TEST ADMINISTRATOR MANUAL 2015-16

Mississippi Assessment Program-Alternate (MAP-A) Spring 2015-16

Revision Date: 01/08/2016

Test Administrator Manual - Lead Section for the 2015-16 MAP-A, via DLM

This Lead Section and the following Test Administration Manual are intended to inform and instruct test administrator level personnel in key activities for the 2015-16 Mississippi Assessment Program-Alternate (MAP-A), via Dynamic Learning Maps (DLM). It is important to read and understand the key information listed below as well as the portions of the Assessment Coordinator Manual that are applicable for Mississippi.

MAP-A Key Dates, 2015-16 Administration

Administration Topics	Key Date
District/School Tech Liaison Install KITE on Testing Devices	Nov 9, 2015 - Mar 11, 2016
Districts Conduct Teacher Training (Includes completing Post-tests in Moodle)	Feb 4 – 24, 2016 (Window)
Uploading of Student Data (in EP*) will be facilitated by MDE and Questar.	
Districts Upload/Manage User Files (in EP) Teachers Enrolled in Educator Portal (EP) • **Note:** Teachers enrolled in Moodle site (5 days after being added to EP) • If not uploaded to EP, teachers will not be in the Moodle site to complete training • DLM needs 5 business days to complete the process to create the Moodle access after the teachers are enrolled in EP	Jan 14 - 27, 2016
Teachers Review Student Demographic Info (in EP)	Feb 29 – Mar 11, 2016
Teachers Update Access (PNP**) Profile (in EP)	Feb 29 – Mar 11, 2016
Teachers Updated First Contact Survey (in EP)	Feb 29 – Mar 11, 2016
Teachers Must Complete All Required Training and Module Post-Tests (with a passing score)	Before Mar. 11, 2016
Spring 2016 Test Window	**Mar 16 – Apr 22, 2016**

*EP - Educator Portal (DLM website)
**PNP - Personal Needs & Preferences

> **Note:** Other than the details listed below in the "Modified for MAP-A", directions and steps listed within the Assessment Coordinator Manual will apply for the 2015-16 MAP-A, via DLM.

Training for MAP-A

In order to be eligible to administer the 2015-16 MAP-A Assessment, via DLM, all test administrators (teachers or examiners) must complete required training along with post-training tests. Without exception, the required training and post-tests, **with a passing score**, must be completed by test administrators prior to attempting to administer the test with students. The following details are modified for this administration.

2015-16 Required Training:

- 2015-16 training for MAP-A, will be conducted via a train-the-trainer model. Questar will host three regional train-the-trainer sessions (content is the same; personnel will only need to attend one of the sessions) for District Test Coordinators (DTCs), Special Education Directors, and Assistant Special Education Directors. These personnel, upon attending one of the sessions and successfully completing (passing score) the post-tests, will then train, in their local setting, those identified as test administrators.

- The train-the-trainer sessions will be conducted in January 2016. Personnel that attend one of the train-the-trainer sessions will then organize and schedule the training for those within their district and schools.

- Although the main MAP-A training will be provided by Questar to DTCs/Special Education Directors/and Assistant Special Education Directors, and then from these personal to the test administrators, there will be additional details and DLM support components available through the DLM website, such as professional development and supplemental training.

ABOUT THIS MANUAL

Although this manual contains a large amount of information, it is important to read it in its entirety. In an effort to effectively sort information for accessibility, the table below outlines the manual's three categories.

Component	Information Included
Introduction	Provides an orientation to the Dynamic Learning Maps project, assessment system, and the Dynamic Learning Maps testlets.
Assessment	Provides information on the pre-assessment process, instructionally embedded testlets, spring operational assessments, and preparation for future years.
Systems	Provides an overview of Educator Portal and KITE™ with step-by-step instructions and screenshots.

TROUBLESHOOTING

For these items:	Contact:
• KITE Client installation • General desktop support • Local Caching Server (LCS) setup	Your Technical Liaison
• Test invalidation requirements • Student IEP requirements • Test window dates, extensions, requirements, etc. • Test resets	Your state education agency
• Data issues (roster, enrollment, Test, Exit, Clear (TEC), etc.) • General questions about the DLM program • General guidance on how to use KITE applications (Educator Portal, Local Caching Server (LCS), KITE Client)	The DLM Service Desk

SERVICE DESK

> Hint: Print this page and keep it handy!

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

The Service Desk is open Monday through Friday from 8:00 a.m. to 7:00 p.m. Central Time. During your state's spring testing window, the Service Desk is open from 7:00 a.m. to 7:00 p.m. Central Time.

The Service Desk is closed in observance of the following holidays:

Labor Day	Monday, September 7, 2015
Veterans Day	Wednesday, November 11, 2015
Thanksgiving Day	Thursday, November 26, 2015 & Friday, November 27, 2015
Christmas & New Year's break	Thursday, December 24, 2015 through Friday, January 1, 2016
Martin Luther King, Jr. Day	Monday, January 18, 2016
Memorial Day	Monday, May 30, 2016
Independence Day	Monday, July 4, 2016

The Service Desk provides support for a variety of situations, including:
- testing environment issues
- test administration and user account issues
- student information issues

When contacting the Service Desk, provide as much detail as possible about the issues encountered and the system on which they occurred. Please include:
- your contact information (email address and name)
- the state and district in which your school is located
- error messages, including the testlet number if applicable to the problem
- operating system and browser information
- status if using a local cashing server
- information about network configuration

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

TEST ADMINISTRATION MANUAL
2015-16

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KITE USER GUIDE

AUDIENCE AND PURPOSE

This document supports test administrators in preparing themselves and their students for the Dynamic Learning Maps™ (DLM®) Alternate Assessment. Test administrators are the people who actually administer the assessments to students. In your state, test administrators may also be referred to by other titles, such as educators, examiners, proctors, or teachers.

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

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

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

» **View Test Updates**

» Subscribe to Test Updates
» Unsubscribe to Test Updates
» Unable to subscribe? Complete this form.

WHAT'S NEW IN THIS VERSION?

Information about these topics has been added or enhanced in this version.

Topic	Page
Educator Portal Guide for Test Administrators Updated screenshots and basic navigation resulting from software release on 9/10. For example, the Configuration tab, a common first step in many procedures was replaced by the Settings tab.	86
Complete Access (Personal Needs & Preferences Profile) Updated content and screen shots connected to Spoken Audio and the Other Supports Tab.	105
Complete First Contact Survey Updated screen shots and language due to changes in the Complete tab.	117
Use the Instructional Tools Interface (ITI) Updated procedures in this section to show improvements due to software release.	134
View a Student's Alternate Assessment Report Added new procedure for the Student report which includes student's current instructional goals and completion of assignments.	147

A more comprehensive list of changes to this manual is included in the Appendix under Document History.

CHECKLISTS FOR TEST ADMINISTRATORS

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│  Hint:    Print the following pages and keep them handy!             │
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The following checklists detail the critical steps for test administrators to follow. Please refer to them while reading this manual and while preparing for the DLM assessments. Follow the provided links to quickly go to topics in this guide for more information or to access other resources. The checklists are organized into four sets of tasks for different parts of the school year:

1. Before Beginning Assessments

2. Spring Operational Assessments

3. Preparing for Next Year

4. Instructionally Embedded Assessments (Optional, but recommended)

1. Before Beginning Assessments:

☑	Step	Resources
	1. Confirm student eligibility to participate in DLM assessments.	Participation Guidelines in TAM state appendix
	2. Read this TEST ADMINISTRATION MANUAL (TAM).	
	3. Use the resources on your state's DLM page to become familiar with DLM, the content being assessed, and the procedures to prepare for the assessment.	How to Use the DLM Website, page 18
	4. Share information about DLM with parents, preparing parents for their students' new testing experience.	Information for Parents page at http://www.dynamiclearningmaps.org/content/information-parents
	5. Gain access to Educator Portal. Activate your account by following the instructions in the KITE activation email. You will not receive an activation email until your Data Steward uploads your information into Educator Portal. (If you already have an Educator Portal account, skip this step.)	Activate Educator Portal Account, page 88
	6. Complete the Security Agreement in your Educator Portal profile.	Complete Security Agreement, page 95

☑	Step	Resources
	7. Complete the Required Test Administration Training.	Complete Training and Professional Development , page 28
	8. Review your state's guidelines on required and recommended professional development modules. Complete as needed.	TAM state appendix, if provided
	9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine what accessibility supports should be provided for each student taking DLM assessments. Record the chosen supports in each student's PNP Profile in Educator Portal.	ACCESSIBILITY MANUAL (state DLM webpage)
	10. Review your state's requirements for documentation of DLM accessibility supports as testing supports. Adjust the testing supports in students' IEPs as necessary.	ACCESSIBILITY MANUAL state appendix, if provided
	11. Review student demographic information in Educator Portal for accuracy and correct if needed. a) Ensure student data is correct. b) Ensure roster data is correct.	View and Check Student Data, page 99 View and Check Roster, page 101
	12. Ensure the Access (PNP) Profile is updated and complete in Educator Portal.	Complete Access (Personal Needs & Preferences) Profile, page 105
	13. Ensure the FC survey is updated and complete in Educator Portal.	Complete the First Contact Survey, page 117
	14. Ensure your Technical Liaison has installed KITE on testing devices.	District Assessment Coordinator or Technical Liaison
	15. Familiarize yourself and your students with DLM testlets: a) Access practice activities and released testlets. b) Check compatibility of students' devices with KITE.	Prepare for Assessment with Practice Activities and Released Testlets, page 73

2. Spring Operational Assessments:

☑	Step	Resources
	1. Recheck student demographic information, PNP settings, and FC responses.	
	2. Consider the district and school assessment schedules to ensure students complete all DLM testlets during the spring window.	
	3. Schedule locations and times for assessment sessions.	
	4. Retrieve the TIP for the first testlet. Gather materials needed before beginning testing.	
	5. Retrieve student's username and password from Educator Portal.	View Student Username and Password, page 125
	6. Assess student on the first testlet.	KITE User Guide, page 161 Start a Test, page 164
	7. As each remaining testlet becomes available, retrieve the TIP, gather materials, and assess the student.	

3. Prepare for Next Year:

☑	Step	Resources
	1. Evaluate accessibility supports (PNP settings) with IEP teams, and make decisions about supports and tools for next year.	ACCESSIBILITY MANUAL
	2. Plan academic IEP goals with IEP teams, reviewing the blueprint for the next grade as one source of information.	Blueprints (state DLM webpage)

4. Instructionally Embedded Assessments (Optional, but Recommended):

☑	Step	Resources
	1. Follow state guidelines and choose EEs for instruction.	Blueprints (state DLM website) Essential Elements on the Educator Resource Page Essential Elements Selection Record on the Educator Resource Page TAM state appendix if provided
	2. Retrieve instructional information for the EE. The educator is able to select the EE and linkage level for the student. Follow state guidance on instructional information for the EE.	Retrieve Instructional Information, page 82
	3. Record EE and linkage level choices in the ITI tab.	Create an Instructional Plan, page 134
	4. Deliver instruction until you determine the student is ready for assessment.	DLM professional development modules
	5. Schedule locations and times for assessment sessions.	
	6. Confirm testlet assignment in ITI and retrieve the TIP. Gather materials needed before beginning testing.	Confirm an Instructional Plan, page 138
	7. Retrieve student usernames and passwords through the ITI tab in Educator Portal so students can access the assessments in KITE.	ITI tab in Educator Portal and Print Instructional Plan History, page 142
	8. Assess student on testlet.	KITE User Guide, page 161
	9. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student's overall instructional program for the year.	
	10. Repeat instruction and assessment cycle for remaining EEs and levels during the instructionally embedded window.	

INTRODUCTION

ABOUT DYNAMIC LEARNING MAPS

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

Students who are eligible for the DLM Alternate Assessment are those for whom general education assessments, even with accommodations, are not appropriate. Students taking the DLM Alternate Assessment require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards, but at reduced depth, breadth, and complexity. The DLM content standards are called the Essential Elements and are the learning targets for the assessments for grades 3-12 in English language arts (ELA) and mathematics.

