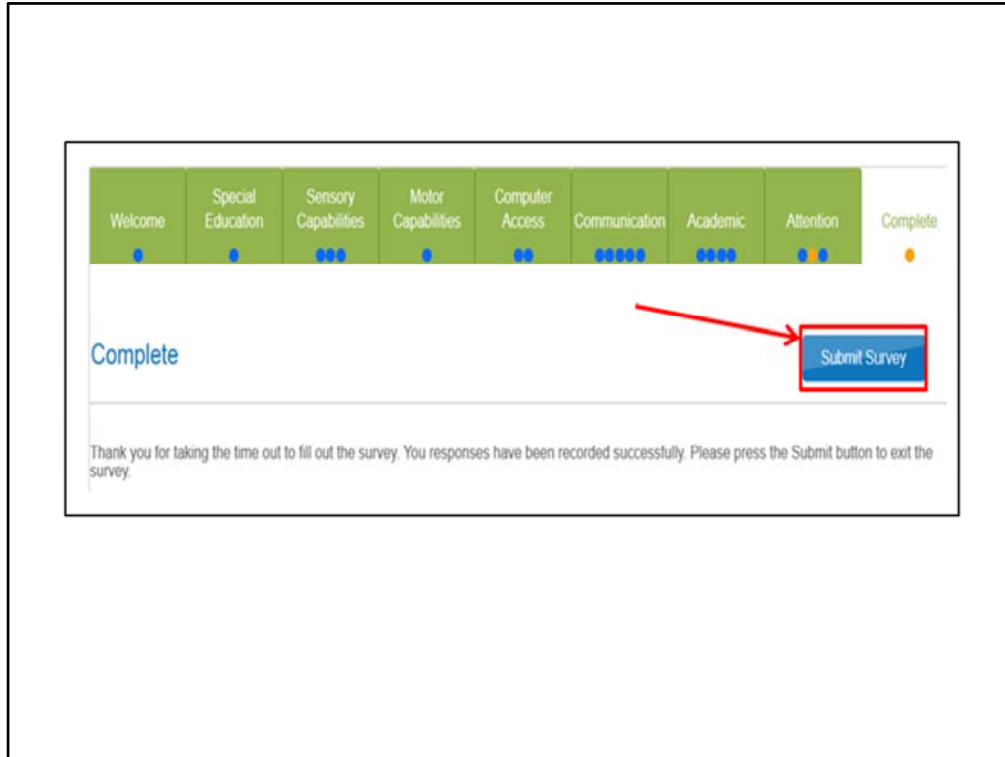
Once you begin the survey, you may stop at any time and your answers will be saved. Completed surveys will be saved and you can return to incomplete surveys at a later date.

## Information Provided in First Contact

- Special education services and primary disability
- Sensory capabilities
- Motor capabilities
- Computer access
- Communication abilities
- Academic skills
- Attention



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



The last tab on the top bar is the Complete tab. This gives you a chance to ensure that all boxes are illuminated with blue squares. If any yellow squares are still evident, revisit that tab and complete the necessary items before submitting the final survey. For a complete list of steps on completing the First Contact survey, see the Test Administration Manual.



## First Contact Information

- Used to present initial testlet level based on:
  - Prior academic performance
  - Communication



The information in the First Contact survey is used to provide an optimal match of testlet level to the student during their initial DLM testing experience. The items presented to students should be the best possible match to their knowledge, skill, and ability levels. As the student takes more testlets, the system dynamically routes the student through the learning map based on their responses to previous items and relies less on First Contact information.

## First Contact Questions Impacting Testlet Delivery

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

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

When filling out the First Contact Survey, there are three essential sets of questions that direct the system to the appropriate first testlet and linkage level. The first are questions pertaining to communication. For example, if a teacher indicates yes, a student uses speech to meet expressive communication needs, then the follow-up question here would be asked. This question asks the teacher to choose the highest statement that describes the student's expressive communication with speech.

If the teacher would have indicated no, that the student does not use speech to meet expressive communication needs, follow-up questions pertaining to the use of sign language or augmentative or alternative communication would be asked. Regardless of the modality for expressive communication, it is the complexity of the communication system that factors into the system's decision about where to start the student. Therefore, it is best to pick the option that matches the student's current and consistent performance, not the one he or she may be working toward instructionally.



## First Contact Questions Impacting Testlet Delivery

Math skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill \*

	0% (student does not exhibit this skill)	None to 20% of the time	21% to 50% of the time	51% to 80% of the time	More than 80% of the time
A) Creates or matches patterns of objects or images	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Sorts objects by common properties (e.g., color, size, shape)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Counts more than two objects	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Adds or subtracts by joining or separating groups of objects	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Adds and/or subtracts using numerals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next two sets of questions that direct students to an appropriate initial complexity band are about the student's prior reading and mathematics skills. Shown here is a portion of the mathematics questions asking educators to indicate the approximate percent of the time that the student uses each skill ranging from 0%, meaning the student does not exhibit this skill, to the student using the skill more than 80% of the time.

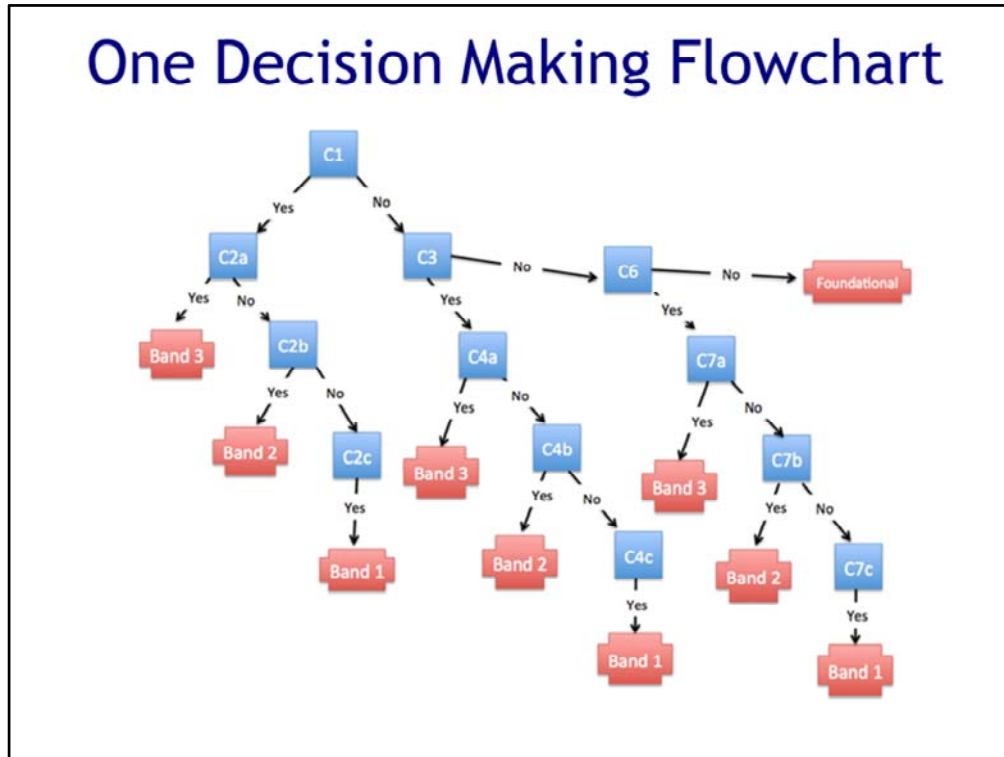
## First Contact Questions Impacting Testlet Delivery

Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill \*

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

Here is a portion of a similar question related to reading. This questions asks educators to show the approximate percentage of the time that the student uses skills such as recognizing single symbols, understanding the purpose of print or Braille and matching sounds to symbols.



Again, for an optimal match between student skill level and test assignment, answer each question as accurately as possible based on current performance.



Initialization of students into the assessment system is based on responses to selected items in the First Contact survey and node coding within the learning map. DLM's goal is for the first testlet to be neither too easy nor too difficult for the student. To do so, DLM has constructed three flowcharts to direct students to an appropriate initial complexity band based on teacher response to items on the First Contact survey. The communication flowchart is shown here to illustrate how responses to the communication questions correspond to the various complexity bands. All of this analysis is done behind the scenes. The student's assigned complexity band is calculated automatically and stored in the system.

## How First Contact Impacts Initial Testlet Level



<b>Student Characteristics</b>	→	<b>Assignment of a Level</b>
<ul style="list-style-type: none"> <li>• Uses only one signed word at a time</li> <li>• Does not read any words when presented in print</li> <li>• Is able to sort objects by common properties (e.g. color) up to 20% of the time</li> </ul>		<ul style="list-style-type: none"> <li>• Initial Precursor level testlet</li> </ul>

Once the system knows the student's complexity band, the next step is for the system to pick the right linkage level. As stated in Module 1, the lowest of the identified linkage levels is called the initial precursor. Testlets developed at this initial precursor level typically reflect foundational nodes in the learning map. For instance, if a test administrator were to indicate on the First Contact survey that a student uses only 1 signed word at a time to describe the student's expressive communication, does not read any words when presented in print and is only able to sort objects by common properties such as color, up to 20% of the time, that student would likely be delivered an initial precursor level testlet.

## How First Contact Impacts Initial Testlet Level



<b>Student Characteristics</b>	<b>Assignment of a Level</b>
<ul style="list-style-type: none"> <li>• Regularly combines three or more spoken words for a variety of purposes</li> <li>• Is able to read print above the 3<sup>rd</sup>-grade level</li> <li>• Is able to add or subtract by joining or separating groups of objects 90% of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Target level testlet</li> </ul>

On the other hand, if the test administrator indicates that the student regularly combines three or more spoken words to accomplish a variety of purposes, is able to read print above the 3<sup>rd</sup>-grade level and is able to add or subtract by joining or separating groups of objects 90% of the time the system would likely deliver that student a testlet on the target level.

## Changing First Contact Information

- First Contact information may be changed at any time
- If First Contact is changed, testlets provided may also change



If for any reason, educators would need to go into Educator Portal and change the First Contact information, they may do so. This may in turn, change the testlet assignment if the previously assigned testlet has not been previously accessed by the student in the KITE system. During the instructionally embedded testlets, the educator may still override the system and choose a level they consider to be more appropriate for the student. We recommend updating the First Contact information prior to the spring operational testing window if there have been any changes, or at any time between tests when a student experiences dramatic changes in expressive communication capacity. More information about instructionally embedded assessment is provided in the Test Administration Manual.



In addition to providing and updating information about students, test administrators and students should utilize the practice activities and released testlets that DLM has provided before beginning any operational or field tests.





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



## Practice Activities

- Separate practice activities for teachers and students
- Familiarize students with:
  - Question types
  - Navigation process
  - Procedures to end a testlet
- Check device compatibility





There are many reasons to utilize the practice activities and released testlets available in preparation for testing. There are separate practice activities for teachers and students. Teacher practice activities are tutorials about testlets that are administered directly by the teacher. Student practice activities are tutorials about testlets that are administered directly to the student via the computer.

Practice activities are designed to familiarize you and your student with the question types, navigation processes, and procedures to end a testlet. Several different sample student profiles have been set up. Each sample student has been given accessibility supports in the Personal Needs and Preferences Profile. Taking practice activities while logged in as a different sample student allows the teacher to see how an accessibility feature impacts a student's experience in KITE. Lastly, the practice activities are a good way to check device compatibility prior to the operational test for students who may require the use of assistive technology to interact with the computer.

## Released Testlets

- Similar to testlets used in operational test in look, feel and academic content
- New released testlets are added periodically



Released testlets are also available. The released testlets are similar to the testlets used in the operational test in the look, feel, and academic content. This allows students and test administrators to familiarize themselves with the testlets and the KITE system. New released testlets are also added periodically.

## Released Testlets

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

Math
3.G.1
DP

Take Test
↔

ELA RI.4.8.IP

Take Test
↔

Initial Precursor – IP

Distal Precursor – DP

Proximal Precursor – PP

Target – T



Successor – S



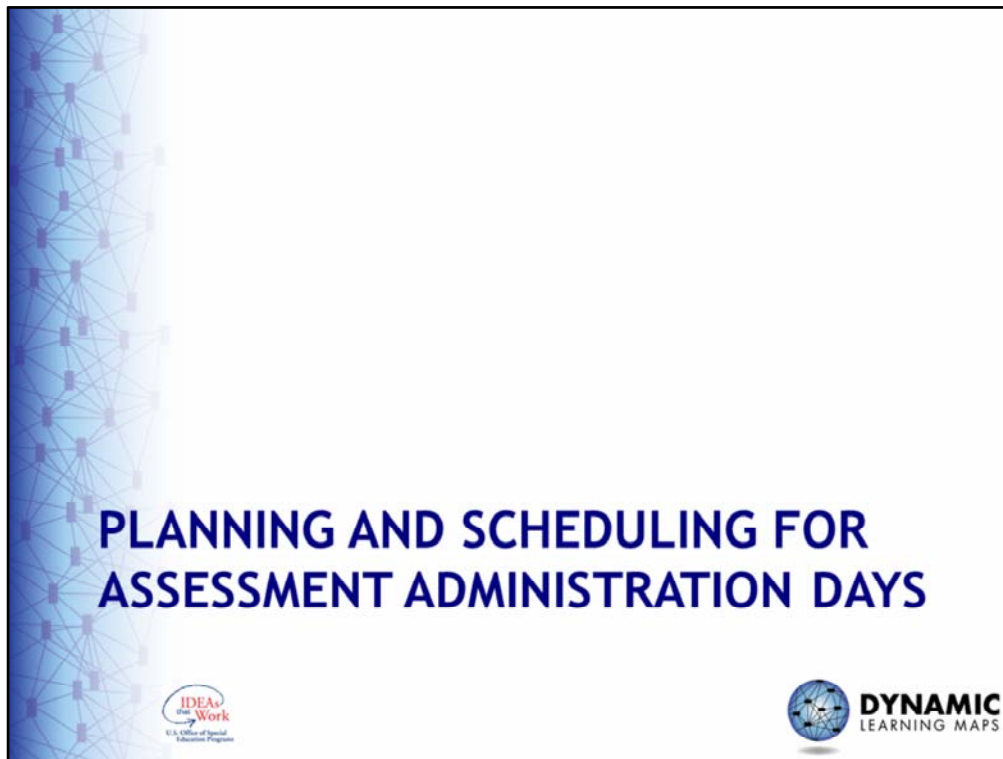

Released testlets are selected from a variety of Essential Elements and linkage levels across grade three through high school. Testlets contain items that align to the designated linkage levels of: initial precursor, distal precursor, proximal precursor, target and successor. Testlets at the initial precursor linkage level are typically administered by teachers while testlets designed for students to take directly are typically at the other four linkage levels. You can find more information about the practice activities and released testlets in the Test Administration Manual.

## Prior to the Assessment Window

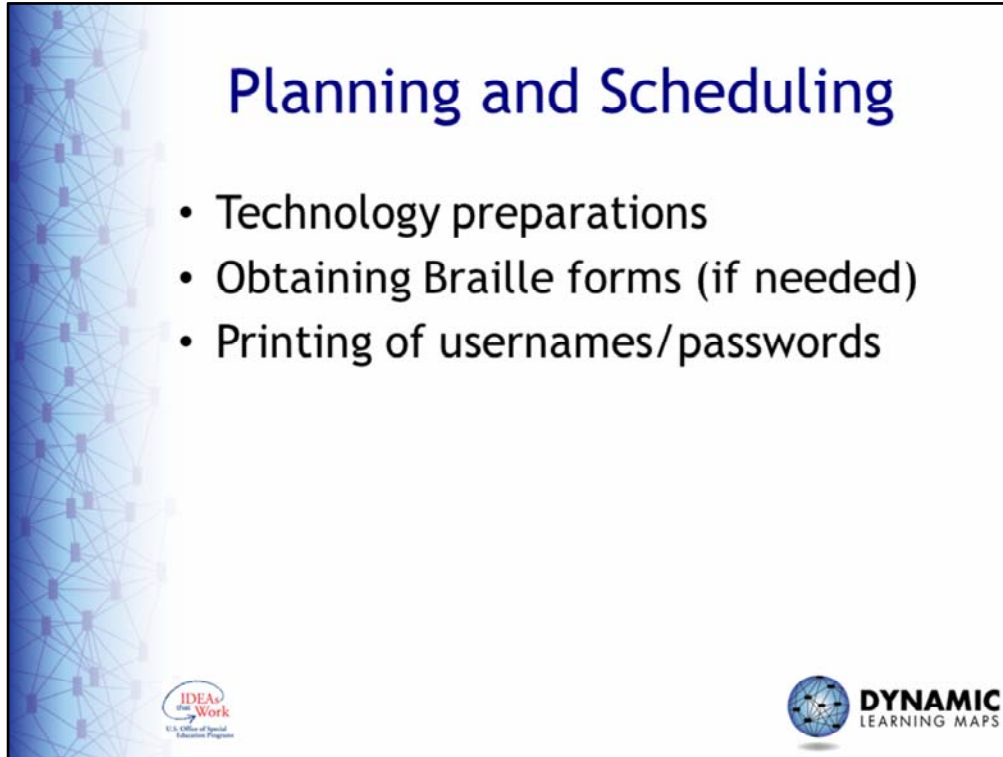
- Read the Test Administration Manual - bookmark state page
- Refresh security agreement and make sure training is complete
- Verify the Technical Liaison has installed KITE on testing devices



Here are a few more tasks to do before the testing window opens. Prior to your state-specific testing window, test administrators should read the DLM Test Administration Manual, bookmark your state page for more information and review the full procedures for testing. Next, test administrators should also refresh their security agreement and make sure all the required training modules are completed. Last, verify the Technical Liaison for your school or district has installed the KITE system on all testing devices you are planning to use.





After test administrators have completed the First Contact survey in Educator Portal, it is time to start planning and scheduling the test administration days. Test Administrators should verify all student information and provide ample time to coordinate testing sessions prior to the state-specific testing window.



