

1. According to the Individuals with Disabilities Education Act and other federal policies, all students, regardless of the severity of their disability, must receive instruction that is linked to general education grade-level content standards.

**True**

**False**

**Feedback if False is selected:** According to IDEA and other federal policies enacted over the past few decades, all students must receive instruction linked to general education grade-level content standards. Previously, many students with the most significant cognitive disabilities had limited access to academics. The DLM<sup>®</sup> Essential Elements serve as alternate achievement standards and carefully link to general education grade-level content standards in accordance with federal law.

2. Which of the following statements are true about the DLM<sup>®</sup> Essential Elements? (select all that apply)

- a. **Some of the nodes in the map align to the DLM Essential Elements.**
- b. **The DLM Essential Elements are the grade-level targets for the DLM alternate assessment.**
- c. The DLM Essential Elements focus on academic skills and functional skills.
- d. **The DLM Essential Elements are specific statements of knowledge and skills that are linked to general education grade-level content standards for students with the most significant cognitive disabilities**

**Feedback if c is selected:** The DLM Essential Elements focus on academics, not functional skills.

3. The DLM claims describe what students are expected to learn and be able to demonstrate through the DLM alternate assessment.

**True**

**False**

**Feedback if False is selected:** The DLM claims describe what students are expected to learn and be able to do through the DLM alternate assessment. Claims are groups of related Essential Elements. There are four claims for ELA and four for mathematics.

4. The DLM assessment blueprints specify the Essential Elements that will be assessed at each grade level of the DLM alternate assessment.

**True**

False

**Feedback if False is selected:** States in the DLM Consortium selected the Essential Elements to be prioritized for assessment. These Essential Elements comprise the assessment blueprint documents, which are available on DLM's website.

5. Linkage levels reflect significant milestones en route to the knowledge and skills described by the Essential Element. Which linkage level is most closely aligned with the grade-level Essential Element for ELA and mathematics?

- a. Initial Precursor
- b. Distal Precursor
- c. Proximal Precursor
- d. Target**
- e. Successor

**Feedback if any wrong answer is selected:** The Target linkage level most closely aligns with the grade-level Essential Elements for ELA and mathematics. Lower levels involve skills and understandings that build to the Target linkage level while the Successor linkage level extends beyond the Target.

6. The DLM mini-maps specifically detail the skills that are assessed at each linkage level.

**True**

False

**Feedback if False is selected:** A mini-map is available for each Essential Element in ELA and mathematics. A mini-map shows the skills and understandings involved at each linkage level for an individual Essential Element and the multiple pathways of learning students may take from one skill or level to another. Mini-maps help teachers determine possible routes of instruction for each student.

7. Engagement activities require students to respond to questions.

True

False

**Feedback if True is selected:** Engagement activities do not include questions that require a response. The engagement activities are intended to engage the student, activate prior knowledge, and/or provide a context for the items that follow.

8. Which of the following are DLM Test Security standards? (select all that apply)

- a. Operational testlets can be previewed by students and teachers before test administration.
- b. Testlets are not to be stored or saved on computers or personal storage devices.**
- c. Testlets are not to be shared via email, social media, or other file-sharing systems.**
- d. Testlets are not to be reproduced by any means, except where explicitly allowed as described in the TEST ADMINISTRATION MANUAL (e.g., braille forms of the testlets).**

**Feedback if a is selected:** Test administrators or other educators are not allowed to preview operational testlets themselves or with their students in order to guide instruction prior to the test administration. Per Test Security Standard 4, educators are encouraged to use practice activities and released testlets to familiarize themselves and their students with the testing format and procedures. Test Security Standard 1 prohibits storing or saving testlets on computers or personal storage devices; sharing testlets via email, social media, or other file-sharing systems; and reproducing testlets by any means other than those described in the TEST ADMINISTRATION MANUAL, such as braille forms of the assessment. Please review the other three test security standards as well. The Test Security Agreement lists all five standards. Test administrators must electronically sign the Test Security Agreement to gain access to student data.

9. The DLM test security standards apply to all persons involved with the DLM alternate assessment.

**True**

False

**Feedback if False is selected:** The DLM alternate assessment is a secure assessment. Therefore, all persons involved with the assessment are subject to the test security standards.

10. Testlets at the Successor linkage level in ELA and math provide students an opportunity to demonstrate a deeper level of understanding of the grade-level EE and progress beyond the target level.