STUDENTS

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly impacted, the individual is unlikely to develop the skills to live independently and function safely in daily life. The DLM Alternate Assessment is designed for students with these significant instruction and support needs.

See your state's participation guidelines for more details.

CONTENT AREAS

DLM assessments are available for mathematics and English language arts (reading and writing) in grades 3-11[1]. Check your DLM state webpage to see if your state is participating in assessments in other content areas.

THE LEARNING MAPS

The dynamic learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in either English language arts or mathematics, as well as important foundational skills that provide a foundation for academic skills. As of June 2015, there are 1,900 nodes in the English language arts map, 2,399 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 June 2015, there are 5,039 connections in the English language arts map and more than 5,200 connections in the mathematics map.

ESSENTIAL ELEMENTS

The Dynamic Learning Maps Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. The purpose of the EEs is to build a bridge from those content standards to academic expectations for students with the most significant cognitive disabilities. Essential Elements for grades K-12 in English language arts and mathematics are located on the DLM website. DLM assessments are for grades 3-8 and high school.

The EEs specify academic targets, while the learning map clarifies how students can reach those targets. For each EE, small collections of nodes are identified earlier in the map that represent critical junctures on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level is the Target. There are three levels below the Target and one that goes beyond the Target. See the Essential Elements, Nodes, and Mini-Maps section on page 37 for more detailed information about EEs and linkage levels.

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

For all EEs available for testing, documents describing their linkage levels and nodes are available on the Educator Resource Page. Also available on the Educator Resource Page,

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[1] Each state determines the required high school grades.

the Excel workbook titled "Professional Development Modules Supporting Essential Elements" cross-references of each EE to the relevant professional development modules. The workbook includes one tab for math and one for ELA.

ABOUT KITE AND EDUCATOR PORTAL

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

Students have accounts in **KITE**.
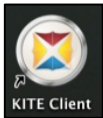
KITE delivers assessments to students through the use of a customized, secure web browser accessible on multiple devices. Practice activities and released testlets are also available to students through KITE. *Educators and staff do **not** have accounts in KITE.*

Staff and educators have accounts in **Educator Portal.**

Educator Portal is the administrative application where staff and educators manage student data and retrieve reports. Users can access Educator Portal via https://educator.cete.us.

HOW TO USE THE DLM WEBSITE

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

To access resources for your state and role, follow these steps:
1. Go to the DLM website: http://dynamiclearningmaps.org/.
2. Click **Assessments | Operational Testing**.
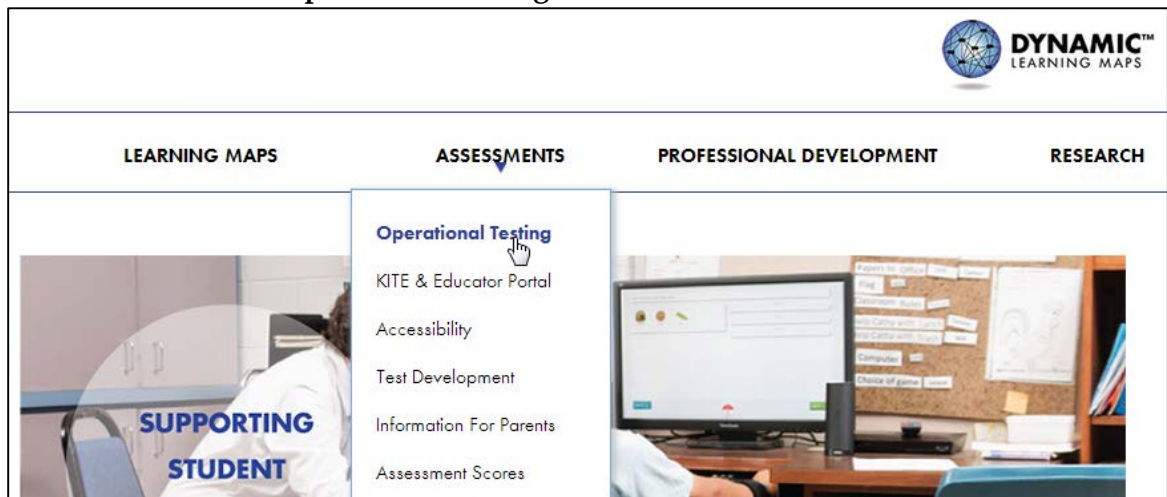
3. Select your state.
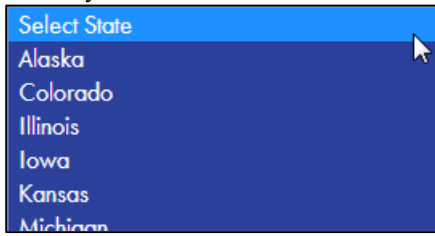
> Hint: Bookmark the page or save it to your favorites for quick access later.

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

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

DLM resources designed for test administrators and available to all states are:

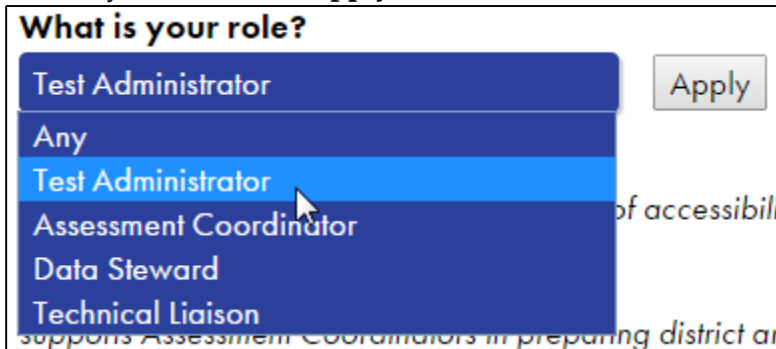|	
TEST ADMINISTRATION MANUAL (PDF)	Supports test administrators in preparing themselves and students for testing.
ACCESSIBILITY MANUAL (PDF)	Provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility supports available in KITE.
Educator Resource Page (webpage)	Includes additional resources for test administrators, such as tested Essential Elements and their associated mini-maps.
GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING (PDF)	Helps users access DLM Required Test Administration Training Resources on the DLM Moodle training website.
GUIDE TO PRACTICE ACTIVITIES & RELEASED TESTLETS (PDF)	Supports the test administrator in accessing practice activities in KITE.
Test Updates Page (webpage)	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available.

GAIN ACCESS TO EDUCATOR PORTAL

Once your account is created in Educator Portal, you will receive an email message with instructions about how to activate your account. Refer to the procedures in the Educator Portal section of this manual, starting with Activate Educator Portal Account, page 88.

HOW THE ASSESSMENT SYSTEM WORKS

OVERVIEW

The DLM system is designed to map a student's learning. Your state has chosen its own window within the consortium-wide window that runs mid-March through early June. This is called the year-end or spring assessment. During this testing or assessment window, all students take testlets that cover the whole blueprint. The test results will reflect the student's performance each school year and are used for accountability purposes.

Dynamic Learning Maps also has instructionally embedded assessments. These are optional but recommended. They can be administered in fall and early spring, before the spring testing window opens. As more reporting features become available in Educator Portal in the future, results of instructionally embedded assessments will help educators plan and adjust instruction. They do not count toward results used for accountability purposes. Educators access these assessments through the Instructional Tools Interface.

Spring Testing	Optional Instructionally Embedded Testing
• Required • Testlets cover the whole blueprint • Dynamic routing supports adaptivity between testlets • Scores are used for summative and state accountability purposes	• Can be delivered for selected Essential Elements • System recommends linkage level; teacher can accept or override • Student performance **does not** contribute information to scores used for summative purposes • Scores will be included for accountability purposes

TESTLETS

DLM assessments are delivered in testlets. In reading and math, testlets are based on nodes for one or more EEs. Each testlet contains an engagement activity and three to eight questions. Writing testlets cover multiple EEs. Each writing testlet is a structured writing activity with several items the educator completes about the student's writing process and product. For more information about the contents of testlets, see Computer-Delivered Testlets and Teacher-Administered Testlets.

REQUIRED SPRING ASSESSMENTS

In the spring testing window, students may receive as few as five and as many as seven testlets, depending on the grade and subject (details are in the Number of Testlets for Spring Testing table, page 184). Each testlet includes items from one or more EEs in the blueprint, and the system chooses the testlet for the student based on information about the student and the learning map. The system chooses the linkage level of the first testlet based on the student's First Contact (FC) information. KITE delivers one testlet at a time in each subject. After the student takes the first testlet, KITE delivers the next testlet.

The system selects the second testlet based on the student's responses and on the learning map. The Dynamic Learning Maps routing system uses the available information to determine which level of testlet to deliver. The system selects each subsequent testlet based on the student's recent performance on other testlets.
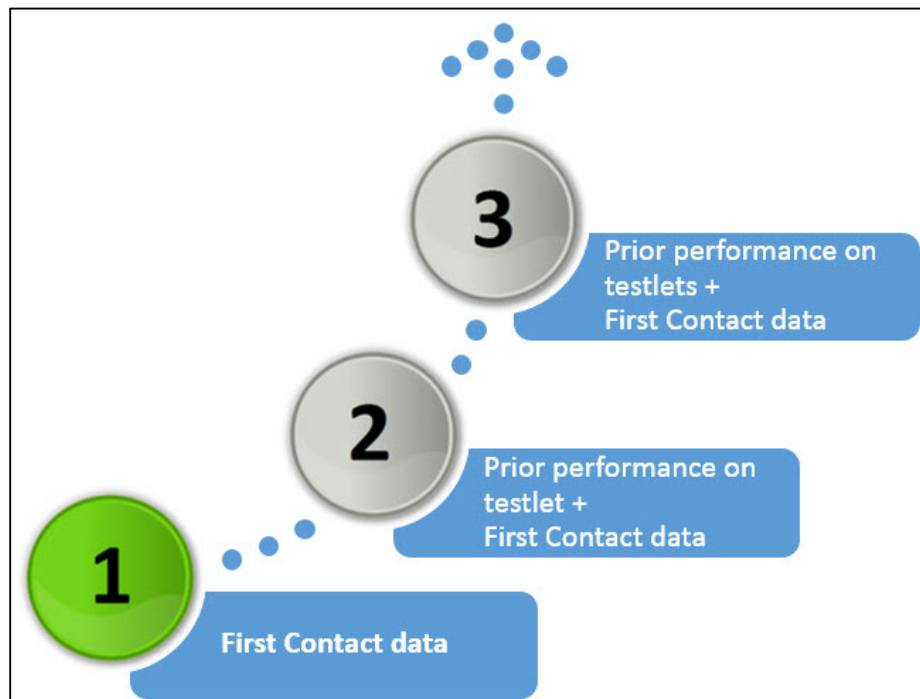

Figure 1: Information used for Dynamic Routing

Each testlet is packaged and delivered separately, and the test administrator determines when to schedule assessment of each testlet within the larger window. See Frequency of Testlet Delivery During Spring Testing, page 75. Each state has set its own spring testing window, so consult your state-specific documentation for more information about those dates.

OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENTS

Beginning in the fall and continuing through early spring, educators will have the option to administer instructionally embedded testlets. After the FC is complete, educators may use the optional instructionally embedded assessments to assess the EEs that have been instructed throughout the year. Each instructionally embedded testlet covers a linkage level for a single EE (except writing). The instructionally embedded testlets are available in the ITI in Educator Portal. (See Educator Portal User Guide for Test Administrators, page 86, to learn how to use the ITI.)

During the instructionally embedded assessment window, the educator may assess on each EE that has been chosen and recorded in the ITI. Once the educator chooses the EE, the DLM system recommends a linkage level. The educator has the option to accept the system's recommendation or to choose an alternative linkage level. (Supporting procedures for Educator Portal are in Use the Instructional Tools Interface, page 134.)

TEST ADMINISTRATION TIME

During the spring testing window, estimated total testing time is 70-90 minutes per student in English language arts and 35-60 minutes in mathematics. The testlets may be taken separately across multiple testing sessions as long as they are all completed within the testing window.