## Planning and Scheduling

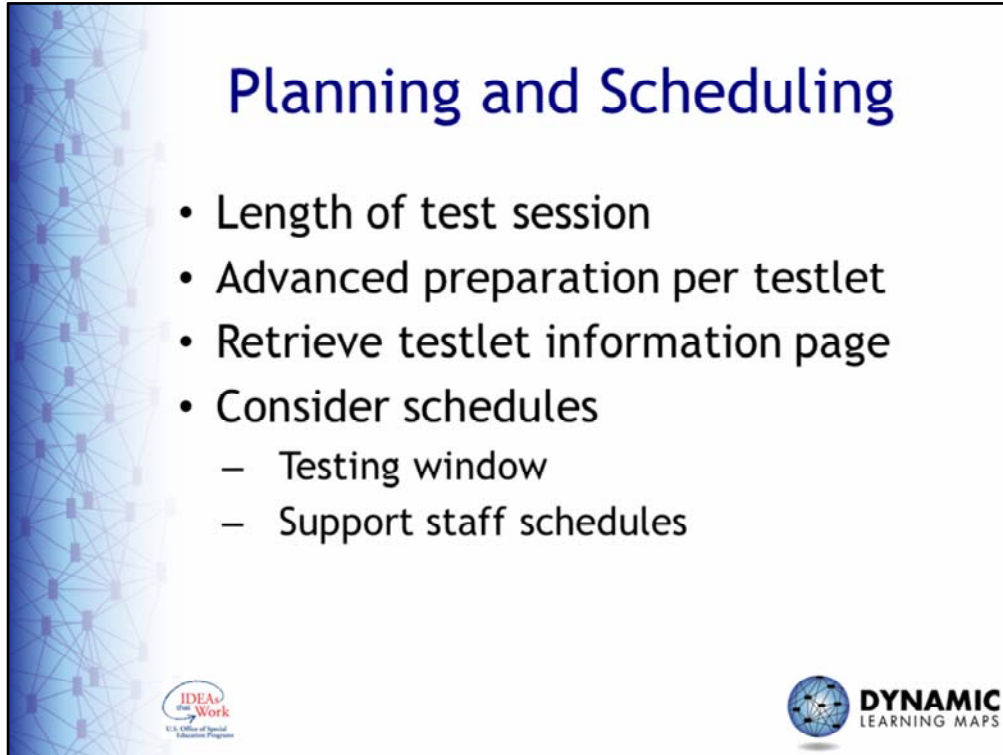
- Technology preparations
- Obtaining Braille forms (if needed)
- Printing of usernames/passwords

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Test administrators will need to make any technological preparations before the assessment. For example, you may have students who use assistive devices that need to be checked to make sure they are compatible with the KITE test delivery system. Technology preparations could also include reserving computer labs for testing days.

If you have students who will be taking the Braille version of the assessment and you have indicated Braille on the Personal Needs and Preferences Profile, please see the Test Administration Manual and Accessibility Manual for assistance with those forms. Last, teachers will need to verify that they have retrieved all the usernames and passwords for their students. Again, details about each of these processes are provided in the Test Administration Manual.



## Planning and Scheduling

- Length of test session
- Advanced preparation per testlet
- Retrieve testlet information page
- Consider schedules
  - Testing window
  - Support staff schedules



When scheduling a test session, there are many aspects test administrators should consider. For instance, teachers need to think about the length of each test session. Using the released testlets will help teachers know the approximate time it will take their students to complete one testlet. This way, they can better plan for the number of testlets to administer in one session without fatiguing the student.

Being comfortable with both types of testlets (computer delivered and teacher administered) will make the test session run more smoothly. Teachers and students may become more familiar with each type of testlet by utilizing the practice activities and released testlets in the KITE system. Prior to testing, test administrators will need to view the testlet information page to know any objects or manipulatives that may be needed for test administration. This will help teachers to plan for students who may use a special device such as an alternate keyboard or specific manipulatives for a testlet or subject.

Considering schedules is vital when dealing with testing windows that all test administration needs to be completed in. This may include any support staff that also work with the student or will help with testing or monitoring of your classroom during test administration. For instance, do not plan to test a student that does not interact with the system independently if you are the only adult in the classroom with 12 students. If you have several students to assess, estimate the number of sessions you will need per student and start scheduling enough in the test window to allow time for all students to have as many sessions as necessary.

## Planning and Scheduling

- Designate testing location
  - Quiet area
  - Clear from distractions
  - Arrange the testing display device so that it is only accessible to the student being assessed
  - Set up accessibility devices as needed
  - Stage manipulatives as needed
- Evaluate student behavior



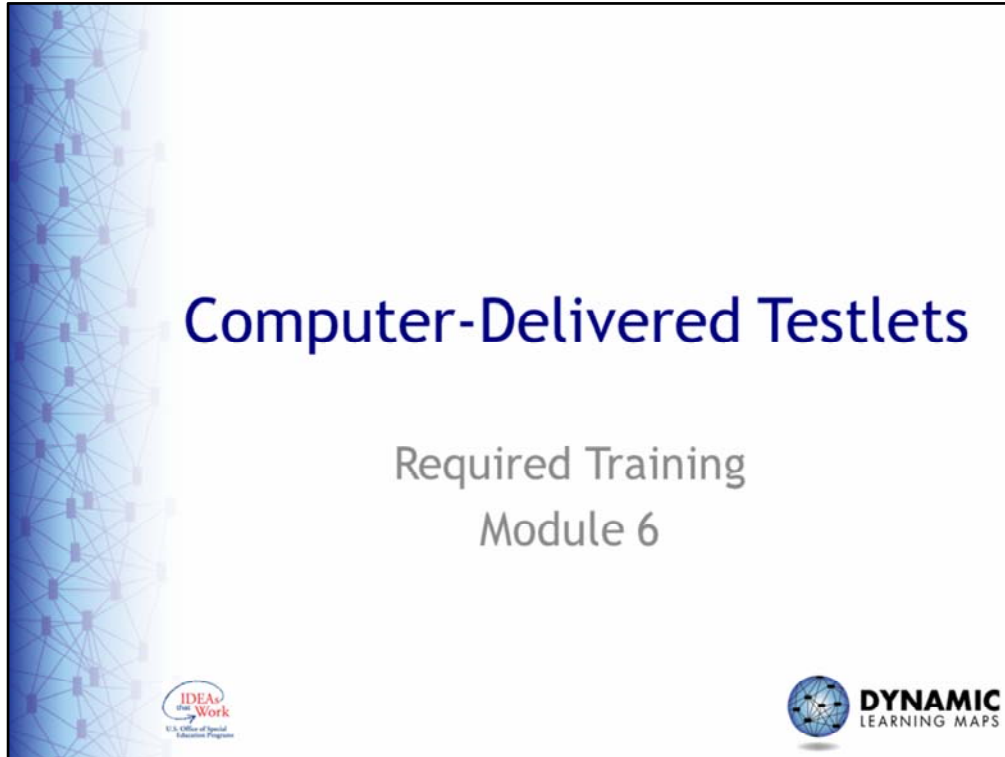
Designating a testing location is an essential part of planning. The testing location should be a quiet area that is clear of any possible distractions to the student. If it is necessary to test the student in the classroom where other students are present, arrange the testing display, such as the computer monitor, so that it is only visible to the student being assessed. Teachers may also need to set up an accessibility device or manipulatives needed during, before the test begins.

Evaluating your student's current behavior is very important when thinking about testing. We understand that not every day is a good day to assess. Therefore, use your professional judgment and reschedule testing for another time if your student is not having a good day on the intended testing day. If the student gets tired or distracted sooner than expected, find a place to stop the current test and return later.







This concludes Module 5 for the required training of the DLM Alternate Assessment. You must successfully complete a quiz about this module before you can administer any DLM tests. We strongly recommend you complete this quiz before continuing to Module 6.



The Dynamic Learning Maps Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do. This training, *Procedures for the Computer-Delivered Testlets*, is the sixth in a series of required training modules for educators who are responsible for delivering the DLM alternate assessment based on alternate academic standards.

# Learning Objectives



- Testlet structure
- Item types
- Completing testlets
  - Responding to items
  - Navigation
- Test day preparations
- Standard test administration process
- Allowable practices
- Practices to be avoided



In this module you will learn about testlet structure, various item types, the process to completing testlets including how to respond to items and navigation within a testlet, test day preparations, standard test administration processes, allowable practices in test administration and practices to be avoided.

## Computer-Delivered Testlets

- Student is able to interact independently with the computer
  - May use special devices
- Some technology may or may not work

Tests delivered directly to students via computer are designed with the assumption that students can interact independently with the computer, using special devices, such as alternate keyboards, touch screens or switches as necessary. Computer-delivered testlets in DLM are more common at the upper linkage levels, where the content being assessed is appropriate for delivery through the computer. These testlets are in reading and language, and in math. Writing testlets are teacher administered and are covered in Module 7.

Results of First Contact surveys administered to nearly 50,000 students indicate that 80% to 90% of students eligible for DLM assessments are able to interact with computers independently, with or without devices. Some students may need practice to learn how to interact with the system. Others will need to experiment with PNP settings to find the right supports so they can interact with the system.



Some students can interact with the academic **content** of computer-delivered assessments but there are gaps between what the DLM assessment system interface (KITE) provides and what a student needs for **physical access**. Therefore, DLM has defined additional practices beyond PNP to support student interface with the assessment system in those exceptional cases. You will learn about those unique examples later in this module.



First let's take a look into the structure of the computer-delivered testlets.

## Testlet Structure



- Begins with engagement activity
  - Motivate students
  - Activate prior knowledge
  - Prepare for the cognitive process required in the items



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

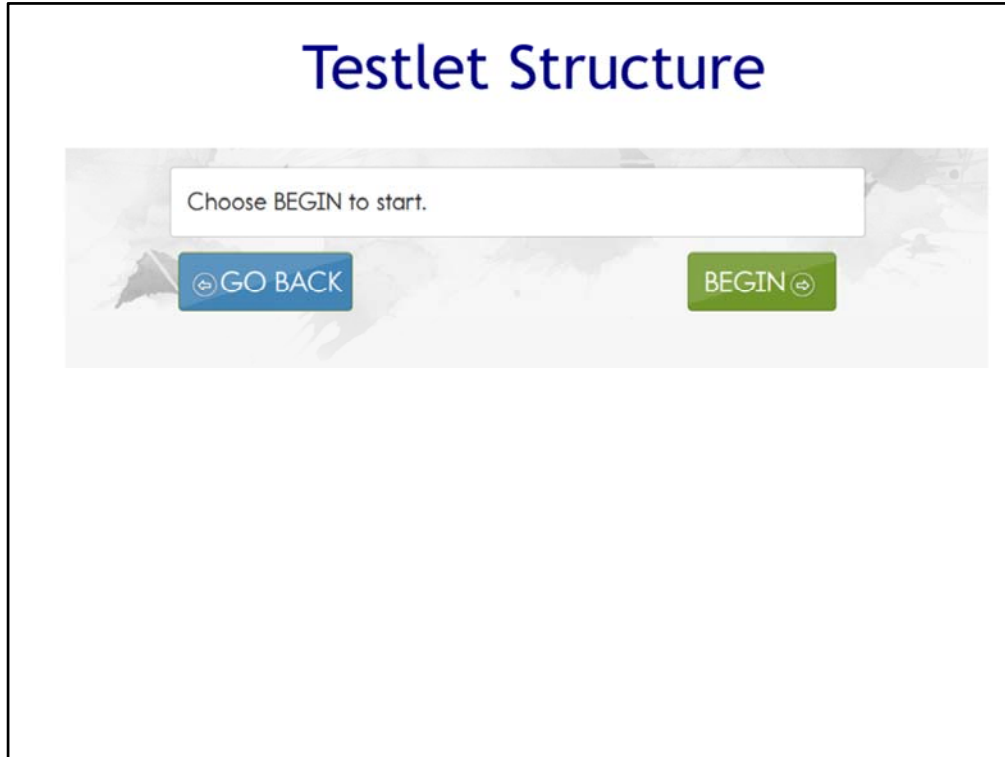
## Testlet Structure

- ELA: Text presented twice; questions embedded and at conclusion on 2<sup>nd</sup> read
- Math: series of questions or problems related to single topic



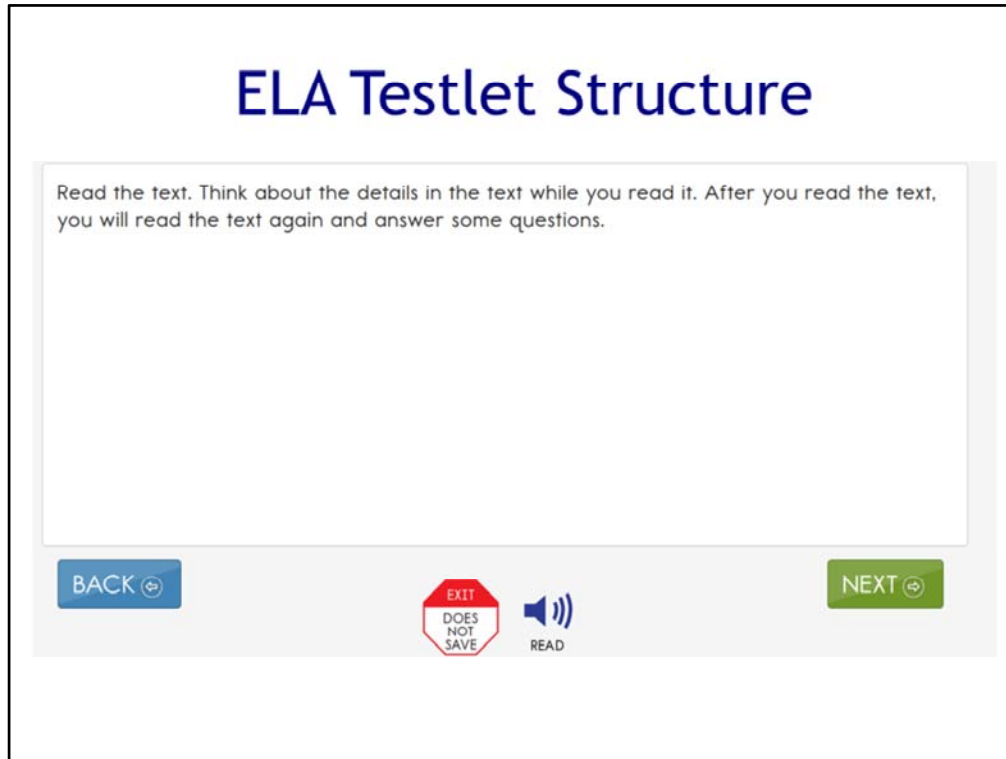
During the reading assessment, students participate in two readings of the text. The first reading is a shared reading activity to familiarize them with the entire context and serve as the engagement activity. The second reading includes questions appropriately embedded within and at the end of the text to reduce cognitive load and reliance on long-term memory.

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



Both ELA and mathematics testlets provide a screen at the beginning of the testlet to signify the start of a testlet.





For ELA testlets, a screen like this one directs the students to read the text and tells them to think about the details while reading. Remember, the first read of the text is considered the engagement activity. While some students taking the computer-delivered testlets may require support to navigate the test from one screen to the next or to enter their responses, it is expected that the students will engage in reading the text and answering the questions independently.



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

## Mathematics Testlet Structure

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



BACK

EXIT  
DOES NOT  
SAVE

READ

NEXT

The image shows a digital interface for a mathematics testlet. At the top, the title "Mathematics Testlet Structure" is displayed in a large, dark blue font. Below the title, a text box contains the problem statement: "Jen has 2 cats. Tom has 2 cats. They have 4 cats altogether." To the right of the text is a colorful illustration of a neighborhood with two houses (one yellow, one pink), a green tree, a street lamp, and several cats. At the bottom of the interface, there are three buttons: a blue "BACK" button on the left, a red octagonal "EXIT DOES NOT SAVE" button in the center, and a green "NEXT" button on the right. Below the "EXIT" button is a speaker icon and the word "READ".


In mathematics, the engagement activity in this example provides a context – cats, and activates a cognitive process about putting things together. This activity prepares the student for items about addition.



There are a variety of item types students may encounter when taking the computer-delivered testlets.

## Item Types

- Single-select multiple choice
- Multi-select multiple choice
- Matching items
- Sorting objects into categories
- Select text






While most DLM items are single-select multiple choice with text or images as answer choices, students may also see a variety of other items. For instance, students may see multi-select multiple choice items with text or images as answer choices; questions that require them to match two lists; items that require them to sort objects into categories; and text selection items. The student practice activities contain one or more examples of each type of item listed here. In general, DLM uses the most straightforward item type possible that allows for quality assessment of the node. This is why complex item types are only used occasionally.

## Single-select multiple choice

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

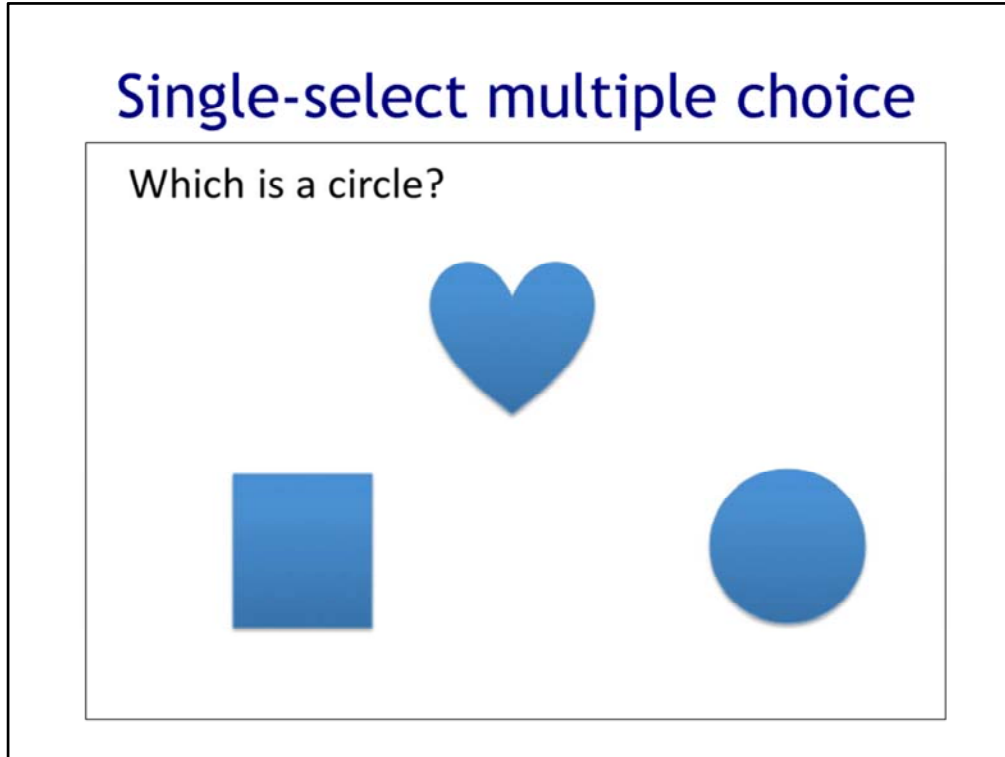
What is the volume of the pan, in cubic inches? [volume = length x width x height]

21 cubic inches  
90 cubic inches  
180 cubic inches

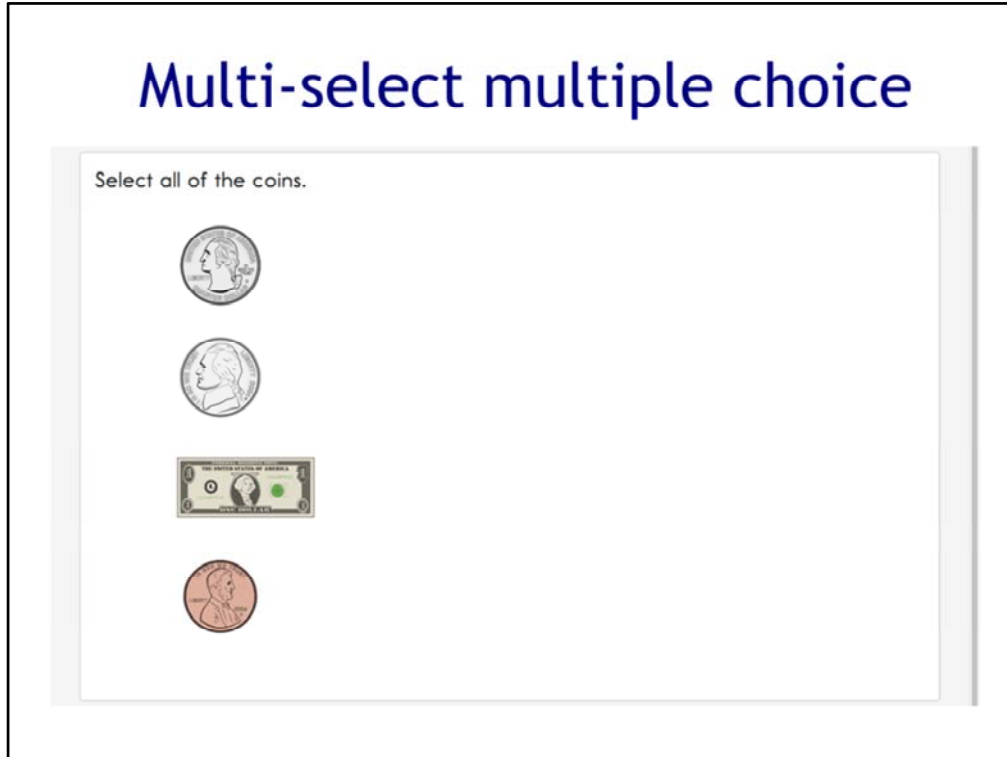
BACK   NEXT 

file:///proctex.cde.us/TDE/studentHome.html

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



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



Shown here is an example of a question where the multi-select multiple choice item type may be used. The student can make more than one answer choice.