**True**

False

**Feedback if False is selected:** While the Target linkage level most closely aligns to the Essential Element, the Successor linkage level provides students with an opportunity to extend their skills and knowledge beyond the Target.

1. Testlets in the DLM<sup>®</sup> alternate assessment include two primary parts: the engagement activity and the actual items or questions.

**True**                      **False**

**Feedback if False is selected:** Engagement activities motivate the student, activate prior knowledge, and provide a context for the items. Items follow the engagement activity.

2. Test administrators are **not** permitted to enter student responses in computer-delivered testlets.

**True**                      **False**

**Feedback if True is selected:** Test administrators may enter student responses for items in computer-delivered testlets. However, the student must first choose a response option. Test administrators may enter only the response option chosen by the student and may not influence the student's choice.

3. Which of the following is true regarding the teacher-administered testlets in the DLM alternate assessment? (select all that apply)

- a. **They use Student Portal.**
- b. **They direct teachers in administering the testlets to students.**
- c. The student interacts directly with Student Portal as much as possible.
- d. **The test administrator enters all student responses and observations of students in Student Portal.**

**Feedback if c is selected:** Like computer-delivered testlets, teacher-administered testlets are accessed in Student Portal. However, items in teacher-administered testlets are written to the test administrator, not the student. The test administrator follows a provided script and set of directions to administer the testlet with the student then enters responses in Student Portal based on observations of the student.

4. Most students will participate in the DLM alternate assessment using computer-delivered testlets.

**True**                      **False**

**Feedback if False is selected:** Computer-delivered testlets are intended for use by students who can interact directly with the computer, and most students who participate in the DLM alternate assessment will participate using computer-delivered testlets. Some students may interact with the computer using special devices, such as alternate keyboards, touch screens, or switches, but they will interact directly with the computer using computer-delivered rather than teacher-administered testlets. Some students taking the computer-delivered testlets may require support to navigate the testlet from one screen to the next or to enter their responses, but most students at the upper linkage levels will independently read the text and respond to the items.

5. The first reading of the ELA text is the engagement activity. The ELA text will be read twice because the items or questions are included in the second read of the text.

**True**                      **False**

**Feedback if False is selected:** Texts used in ELA testlets are read twice. The first reading serves as the engagement activity, and the second reading includes items interspersed with or at the end of the text.

6. Most items in computer-delivered testlets are single-select multiple-choice items.

**True**                      **False**

**Feedback if False is selected:** Most items in computer-delivered ELA and mathematics testlets are single-select multiple choice.

7. Like other testlets in ELA, some writing testlets are computer-delivered and others are teacher-administered.

**True**                      **False**

**Feedback if True is selected:** For every grade level, one of the ELA testlets is a writing testlet. Every writing testlet is teacher-administered. The test administrator uses a script to guide the student through a writing activity. The test administrator follows step-by-step directions and interacts with the student off the computer. Then the test administrator

enters responses in Student Portal based on observations of the student's work during the administration of the testlet. Test administrators do not submit the student's writing product in the system.

8. In teacher-administered testlets, there should be flexibility in the ways that students access the items and materials. Which of the following are examples of allowable flexibility? (select all that apply)
- a. **The typical arrangement of the test administrator, student, and computer can be modified based on a student's needs and use of special equipment.**
  - b. **The test administrator may substitute objects as the student needs.**
  - c. **The student may respond off-computer, and the test administrator enters the selected response.**
  - d. The test administrator may reduce the number of response options.
  - e. The test administrator may rephrase questions.

**Feedback if d and e are selected:** Flexibility in the way students access the items and materials for a testlet are important, but the content and construct of a testlet may not be compromised. Test administration arrangement, substitution of materials, and presenting the testlet to the student off-computer are just a few examples of the allowable flexibility. However, test administrators may not reduce the number of answer options or rephrase items or questions as doing so compromises the academic construct of the items.

9. The use of any prompts or hand-over-hand guidance is prohibited during the assessment.

**True**

**False**

**Feedback if False is selected:** Test administrators may not use any physical prompts or hand-over-hand guidance during the assessment. In addition, the test administrators may not prompt the correct answer during the assessment.

10. Practices that should be avoided are those that interfere with students' independent responses to the content of the item.