Optional instructionally embedded testlets are expected to take between 10-15 minutes each in reading and mathematics and 10-20 minutes in writing.

ASSESSMENT RESULTS

The scoring system in DLM works differently from scoring in traditional alternate assessments. The system combines a student's responses on operational tests and data about the learning map to determine which nodes a student has mastered. Students are not given raw scores, percentages, or scale scores.

Results for each node are determined based on the probability that the student has mastered the node. When the student is re-assessed on an EE during the spring window, the system uses the information gained from the most recent assessment to update data about the probabilities of student mastery for those nodes.

Summative results for the student are determined from the node mastery data. The information about each node leads to a summary of the student's mastery of each linkage level, and in turn, each EE. Summative results are based on the mastery probabilities for all linkage levels in all EEs in which the student was assessed.

BEFORE BEGINNING ASSESSMENTS

KEY STEPS

Educators should prepare for DLM assessments by completing the steps below. Grey-shaded steps are described in more detail in this section of the manual. Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 11.

Steps
1. Confirm student eligibility to participate in DLM assessments.
2. Share information about DLM with parents, preparing parents for their students' new testing experience.
3. Read this TEST ADMINISTRATION MANUAL (TAM).
4. Use the resources on your state's DLM webpage to become familiar with DLM, the content being assessed, and the procedures to prepare for the assessment.
5. Gain access to Educator Portal.
6. Complete the Security Agreement in your Educator Portal profile.

Steps
7. Complete the Required Test Administration Training.
8. Review your state-specific guidelines on required and recommended professional development modules. Complete as needed.
9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine what accessibility supports should be provided for each student taking DLM assessments. Record the chosen supports in each student's PNP Profile in Educator Portal.
10. Review state-specific requirements for documentation of DLM accessibility supports as testing supports. Adjust the testing supports in students' IEPs as necessary.
11. Review student demographic information in Educator Portal for accuracy and correct if needed.   a) Ensure student data is correct.   b) Ensure roster data is correct.
12. Ensure the Access (PNP) Profile is updated and complete in Educator Portal.
13. Ensure the FC survey is updated and complete in Educator Portal.
14. Ensure your Technical Liaison has installed KITE on testing devices.
15. Become familiar with DLM released testlets and practice activities.   a) Access practice activities and released testlets.   b) Check compatibility of students' devices with KITE.

ACCESS THE DLM WEBSITE

For a review on accessing and using the DLM Website, see How to Use the DLM Website, page 18.

COMPLETE THE SECURITY AGREEMENT

Test administrators are expected to deliver DLM assessments with integrity and to maintain the security of testlets. Each year you will renew your DLM Security Agreement through Educator Portal. For a step-by-step procedure in Educator Portal, see Complete Security Agreement on page 95. The text of the Security Agreement is provided below.

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

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

COMPLETE TRAINING AND PROFESSIONAL DEVELOPMENT

This section provides a brief overview of DLM training and professional development. Please see the GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING located on the DLM website for complete information.

DLM provides required training for test administrators, professional development for instructional support, and supplemental training. The following chart compares these three categories.

Required Test Administration Training	Professional Development for Instruction	Supplemental Training
• Covers critical content for managing and delivering DLM assessments. • Required for test administrators. • No tests will be delivered if training is incomplete. • States decide which format(s) to offer: self-directed or facilitated. • Successful completion = a score of 80% or higher on the post-test quiz.	• Addresses topics to support instruction in academics for students who take the DLM Alternate Assessment. • Optional, but strongly recommended. • States and districts may recommend or require specific modules. • States decide which format(s) to offer: self-directed or facilitated.	• Includes a variety of topics to supplement use of DLM materials and system navigation. • Optional, but strongly recommended.

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

REQUIRED TEST ADMINISTRATION TRAINING

> Hint: See the GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING located on the DLM website for complete information.

Required Test Administration Training is mandatory all educators who will administer Dynamic Learning Maps alternate assessments. New test administrators must successfully complete four modules with a passing score on each module's post-test before administering DLM assessments. Total training time is estimated at less than four hours.

> Hint: State policy determines whether a state requires returning test administrators to complete the new training course or the returning training course.
>
> In states which offer the returning training course, a "returning test administrator" is identified based on Educator Portal records. If a participant is a returning test administrator from 2014-15 and believes to have been mistakenly placed in the course for new test administrators, contact the local or state education agency.

Modules should be completed in the order listed.
1. Overview of the DLM System
2. Accessibility by Design
3. Understanding and Delivering Testlets in the DLM System
4. Preparing to Administer the Assessment

Returning test administrators must successfully complete one module with a passing score on the post-test before administering student assessments. Training time is estimated at less than one hour. If the module is not successfully completed on the first attempt, additional training will be required. The additional training may take an added 30 minutes to 4 hours, depending on the areas in which the test administrator was not successful on the first attempt.

States may make Required Test Administrator Training available in self-directed or facilitated format, or both. Regardless of training format, all post-tests for required training must be completed in Moodle.

More information about the contents of each module, training formats, and procedures for completing required training is provided in the GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING located on the DLM website.

PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL SUPPORT

The Dynamic Learning Maps consortium has created and will continue to create self-directed learning modules that assist educators in providing academic instruction to students with the most significant cognitive disabilities. Each of the interactive modules is short (30-45 minutes on average) and focuses on a single topic. When you complete a module, be certain to complete the information regarding your name, school, and state so that you will receive credit where available. The professional development website is at http://dlmpd.com/.

SUPPLEMENTAL TRAINING

Supplemental training plans and materials are being developed. Resources may include short how-to videos on common Educator Portal procedures and best practices to help test administrators. Subscribe to Test Updates to learn when new training is released.

EVALUATE AND CHOOSE ACCESSIBILITY SUPPORTS (PNP SETTINGS)

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

Accessibility supports are recorded in the student's Access (PNP) Profile in Educator Portal. The supporting procedure for Educator Portal is Complete Access (Personal Needs & Preferences) Profile, page 105.

REVIEW STUDENT DEMOGRAPHIC INFORMATION

Test administrators must have an accurate list of students for whom they are responsible. Before each testing window, a test administrator should review the students who appear on their roster in Educator Portal. Questions to ask include:
- Do all eligible students appear on my list of students?
- Do any students appear on my list who are not assigned to me or who are not eligible for DLM assessments?
- Is each student assigned to the correct grade level?
- Does each student have a roster record for the correct subjects (usually English language arts and mathematics)?

Detailed procedures for checking this information are located in the Educator Portal Guide: Manage Student Data on page 99.

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

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

COMPLETE OR UPDATE FIRST CONTACT SETTINGS

First Contact (FC) is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. All questions must be completed because the system assigns each student to a specific testlet linkage level based on these responses. The supporting procedure for Educator Portal is in Complete the First Contact Survey on page 117. A complete list of FC questions is included in the appendix.

Three sections of the FC survey are used to provide an optimal match between student and testlet during the initial DLM testing experience:
1. Expressive Communication
2. Reading Skills
3. Math Skills

Student entry into the assessment system is based on responses to selected items in the FC survey. From these responses, the student's assigned complexity band is calculated automatically and stored in the system.

> Hint: The FC survey must be reviewed and submitted at least once before the first testing of the year. Review and update FC information as needed before the spring testing window. The FC survey can be edited any time a student experiences dramatic changes in expressive communication capacity. Check with your Assessment Coordinator for additional guidance on the deadlines to review and update FC responses.

FIRST CONTACT DRIVES FIRST TESTLET

Once the system has assigned the student to an initial complexity band, a testlet is selected that best matches the student's knowledge, skills, and abilities. For instance, if a test administrator indicates on the FC survey that a student uses only one signed word

at a time and does not read any words when presented in print, that student will likely receive an Initial Precursor level reading testlet. On the other hand, if the test administrator indicates that the student regularly combines three or more spoken words to accomplish a variety of purposes and is able to read print above the third grade level, the system will likely deliver that student a testlet at the Target level.

To begin instructionally embedded assessment, the system recommends the best linkage level for the student using FC data. The educator may override the system and choose a level they consider to be more appropriate for the student. However, during spring window tests, the system determines the linkage level and the test administrator cannot override it.

During the spring window tests, the system determines the linkage level and the test administrator cannot override it. As the student takes more testlets, the system dynamically routes the student through the learning map based on the student's responses to previous items, relying less on FC information.

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

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

The supporting procedure for Educator Portal is Complete the First Contact Survey on page 117.

PREPARE FOR ASSESSMENT WITH PRACTICE ACTIVITIES AND RELEASED TESTLETS

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

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

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

> Some released testlets are available in PDF format on the "Information for Parents" page on the DLM website. KITE does not have to be installed on a computer to view these items.

Several different demo student profiles have been set up. Each demo student has been given accessibility supports in the PNP Profile. Taking practice activities while logged in as a different sample student allows the educator to see how an accessibility support impacts the student's experience in KITE. The practice activities are also a good way to check device compatibility prior to the operational test for students who use assistive technology to interact with the computer.

TEACHER PRACTICE ACTIVITY

The practice activity is a tutorial for testlets that are administered directly by the educator. Teacher-administered testlets are used when:

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

In this type of testlet, educators read and follow onscreen instructions and enter students' responses to activities or exchanges that occur outside of KITE.

Most of these testlets require educators to gather materials to use in the assessment. Directions about preparing for the testlet are provided on the first screen(s).

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

STUDENT PRACTICE ACTIVITY

The student practice activity is a tutorial for testlets that are administered directly to the student. Computer-delivered testlets are used when:

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

Students may navigate the test screens using a mouse, Tab and Enter on a keyboard, or switches. If the student can engage with the content, but cannot advance the screens or input answers independently, the educator may navigate the screens and record the student's answers on his or her behalf.

RELEASED TESTLETS

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

In KITE, released testlets are labeled by their subject, Essential Element, and linkage level.
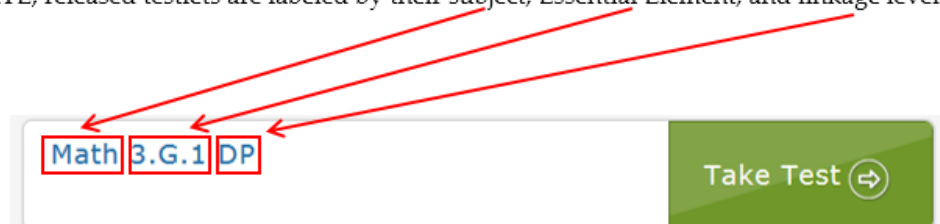
The following sections describe the step-by-step procedure to access the practice activities and released testlets.

STUDENT ACCOUNTS FOR PRACTICE ACTIVITIES AND RELEASED TESTLETS

Practice activities and released testlets are available through several demo student accounts. Each demo student has been given certain PNP Profile settings, which are described in the ACCESSIBILITY MANUAL. These supports are summarized in the table below.

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

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

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

For the supporting procedure in KITE, go to Access Practice Activities and Released Testlets, page 162.

TROUBLESHOOT ACCESS IN EDUCATOR PORTAL

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

NO TEST MANAGEMENT ACCESS

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

- ☐ complete all Required Test Administration Training modules, with a passing score on each post-test
- ☐ agree to and sign the Security Agreement in Educator Portal

NO STUDENT TESTS

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

- ☐ The student is listed on your roster (one roster per subject area).
- ☐ The FC survey is complete.
- ☐ The student is assigned to the correct grade level in Educator Portal.
- ☐ The student is rostered to the correct subjects for DLM.

INTRODUCTION TO DLM TESTLETS

ESSENTIAL ELEMENTS, NODES, AND MINI-MAPS

Understanding the DLM system involves understanding the relationship among the components of the system. These components include the learning maps, claims, conceptual areas, and Essential Elements (EEs).

The learning maps are large and complex representations of how students develop academic knowledge and skills. These maps highlight multiple potential pathways that students may follow to develop knowledge and skills in English language arts and mathematics.

Claims organize the learning maps so that the maps can drive the assessment system and support educators in setting instructional priorities at each grade level. The DLM claims are broad statements about what students should learn and what the assessments measure.