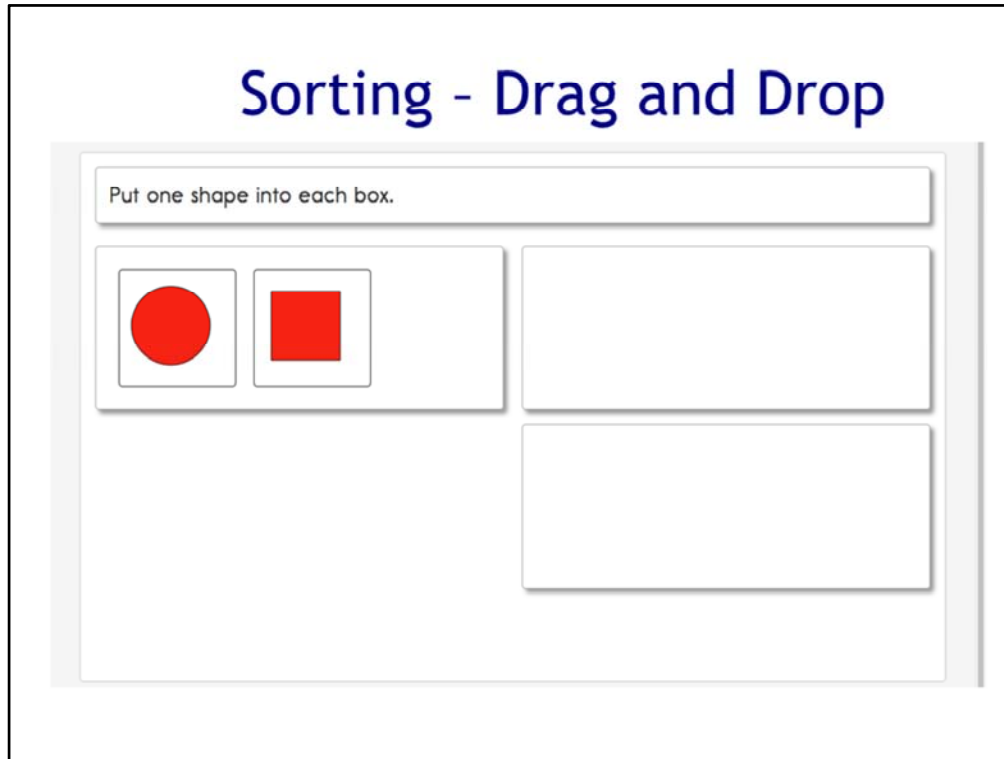


## Matching items

Match the character to their story.

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

Students may be asked to answer questions where they match items from two lists.



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



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





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

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

## Select Text

Choose the word that tells what a jayhawk is.

The University of Kansas is called KU. KU is in Lawrence, **Kansas**. Many people go to KU to learn new things. KU is a great college. The **mascot** for KU is the jayhawk. The jayhawk is red and blue. All the fans yell, "Rock **Chalk** Jayhawk!"

BACK    READ  NEXT

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




We are now going to go over procedures on how students will respond to items once in the testlet.

## Responding to Items

What does this text tell about?

- how to pet a nice dog
- how to feed a hungry dog
- how to find a lost dog

BACK ↩

READ

NEXT ➡

When the student comes to a question in both the ELA and mathematics testlets, no answer choice will be highlighted.


## Responding to Items



What does this text tell about?


how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK 

  READ


NEXT 


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


## Responding to Items

What does this text tell about?

how to pet a nice dog  
how to feed a hungry dog

BACK 

  READ

NEXT 

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



## Basic Navigation

Read this sentence.

If this plan fails, we will have to go back to the drawing board.

In this sentence, what is the meaning of the underlined phrase?

start all over      support the decision      work faster      avoid mistakes

BACK ↩      EXIT DOES NOT SAVE      READ      NEXT ➡

Once in a testlet, there are some basic navigation buttons in place no matter which type of test administration procedure is used. BACK and NEXT buttons navigate screens within a testlet, much like back and next buttons on an internet browser or online survey. In the bottom center of the screen is an EXIT DOES NOT SAVE button. This allows the user to immediately stop the test. However, responses in that section of the test are not saved, so the student will have to start that testlet over again when logging back in. If the student just needs a break, the system also allows for a 28-minute period with no activity before the student is logged out of the system automatically.



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




Prior to test administration, test administrators will need to complete several steps before administering a testlet. These were described briefly in Module 5 but will be reviewed here specifically for computer-delivered testlets.

## Test Day Preparations

- Gather test materials
  - Testing device with KITE client loaded
  - Student username and password
  - Assistive devices appropriate to student (if needed)
  - Headphones (if needed)
  - Any materials needed (see testlet information page)






Regardless of the type of DLM assessment administered to the student, teachers will need the following when beginning an assessment. First, teachers need to ensure the testing device, such as a computer or iPad, has the KITE client installed. Next, obtain the student's username and password from Educator Portal and gather any assistive devices the student may need in order to take the test. If a student has the computer Read Aloud support activated through the Personal Needs and Preferences profile and is in a room with other students, it is a good idea to provide headphones so the other students do not hear the testlet and to minimize distractions. Last, test administrators will receive a testlet information page with instructions about the specific testlet the student has been assigned. For example, the testlet information page may include a list of objects or materials needed. Prior to test administration, collect the materials you know you will need for the testlet.



## Test Day Preparations

- Secure testing location
  - Quiet
  - Clear from distractions
  - Where other students cannot see testlet



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Test administrators should also secure and use a testing location that is a quiet area, clear from distractions and where other students are not able to see the testlet.





For the computer-delivered testlets, follow these steps to complete the standard test administration processes.

## Testing Arrangement

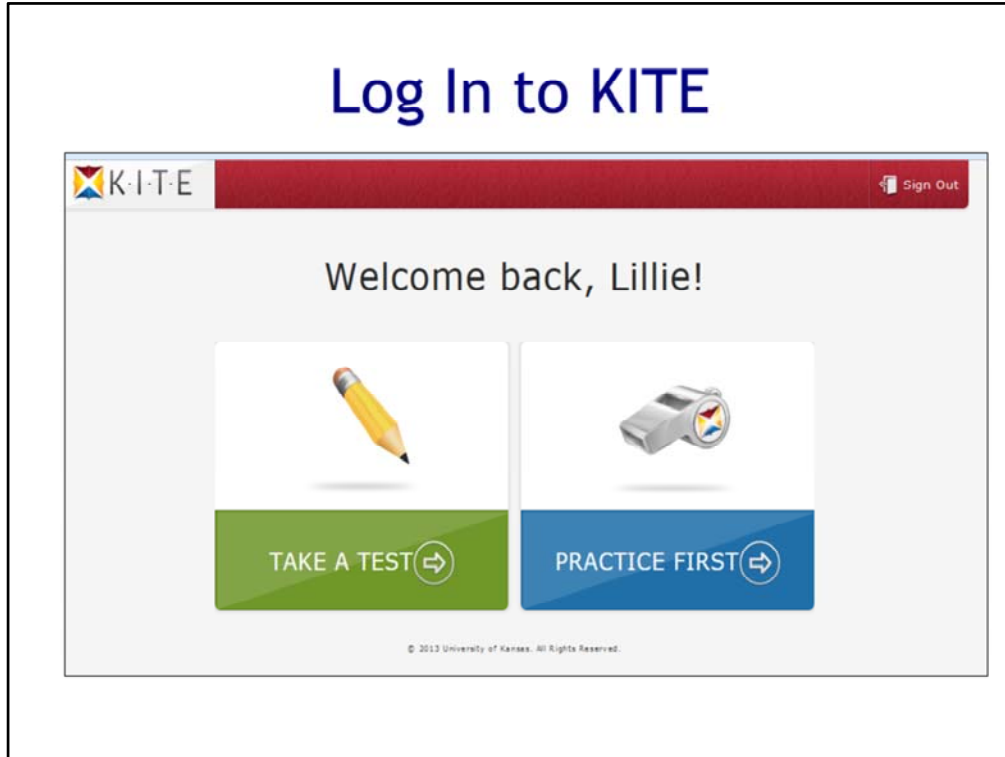
Testing arrangements should:

- Maximize student interaction with computer or testing device based on student needs
- Maximize student independence while minimizing test administrator involvement

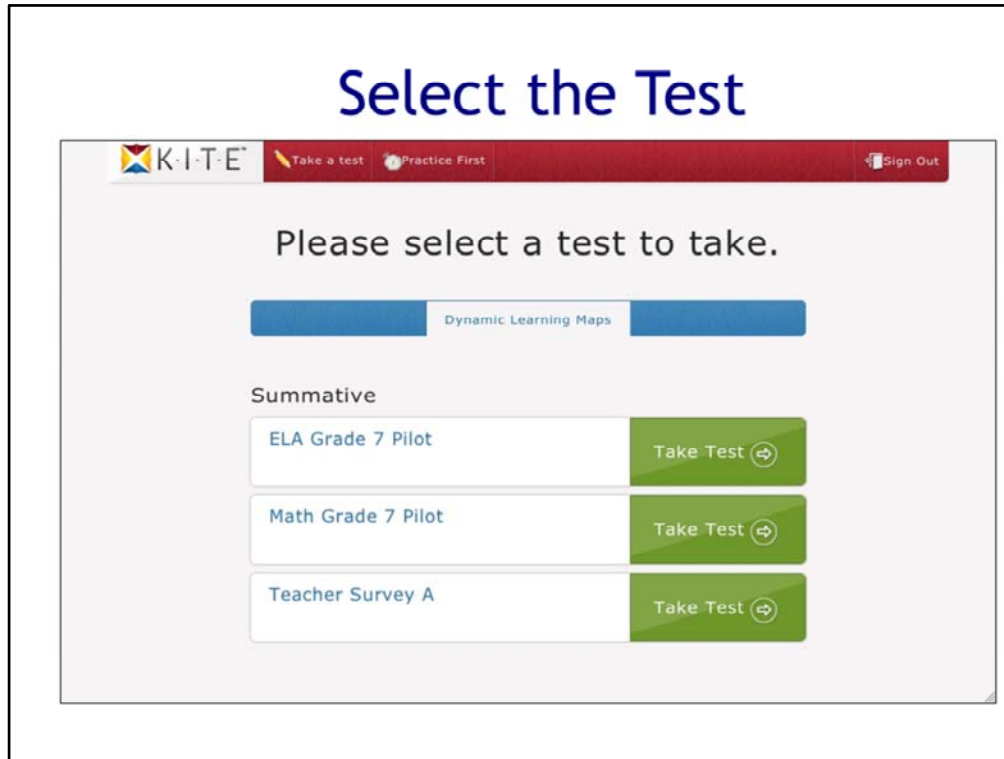



Prior to computer-delivered test administration it is a good idea to decide how the computer or other testing devices will be arranged for the student and test administrator. All testing arrangements should do two things. First, the set-up should maximize student interaction with the computer or other testing device based on the student's needs. For instance, if the test administrator sits with a student, the student should still be the one directly in front of the computer and the test administrator should be off to the side. If the test administrator is sitting next to a student who is able to use the mouse without assistance, the test administrator should sit on the opposite side of the student from the mouse so the student has space to move the mouse and the test administrator is not tempted to move the mouse for the student. A student who takes the test on an iPad may be able to hold the iPad and answer items independently. If not, the test administrator may hold the iPad in a position that provides maximum visibility for the student.

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

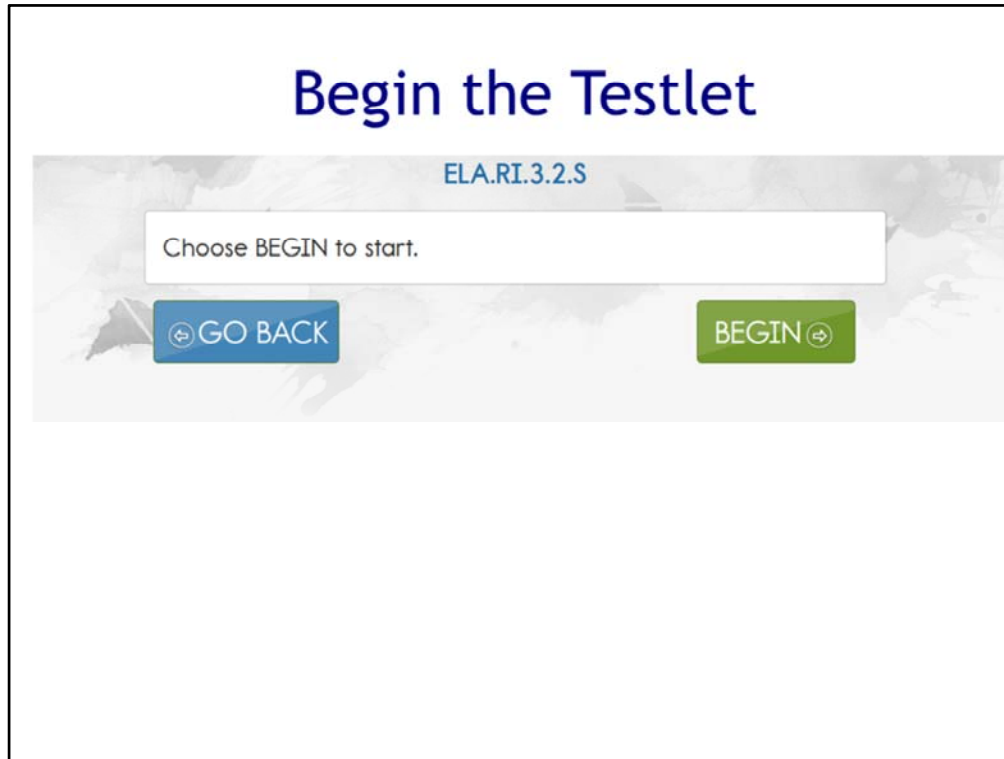


Once a student logs in, select "Take a Test."

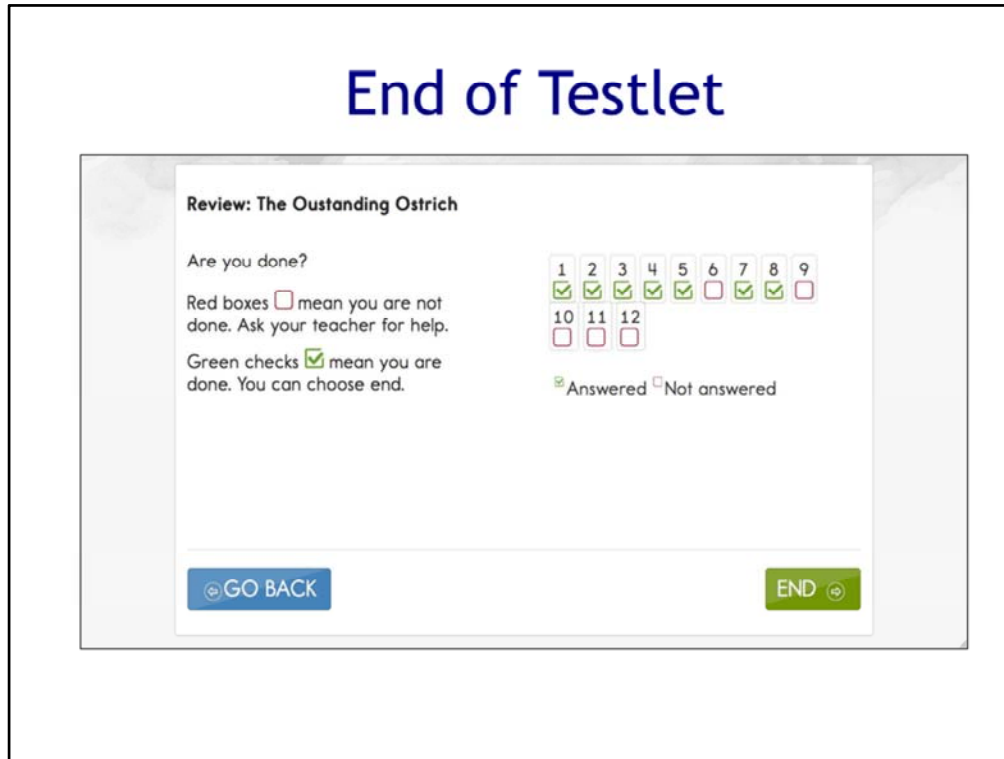


The system will deliver the student the appropriate testlets. Each testlet is a separate test in the list. Click "Take Test" to start taking a testlet.