**True**

False

**Feedback if False is selected:** Test administrators should avoid practices that interfere with students' independent responses to the content of the item. For example, a test administrator can ask a student to clarify a response if the student has inconsistent responses or communicates in alternate ways because doing so is intended to clarify a student's response. In contrast, the test administrator cannot repeat a question after a student has selected a response if the purpose is to influence the student to change the response.



1. The choices test administrators and IEP teams make can influence the success that a student has when completing the assessment.

**True**                      **False**

**Feedback if False is Selected:** The teacher who is most familiar with the student selects the supports in Educator Portal that represent the student's needs and preferences. Student Portal then delivers the student's assessments, which include the chosen supports. By combining the supports in Student Portal with allowable testing practices and flexible test administration procedures, a teacher can help to eliminate barriers, allowing students to demonstrate what they know and can do with the most appropriate level of independence, thus improving student success.

2. After logging in with their individual username and password, students should select **Practice First** to access practice and released testlets before beginning the operational assessment.

**True**                      **False**

**Feedback if True is Selected:** Students should click **Take a Test** after logging in to Student Portal with their own credentials. Click **Practice First** when logged in using special demo student credentials listed in the TEST ADMINISTRATION MANUAL and the Guide to Practice Activities and Released Testlets.

3. Which of the following is true about the First Contact survey? (select all that apply)
  - a. **The First Contact survey determines the best linkage level for the first testlet the student receives in Student Portal.**
  - b. The First Contact survey never needs updating.
  - c. **The First Contact survey includes questions about a student's sensory and motor characteristics, computer access, attention, communication, and academic skills.**
  - d. **The First Contact survey is completed before testing begins.**

**Feedback if b is Selected:** The test administrator must complete each student's First Contact survey before assessments begin each year because the assessment system analyzes the teacher's responses to the survey questions to determine the appropriate linkage level for the student's first

testlet. (The system uses student performance to determine the linkage level of subsequent testlets.) Test administrators must also complete the First Contact survey for a student who previously participated in the assessment to ensure the responses to the survey questions are accurate.

4. The **EXIT DOES NOT SAVE** ends a testlet without saving student responses. Individual states have different rules about the use of **EXIT DOES NOT SAVE**.  
**True**                      **False**

**Feedback if False is Selected:** Selecting the **EXIT DOES NOT SAVE** button immediately ends the testlet without saving student responses. Some states do not allow the use of **EXIT DOES NOT SAVE** or have policies around the use of **EXIT DOES NOT SAVE**.

5. The end of testlet page gives the student feedback to know which responses are correct and incorrect.  
**True**                      **False**

**Feedback if True is Selected:** The end of testlet page allows the student or test administrator to ensure the student has responded to all items in a testlet before finishing. The page does not indicate whether responses are correct or incorrect. Empty boxes indicate that a student has not completed items. If the student has not responded to all items, the student may choose an unanswered item icon to jump back to a specific item, or press the **GO BACK** button to find and answer all incomplete items.

6. The list of common materials published by DLM includes all of the materials required to administer the DLM alternate assessments.  
**True**                      **False**

**Feedback if True is Selected:** The list of common materials helps test administrators prepare the students for the DLM alternate assessments by assisting them in becoming familiar with some of the materials used during the assessment. However, the lists should not be considered all-inclusive since testlets allow substitutions for materials more appropriate for students.

7. Testlet Information Pages (TIPs) provide the test administrator with specific information about the materials needed prior to administering a testlet.

**True**                      **False**

**Feedback if False is Selected:** Testlet Information Pages (TIPs) provide the test administrator with important information about each testlet. TIPs may list specific materials, but TIPs also describe the attribute of those materials so test administrators may select substitutions as needed.

8. When a TIP indicates that an ELA testlet uses a familiar text, the educator is expected to access the text and familiar text guide from the Educator Resource page on the DLM web site and use the text instructionally before administering the testlet.

**True**                      **False**

**Feedback if False is Selected:** When a TIP indicates that a testlet uses a familiar text, the assumption is that the test administrator would have used the text in instruction and attended to the features of the text called out on the familiar text guides provided on the Educator Resource page.

9. During the spring assessment window, each student completes five to seven testlets in each subject area.

**True**                      **False**

**Feedback if False is Selected:** During the spring assessment, the student is assessed on five to seven testlets for ELA and mathematics.