Subareas of the claims, called conceptual areas, identify large areas of conceptually related skills in the learning maps and connect the maps to the overall claims. Conceptual areas are organized around common cognitive processes.
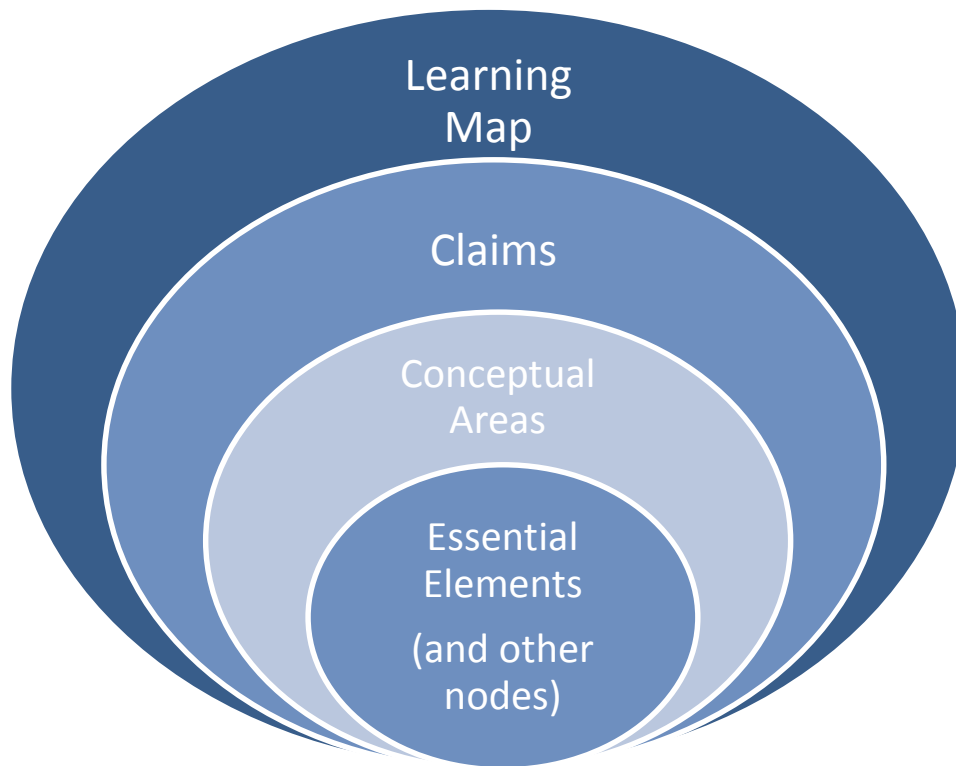
Essential Elements represent grade-level targets for students with the most significant cognitive disabilities. Essential Elements are embedded in the learning maps. The EEs are related to small clusters of nodes within the maps. These are called mini-maps.

Here is an example of a mathematics mini-map with nodes for one EE identified by their linkage levels.[2]
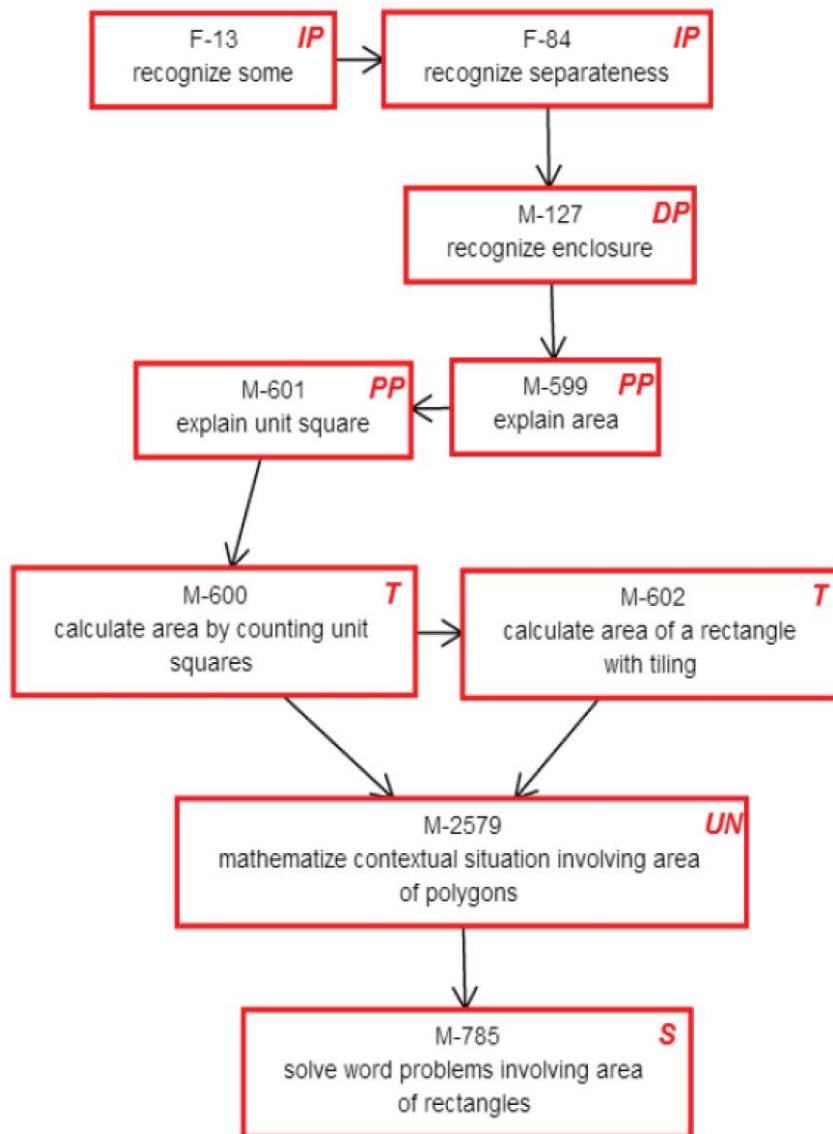
Each testlet spans a portion of the mini-map that contains nodes related to one linkage level. Linkage levels contain one or more nodes related to an identified EE. Linkage levels precede, correspond to, or follow the target EE. Linkage levels identify important waypoints en route to an EE and specify a student's position in relation to the grade-level target.

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[2] UN is a node that is not tested for this EE but is still important as part of the pathway.

There are five linkage levels:

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

Linkage levels are identified by starting with the node or nodes in the learning map that most closely match the target EE. Target level testlets are developed based on the nodes that correspond to the EE. When the Target node or nodes are determined, multiple pathways on the map are carefully inspected to identify nodes that link directly to the Target, but precede or extend beyond it.

The least complex nodes compose testlets at the Initial Precursor linkage level. Testlets developed at this level typically reflect foundational nodes in the learning map. These early foundational nodes connect 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. Initial Precursor testlets are usually administered by the educator, who observes the student's behavior as directed by onscreen instructions and then records responses in KITE.

Between the Initial Precursor and Target nodes, there are two other linkage levels. These linkage levels reflect nodes that are waypoints in the map along the multiple pathways that extend down from the Target to the Initial Precursor. In addition, testlets at the Successor linkage level give students the opportunity to stretch toward content in the general-education grade-level standard.

> Hint: Each tested EE and mini-map is available as a PDF on the Educator Resource Page. These maps show how students gain knowledge and skills that help them achieve the target EE. Find the link to the Educator Resource Page from your state page on the DLM website.

COMPUTER-DELIVERED TESTLETS

OVERVIEW

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

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

GENERAL STRUCTURE OF COMPUTER-DELIVERED TESTLETS

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

ELA Testlet Structure

During a reading testlet, students participate in two readings of a text. The first reading serves as the engagement activity and provides the student with an opportunity to build a mental representation of the entire text before answering questions. The second reading includes questions embedded within the text or placed at the end of the text, as appropriate. Items are embedded within texts even when the items do not assess reading comprehension.

The first screen in ELA testlets directs students to read the text and answer questions. 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, most students at the upper linkage levels will read the text and independently answer the questions.

Read the story. After you read the story, you will read the story again and answer the questions.

BACK ⇐   EXIT DOES NOT SAVE   🔊 READ   NEXT ⇒

Students will then read through the text as shown below. They may have the text read aloud by the computer, if available for that testlet, or by the test administrator if that option is set in the student's Personal Needs & Preferences (PNP) Profile.

Finding a Lost Dog

BACK ⇐   EXIT DOES NOT SAVE   🔊 READ   NEXT ⇒

Mathematics Testlet Structure

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

The mathematics engagement activity in the following example provides a context related to napkins, and activates a cognitive process about putting things together in sets and comparing those sets. This activity prepares the student for items dealing with comparing sets based on object attributes.

COMPUTER-DELIVERED ITEM TYPES

Students may encounter a variety of item types when taking the computer-delivered testlets. Most testlets are designed for students to interact directly with the computer. Item types[3] students may encounter include:

- single-select multiple choice
- multi-select multiple choice
- matching
- sorting
- select text

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

In general, DLM uses the most straightforward item type that allows for quality assessment of the node. For this reason, complex item types are only used occasionally.

The most common type of computer-delivered item is a single-select multiple choice question with text answer choices, as shown here.

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

Students may also see single-select multiple choice items with image answer choices, as shown here.

Which is a circle?

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

Select all of the coins.
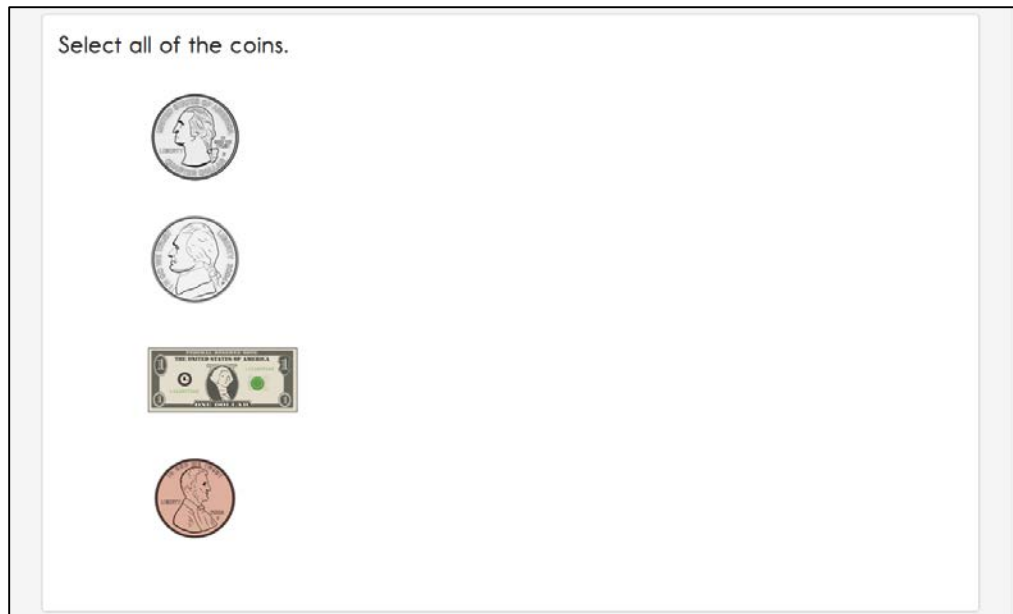
Students may be asked to answer questions in which they match items from two lists, as in the example below.

Match the character to their story.