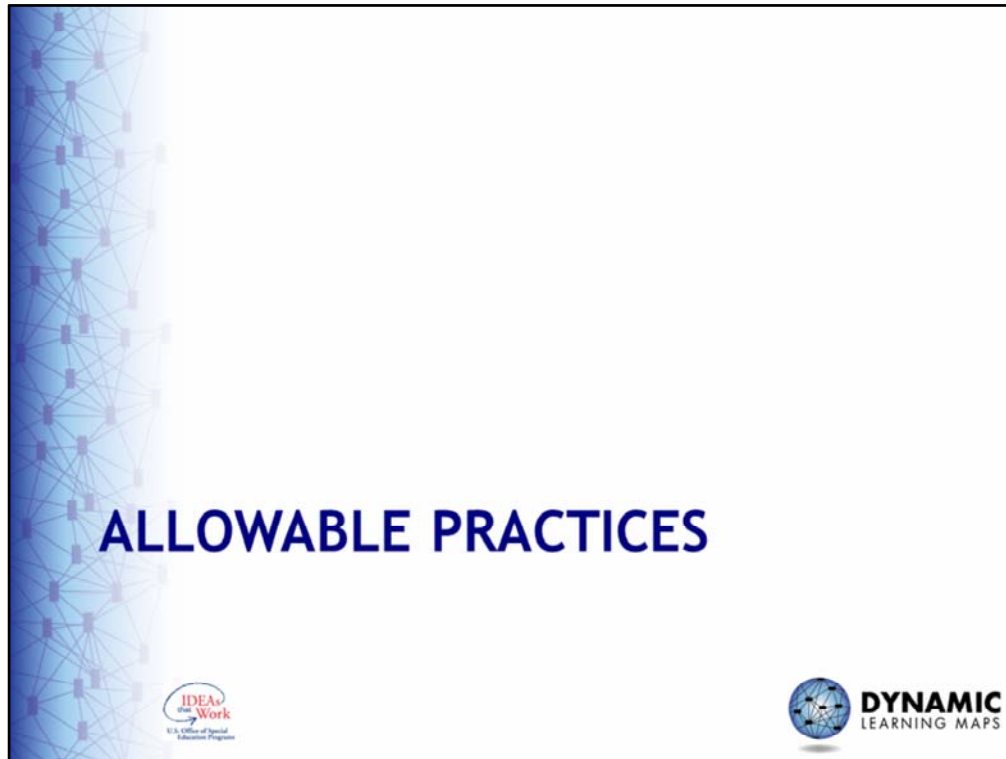




After selecting the testlet the student will take, a confirmation page with the testlet identification at the top will come next. If the GO BACK button is selected, the system will take you back to the list of available testlets. If the BEGIN button is selected, the testlet will begin.





The screen shown here appears when the student reaches the end of a testlet. Either the student or the test administrator should pause and make sure the student has answered all the test questions. If the student has not answered all of the questions, the student may press the GO BACK button to find and answer all the incomplete questions.



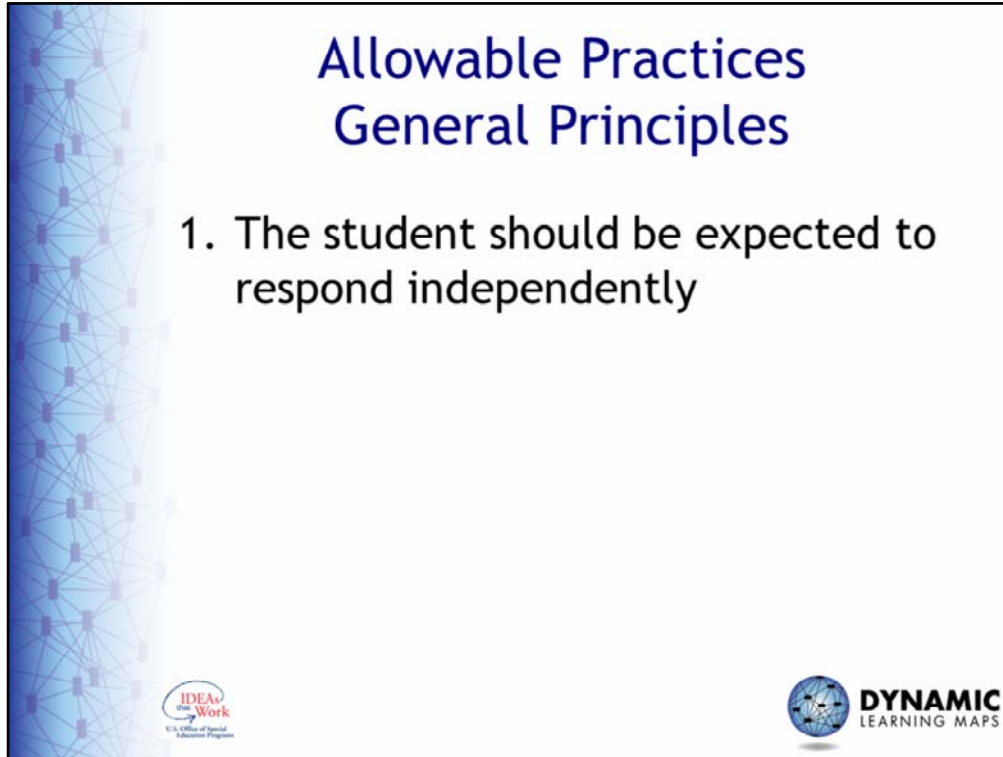
The user interface in KITE has been specially designed for students with significant cognitive disabilities. However, since computerized testing is new to many DLM students, we realize that students will need various levels of support to interact with the computer. Testlets delivered directly to students via computer are designed with the assumption that students can interact with the computer independently, using special devices such as alternate keyboard, touch screens, or switches as necessary. This section describes additional allowable practices when the features built into the system do not support a student's complete independent interaction with the system.

## Key Points

- Most students in DLM can interact independently
- Effective use of PNP options allows for appropriate access
- When possible, choose additional supports consistent with IEP





Based on the First Contact Survey data, most students in the DLM assessment are able to interact directly with the computer but they need opportunities to practice. For most students, the effective use of the Personal Needs and Preference Profile options allows for appropriate access, so the assessment is a meaningful indicator of the student's knowledge and abilities. For a limited number of students, educators may need to provide additional supports to provide access for their students. When possible, the additional supports should be consistent with the student's current needs as documented in the IEP.



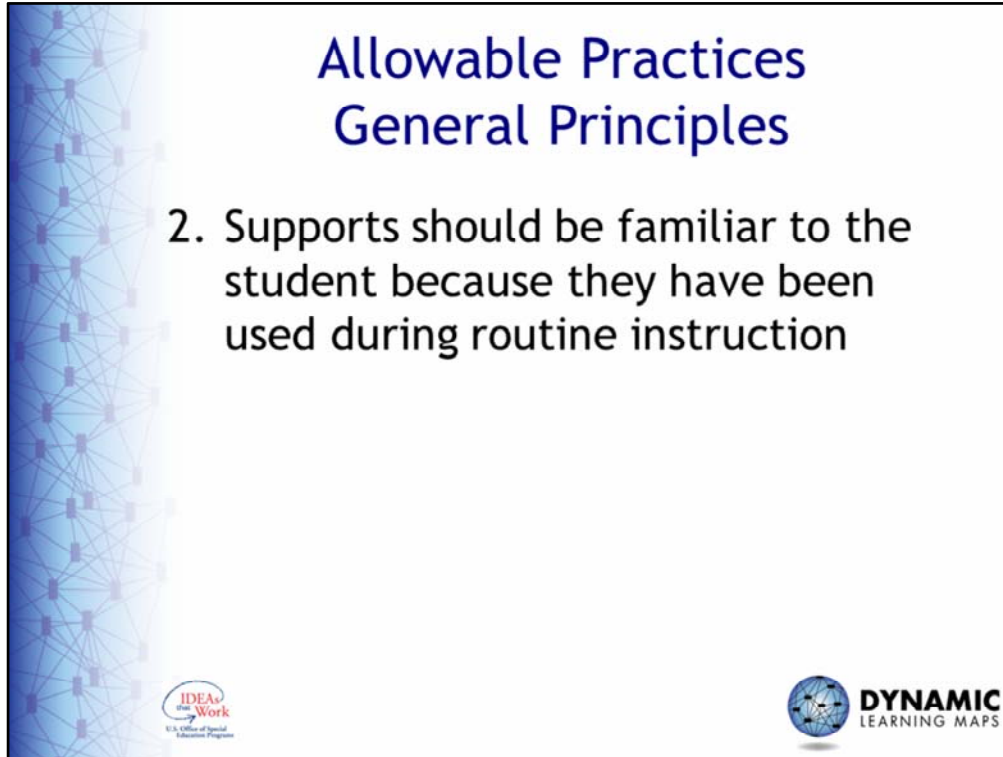
## Allowable Practices General Principles

1. The student should be expected to respond independently

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When the system does not offer every support that a student would need in order to be independent, additional supports to the assessment process may be used. While all supports should be consistent with the student's current IEP, we realize there is not always a perfect relationship between the student's need for computer access and the Personal Needs and Preferences Profile features and supports available in the computer-based environment. When making decisions about additional supports, educators should follow two general principles: First, the student should be expected to respond independently. No matter what additional supports IEP teams and test administrators select, all should be done with the primary goal of student independence at the forefront. Even if more supports are needed to provide physical access to the computer-based system, the student should be able to interact with the assessment content and respond to the content independently.



## Allowable Practices General Principles

2. Supports should be familiar to the student because they have been used during routine instruction



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The other general principle that test administrators and IEP teams should consider when choosing additional supports is to ensure the student is familiar with the chosen supports because they have been used consistently during routine instruction. Students who have never received a support prior to the testing day may not know how to make the best use of the support. For instance, if a student is not accustomed to using eye gaze to communicate a response to a proctor during an online instructional activity, it may be confusing to have the test administrator provide this support during testing. Make sure the student has had experience with the selected support that will be used during operational testing. This means providing the same support, or a very similar one, during your student's computer-based classroom instruction.

## Allowable Practices

- Navigation across screens
- Enter responses for students
- Use of an interactive whiteboard
- Represent the answer options in an alternate format



The following examples describe allowable supports for testlets delivered directly to the student via computer. Further guidance on the delivery of these supports is provided in the Test Administration Manual and the Accessibility Manual.

For students who have a limited experience with, motor skills for, and/or devices for interacting directly with the computer, the test administrator may help students navigate across screens or enter responses that students have selected during the test. If the student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides, the test administrator may use an interactive whiteboard or projector, or a magnification device that works with the computer screen to enlarge the assessment to the needed size.

For students who use eye gaze to communicate, test administrators may represent the answer options in an alternate format or layout and enter in the student's response. Again, this system for responding to items should be consistent with the student's usual means of expressing choices.

## Allowable Practices

- Use of special equipment for positioning
  - Slant board
  - Velcro objects on a board
- Use of graphic organizers, manipulatives or other tools
- Generic definitions

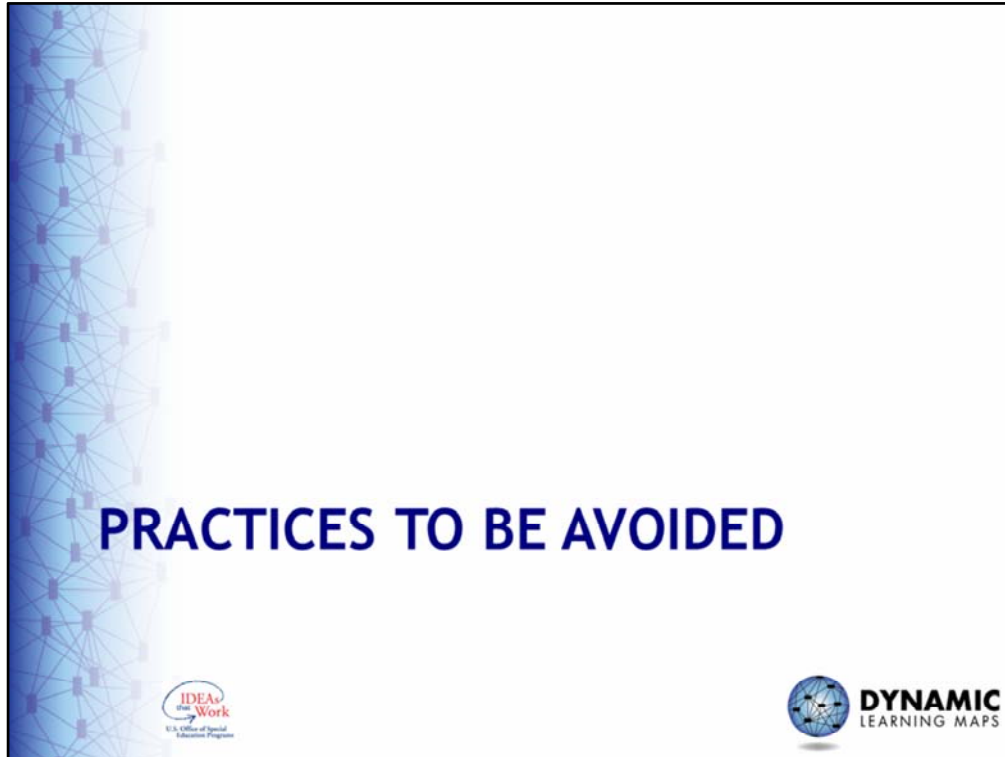


For students who generally use special equipment for positioning, such as a slant board, or non-computerized materials such as Velcro objects on a board to respond to questions, test administrators may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen but the educator may navigate and enter answers the student has demonstrated outside the system.

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

Last, if the student does not understand the meaning of a word used in the assessment, the test administrator may define the term generically and allow the student to apply that definition to the problem or question in which the term was used. Do not use alternate terms or provide the definition in the context of the problem at hand. Any exceptions to this guideline will be noted in the testlet information page for specific testlets where definitions of terms should not be allowed.







While many supports and practices are allowable for test administration, there are also practices that should be avoided.

## Practices to be Avoided

- Repeating the question again after student has selected a response
- Using physical prompts or hand-over-hand guidance
- Removing answer options or giving hints

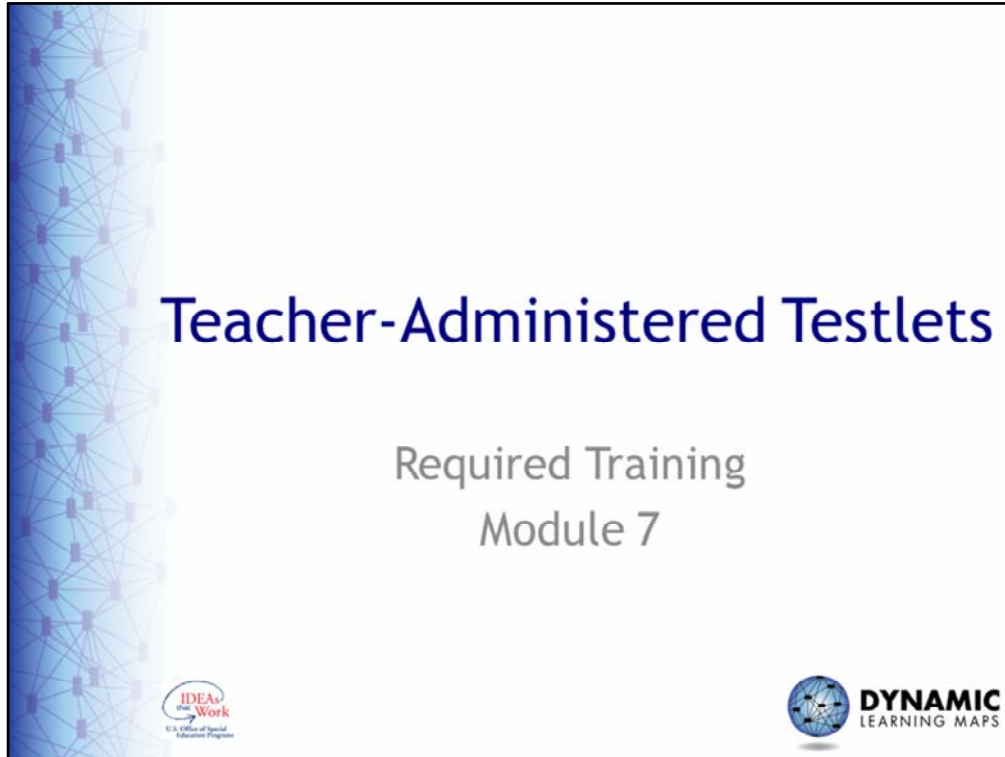


Practices that should be avoided are the ones that interfere with students' independent responses to the content of items. The following are descriptions of supports that are not allowed. First, test administrators should not repeat the question again after the student has selected a response, or in any other way prompt the student to choose a different answer. The use of any physical prompts or hand-over-hand guidance to the correct answer is prohibited. Also the test administrator should never remove answer options or give content hints to the student.

For questions regarding whether a support is allowable, educators may contact the Help Desk at 1-855-277-9751. If the test administrator provides supports outside of those that DLM has listed, your state may require you to describe those supports through a state reporting system. But these supports should always be approved before they are used in order to avoid invalidating the student's assessment.





This concludes required training Module 6 for the DLM Alternate Assessment. You must successfully complete a quiz assessing your understanding of this module before you can administer any DLM tests. We strongly recommend you complete this quiz before continuing to Module 7.



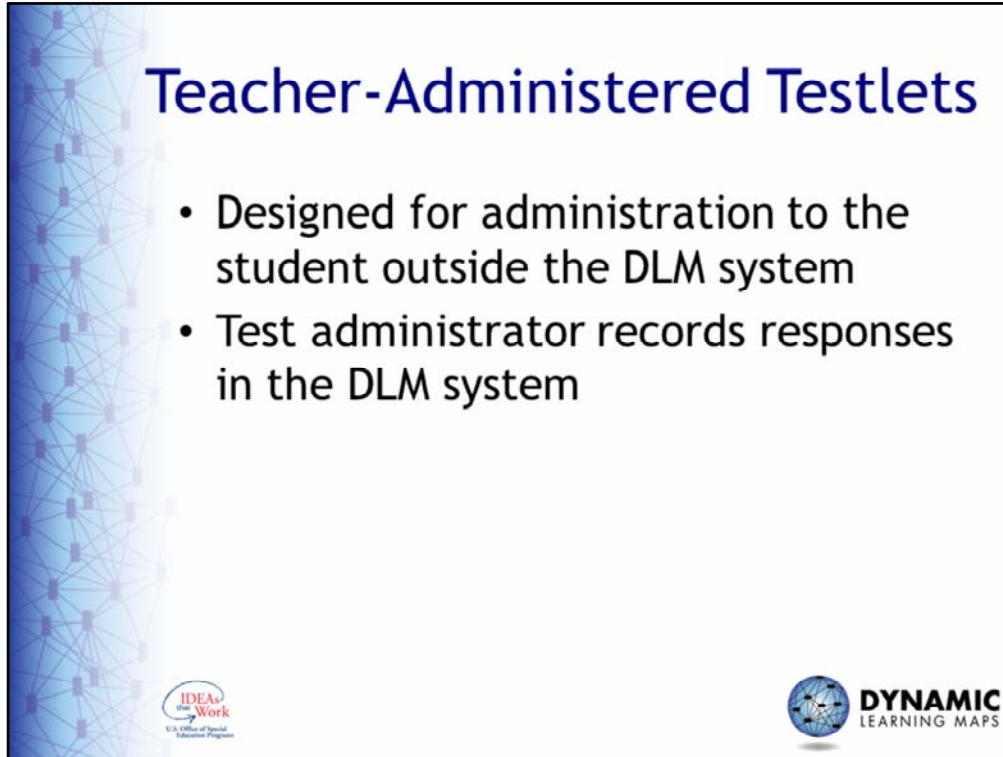
The Dynamic Learning Maps Alternate Assessment System is a new assessment designed to more validly measure what students with significant cognitive disabilities know and can do. This training, *Procedures for Teacher-Administered Testlets*, is the seventh in a series of required training modules for educators who are responsible for delivering the DLM alternate assessment based on alternate achievement standards.