10. After the first testlet, the Kite system determines the linkage level for each testlet based upon student performance.

**True**                      **False**

**Feedback if False is Selected:** The Kite system determines the linkage level of the first testlet a student receives in each subject based on information provided in the First Contact survey. After a student completes one testlet in the spring assessment window, the system bases the linkage level of each subsequent testlet on student performance. The linkage level of a subsequent testlet may be the same as the previous testlet, or it may be one linkage level higher or lower.



1. Test administrators manage all First Contact survey data and Personal Needs and Preferences (PNP) profile data in Educator Portal.

**True**                      **False**

**Feedback if False is selected:** Test administrators complete all data management tasks, such as completing a student's First Contact survey and customizing a student's PNP profile settings, in Educator Portal. Educator Portal is for educators.

2. Students are required to complete released testlets and practice activities prior to participating in the operational assessment.

**True**                      **False**

**Feedback if True is selected:** Practice activities and released testlets are optional, but highly recommended because they help familiarize students with the assessment format and content. Practice activities also provide a way to check device compatibility prior to the operational test for students who require the use of assistive technology to interact with the computer.

3. Released testlets and practice activities can only be completed one time before beginning the operational assessment.

**True**                      **False**

**Feedback if True is selected:** Students may complete practice activities and released testlets as many times as needed to become comfortable with the assessment process.

4. Which of the following are accessed through Educator Portal? (select all that apply)

- a. Practice activities and released testlets
- b. First Contact survey**
- c. Student usernames and passwords**
- d. Student Personal Needs and Preferences (PNP) profile**

**Feedback if a is selected:** Educator Portal is for educators. Student Portal is for students. Therefore, students access practice activities and released testlets, as well as operational testlets, in Student Portal.

5. Responses teachers provide on the First Contact survey are used to determine the linkage level of the first testlet that students complete when they begin to use the DLM® alternate assessment.

**True**                      **False**

**Feedback if False is selected:** The linkage level of the student's first operational testlet in Student Portal is determined based on information provided on the First Contact survey. The linkage level of each subsequent testlet is determined based on student performance.

6. For each Essential Element, the testlet at the Initial Precursor linkage level is the easiest.

**True**                      **False**

**Feedback if False is selected:** Testlets for ELA and mathematics were developed for five linkage levels. The Initial Precursor is the least complex, followed by the Distal Precursor, then the Proximal Precursor, then the Target, and finally the Successor linkage level.

7. The First Contact survey remains with a student from year-to-year and does not need to be updated annually.

**True**                      **False**

**Feedback if True is selected:** A student's First Contact survey carries over from year to year, but test administrators must update it at least annually. Educators may update information in the First Contact survey any time a student's status changes relative to any of the items on the survey.

8. Test administrators are required to do which of the following prior to administering the operational assessment? (select all that apply)

- a. **Complete security agreement**
- b. **Read the TEST ADMINISTRATION MANUAL**
- c. **Confirm the state-specific testing window**
- d. **Review all procedures for testing**
- e. **Complete the Personal Needs and Preferences (PNP) profile and First Contact survey**
- f. **Verify that Student Portal has been loaded on devices that will be used**

**Feedback if any are not selected:** Test administrators should use the TEST ADMINISTRATION MANUAL as a guide to ensure they are completing all of

the required steps. At a minimum, test administrators must agree to the Test Security Agreement, read the TEST ADMINISTRATION MANUAL, confirm their state's assessment window and the assessment subjects students are required to take, review all testing procedures, customize each student's Personal Needs and Preferences profile settings, complete a First Contact survey for each student, verify students in Educator Portal, and verify that Student Portal has been loaded on all devices used for the operational assessment. The TEST ADMINISTRATION MANUAL provides detailed information regarding each of these steps and others.

9. The Testlet Information Pages (TIPs) provide specific information regarding objects or manipulatives and should be accessed before administering the assessment.

**True**            False

**Feedback if False is selected:** TIPs provide information about materials needed to administer a testlet, but substitutions are typically allowed because the way a material is used is often more important than the material itself. TIPs provide information about substituting materials.

10. Other students are allowed in the same room where a student is testing as long as the computer monitor is only visible to the student being assessed and there are minimal distractions in the testing environment.

**True**            False

**Feedback if False is selected:** If a student must be tested 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. The student being assessed should have minimal distractions.