Mad Hatter	The Wonderful Wizard of Oz
Long John Silver	Treasure Island
Tin Woodman	Alice's Adventures in Wonderland
	The Jungle Book
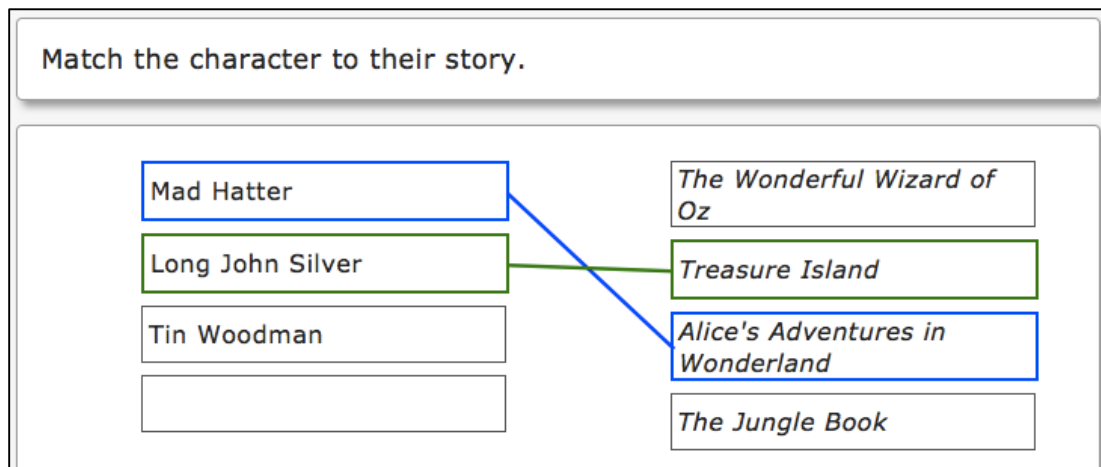
Students may also encounter items asking them to sort words or images into categories. For students who interact with the computer using a mouse, sorting items use a drag-and-drop format. For instance, in the example below the student would select the circle and then drag it into a box on the right, either by selecting the mouse button and

moving the mouse, or if taking the assessment on an iPad or interactive whiteboard, by touching the object and dragging it to the desired location.
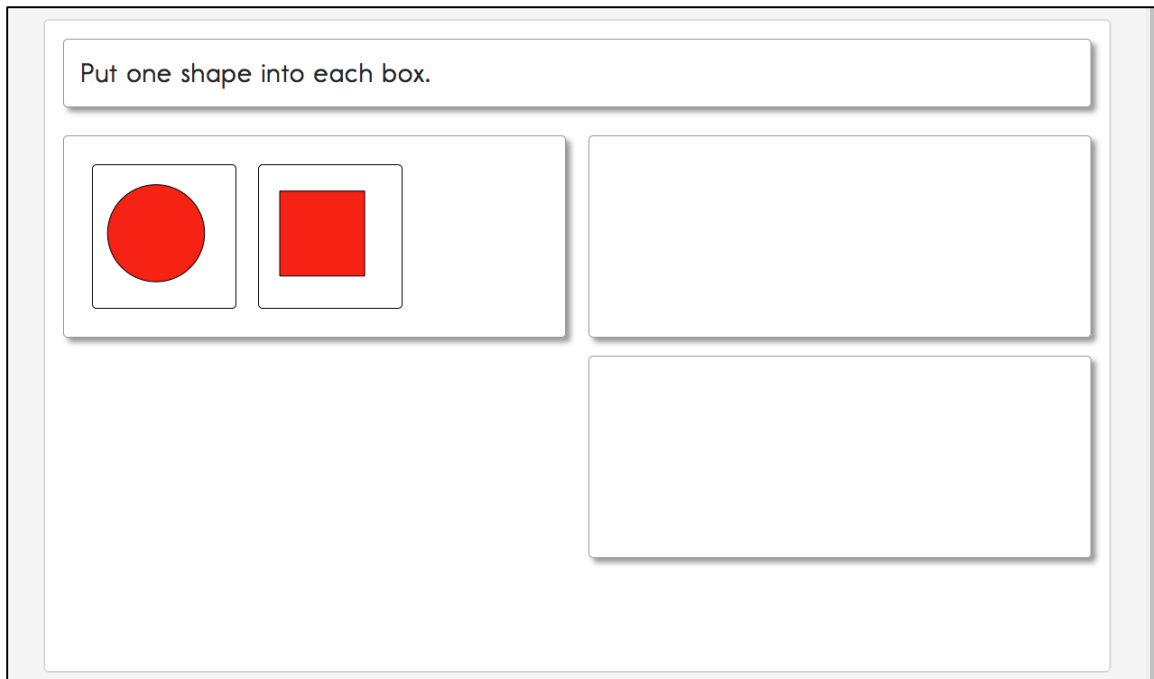
If the PNP Profile indicates that the student uses a single-switch or two-switch system, KITE will deliver a different format of sorting item, called Click to Place (shown in the following example). For single-switch system users, if the item object on the left is selected, the system scans the group or drop zone from top to bottom, and the student clicks the switch to place the object into the box on the right.

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

If a switch user receives any other sorting item besides the Click to Place format and is not able to independently enter their response, the test administrator may take instructions from the student to move the chosen object to the desired box.

Put all of the foods in the box.

The last type of computer-delivered item students might see is called select text. Select-text items are only used in some English language arts assessments. In the example below, answer choices are marked with boxes around words, phrases, or sentences. When a student makes a selection, the word, phrase, or sentence is highlighted in yellow. To clear a selection, the student clicks it again.

Choose the word that is a number.

Sam likes dogs. Sam has two dogs. Sam plays with his dogs.

COMPLETING A COMPUTER-DELIVERED TESTLET

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

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ⬅   EXIT DOES NOT SAVE   🔊 READ   NEXT ➡

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

What does this text tell about?

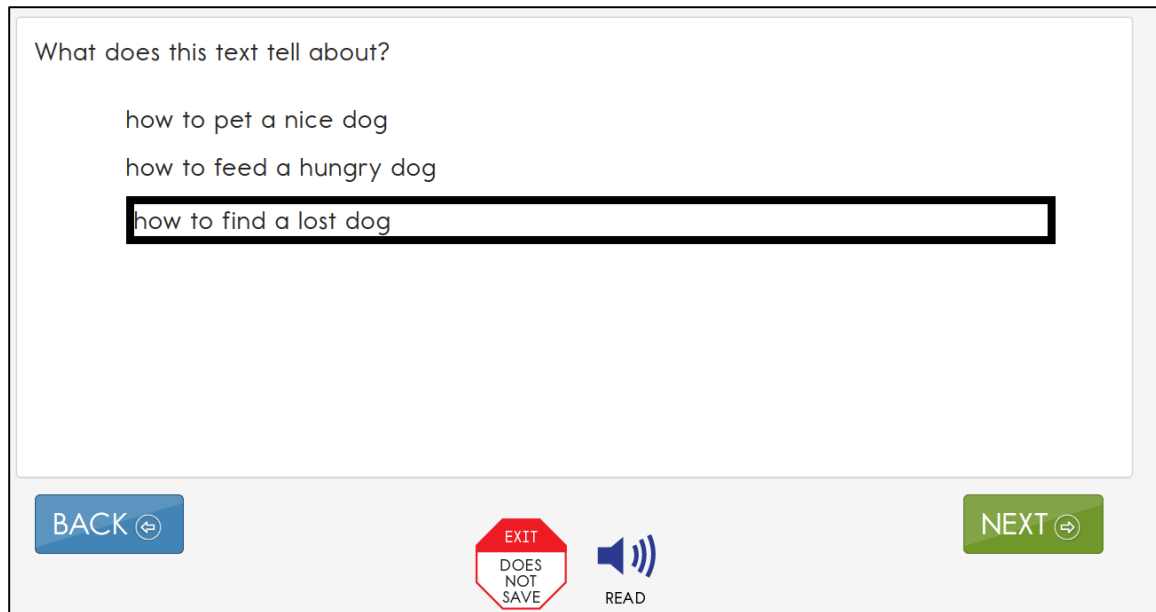| how to pet a nice dog |

how to feed a hungry dog

how to find a lost dog

BACK ⬅   EXIT DOES NOT SAVE   🔊 READ   NEXT ➡

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 item screen and select the preferred answer choice.

Once in a testlet, some basic navigation buttons appear no matter which type of test administration procedure is used. **BACK** and **NEXT** 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 are not saved, so the student will have to start that testlet over again when logging back in. If the student needs a break, KITE allows a 28-minute period with no activity before the student is logged out automatically.

For students who have computer (synthetic) read aloud enabled on their PNP Profiles, a **READ** button will appear next to the **EXIT DOES NOT SAVE** button (when the testlet offers this option). **READ** must be selected to start the text read aloud on the screen. Students may select the button repeatedly to reactivate read aloud on any individual screen.

TESTING ARRANGEMENT

Prior to computer-delivered test administration, evaluate how the computer or other testing device will be arranged for the student and test administrator. All arrangements for computer-delivered testlets should do two things: maximize student interaction and maximize student independence. While testing students in a familiar environment is helpful, the educator must ensure that the student is able to concentrate without distractions from other students. Testing students with the most significant cognitive

disabilities should be individualized and should not be conducted in a group setting like standardized testing for general education students.

Maximize Student Interaction with the Testlet

The arrangement 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 sit directly in front of the computer and the test administrator should sit off to the side, as shown in the following figure.

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

Maximize Student Independence

Although test administrators should monitor test taking at all times, the testing arrangement should maximize student independence and minimize test administrator involvement. For students who may need assistance during the assessment, the test administrator should sit close to the student to monitor testing. On the other hand, if the student is able to work independently, the test administrator should keep more distance while making sure the student takes his or her time and answers all questions.

ACCESSIBILITY SUPPORTS

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

Human Read Aloud

When a student needs human read aloud, follow this guidance to ensure fidelity in the delivery of the assessment:

- Use typical tone and rate of speech. Avoid emphasizing the correct answer or significant information that would lead the student to the correct response.
- Avoid facial expressions and body language that may cue the correct answer.
- Use exactly the words on the screen. (There are limited exceptions to this guideline, such as the use of shared reading strategies on the first reading in ELA testlets.)
- Always read answer choices in the correct order as presented on the screen.
    a. When answer choices appear in a triangle configuration (as shown below), the correct order to read them is:
        i. top center
        ii. bottom left
        iii. bottom right

Which is a circle?
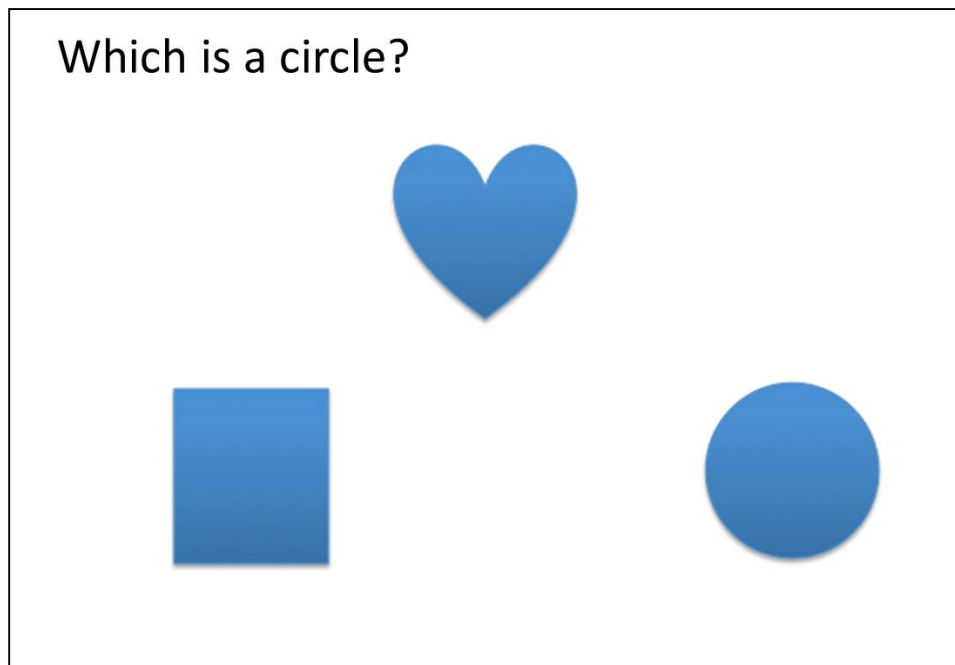
b. When answer choices appear vertically (as shown below), the correct order to read them is:
   i. top
   ii. middle
   iii. bottom

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 ⊜   EXIT DOES NOT SAVE   NEXT ⊜

c. When answer choices are part of the passage (select-text items), read the choices in the order in which they appear in the passage.

Choose the word that is a number.

Sam likes dogs. Sam has two dogs. Sam plays with his dogs.