## Learning Objectives

- Types of teacher-administered testlets
- Testlet structure
- Administering items
- Test day preparations
- Standard test administration process
- Allowable practices
- Practices to be avoided





In this module, you will learn about the types of testlets that are considered “teacher-administered.” This module addresses the structure of those testlets, procedures for completing testlets, test day preparations, standard test administration processes, allowable practices in test administration, and practices to be avoided.

The slide features a blue background on the left side with a network of interconnected nodes and lines. The title "Teacher-Administered Testlets" is in a large, bold, blue font. Below the title is a bulleted list with two items. At the bottom left is the IDEA logo, and at the bottom right is the DYNAMIC LEARNING MAPS logo.

## Teacher-Administered Testlets

- Designed for administration to the student outside the DLM system
- Test administrator records responses in the DLM system

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This module focuses on teacher-administered testlets. This term is shorthand for “test administrator-administered testlets” and we realize in some states that not all test administrators are teachers.

Teacher-administered testlets are designed for administration to the student outside the DLM system. The KITE system still delivers the test, but the test administrator plays a more direct role than in computer-delivered testlets described in Module 6. In teacher-administered testlets, the test administrator is responsible for setting up the assessment, delivering it to the student, and recording the student’s responses in the DLM system.

# Teacher-Administered Testlets

1. Lower linkage level Math and ELA testlets
  - Nodes being assessed require presymbolic or early symbolic communication
  - Students who may be developing or not yet have symbolic understanding






There are three general categories of teacher-administered testlets.

First, teacher-administered testlets are used when the content of the assessment is designed for students who are developing or may not yet have symbolic understanding. Without symbolic communication, students cannot yet respond to assessment items on the computer. These testlets tend to occur at lower linkage levels. They include items aligned to foundational nodes in the learning map, and also some English language arts and mathematics nodes. For these testlets, the test administrator must be very familiar with the student's typical modes of expressive communication.

## Lower Linkage Level Reading Testlets

- Items focus on foundational skills that precede conventional literacy
  - Recognizing familiar objects
  - Identifying words that describe familiar people
- Items are still presented in the context of reading a text





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

Teacher-administered ELA testlets follow the same structure as other ELA reading testlets. The story is presented first in its entirety. Then the story is presented again with items embedded within it or at the conclusion of the reading.



## Lower Linkage Level Mathematics Testlets



- Items focus on foundational skills that precede conventional mathematics
  - Recognize some
  - Recognize separateness



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

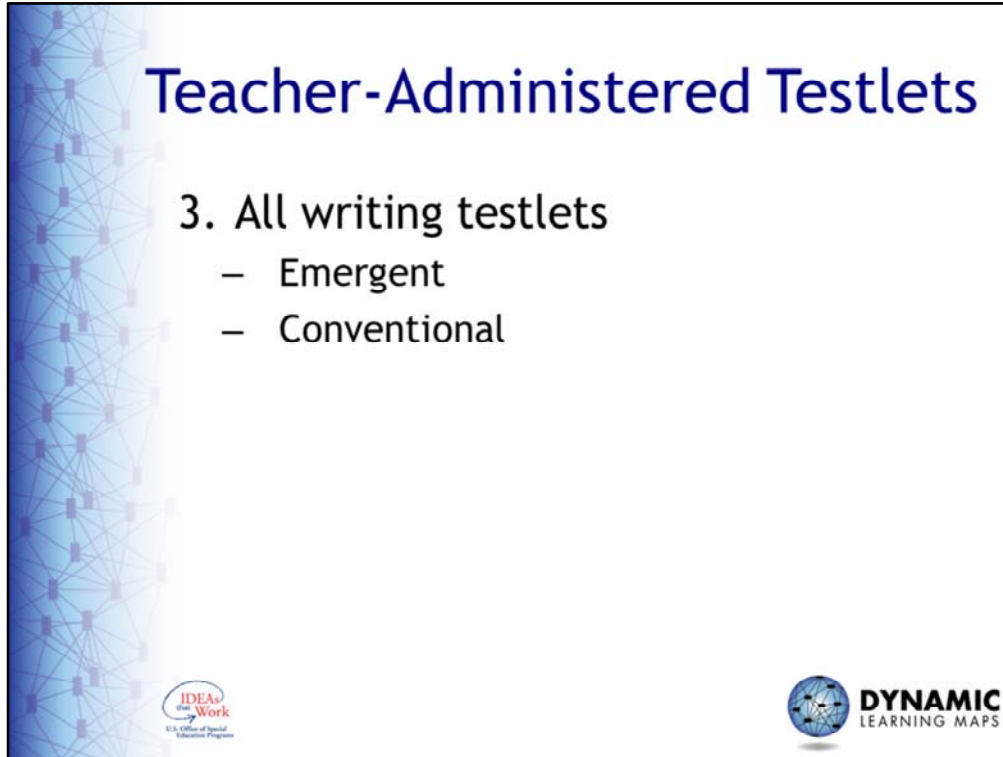
## Teacher-Administered Testlets

2. Some math content that is better assessed outside the system
  - When content would be too abstract on screen (typically procedural)
  - When assessing online adds perceptual or motor burden
  - To make items accessible for students with blindness or visual impairments

The second type of teacher-administered testlet also occurs in math. In some cases the contents of math assessments at higher linkage levels are better assessed offline. These are cases when representing the content online would make the task too abstract and introduce unnecessary complexity to the item. An example is procedural nodes about volume. Some nodes require the student to use objects to estimate volume. Recognizing three-dimensional objects and manipulating them onscreen requires keen perceptual and motor skills, neither of which are essential to the student's cognitive understanding of how to estimate volume. Many of these testlets are administered offline to make sure they are accessible for students with blindness or visual impairments. Some math testlets are completely teacher-administered for these reasons.


In rare cases a math testlet will include some teacher-administered and some computer-delivered items in the same testlet.




## Teacher-Administered Testlets

### 3. All writing testlets

- Emergent
- Conventional

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The third category of teacher-administered testlets is the writing assessment. All writing testlets are delivered outside the system, and all students participating in DLM assessments are assessed in writing.

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

Regardless of the type of writing assessment, students can use any orthography-based tools used for writing in everyday instruction that offer students access to all 26 letters of the alphabet, for example: pen, pencil, keyboard, alternate keyboard, eye-gaze display of letters, alphabet flip-chart, or other alternate pencil, talking word processors, and word prediction.



Next we will review the structure of each of the three types of teacher-administered testlets that were just described.

## Common Features



1. Testlet = engagement activity + items
2. Directions to the test administrator
3. Scripted statements/interactions
4. Items are for the test administrator to complete based on observation of behavior



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

# 1. Lower Linkage Level Testlets

- Engagement activity:
  - ELA: shared reading (teacher reads)
  - Math: exploring the objects that will be used



Let's look more closely at the lower linkage level testlets. In reading, the engagement activity is still the first read of the text, much like in the testlets described in other parts of this required training. The text is still presented to the student onscreen, but the teacher reads the text to the student using shared reading strategies. For more information about shared reading strategies, see the professional development module entitled *Shared Reading*.

In math, the engagement activity occurs when the test administrator presents objects used in the testlet to the student and engages the student in exploring the materials.

## Directions

### “Educator Directions”

**Educator Directions:**

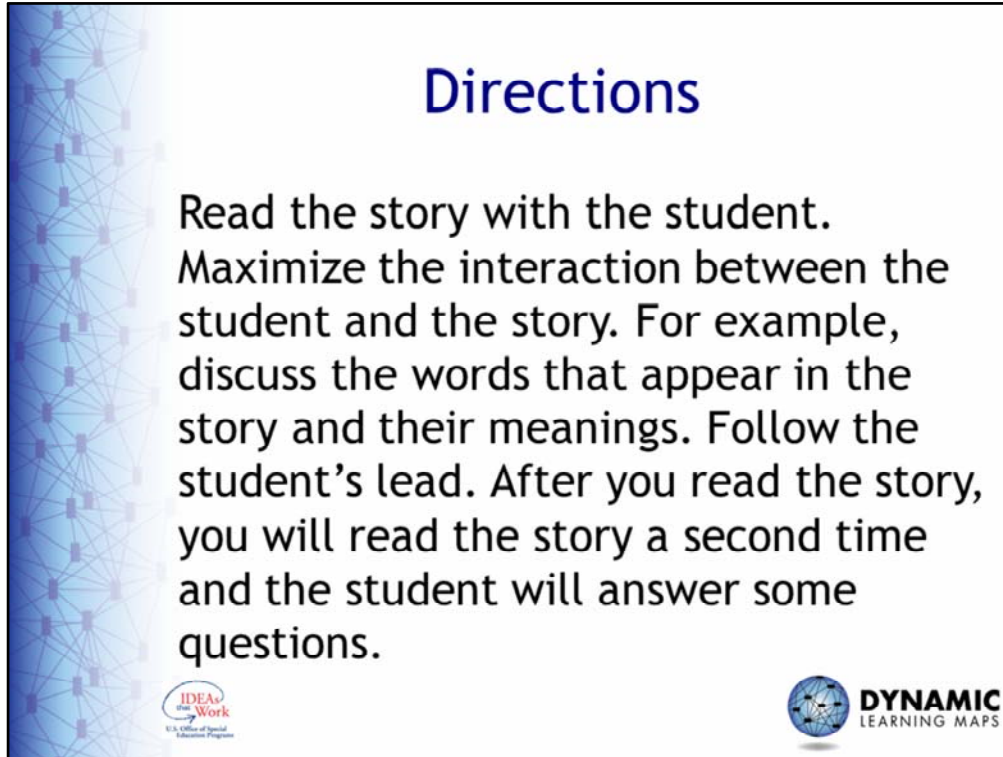
In this testlet you will present the student with objects that are the same and objects that are different. It is important that objects that are the same are identical.

Gather two identical bowls and two identical crayons. You may substitute other objects if required.

For the first two items, you will use two bowls and one crayon. For the second two items, you will use two crayons and one bowl.



BACK
NEXT

Instructions to the test administrator are called “Educator Directions” inside the testlet. This screen shows an example of directions for an initial precursor level math testlet. It starts by telling the test administrator, in a general way, what will happen in the testlet. It then specifies the materials that need to be collected. More information about those materials, and recommended substitute objects if they are needed, is located in the testlet information page the test administrator would have received after the testlet was assigned to the student. The last part of this directions page outlines the objects needed, for how many items, and in what order.



## Directions

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



 

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

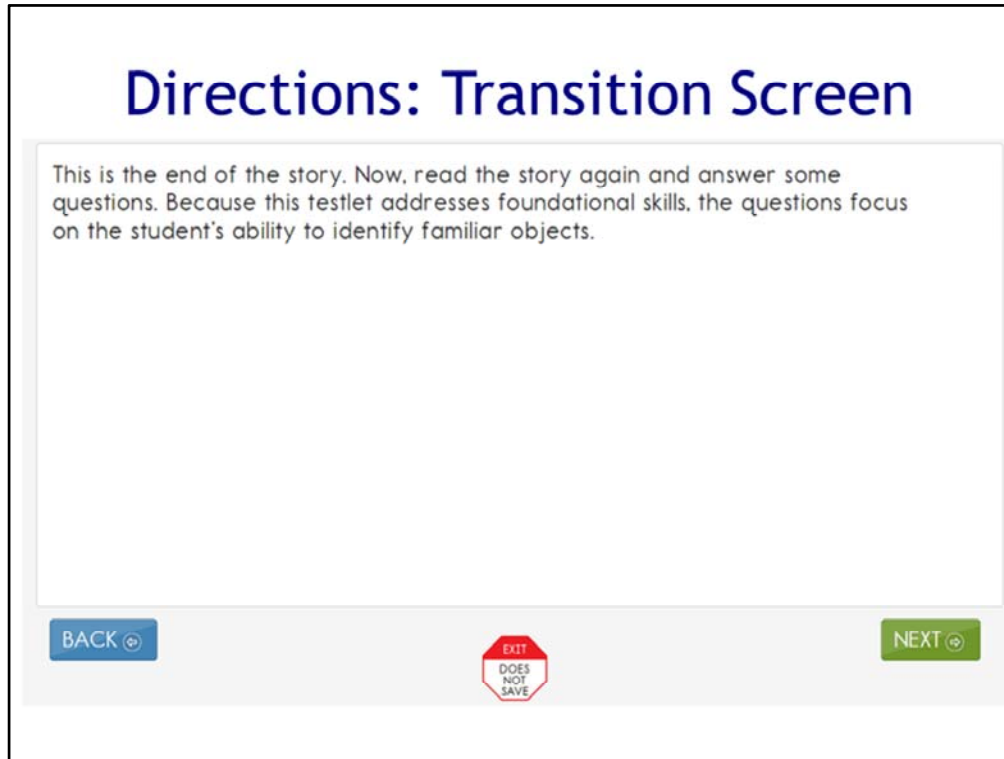


## ELA Testlet Structure

- Text presented twice
- Questions embedded and at conclusion on second read



During ELA reading and language assessments, students participate in two readings of the text. The first reading is a shared reading activity to familiarize them with the entire context and serve as the engagement activity. The second reading includes questions appropriately embedded within and at the end of the text to reduce cognitive load and reliance on long-term memory.



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

Mathematics testlets contain similar transition screens when the educator needs to change the materials that will be used for upcoming items.

## 2. Other Math Testlets

- Like math testlets at lower linkage levels
  - Engagement activity = interact with objects
  - Educator directions on how to use the materials
  - Scripted procedure for presenting objects and items
  - Answer choices are potential student behaviors



The second type of teacher-administered testlet is the math testlet for which the content is difficult to assess on screen for students with significant cognitive disabilities. These mathematics testlets are structured the same way as testlets at the lower linkage levels. The engagement activity still involves the student interacting with the objects. The test administrator still follows onscreen directions and delivers a standard, scripted series of items. Answer choices are still descriptions of student responses to the scripted statement.

## 2. Other Math Testlets

- Combinations of teacher-administered and computer-administered
- Teacher-administered will always be first
- Transition to computer-administered is always marked





Remember that there are also a few math testlets that combine teacher-administered and computer-administered items. These are always at linkage levels where the nodes are appropriate for students with symbolic communication who can interact with the computer.

Those testlets are identified to the test administrator on the first screen of the testlet. All of the teacher-administered items are delivered first. Then there is a transition screen that tells the test administrator that the remaining item or items are for the student to interact with the computer.

### 3. Writing Testlets

- Engagement: student selection of topic
- Student uses orthography-based tools used for writing in every day instruction



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

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

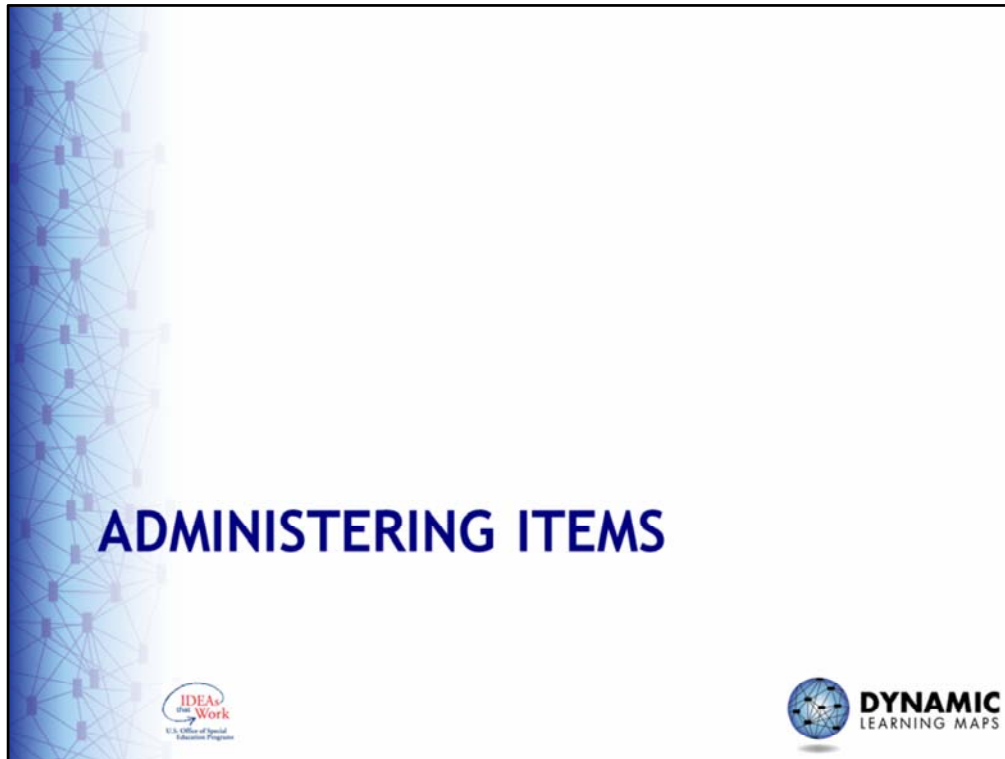
### 3. Writing Testlets

- Similar structure as other teacher-administered testlets:
  - Following on-screen instructions
  - Interacting with the student based on the standardized procedures explained onscreen
  - Observing & recording observations of student writing processes and products



In writing testlets, the test administrator delivers a structured writing activity to the student. The test administrator follows a series of on-screen instructions that guide a structured writing activity that assesses the student's abilities to use writing to communicate about information at an appropriate level given his or her needs. The test administrator is given prompts to ask the student to engage in writing tasks. As the student works on the writing testlet, the test administrator observes student writing behaviors and writing products. The assessment items list student behaviors at each step of the writing process.



The concluding item has the test administrator evaluate the student's writing product. Unlike many other writing assessments, the writing product is not submitted and scored by DLM.



Next we will describe the general process for administering items and recording student responses.

## Presenting Items

- Standardized language
- Quotes = present verbatim
- SHOW
- SAY

Teacher-administered testlet items are written with standardized language.



Anything in quotes should be presented verbatim to the student as it is written. The exceptions to this rule are only when the student uses sign interpretation or language translation supports as allowable and as described in the Accessibility Manual.

The two specific instructions for presenting items or instructions to students are SHOW and SAY – written in all capital letters. Both of these are generic terms. We realize some students will not be able to see what is “shown” and others will not be able to hear what is “said.” “SHOW” should be interpreted to mean “present” the materials or objects to the student, using sensory modalities appropriate for that student. “SAY” may require non-verbal communication, such as through sign.



## Responding to Items

- Teacher observation of student response
- The student's typical response modes
- Lower linkage level includes "no response"



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

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

Further instructions on selecting the appropriate answer choice based on student response are provided in the Test Administration Manual.

## Item Screen

Educator Directions:

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

Record student response:

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



Here is an example of an item screen that could be embedded in the second reading of an ELA text. The educator directions provide instructions on how to interact with the student. The lines presented in bold after SAY: are said directly to the student. The actions described after SHOW are performed by the test administrator for the student. As the test administrator completes the steps, she or he then observes how the student responds to the item, and records that response by selecting the best match. In this case, the answer option "Indicates multiple objects" has been selected. Once selected, the test administrator then uses the navigation buttons to move to the next screen.

## Item Screen

Record student response:

- Indicates the matching bowl
- Indicates the crayon
- Indicates the bowls and the crayon
- Attends to other stimuli
- No response

BACK
NEXT

Here is an example of an item screen for a lower linkage level testlet in math. The scripted statements appeared on a previous screen. The item contains five answer choices that could describe the student's responses.

The process of responding to items in the KITE system for a teacher-administered testlet is the same as in a computer-administered testlet. Depending on the testlet, the item may appear on the same screen with some of the prior scripted text or it may appear by itself, as it does in this example.

## Responding to Items

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog


how to find a lost dog


BACK

EXIT  
DOES NOT  
SAVE

READ

NEXT

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The test administrator selects the answer choice that corresponds with the student's response by selecting it with a mouse, or using Tab to scroll through the choices and the Enter key to select, or by touching the answer choice on a touchscreen such as an iPad or interactive whiteboard. The answer can be changed while on the screen or by returning to the screen from another point in the testlet.

## Basic Navigation

Read this sentence.

If this plan fails, we will have to go back to the drawing board.

In this sentence, what is the meaning of the underlined phrase?

start all over      support the decision      work faster      avoid mistakes

BACK ↩      EXIT DOES NOT SAVE      READ      NEXT ➡

The basic navigation buttons also work the same in teacher-administered testlets as in computer-administered testlets. BACK and NEXT buttons navigate screens within a testlet. In the bottom center of the screen is an EXIT DOES NOT SAVE button. This allows the user to immediately stop the test. However, responses in the testlet are not saved, so the student will have to start the testlet over again if this option is used. If the student just needs a short break, the system also allows for a 28-minute period with no activity before the student is logged out of the system automatically.



The READ button will be activated if the student has computer or synthetic read aloud enabled on the Personal Needs and Preferences profile. This feature will not be necessary for teacher-administered testlets, but it appears on the screen for all testlets because of the PNP, regardless of what the specific testlet requires.



Prior to test administration, test administrators will need to complete several steps. These were briefly described in Module 5 but will be reviewed here specifically for teacher-administered testlets.

## Test Day Preparations

- Familiarize yourself with testlet structure
- General materials needed
  - Testing device with KITE client loaded
  - Student username and password
  - Assistive devices appropriate to student (if needed)
  - Materials student needs for writing (if preparing for a writing testlet)






The first step in preparing for assessment days is to use the teacher practice activity and released testlets for lower linkage levels (especially initial precursor) and writing testlets to familiarize yourself with the structure of teacher-administered testlets. The three types of teacher-administered testlets tend to follow the same outline, so the more familiar you are with the general flow of steps and what is expected of the test administrator for each one, the easier it will be to apply that understanding to specific testlets.

Even though the student does not directly interact with the testing device in teacher-administered testlets, test administrators will still need the following when beginning an assessment. First, teachers need to ensure the testing device, such as a computer or iPad, has the KITE client installed. Next, obtain the student's username and password from Educator Portal. Third, collect any assistive devices the student may use to respond to a question. If preparing for a writing assessment, gather the tools that student uses for orthography.

## Test Day Preparations

- Testlet information page
  - Retrieve from Educator Portal
  - Includes information about exceptions to support rules
  - Use to collect materials, texts, etc.





Test administrators will receive a testlet information page with instructions about the specific testlet. For example, the testlet information page may include a list of objects or materials needed. This page covers everything the test administrator needs to know in advance so there is no need to review the testlet before beginning it. The testlet information page becomes available in Educator Portal after the specific testlet has been assigned to the student. Prior to test administration, collect the materials you know you will need for that testlet.



## Test Day Preparations



- Secure testing location
  - Quiet
  - Clear from distractions
  - Where other students cannot see testlet
- Enough space to arrange materials



Finally, test administrators should also secure and use a testing location that is a quiet area, clear from distractions and where other students are not able to see the testlet. Make sure there is enough space to arrange the student, the computer, and the additional materials comfortably.

## Space Arrangements: Reading



- Triangle arrangement
- Student should be able to access the text (facing it or hearing it)
- Teacher needs full view of the screen for instructions and prompts and to enter responses



Many of the teacher-administered tests involve the student and teacher interacting together. For teacher-administered reading testlets, the student, test administrator, and computer screen should be arranged in a triangle. The student and test administrator both need to access the text during the shared reading activity. The test administrator should have the best view of the directions pages and item screens. When the item screens appear, the test administrator needs to be able to enter responses easily. This means the triangle arrangement will usually work, but the test administrator may need to shift position slightly during the screens that contain the ELA text.

## Space Arrangements: Math



- Teacher uses computer to receive instructions and prompts and to enter responses
- Student works independently of the system and does not need access to the screen



For teacher-administered testlets in math, regardless of the linkage level, the test administrator is the only one who needs to view the screen. He or she views the screen to receive directions, read prompts, and enter responses. The ideal arrangement is for the student and test administrator to face one another, with the test administrator able to look to the computer screen off to the side.

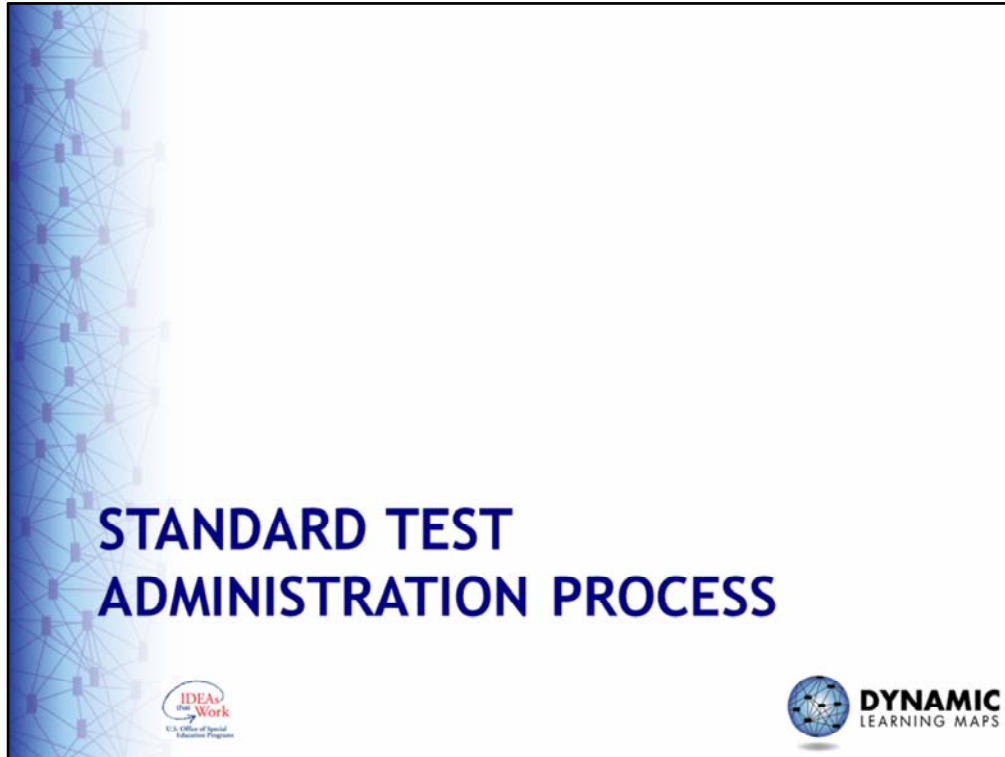
## Space Arrangements: Writing

- Teacher uses computer to receive instructions and prompts and to enter responses
- Student works independently of the system and does not need access to the screen

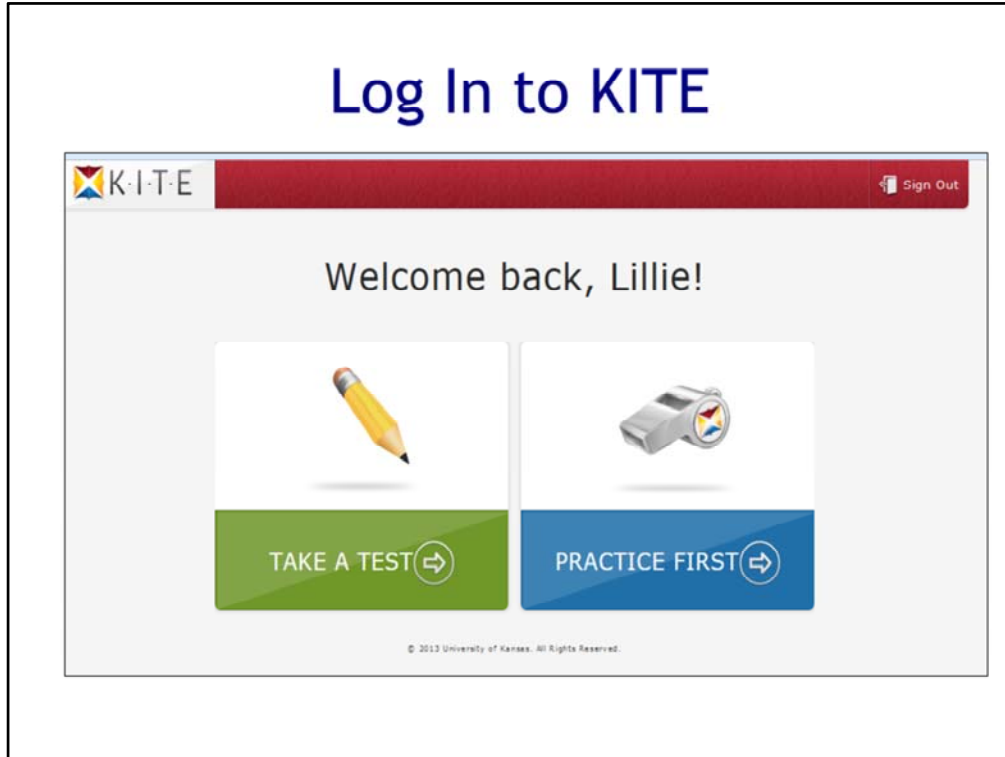


The set-up for writing assessments is very much like the set-up for math testlets. The test administrator is the only one interacting with the system. The student works outside the system and interacts with the teacher.

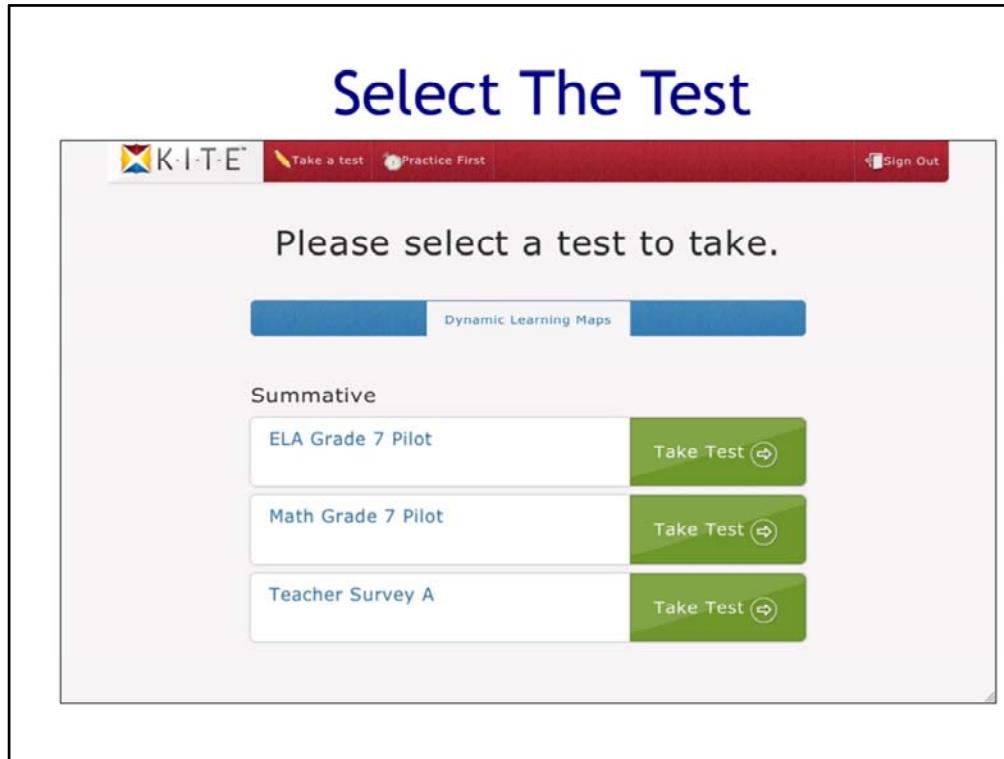
Any of the space arrangements described here may be modified based on student needs and the testing device used.



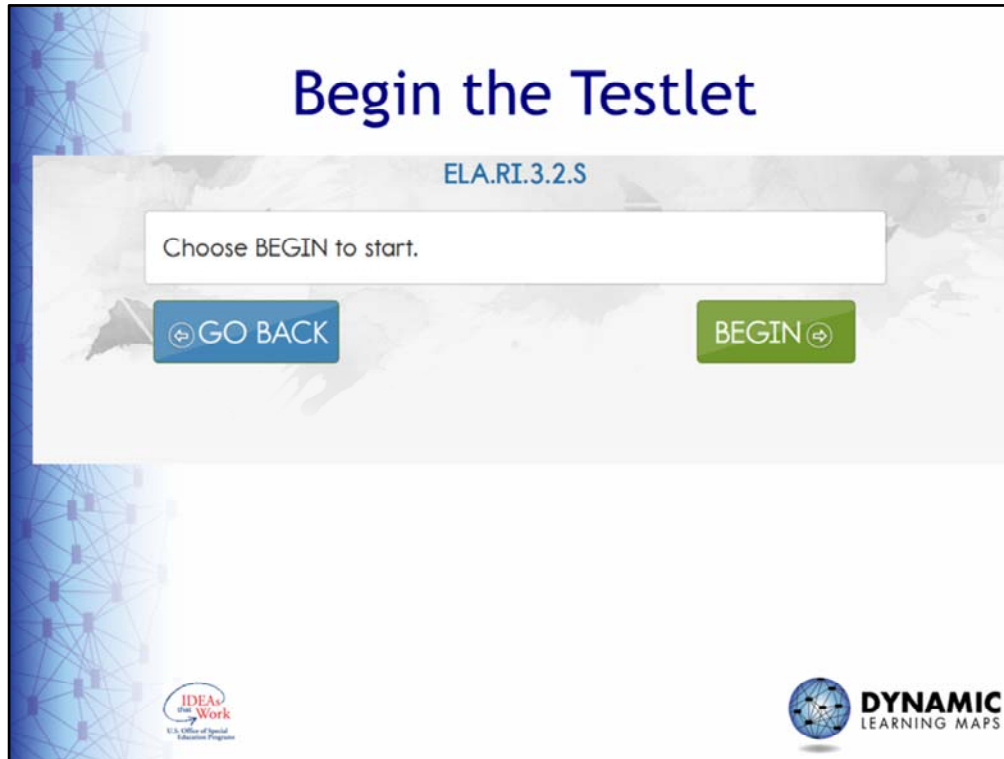
For teacher-administered testlets, follow these steps to complete the standard test administration processes.



After entering the student’s login information, select “Take a Test.”



The system will deliver the student the appropriate testlets. Each testlet is a separate test in the list. Click "Take Test" to start taking a testlet.





After selecting the testlet the student will take, a confirmation page with the testlet identification at the top will come next. If the GO BACK button is selected, the system will take you back to the list of available testlets. If the BEGIN button is selected, the testlet will begin.

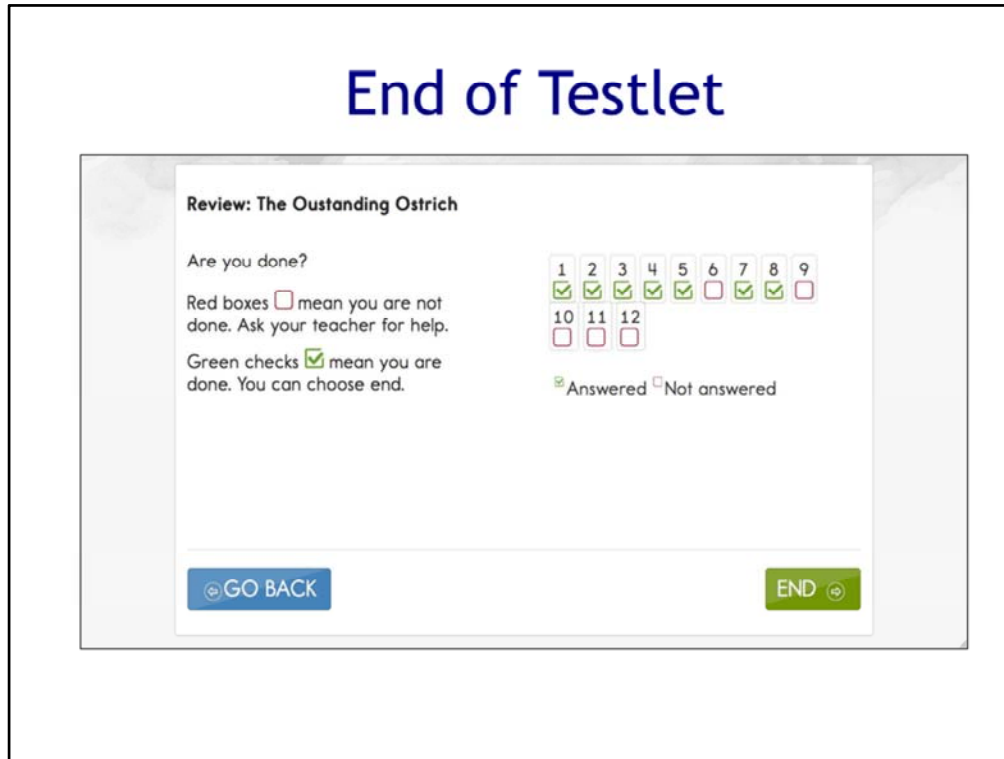


## General Sequence

- Follow on-screen instructions
- Administer scripted parts of the testlet
- Observe student behaviors
- Record student responses

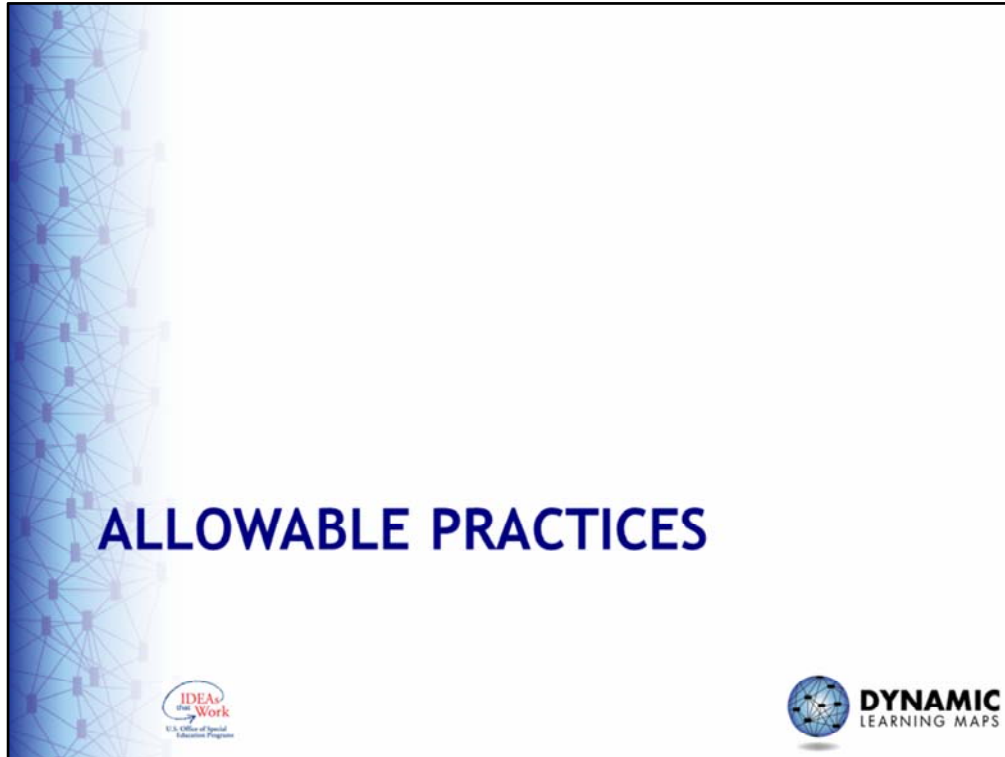


The next steps depend on the type of testlet being taken. In any case, test administrators follow the directions onscreen, interact with the student based on the standardized script, observe student behaviors, and finally record student responses.