BACK ⊜   EXIT DOES NOT SAVE   NEXT ⊜

d. When answer choices are part of a sorting task, read them in order from top to bottom.

Alternate Text: Descriptions of Graphics

In most cases, test administrators may describe graphics or images to students. Typically, this additional support is provided to students who are blind or who have visual impairments. Alternate text for graphics and images is included in the Testlet Information Pages (TIPs) as attachments after the main information. Test administrators who need to read alternate text during testing will need to have KITE open and the TIP in front of them so they can accurately read the alternate text provided in the TIP for each corresponding screen.

- **ELA (reading):** Each testing screen includes an image and text. Verbal descriptions of the images are printed on the TIP and labeled "Alternate Text." For students who require verbal descriptions of the images, read the text on the screen, and then read the alternate text exactly as it appears on the TIP.
- **Math:** The alternate text for each stem (a question or task requiring a student response within the DLM Assessment) and answer option image is listed in bullet format.
- "N/A" is indicated on the TIP when there is no alternate text available.
- "Do not describe" is indicated on the TIP when the test administrator should **not** provide any description of the graphic.
- Alternate text should be read at a consistent pace, as when reading the other parts of the assessment.
- During the engagement activity, test administrators should read the content and then the alternate text (if available).
- On an item screen, read the information in this order:
    a. stem text
    b. stem alternate text (if available)
    c. answer choices
    d. answer choice alternate text (if available)

Language Translation

Because the disability-related cognitive and communication challenges for students with the most significant cognitive disabilities are unique, and because English learners speak a wide variety of languages, DLM does not provide translated forms of testlets. Instead, DLM supplies test administrators with instructions regarding allowable supports based on (1) each student's unique combination of language-related and disability-related needs, and (2) the specific construct measured by a particular testlet.

The test administrator will receive a TIP for each testlet. The TIP includes information about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the test administrator may not define terms for the student on that testlet.

Unless exceptions are noted, test administrators may:[4]
- translate the text for the student
- simplify test instructions
- translate words on demand
- provide synonyms and/or definitions (KITE does not offer a digital dictionary. Students may use their version of a dictionary if needed, such as word lists and communication symbols. This dictionary should be familiar to the student and have been used during instruction.)
- accept responses in either English or the student's native language

Sign Interpretation for Students Who Are Deaf/Hard of Hearing

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

Modern technology allows educators to use computer-based instruction along with assessment tools and supports that facilitate access for students who are Deaf/HOH, for instance, using headsets and amplifying the volume on student computers. This practice is an example of the flexibility built into the DLM system and is not activated through the PNP.

KITE testlets do **not** have human or avatar signing because the disability-related cognitive challenges for students are unique, and because the nationwide population of

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[4] Simplified instructions, definitions, and flexible response mode are supports that are also allowed for native speakers of English.

Deaf/HOH students uses a wide variety of sign languages. The test administrator should understand each student's language ability and support needs. If the student can read the text or item on the screen, the student does not need sign language interpretation in order to respond to the questions. If the student requires sign language to understand the text, item, or instructions, the test administrator will use the words and images on the screen to guide signing for the student.

For computer-delivered assessments, test administrators may:
- sign the text for the student (ASL, SEE, or individualized)
- sign simplified test instructions (e.g., "Click here to begin.")[5]
- translate words on demand (e.g., English to ASL)
- help the student understand how to indicate or record a response
- provide synonyms and/or definitions **except** when not allowed according to the TIP (e.g., when the item assesses knowledge of vocabulary)
- accept responses in the student's sign language system (ASL, SEE, or individualized) and input the responses for the student
- re-read the text if the student indicates a need

OTHER ALLOWABLE PRACTICES

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

When making decisions about additional supports for computer-delivered testlets, educators should follow these two general principles:
1. **The student should respond to the content independently.** No matter what additional supports IEP teams and test administrators select, all should be chosen with the primary goal of student independence. Even if more supports are needed to provide physical access to the computer-based system, the student should be able to interact with the assessment content and respond to the content independently.
2. **The student should be familiar with the chosen supports because they have been used consistently during routine instruction.** This means providing the same support, or a very similar one, during the student's computer-based classroom instruction.

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[5] This practice is allowed for all DLM students.

Specific allowable supports and practices to avoid are described further in Allowable Practices on page 71. Additional information about how to create individualized supports are found in the DLM ACCESSIBILITY MANUAL. See these tables:

- Common Allowable Supports
- Allowable and Non-Allowable Supports
- Students with Individualized Student Response Modes

TEACHER-ADMINISTERED TESTLETS

OVERVIEW

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

There are three general categories of teacher-administered testlets:
1. Testlets with content designed for students who are developing or who may not yet have symbolic understanding. These testlets tend to occur at lower linkage levels. For these testlets, the test administrator must be very familiar with the student's typical modes of expressive communication.
2. Some math testlets at higher linkage levels, for which representing the content online would make the tasks too abstract and introduce unnecessary complexity to the items.
3. All writing assessments.

GENERAL STRUCTURE OF TEACHER-ADMINISTERED TESTLETS

All teacher-administered testlets have some common features:

- Directions and scripted statements guide the test administrator through the administration process.
- The testlet includes an engagement activity and items (the engagement activity differs depending on the type of testlet).
- The test administrator enters responses based on observation of the student's behavior.

READING TESTLETS

In teacher-administered reading testlets, items focus on the cognitive skills that precede conventional literacy. These items are not traditional reading comprehension questions, but rather are designed to assess the skills identified by the learning map as critical precursors to reading for meaning. These types of items are embedded in the context of

a shared reading and are intended to mirror early literacy instruction. Items assess skills such as identifying familiar objects or identifying words that describe familiar people.

Teacher-administered reading testlets follow the same structure as computer-delivered reading testlets. First, the text is presented in its entirety. However, unlike computer-delivered testlets, the test administrator reads the text aloud using shared reading strategies to maximize student engagement. Then, the text is presented again with items embedded within it or placed at its conclusion. This type of testlet is often used at the Initial Precursor level, where students do not have the skills to directly interact with the computer. Teacher-administered testlets are also used for some testlets at higher linkage levels in the lower grades when the student is working with a familiar text.

Shared reading strategies that an educator might use during the first reading of a text include:
- encouraging engagement and interaction
- discussing words
- connecting words or pictures to student background knowledge and experience
- labeling and pointing out pictures
- modeling concepts about print (reading left to right, one-to-one correspondence between a spoken and written word, etc.)
- pointing out rhymes, syllables, and sounds in words
- asking questions to further engage students
- modeling how to communicate using students' communication symbols
- using a think-aloud process to model how to decide whether to make a comment
- incorporating objects to help make connections

Test administrators should engage in shared reading strategies with the student during the first reading of the text in a reading testlet. During the second reading of the text, the test administrator should refrain from using shared reading strategies and instead focus on administering the items that are embedded in the second reading or placed at its conclusion.

Reading Testlet Structure
In teacher-administered reading testlets, the engagement activity is still the first reading of the text, much like in computer-delivered testlets. The text is still presented to the student onscreen, but the educator 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.*

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

Educator Directions:

Read the story with the student. Maximize your interaction with the student. Lead with comments and direct the student's attention to text, images, or objects. Make sounds and perform actions when appropriate. After you read the story, you will read it again and the student will complete some tasks.

BACK ⇦   EXIT DOES NOT SAVE   🔊 READ   NEXT ⇨
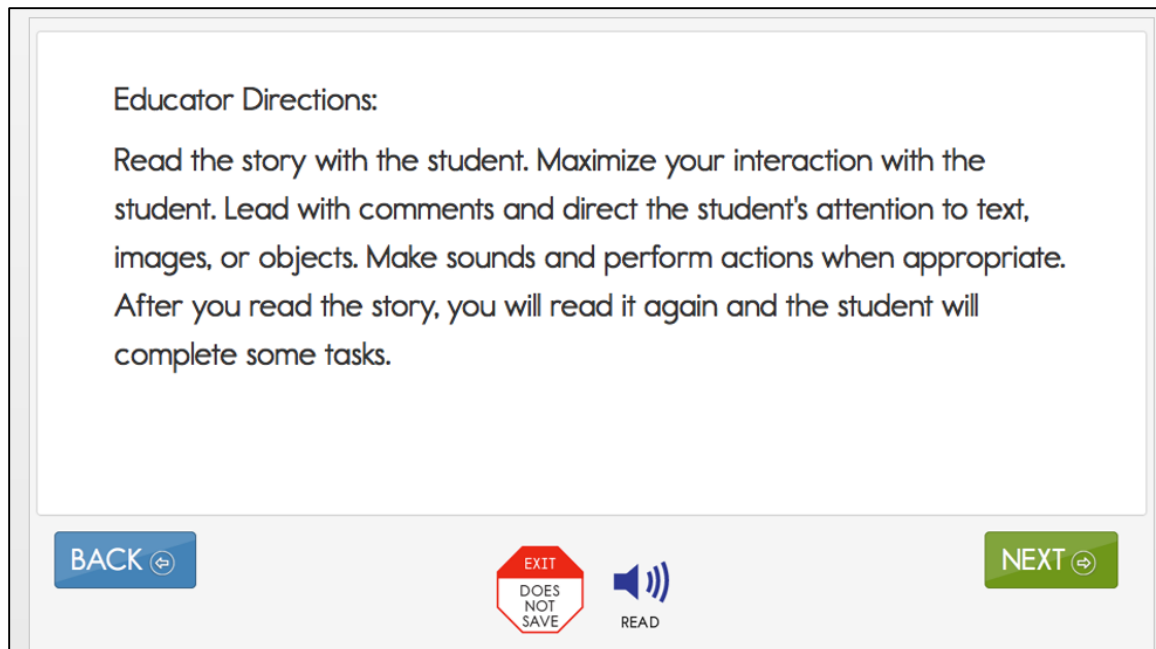
In reading testlets, educator directions also appear between parts of the testlet. Below is an example of a transition screen displayed after the test administrator has read a text through completely with the student for the first time. The transition screen tells the test administrator that the first reading is over and that the student will next respond to items embedded within the second reading or placed at its conclusion.

This is the end of the story. Now, read the story again and the student will complete some tasks.

BACK ⇦   EXIT DOES NOT SAVE   🔊 READ   NEXT ⇨
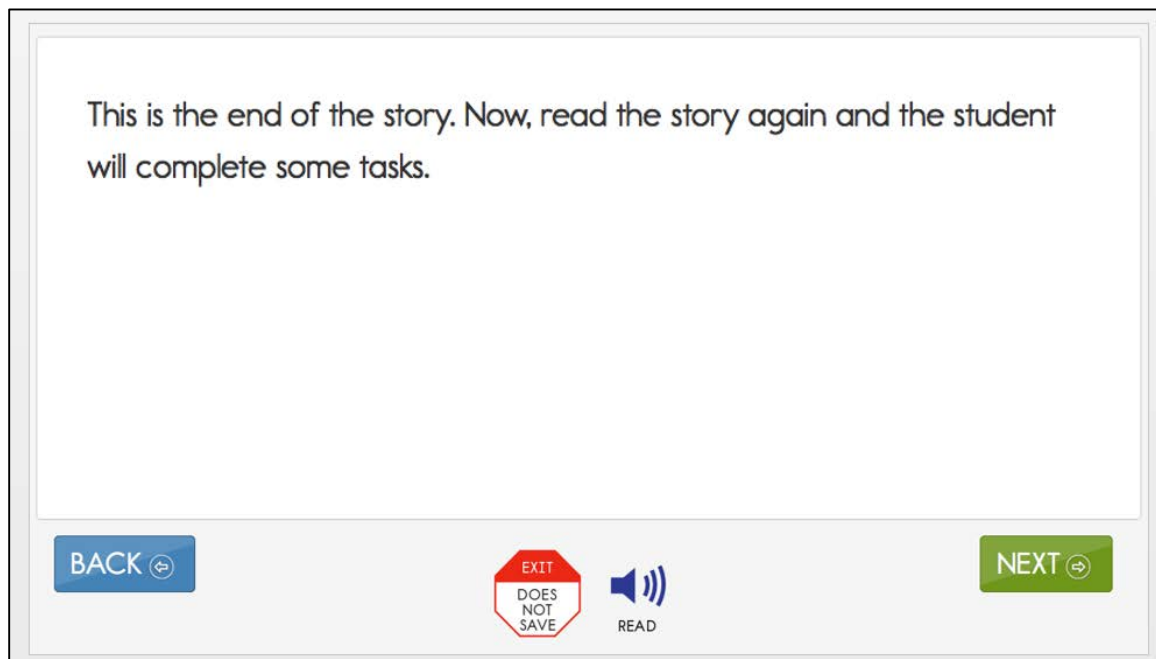
Alternate Text for Reading Testlets

When administering a testlet to a student who uses human read aloud support and also requires verbal descriptions of images, use the alternate text available in supplemental pages of the TIP. Each page of the TIP shows the onscreen text and images for the first and second presentations of the text. Descriptions of the images are printed below and labeled "Alternate Text." For students who require verbal descriptions of the images, read the text on the screen, and then read the alternate text description exactly as it appears on the TIP.