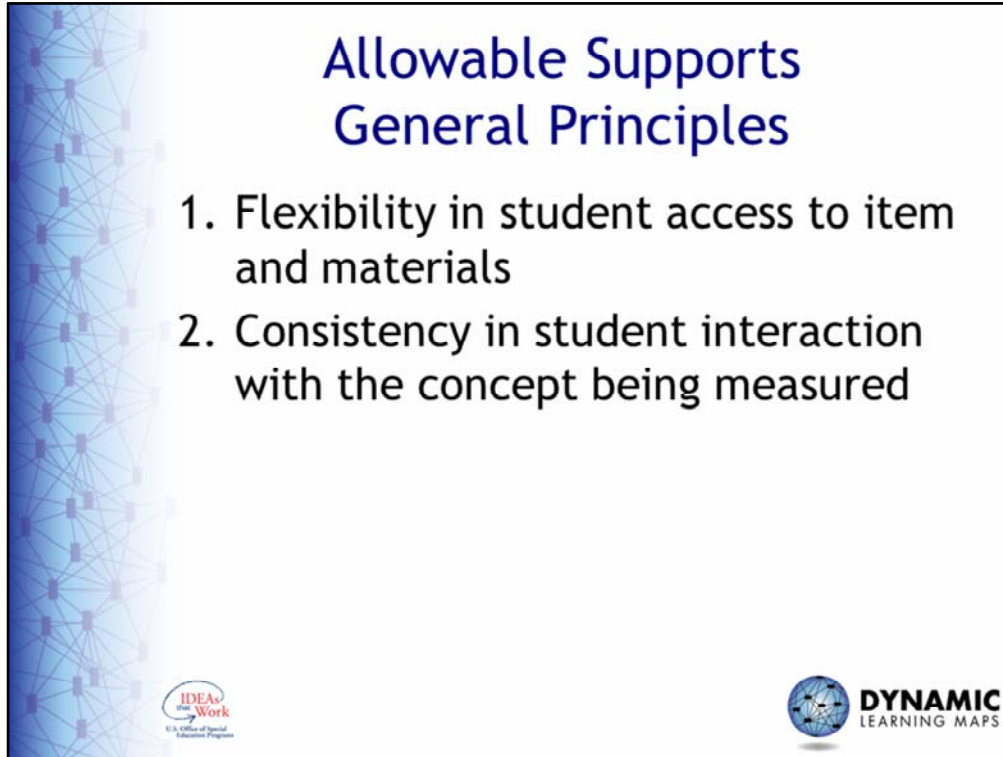


There will be a screen at the end of the testlet indicating that you have completed the testlet. All boxes should have a green checkmark. Select END to submit the responses and end the testlet.

If your student has more than one testlet currently assigned, this is a good time to evaluate the student's engagement and determine whether another testlet could be administered or whether the student's assessment should continue during a later testing session.



Students who participate in DLM have access to many accessibility tools and supports. Test administrators also can be flexible with some aspects of the way testlets are delivered. Yet it is important to keep testlet delivery standardized in certain ways. This section describes the intended flexibility and limits on that flexibility.



## Allowable Supports General Principles

1. Flexibility in student access to item and materials
2. Consistency in student interaction with the concept being measured

Some supports that students need during teacher-administered testlets are recorded in the Personal Needs and Preferences Profile – for example, administration on iPad or the use of sign. These supports are covered in the Accessibility Manual.



In addition to the supports and tools specifically identified for the DLM assessment system, there is some flexibility in how the test administrator provides additional supports. There are two general principles that guide these decisions for teacher-administered assessments.

First, the principle is to provide flexibility in how students access each item and the materials required to complete it. For example, standard administration procedures define typical arrangements for the test administrator, student, and computer across different types of testlets. However, the test administrator may need to adapt the physical arrangement based on a student's physical needs and use of special equipment. Other examples of this flexibility include the substitution of objects as needed and the use of off-computer response modes.

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

## Intended Flexibility

- Breaks
- Student response mode
- Use of special equipment for positioning, for example:
  - Slant board
  - Velcro objects on a board
- Generic definitions

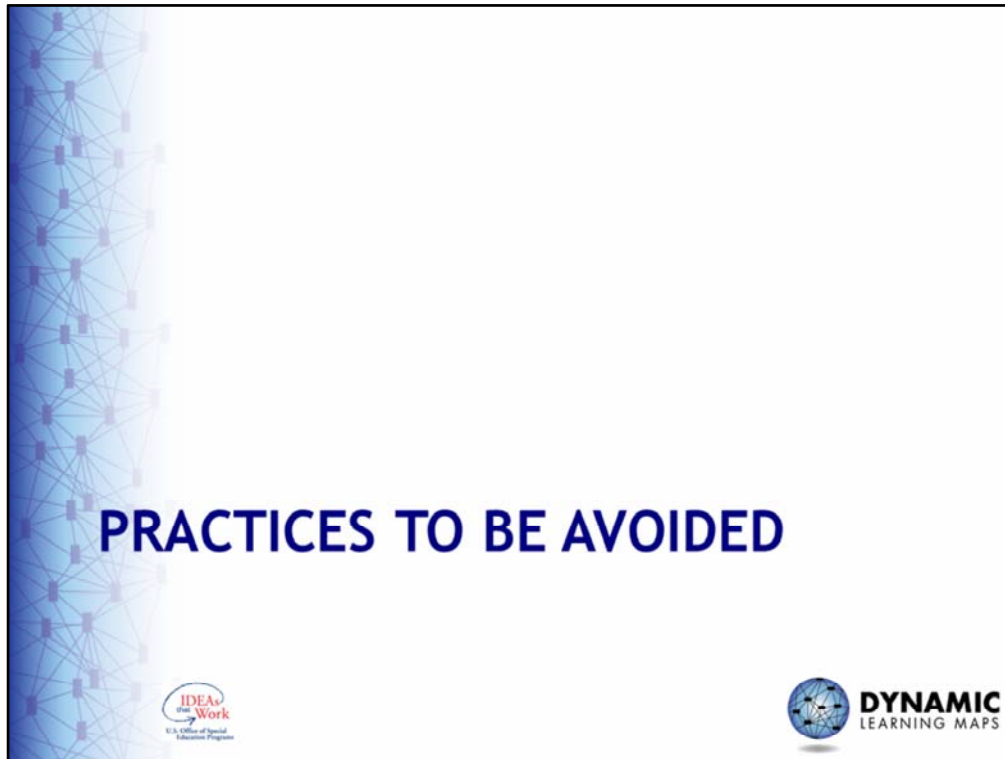



As noted elsewhere in DLM training, students may take breaks during or between testlets. Test administrators need to use their best judgment about the use of breaks. The goal should be to complete a testlet in a single session. Yet breaks may be needed when the student is fatigued, disengaged, or having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

Items in DLM testlets are designed to assess student knowledge, skills, and understanding related to the nodes in the learning map. These nodes do not limit responses to certain types of expressive communication, and all response modes are allowed. Test administrators may need to represent response options outside the system to maximize the student's ability to respond. For example, for students who use eye gaze to communicate, test administrators may represent the answer options in an alternate format or layout to ensure the student can indicate a clear response.

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



Last, if the student does not understand the meaning of a word used in the assessment, the test administrator may define the term generically and allow the student to apply that definition to the problem or question in which the term was used. Exceptions to this general rule are noted in the testlet information page for specific testlets.



While many supports and practices are allowable for test administration, there are also practices that should be avoided.

## Practices to be Avoided

- Repeating the item activity again after a student has responded
- Using physical prompts or hand-over-hand guidance
- Removing answer choices
- Rearranging objects to prompt correct answer

Practices that should be avoided are the ones that interfere with students' independent responses to the contents of items. The following are descriptions of supports that are not allowed. First, test administrators should not repeat the question again after the student has selected a response, or in any other way prompt the student to choose a different answer. The use of any physical prompts or hand-over-hand guidance to the correct answer is prohibited. Also the test administrator should never remove answer options or give content hints to the student. When the student is asked to choose an answer from among objects presented, the test administrator should not arrange or rearrange the objects to prompt a correct answer – for example, by putting the correct object closer to the student.

For questions regarding whether a support is allowable, educators may contact the Help Desk at 1-855-277-9751. If you provide supports outside of those that DLM has listed, your state may require you to describe those supports through a state reporting system. But these supports should always be approved before they are used in order to avoid invalidating the student's assessment.



This concludes required training Module 7 for the DLM Alternate Assessment. You must successfully complete a quiz assessing your understanding of this module before you can administer any DLM tests.



Required Training Module 1  
Post-test Quiz

1. The DLM Learning Map is made up of nodes that specify individual skills and understandings that were drawn from the research in which of the following? Select all that apply.
  - a. Mathematics
  - b. English Language Arts
  - c. Foundational skills
  - d. Functional skills
  
2. Which of the following statements are true about the DLM™ Essential Elements? Select all that apply.
  - a. were developed to align with College and Career Readiness standards at each grade level in general education
  - b. are intended to be used as IEP goals for students with significant cognitive disabilities.
  - c. are specific statements of knowledge and skills that are linked to the grade-level specific expectations
  - d. stand on their own as important learning targets for students with significant cognitive disabilities
  
3. The DLM™ Essential Elements should be the curriculum that is taught to students who participate in the DLM Alternate Assessment.
 

True	False
------	-------
  
4. Every node in the learning map has an item in a DLM assessment.
 

True	False
------	-------
  
5. The DLM testlets written at which linkage level are the closest to the knowledge and skills reflected in the Essential Element?
  - a. Initial Precursor
  - b. Distal Precursor
  - c. Proximal Precursor
  - d. Target
  - e. Successor
  
6. Testlets at the Initial Precursor level are typically designed for students who do not yet have symbolic communication.
 

True	False
------	-------

7. Testlets at the Successor level reflect skills that extend beyond the Essential Element.

True

False

8. Reading the texts in the ELA testlets two times helps students develop an overall understanding of the text or participate in a complete shared reading of the text before being asked to read to respond to questions.

True

False

9. On math testlets, the engagement activity requires a response.

True

False

10. All students in the same grade receive the same combination of testlets.

True

False

## Module 2

Pre-test:

*Here is one question to get you thinking about this module...*

True or false?

All DLM™ Testlets are secure assessments that cannot be saved, shared, or copied in any way.

True

False

Post-test:

1. Only testlets given during the spring (end of year) window are considered secure tests.

True

False

2. Test administrators must agree with the terms of the DLM security agreement before they can administer DLM tests.

True

False

3. Test administrators may print testlets if their student prefers a paper copy.

True

False

4. The DLM security agreement covers security of test items and security of student data.

True

False

5. The DLM consortium can impose penalties on test administrators who violate the test security agreement.

True

False

## Module 3 Quiz

### Pre-test:

*Here is one question to get you thinking about this module....*

True/False All students are expected to interact with the computer-based DLM assessment system independently, using accommodations as needed.

### Post-test:

1. When should you complete or review the First Contact Survey?
  - a) Prior to the first assessment administration
  - b) Whenever a student's characteristics change
  - c) Every time you administer the assessment
  - d) **A & B**
  - e) A & C
  
2. Which of the following is an example of supports provided within the DLM system using information provided on the Personal Needs and Preferences Profile (PNP)?
  - a) Human read aloud
  - b) American Sign Language
  - c) **Magnification**
  - d) Braille
  
3. Which of the following is an example of supports that will be provided outside the DLM system to meet individual student needs?
  - a) Read aloud with highlighting
  - b) **Human read aloud**
  - c) Magnification
  - d) Color contrast
  
4. Educators must provide information in the Personal Needs and Preferences Profile (PNP) to provide students with access to which of the following features?
  - a) Extended time
  - b) **Human read aloud**
  - c) Individual administration
  - d) Separate setting
  
5. Which of the following is NOT a general guideline for participation in the DLM Alternate Assessment?
  - a) The student has a significant cognitive disability.
  - b) The student is primarily being instructed using the DLM Essential Elements as content standards.
  - c) **The student will not be able to pass the general assessment even with accommodations.**
  - d) The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum.

6. DLM has made content accessible by identifying one pathway for each essential element.

TRUE

FALSE

7. The DLM KITE system uses information by educators in Personal Needs and Preferences Profile and the First Contact Survey to deliver an appropriate, accessible assessment experience to each student.

TRUE

FALSE

8. All students are expected to interact with the computer-based DLM assessment system independently.

TRUE

FALSE

9. The DLM Accessibility Manual overrides state policy about which supports must be listed on the student's current IEP.

TRUE

FALSE

10. The information a teacher provides on which of the following leads to the assignment of an appropriate testlet for a student?

- a. DLM Learning Map
- b. Personal Needs and Preferences Profile
- c. First Contact Survey
- d. Personal Learning Profile

## Module 4 YE

Pre-test:

*Here is one question to get you thinking about this module...*

True or false?

The DLM™ assessment system includes two types of assessment, End of Year and Instructionally Embedded Assessments.

True

False

Post-test:

1. For each grade, all Essential Elements are tested.

True

False

2. Which of the following statements is NOT true of the DLM™ Test Design?

- a. Each testlet contains items related to one or more Essential Elements.
- b. Depending on the grade and subject, students will be assigned 4 – 7 testlets.
- c. Testlets are available for all 5 linkage levels for each part of the test.
- d. **Students take multiple testlets at different linkage levels for one part of the test.**

3. All students in a given grade and subject area are assigned to the same initial testlet as a baseline.

True

False

4. Which of the following statements is true about Instructionally Embedded Assessments?

- a. They are required.
- b. **Each covers one Essential Element.**
- c. Their results count toward summative scores.

5. What information will the DLM™ Summative Score Reports provide? Select all that apply.

- a. **Essential Element mastery**
- b. Recommended future IEP goals
- c. **Conceptual area summary**
- d. **Overall performance**

## Module 5

Pre-test:

*Here is one question to get you thinking about this module....*

True or false?

Practice activities and released testlets to familiarize students with the look and feel of the testlets delivered in the DLM™ system

True

False

Post-test:

1. As part of student participation verification in Educator Portal, what student information should educators verify?
  - a. State ID
  - b. First name
  - c. Last name
  - d. Disability Label
  - e. Grade
  
2. Practice activities are designed to familiarize students with which of the following? Select all that apply.
  - a. Question types
  - b. Communication deficits
  - c. Navigation process
  - d. Procedures to end a testlet
  - e. Academic content students see in real testlets
  
3. Students are required to complete practice activities and released testlets prior to the operational test administration.
 

True False
  
4. Responses to which of the following First Contact Survey items are used to determine a student's initial placement into the assessment?
  - a. Prior reading performance
  - b. Prior mathematics performance
  - c. Sensory capabilities
  - d. Expressive communication
  
5. Prior to testing, test administrators will need to view the testlet information page to identify any objects or manipulatives that may be needed for test administration.
 

True False

## Module 6

Pre-test:

*Here is one question to get you thinking about this module...*

True or false?

DLM computer-delivered testlets are designed to allow students to interact with the computer independently, using special devices such as alternate keyboards, touch screens, or switches as necessary.

True

False

Post-test:

1. Most students eligible for DLM assessments are able to interact with computers independently, with or without assistive devices.

True

False

2. Most DLM computer-delivered test items are single-select multiple choice with text or image answer options.

True

False

3. Which of the following item types appear on DLM computer-delivered testlets? Select all that apply.

- a. Matching
- b. Multi-select multiple choice
- c. Open-ended response
- d. Sorting

4. Which of the following statements are true of DLM engagement activities? Select all that apply.

- a. They motivate students.
- b. They activate prior knowledge.
- c. They teach the concept that is assessed.
- d. They introduce new supports.

5. Other students may be in the same room where the student is testing as long as they can't see or hear the student's assessment.

True

False

6. If a student uses the "Exit Does Not Save" button to take a break, when he or she logs back in the testlet will start over.

True

False

7. Practices that should be avoided are the ones that interfere with students' independent responses to the contents of items.

True

False



8. DLM computer-delivered testlets were designed to allow students to interact with the computer independently, using special devices such as alternate keyboards, touch screens, or switches as necessary.

True

False

9. Which of the following are allowable test administration practices? Select all that apply.

- a. Entering a student's responses
- b. Removing or reducing answer options
- c. Providing answer options in alternate formats
- d. Providing generic definitions

10. Which of the following are NOT allowable test administration practices? Select all that apply.

- a. Use of special equipment for positioning
- b. Use of physical prompts
- c. Use of graphic organizers
- d. Use of generic definitions

## Module 7

Pre-test:

*Here is one question to get you thinking about this module...*

True or false?

DLM™ teacher-administered testlets are designed for administration outside the DLM™ system.

True

False

Post-test:

1. Which of the following is NOT a use of DLM teacher-administered testlets?

- a. Used with students do not have symbolic language
- b. Used for some math content best assessed outside the system
- c. **Used when test administrators prefer to control administration**
- d. Used for all English Language Arts writing testlets

2. DLM writing assessments are administered to all students.

True

False

3. Which of the following is NOT a type of DLM Writing Testlet?

- a. Emergent
- b. **Novice**
- c. Conventional

4. During a teacher-administered math testlet, materials need to be arranged so the student can see the computer screen.

True

False

5. The best way for the test administrator to know what materials are needed for the testlet is to log in and review the testlet ahead of time.

True

False

6. Which of the following are allowable practices during test administration? Select all that apply.

- a. **Test administrator reads content aloud**
- b. Test administrator provides hand-over-hand guidance
- c. **Test administrator providing answer options in alternate formats**
- d. **Test administrator substitutes familiar objects for unfamiliar objects**

7. Which of the following describe an appropriate testing location for teacher-administered testlets?

Select all that apply.