MATHEMATICS TESTLETS

In mathematics, teacher-administered testlets are often at the Initial Precursor level. Teacher-administered testlets are also used for content which requires assessment outside KITE, for example, a procedural node which asks the student to measure 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 measure volume. Educators directly administer these types of testlets to make them accessible for students who are blind or who have visual impairments. Some math testlets are completely teacher administered for these reasons.

Mathematics Testlet Structure

All teacher-administered mathematics testlets (testlets at lower linkage levels and testlets for which content is more difficult to assess onscreen) are similar in their structure. Both types of testlets include instructions to the test administrator called "Educator Directions." An example of educator directions for an Initial Precursor math testlet is below. First, the directions tell the test administrator, in a general way, what will happen in the testlet. Then, the directions specify any materials that need to be collected. More information about the materials, and recommended substitute objects if they are needed, is located in the TIP. The test administrator may substitute objects as long as the administrator ensures the new objects do not change what the testlet measures. The last part of the directions page outlines the objects needed, for which items and in what order.

Educator Directions:

In this testlet you will present the student with familiar objects of different shapes. It is important that the student can identify the objects through his or her preferred means of communication.

Gather 3 familiar objects, such as a ball, a block, and a book. You may substitute other objects as long as they have different shapes and at least one is round.

For the first item, you will use the ball (or other round object) and the block. For the second item, you will use the ball and the book.

BACK ⇐   EXIT DOES NOT SAVE   NEXT ⇒

In addition, both types of teacher-administered mathematics testlets contain an engagement activity, which occurs when the test administrator presents objects used in the testlet and engages the student in exploring the materials. An example of an engagement activity in a teacher-administered mathematics testlet is shown below.

Educator Directions:

Present the eight napkins to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the napkins.
- Talk about how napkins are used.

Once the student has attended to the napkins, stack five napkins together and leave three napkins separated. Indicate to the student that the stacked napkins are in a group and the other napkins are separate.

On the next screens, you will ask the student some questions about the napkins.

BACK ⇐   EXIT DOES NOT SAVE   🔊 READ   NEXT ⇒

WRITING TESTLETS

All writing testlets are teacher-administered. There are two types of writing testlets. Emergent writing testlets are used for students who do not yet have or are working on early symbolic understanding. Conventional writing testlets 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 (FC) survey responses, to determine which type of writing testlet the student should receive.

DLM writing testlets are designed to measure student ability for between two and six EEs. The Initial and Distal Precursor levels are combined in an emergent writing testlet. The Proximal Precursor, Target, and Successor levels are combined in a conventional writing testlet. Emergent and conventional writing testlets are available for every grade. Information about each writing EE is available on the Educator Resource Page under Tested Essential Elements. The graphic below illustrates how EEs and linkage levels are grouped in writing testlets.

EEs		Linkage Level		Emergent Writing Testlet
• EE1 • EE2	→	• Initial • Distal	→	

EEs		Linkage Level		Conventional Writing Testlet
• EE1 • EE2	→	• Proximal • Target • Succesor	→	
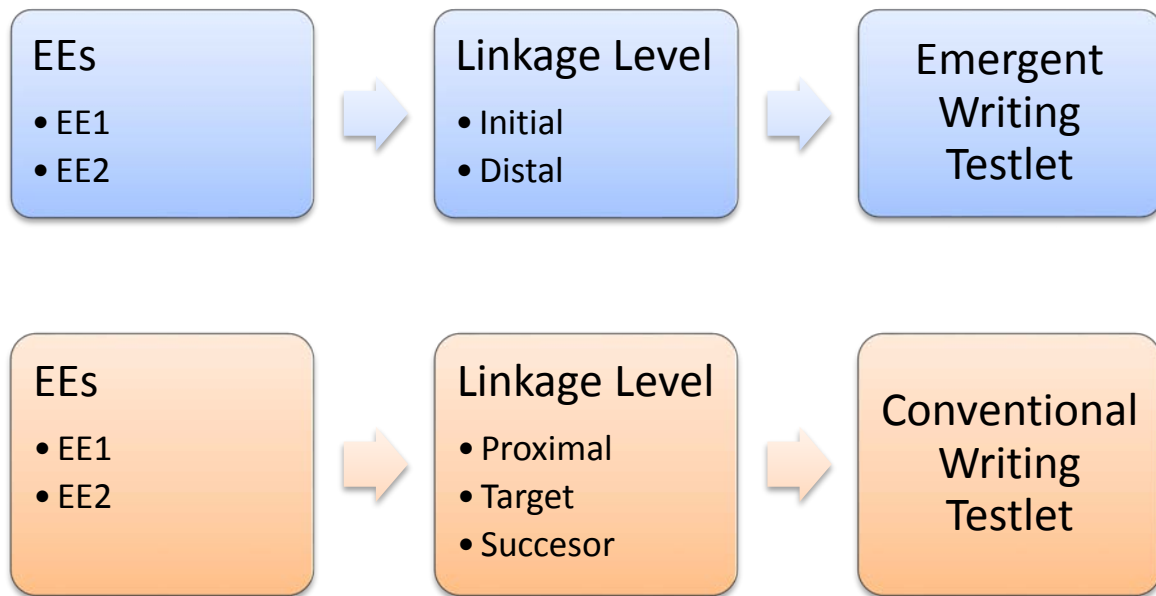
In both types of writing testlets, students use the orthography-based tools that they use for writing in everyday instruction. Many DLM students will need the support of a test administrator to assist them in accessing a writing tool. The tools must offer students access to all 26 letters of the alphabet. The following writing tools are always allowable for use in writing testlets:

- pens or pencils
- white boards
- traditional keyboards using word processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word processing software
- any keyboard using word-prediction software
- alternate pencils, including alphabet flip charts, talking word processors, eye-gaze displays of letters, and letter-by-letter dictation of any sort
- a test administrator acting as a scribe, provided that the student is dictating letters in order to construct words

DLM writing testlets assess students' ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters, words, and their use to express ideas, picture or word selection is not an appropriate method of composing text for DLM writing testlets.

When the testlet answer options refer to "writing" or "the student wrote," this can include any method the student uses for writing, such as eye-gaze or letter dictation. Students may use word prediction, but selection of pictures or words from a word bank is not acceptable when the testlet requires writing. Dictation of whole words or sentences to the test administrator is not permitted.

During both types of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic about which to write. In emergent writing testlets, the student often chooses from a list of topics which they have had prior exposure to during instruction. Students taking conventional writing testlets also write about familiar topics. DLM does not pre-select topics for writing assessments. If the student is able, he or she should independently select a subject on which to write. The subject should focus on an informational topic that is relevant to instruction and familiar to the student.

In writing testlets, the test administrator delivers a structured writing activity to the student. The test administrator follows a series of onscreen instructions that guide the activity. The activity assesses the student's abilities to use writing to communicate about information at an appropriate level given his or her symbolic understanding. The test administrator is given prompts to ask the student to engage in writing tasks. The test administrator answers questions in KITE to evaluate the student's response after each prompt.

See your state for guidelines on how long to retain a student's writing product.

TESTLET ADMINISTRATION

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

ELA Reading and Math Testlet Administration

The two specific instructions for presenting items or directions to students are SHOW and SAY. However, due to hearing and vision limitations, some students will not be able to see what is shown, and others will not be able to hear what is said. SHOW should be interpreted to mean that an educator should present the materials or objects to the

student, using sensory modalities appropriate for that student. SAY may require non-verbal communication appropriate for the student's sensory modalities, such as signing.

Below is an example of an item screen that may 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.

All teacher-administered items have answer choices that reflect possible student responses to the statement or question in the item. The test administrator evaluates the student's response, chooses the best description of what was observed, and records the choice in KITE. The test administrator must be familiar with the student's typical modes of 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 answer choices. 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 (if allowed in your state) and return to the testlet when the student is more engaged.

ELA Writing Testlet Administration

All writing testlets are teacher-administered. Writing testlets use the same structure and format as teacher-administered testlets in ELA reading and math. There are two types of tasks in writing testlets. The first type of task requires the test administrator to evaluate

a process used in writing. These items are presented to the test administrator as the student works through the tasks in the writing testlet.

For these tasks, test administrators will:

15. Give the student a verbal prompt from the onscreen educator directions.

16. Observe the student's writing process in response to the prompt.

17. Evaluate the student's behavior according to a set of potential descriptions.

18. Select the answer choice that matches the observation of the highest level of student behavior.

In writing testlets, the directions include an additional step for test administrators. WAIT AND OBSERVE indicates that the test administrator should observe the student's behavior in response to the instruction given and prepare to indicate an evaluation of what the student has done on the next screen.

For example, for step 1, a verbal prompt might be "SAY: 'Write about (<u>topic</u>) using words that describe (<u>topic</u>).'" The test administrator will say the prompt out loud to the student, inserting the actual topic selected for the writing testlet. For step 2, the test administrator will observe the student's behavior in response to the prompt. After clicking **NEXT**, in step 3 the test administrator will see an item screen with instructions such as "Choose the highest level that matches your observation of the student's behavior." Answer options for step 4 in this example might include choices such as:

- wrote about the topic using at least 2 descriptive words
- wrote about the topic using at least 1 descriptive word
- wrote individual words that describe the topic
- wrote one word that describes the topic
- communicated words about the topic, but did not write

The test administrator will then choose the description that best matches the student's writing process. Consider a test administrator selecting the highest level of student behavior from these example response options. In observing a student who wrote complete sentences about the topic using at least two descriptive words, the test administrator would select the first response option and proceed. In cases where student performance does not exactly match the response options, test administrators should select the response that best matches the highest level of student performance. In the case of a student who wrote incomplete sentences but still conveyed ideas and information about the topic using at least two descriptive words, the test administrator should still select the first response option.

The second type of task found in most writing testlets requires the test administrator to evaluate the student's final writing product. For these tasks, the test administrator will look at the writing the student has produced during administration of the writing testlet.

These evaluations of the writing product will ask the test administrator to choose the description that matches the highest level of the student's writing. These tasks are administered only after the student has finished writing. This task can be completed without the student present but must be completed within the same testing session. The evaluation cannot be completed after using **EXIT DOES NOT SAVE** or by logging in later.

Most product tasks use the same format as writing process tasks. Test administrators will be asked to "Choose the highest level that describes your evaluation of the final product." This item stem will be followed by a set of descriptions of writing products. Other product tasks use a multi-select multiple choice format, in which the test administrator will be asked to choose all descriptions that are applicable to the student's writing product. These items will include instructions such as "After the student has finished writing, **choose all that apply.**" This item stem will be followed by a set of descriptions of elements of student writing products. The test administrator will then mark all the choices that describe the student writing product that he or she is evaluating.

As a general rule, the final writing product is not submitted to DLM. Final products will only be requested in some cases for research and technical documentation purposes. Test administrators will know in advance if a student's product has been requested.

TESTING ARRANGEMENT

Teacher-administered testlets involve the student and test administrator interacting together. While all teacher-administered testlets are similar, each content area varies slightly in the arrangement of student, test administrator, and materials. Any of the space arrangements described below may be modified based on student needs and the testing device used.