- a. **Secure location**
- b. **Clear from distractions**
- c. **Quiet**
- d. Computer lab

8. On teacher-administered testlets, "SHOW" means to present the material to the student in whatever sensory modality is appropriate for that student.

True

False

9. The student may indicate a response to a question through any means of expressive communication.

True

False

10. Students may record their own responses to the teacher-administered testlets in the DLM system.

True

False



## Self-Directed Learning Modules Check Off Sheet

Name: \_\_\_\_\_

Module Name	Date Completed	Module Name	Date Completed
Algebraic Thinking	_____	Perimeter, Volume, and Mass	_____
Basic Geometric Shapes and Their Attributes	_____	Place Value	_____
Beginning Communicators	_____	Predictable Chart Writing	_____
Calculating Accurately with Addition	_____	Principles of Instruction in English Language Arts	_____
Calculating Accurately with Division	_____	Properties of Lines and Angles	_____
Calculating Accurately with Multiplication	_____	Shared Reading	_____
Calculating Accurately with Subtraction	_____	Speaking and Listening	_____
Common Core Overview	_____	Standards of Mathematics Practice	_____
Composing and Decomposing Shapes and Area	_____	Strategies and Formats for Presenting Ideas	_____
Composing, Decomposing, and Comparing Numbers	_____	Supporting Participation in Discussion	_____
Counting and Cardinality	_____	Symbols	_____
DLM Claims and Conceptual Areas	_____	Teaching Text Comprehension: Anchor-read-apply	_____
DLM Core Vocabulary and Communication	_____	The Power of Ten-Frames	_____
DLM Essential Elements	_____	Time and Money	_____
DR-TA and Other Text Comprehension Approaches	_____	Unitizing	_____
Emergent Writing	_____	Units and Operations	_____
Exponents and Probability	_____	Universal Design for Learning (UDL)	_____
Forms of Number	_____	Who are Students with Significant Cognitive Disabilities?	_____
Fraction Concepts and Models Part 1	_____	Writing Information and Explanation Texts	_____
Fraction Concepts and Models Part 2	_____	Writing with Alternate Pencils	_____
Functions and Rates	_____	Writing: Getting Started in Narrative Writing	_____
Generate Purposes for Reading	_____	Writing: Getting Started in Writing Arguments	_____
IEPs linked to the DLM Essential Elements	_____	Writing: Production and Distribution	_____
Measuring and Comparing Lengths	_____	Writing: Research and Range	_____
Organizing and Using Data to Answer Questions	_____	Writing: Text Types and Purposes	_____
Patterns and Sequence	_____		_____



# CETE Response to External Evaluation of DLM Alternate Assessment System Alignment

## May 2016

The external alignment study conducted by ACERI Partners provides important content-related validity evidence. The analyses were conducted on the population of tested Essential Elements and linkage levels, and samples of testlets from each pool used in 2014-15 operational assessments. The study had four foci. Responses to the findings for each study focus are provided below.

### **Focus 1 (College and Career Ready Standards to Essential Elements)**

**ACERI Study Findings:** More than 80% of the Essential Elements were rated as having content and performance centrality to the College and Career Ready (CCR) Standards. However, the ACERI study found that one or more EEs in each grade level did not possess content centrality to the associated CCR Standard. The problem most often noted was a mismatch; in other words, the panelists saw a connection between the EE and a grade-level CCR standard, but not to the CCR standard identified by DLM. All English language arts EEs and most mathematics EEs had performance centrality to the CCR standard.

**CETE Response:** The Essential Elements (EEs) were developed through careful processes with multiple steps of expert and educator review for alignment to College and Career Ready (CCR) standards at reduced depth, breadth, and complexity. CETE staff will review the original and ACERI-identified CCR standards and, if necessary, convene a panel to review the findings and determine the next steps. The same process will be used to review the mathematics EEs that were identified as having no performance centrality.

### **Focus 2 (Essential Elements to Target Nodes)**

**ACERI Study Findings:** Across all grades and testlet pools in both content areas, the panelists found adequate content and performance centrality. Mathematics EEs had higher percentages of "some" content centrality and "far" performance centrality than English language arts.

**CETE Response:** The EEs and target nodes were originally aligned by DLM staff after the DLM maps and Essential Elements were developed. Because the target node(s) are intended to exactly match the expectations in the EEs, we would expect strong evidence of content and performance centrality for this focus. Differences between ELA and mathematics were likely due to the fact that the mathematics learning map has a finer grain size and tends to include multiple nodes at the target linkage level while ELA typically has just one node at the target level. The panelists evaluated each math node separately against the EE, but it is the combination of target level nodes that is intended to represent the expectation in the Essential Element. DLM test development staff will review the target level nodes and EEs for nodes that were rated as having "some" content or "far" performance centrality.

### Focus 3 (Progression of linkage levels within an Essential Element)

**ACERI Study Findings:** For this focus, panelists collaboratively evaluated the nodes at each linkage level and rendered a single evaluation of the progression of knowledge, skills, and understandings. Overall, 82% of English language arts and 96% of mathematics EEs were evaluated as having a clear progression from Initial Precursor to Successor nodes. The most common reason for ELA EEs not being evaluated as having a clear progression was a perceived disconnect of the nodes at the Initial Precursor level with the remaining linkage levels.

**CETE Response:** This study focus was designed to provide evidence related to the ordering of content in the linkage levels, as an external check on DLM map structure after educator review and before data were available for statistical modeling. Math results were consistent with anticipated findings, but the finding that nearly 20% of ELA EEs did not have a clear progression was surprising. In the RFP we asked that the progression be evaluated not based on completeness or "best" progression, but whether a progression existed. There were two criteria for identifying a progression: (1) there is an appropriate increase in the cognitive complexity of the skills described by the nodes assigned to the linkage levels, and (2) a node or nodes at a lower linkage level represent clear prerequisite knowledge or skills for a node or nodes at a higher linkage level. Based on the comments provided by panelists, in most cases they judged the initial precursor level to be "inappropriate" content for the progression. Their comments suggest that the basis for their ratings was something other than what was requested in the RFP. However, we intend to review the comments for all EEs where the comments provide a content basis for the judgment that reflects one of the original criteria (i.e., increase in cognitive complexity, prerequisite skills). These areas of the map will also be prioritized for statistical modeling when data are available.

### Focus 4 (Alignment of Items to Nodes)

**ACERI Study Findings:** Nearly all sampled items in each pool had content and performance centrality to their associated nodes. Findings regarding the cognitive process dimension (CPD) of items were presented in two ways: (1) agreement with the CPD category assigned by item writers, and (2) frequency distribution of the item CPDs across categories, as rated by the panelists. Generally, panelist agreed with the DLM-assigned CPD level (exact agreement range = 77% to 87%; adjacent agreement range = 82% to 96%). Panelists' differences were not systematically higher or lower than the DLM-assigned CPD. Ratings spanned several of the nine available CPD categories.

**CETE Response:** In this analysis, we expected the majority of items to have acceptable content and performance centrality with the associated nodes. Overall, the findings were consistent with expectations. At grade levels where a small percentage of items were rated as having no content centrality or none of the performance of the associated node, we intend to carefully review the items and nodes.

The CPD agreement statistics are not unexpected. The cognitive process dimension (CPD) taxonomy for DLM includes 10 categories, 9 of which may be appropriate for items based on the cognitive process expected in the assessed nodes.<sup>1</sup> Unlike alignment studies that use Webb's 4 categories of depth of knowledge (DOK), by virtue of having 9 categories, the DLM CPD taxonomy has more opportunity for disagreement. By design, the DLM alternate assessments provide opportunities for students to

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<sup>1</sup> The pre-intentional category does not have any assessment items.

demonstrate their knowledge, skills, and understandings across varying levels of complexity (i.e., the linkage levels for each EE). We made several observations about the CPD distributions in light of the assessment design:

- Items were primarily distributed across three categories in ELA and four or five categories in mathematics. The greater range and higher overall distribution for mathematics was not surprising, given that mathematics items tend to be more difficult than ELA items.<sup>2</sup>
- DLM item writers and ACERI panelists both recorded the highest category when multiple cognitive processes were required to interact with the item. The tables summarizing the distributions of items across CPDs indicate the most complex cognitive process, not the full range of expectations of students as they interact with an item.
- Much like alignment study ratings of DOK, ratings of the DLM cognitive process dimension (CPD) represent one dimension of information about items. While CPD provides valuable information, it should not be interpreted as "complexity." Evidence of complexity needs to consider the content and the cognitive process together. We expect that statistical modeling of the DLM maps will provide evidence of the relationships between nodes.

General themes from this analysis will be shared with the DLM Technical Advisory Committee and the state partners. These themes will also be used to refine item writing training and external content review panel criteria and procedures.

Overall, the study provides evidence of DLM assessment system components that connect the Common Core State Standards to the assessment items, via Essential Elements and nodes in linkage levels. The external alignment study provides substantial content-related evidence to support claims about what students know and can do in English language arts and mathematics. The report also identified areas for further investigation. In addition to the analyses described above, we also anticipate conducting analyses to (1) evaluate alignment of new testlets to map nodes and (2) evaluate alignment at the student level (i.e., testlet combinations for individual students).

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<sup>2</sup> See the 2014-15 Technical Manual, Chapter III.



## DLM Improvements for 2015-2016

The Dynamic Learning Maps™ Alternate Assessment Consortium is committed to continual improvement for assessments, teacher and student experiences, and technological delivery of the assessment system. One significant strategy for fostering continual improvement is to use multiple sources of information about existing processes to improve outcomes in the future. The DLM staff have worked to review feedback from internal and external stakeholders about problems experienced during the 2014-2015 school year to improve the quality of the DLM system for 2015-16. This document summarizes improvements made by the content, test production, accessibility, psychometric, and technology teams to provide a high-quality assessment and testing experience and to reduce the likelihood of errors in content and delivery for the 2016 spring assessment window.

### CONTENT IMPROVEMENTS

Problems that affected student and teacher interaction with the DLM assessment administration during the 2014-2015 school year related to assessment content were in three areas: (1) Errors in testlet content, (2) Errors in Testlet Information Pages, (3) Errors in synthetic read-aloud for testlets.

#### Improvements in Testlet Content

Feedback from the field and subsequent re-reviews of operational content from 2014-2015 identified content that contained errors or displayed incorrectly for students and teachers. Typical errors in this category included misalignment of text on screen, misspelled words, grammatical inconsistencies, and errors of punctuation.

Improvements made to operational content for the 2015-2016 year have resulted from internal reviews by content, editorial and test production staff, and from changes to the quality control (QC) processes used in preparation for each testing window. Internal reviews of operational content from 2014-2015 have resulted in a number of technical corrections that will improve experiences for teachers and students without changing the construct being assessed in any specific item. Internal reviews included reviews of item specifications, a review of operational items for correct answer keys, and a review of grammar and punctuation for operational items. Tasks and specific checks associated with QC processes for testlets prior to an operational window have also been adjusted. This year we separated display checks from synthetic read-aloud/Test Information Page checks. The separation of these two tasks has allowed staff performing QC tasks to attend to fewer aspects of the testlet and improve the recognition of errors. Display checks are now focused only on assessment content and appearance. All testlets receive a display check, and a subset of testlets are checked on a variety of devices to ensure consistency across a range of hardware platforms. This year, additional test production staff was added to implement the QC processes. Further training was provided to test production staff who performed QC tasks. Assignments to test production staff members were rotated to reduce the likelihood of allowing errors to go unnoticed.



Other changes not directly related to internal content reviews or QC processes that were implemented after the 2014-2015 school year included:

- Coordination with editorial staff to promote high quality content throughout the test development process
- Internal QC of content by DLM test production staff in the database used for DLM assessment content management
- Coordination between content teams of updates to internal consistency guidelines
- Updates to the test production manuals to address patterns of errors identified at multiple steps of internal review or QC

### **Improvements in Testlet Information Pages Production and Distribution**

Testlet Information Pages (TIPs) are PDF documents delivered through Educator Portal for each assigned testlet. They provide information to the test administrator in advance of opening the testlet itself and are intended to help the test administrator prepare to deliver a specific testlet to a specific student, regardless of whether it is a computer-administered testlet or a teacher-administered testlet. TIPs are generated by taking extracts from testlet production project management software, mail merging in Word, and converting information to PDFs. There are several QC steps during TIP production, starting before the extracts are generated and ending with checks to verify the correct TIP is attached for each testlet. In some cases those processes failed for content delivered in spring, 2015. In ELA, the problems were limited and tended to involve either (1) reversal of information needed on general versus alternate forms for students with blindness or visual impairments, or (2) minor typos that did not change the meaning of the contents. In mathematics, one of the extracts was jumbled before the merge process began. After the spring window in 2015, we realized that not only should the content of the TIP be checked during a QC process, but also that the correct TIP is attached to the form. Our processes have been modified to check both the content of the TIP, as well as the delivery in the KITE system.

Content teams have increased quality control activities to ensure that the content management database records accurately reflect what should be displayed on the TIP. All data for TIPs was reviewed internally before TIP production began for the 2016 spring window. Content teams reviewed each field in the content management database while viewing the testlet preview in the system. This was followed by a second check made once the TIP was created through an automated merging process and supplemental information (e.g., story pages, special directions or alternate text pages) was added. An additional independent QC check instituted for spring 2016 involved opening the TIP that was attached to the form. After TIPs were attached to test forms, test production staff again viewed the TIP in conjunction with the actual testlet to ensure the materials listed aligned with the content of the testlet. At this step, test production staff was also reviewing the alternate text provided with the testlet and comparing it to the synthetic read-aloud text to ensure that the spoken word matched what was written in the TIP. Finally, a check was made by the psychometric team to check that the TIP name attached to the form matched the form name. For the spring 2016 window, the psychometric team checked the 3,597 test forms built for the window against the database and nine came back as possible errors. Three of the forms identified had the correct TIP attached (non-errors), two had an incorrect TIP attached, and four were missing a TIP attachment for an overall error rate of 0.00169.

### **Improvements in Synthetic Read-aloud for Testlets**

Technology enhancements in 2015 have allowed greater efficiency for the application of synthetic read-aloud tagging to the DLM content. As a result, less time has been spent by the test production team in

applying the tagging, permitting greater use of time on QC processes. The addition of more QC measures for read-aloud has allowed for staff retraining where needed and greater consistency in application and pronunciation. Changes to procedures for applying synthetic read-aloud to testlets have been made before, during, and after the application of tagging. Prior to tagging, the accessibility manager on the test production team met with each content team to review procedures and guidelines expected for audio accessibility and updated audio accessibility documentation based on those discussions. Test production staff responsible for applying synthetic read-aloud tagging was trained/re-trained on all tagging procedures. Additionally, content teams reviewed all of their alternate text (language written for images, tables, and graphs) to check for its existence and accuracy, documenting updates, additions, or changes for the accessibility team.

Many testlets that had been tagged for previous assessment windows were re-tagged to improve quality for the synthetic read-aloud and to update tagging for consistency with updated guidelines. During the process of applying synthetic read aloud tagging to testlets, the accessibility team opened and checked each testlet to be released to the field to ensure complete and accurate audio accessibility. During this review, audio accessibility was added to testlets that did not already have it. The accessibility manager reviewed a subset of testlets that had been tagged by other team members to ensure consistency and to provide targeted retraining as needed. After tagging, the accessibility team followed behind one another to review, listen for, and document issues with the tagging work done by other team members. This allowed team members to correct issues before testlets were put onto test forms for delivery via KITE Client. This was done consistently for newly tagged content and on approximately 75% of previously tagged content.

Synthetic read-aloud was separated from the QC display check that precedes each operational window. This has allowed staff performing QC tasks on read-aloud features to attend to only the synthetic voice tagging and the TIP during this step. The check ensures that each test is completely tagged and that the alternate text provided in the TIP matches the spoken word. In addition, this check ensures that items have been tagged and checks to ensure that a tagged item does not cue a correct response. Additionally, this QC step reviews if highlighting aligns with spoken words. Special attention is paid to highlighting of spoken words associated with images, tables, and graphs used in testlets.

## OPERATIONAL DELIVERY DATA CHECKS

The KITE system relies on metadata associated with content (including items, testlets, test forms, blueprints, etc.) to assign testlets. Prior to the launch of an operational window, metadata associated with operational content is extracted from the KITE system and checked for unusual values. Checks implemented in 2015-16 include:

- Test forms are in correct test collections so they appear to be available for enrollment
- Test forms are associated to the correct grade or grade band
- Test forms contain testlets at the appropriate linkage level
- Test forms contain testlets with the correct Essential Element system content code
- TIP name matches Testlet ID
- Verification that all forms designated for an operational window are in a published status and available for enrollment
- Verification that special forms have the correct flags (i.e., braille, BVI or offline delivery) so they can be assigned as appropriate

Prior to and during operational windows, the DLM psychometric staff monitor the results of automated test assignment logic, otherwise referred to as auto enrollment. Prior to the 2016 spring window launch, the technology team tested auto enrollment in a staging environment to verify that students received appropriate first testlets. For example, the staff compared the number of correctly enrolled and rostered students with their completed First Contact Survey to the number of initial test sessions created. In addition, using simulated student accounts, staff members answered test items according to certain patterns of correct/incorrect responses and confirmed that subsequent testlets were also assigned correctly based on prior student performance as part of the QC process.

The team also confirmed that missing or incorrect student information (e.g., missing First Contact Survey or roster) or test information (e.g., next testlet is not available) would prevent the system from inadvertently assigning the wrong testlet. When testlets are not assigned during operational testing due to missing or incorrect data, automated error logs now generate relevant information for the technology group to evaluate.

## TECHNOLOGY IMPROVEMENTS

During the 2014-2015 school year, incidents occurred where testlets were administered out of order for a small number of students. A subsequent technology enhancement was made to resolve this issue so that if the system is not able to find an appropriate testlet for the student, it will stop assignment and log an error for the technology team. The technology and content teams then work together to troubleshoot why the system does not recognize the available testlet. Once the issue is resolved, the enrollment process will resume and assign the correct testlet to the student.

The implementation of the data lockdown is the biggest effort to ensuring successful testlet administration in the spring 2016 operational window. The purposes of the data lockdown is to ensure complete and correct test administration to every student and prevent misadministration of tests that would lead states to invalidate student results. Many of the issues experienced in spring 2015 with misadministration were due to changes in student data that impacted test assignment, including duplicate records, incomplete student moves, changes to First Contact Survey items, and changes in enrolled grade. For spring 2016, up until the data lockdown date, states have the opportunity to review their enrollment and roster data to make sure students are in the appropriate schools, are rostered correctly, and are not associated with multiple rosters. During data lockdown, the system will block the ability for schools, districts, and states to upload enrollments, create/upload/edit rosters, and edit/exit/transfer a student through the user interface. In order to do any of these things after the data lockdown has occurred, states and/or their school districts will need to contact the Service Desk. The Service Desk will then work with the development team to ensure that any completed testlets correctly move with the student if they are transferring, or are correctly assigned if they are new students. In other words, the procedures for managing student data during the lockdown will be implemented along with whatever changes are also required to keep the student's spring 2016 testing history and intended testlet sequence intact.

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