Reading Testlets

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

Mathematics Testlets

For teacher-administered testlets in math, regardless of the linkage level, the educator 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 at the computer screen off to the side. Also in mathematics, the educator directions list objects the educator will use to administer several items. The actual materials used should be familiar and comfortable to the student. The directions on the TIP and at the beginning of the testlet indicate when material substitutions may be made. Whenever objects are substituted, the script should be modified to include the name of the actual objects used.

Writing Testlets

The testing arrangement for all writing testlets is similar to the arrangement for math testlets. The test administrator is the only one who interacts with KITE. The student works outside KITE and interacts with the test administrator.

ACCESSIBILITY SUPPORTS

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

Language Translation

Because the disability-related cognitive and communication challenges for students with the most significant cognitive disabilities are unique, and because English learners speak a wide variety of languages, DLM does not provide translated forms of testlets. Instead, DLM supplies test administrators with instructions regarding allowable supports based on (1) each student's unique combination of language-related and disability-related needs, and (2) the specific construct measured by a particular testlet.

The test administrator will receive a TIP for each testlet. The TIP includes information about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the test administrator may not define terms for the student on that testlet.

Unless exceptions are noted, test administrators may:[6]
- translate the text for the student
- simplify test instructions
- translate words on demand
- provide synonyms and/or definitions (KITE does not offer a digital dictionary. Students may use their version of a dictionary if needed, such as word lists and communication symbols. This dictionary should be familiar to the student and have been used during instruction.)
- accept responses in either English or the student's native language

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[6] Simplified instructions, definitions, and flexible response mode are supports that are also allowed for native speakers of English.

Sign Interpretation for Students Who Are Deaf/Hard of Hearing

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

Teacher-administered testlets provide directions to the test administrator to organize and present the content to the student. Scripted directions to the test administrator indicate what is to be said or signed. The test administrator will need to determine if the student can understand a direct translation of the script or if the student will need an interpretation of the directions. If interpretation is needed, advanced planning may be necessary. Test administrators may log in to the test before beginning the assessment to plan and prepare for appropriate procedures to use with students who are Deaf/HOH. If the need for interpretation is likely, test administrators should log in to KITE, launch the test, and review the screens in order to evaluate the need for interpretation. The test administrator then uses the **EXIT DOES NOT SAVE** button (if allowed in your state) to leave the test if the administration will take place at a later time.

For teacher-administered testlets, test administrators may:
- translate the text for the student (ASL, SEE, or individualized),
- translate words on demand (e.g., English to ASL),
- provide synonyms and/or definitions **except** when not allowed according to the TIP (e.g., when the item assesses knowledge of vocabulary),[7]
- accept responses in the student's sign language system (ASL, SEE, or individualized) or through the student's communication device,
- re-read the text if the student indicates a need.

OTHER ALLOWABLE PRACTICES

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

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

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[7] This practice is allowed for all DLM students.

1. **Provide flexibility in student access and response mode**. 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. Another example of this flexibility is the substitution of objects as needed for testlet materials.

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

Specific allowable supports and practices to avoid are described further in Allowable Practices on page 71. Additional information about how to create individualized supports are found in the DLM ACCESSIBILITY MANUAL. See these tables:

- Common Allowable Supports
- Allowable and Non-Allowable Supports
- Students with Individualized Student Response Modes

BRAILLE FORMS

GRADES AND LINKAGE LEVELS

Uncontracted braille testlets are available for the spring testing window. Braille forms are created for grades 3-5 at the Target and Successor levels and for grades 6-HS at the Proximal Precursor, Target, and Successor levels. However, not all parts of the test at every grade level have braille equivalents. Where they are not provided, test administrators will use other approaches to deliver assessments to students who are blind or have visual impairments.

FORM DELIVERY

Select the braille support on the Access (PNP) Profile so the system will assign braille forms to the student when braille forms are available.

More information about delivery of Braille Ready Files (BRFs) will be available in December 2015. Once a procedure is ready for publication, it will be added to the Educator Portal User Guide for Test Administrators section of this manual with a reference here.

FORM TRANSCRIPTION

DLM braille forms use uncontracted New English American Edition braille. Math testlets use Nemeth code rather than technical symbols or words for operations. Braille forms are transcribed to be as similar as possible to online testlets, but they have some minor changes to help students best access the information.

- Page numbers are included on all testlets to help with organization.
- Answer choices are lettered to help students communicate their answer choice selections so that educators can input the answer choices in KITE.
- ELA texts are double-spaced to help students whose braille-tracking skills are not yet strong.

TACTILE GRAPHICS

Tactile graphics are not included in braille forms. Instead, DLM typically uses objects for concrete representations of content. The test administrator may use familiar objects or create tactile graphics to represent graphics that appear on screen. See the TIP for each testlet to learn about allowable objects.

Some non-Braille math forms, specifically graphing forms, that are delivered to students who are blind or have visual impairments will provide instructions in the TIP for the test administrator to create a tactile version of the graph shown on screen.

RESPONSE SCORING

When the system assigns a testlet, it delivers a computer-based version through KITE. This version is equivalent to the braille version the student receives. As the student takes the testlet on the braille paper version, the student indicates each answer choice to the test administrator as she or he normally would on other braille assignments. The test administrator inputs each student response into KITE. Responses are scored by the system, the same way as non-braille forms.

ADAPTIVITY

Braille testlets are delivered one at a time, just like the non-braille versions. Since educators enter student responses into KITE, the system uses responses to each testlet to recommend the appropriate linkage level for the next testlet. Based on the available braille content and the adaptive system, a student who reads braille may receive a combination of braille and non-braille testlets.

BRAILLE PROFICIENCY FOR THE TEST ADMINISTRATOR

DLM recommends that a test administrator who delivers a braille testlet also be proficient with braille. The test administrator needs to be able to read braille in order to make sure the student has the correct pages of the testlet in the right order.

See the ACCESSIBILITY MANUAL for more details about this support.

SPECIAL FORMS FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS

Most testlets designed for DLM students are accessible for students who are blind or who have visual impairments (BVI). However, certain nodes in the learning map are difficult to assess online for students with visual impairments, even with features such as Text to Speech read aloud. For these specific EEs and linkage levels, the system will assign an alternate testlet form. Alternate forms are only assigned for certain EEs and linkage levels and only when **Alternate Form-Visual Impairments** is selected in the PNP.

BVI testlet names include "BVI" in the prefix, for example BVI Math 9.b.1 T 8711 or BVI FT ELA RI.3.8 IP 4048.

BVI testlets may be one of the following formats.

TEACHER-ADMINISTERED TESTLETS

Teacher-administered testlets require the test administrator and student to complete tasks outside of KITE, with the test administrator recording responses in KITE. These testlets will use materials and may require some advanced preparation by the test administrator. Special materials for use with students who are blind or who have visual impairments are recommended, but other familiar materials may be substituted as described in Materials, Manipulatives, and Objects on page 76. Those details are provided on the TIP.

COMPUTER-DELIVERED TESTLETS

Computer-delivered testlets for BVI students begin with an instruction screen for the test administrator, then continue with content intended for the student to access. These testlets may require materials, which the educator uses to represent the onscreen content directly to the student. Needed materials are listed on the TIP and substitutions are allowed as directed.

HYBRID TESTLETS

Hybrid testlets have components of both computer-delivered and teacher-administered testlets. The testlet is delivered in KITE; however, the educator interacts with the student to complete the task being assessed. These testlets will have an instruction screen before the testlet. Additional information is provided in the TIP with guidance on how to set up the testing arrangement, materials needed, and any advance preparation necessary.

BVI TESTLETS

The general procedures for administering BVI testlets are the same as described in the previous sections. In addition, test administrators may find these options particularly helpful when administering BVI testlets:

- If the student also has a physical disability that makes manipulating objects difficult, take direction from the student and/or act on the student's behalf by selecting answers and manipulating materials.
- Provide human read aloud or system read aloud, including alternate text, for images onscreen, and describe any materials presented to the student that represent images shown on the screen.
- Change the object language in the testlet to match the materials being used. For example, if the computerized testlet uses cakes in fractional pieces, and the student has been learning fractions using pizzas, change "cake" to "pizza" when reading the text aloud.

ALLOWABLE PRACTICES

Items in DLM testlets are designed to assess student knowledge, skills, and understanding related to the nodes in the learning maps. In order to meet this goal, test administrators will need to use their best judgment and be flexible while administering the assessment, including providing supports beyond PNP options. The following supports are allowed in computer-delivered and educator-administered testlets unless exceptions are noted in the TIP.

BREAKS

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 may interfere with a valid assessment of what he or she knows and can do.

INDIVIDUALIZED STUDENT RESPONSE MODE

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

SPECIAL EQUIPMENT FOR POSITIONING

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

NAVIGATION ACROSS SCREENS

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

ENTERING RESPONSES FOR STUDENTS

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

INTERACTIVE WHITEBOARDS

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

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

ALTERNATE REPRESENTATIONS OF ANSWER OPTIONS

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

GRAPHIC ORGANIZERS

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

If the student requires blank, lined or unlined, paper this may be provided. Once there is any writing on the paper, it becomes a secure testing document and must be disposed of by being turned in with the student's other testing materials and shredded at the conclusion of the testing session.

USE OF REINFORCEMENT

Natural or direct reinforcement may be used to promote appropriate participation in the administration of the test. Tangible reinforcement (e.g., stickers, tokens, etc.) or Social reinforcement (e.g., praise, high fives, etc.) may be used to promote appropriate on task behavior. These types of reinforcement should be used only for appropriate and continued participation and NOT used to sway or lead the student to the correct response.

GENERIC DEFINITIONS

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

PRACTICES TO AVOID

While many supports and practices are allowable for computer-delivered and teacher-administered testlet administration, some practices should be avoided. These include:
- repeating the item activity after a student has responded, or in any other way prompting the student to choose a different answer
- using physical prompts or hand-over-hand guidance to direct the student to the correct answer
- removing answer choices or giving hints to the student
- rearranging objects to prompt the correct answer (for example, putting the correct answer closer to the student)

For questions regarding whether a support is allowable, educators may contact the Service Desk at 1-855-277-9751. If supports outside of those that DLM has listed are provided for a student, some states require that a description of those supports be provided through a state reporting system. Follow state-specific guidelines and get approval before using supports to avoid invalidating the student's assessment.

SPRING OPERATIONAL ASSESSMENTS

KEY STEPS

Test administrators prepare for DLM spring operational assessments by completing the steps below. Grey-shaded steps are described in more detail in this section of the manual. Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist, page 11.

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

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

RECHECK STUDENT INFORMATION

Before your state's spring testing window opens, confirm that you have the correct students on your roster, that they are assigned to the correct grade and subjects, and that

their First Contact and PNP information is up to date. Consult your Assessment Coordinator for instructions on editing student information.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

Test administrators should schedule several assessment sessions during the larger testing window, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled.

Evaluating your student's current behavior is very important when thinking about testing. Every day is not a good day to assess. Therefore, use your professional judgment and reschedule testing if your student is not having a good day on the intended testing day. If the student gets tired or distracted during a testlet sooner than expected, either allow the student to complete and submit the testlet and then pause testing or use the **EXIT DOES NOT SAVE** button and return later (if your state allows that option). If you choose **EXIT DOES NOT SAVE**, the student's responses will not be saved.

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

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 40 and Teacher-Administered Testlets on page 56.

For testing time averages and ranges, see Test Administration Time on page 23.

FREQUENCY OF TESTLET DELIVERY DURING SPRING TESTING

KITE delivers only one testlet at a time in each subject. After the student takes the first testlet, KITE delivers the next testlet. When the next testlet will be available depends on these variables.

- 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.

- During typical testing volume, the next testlet 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.

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

RETRIEVE TESTLET INFORMATION PAGE AND GATHER MATERIALS

Regardless of the type of DLM assessment, educators need the following when administering an assessment:

- testing device with KITE Client loaded
- student username and password
- assistive devices appropriate to the student (if needed)
- headphones for computer read aloud if other students are in the room (if needed)
- Testlet Information Page (TIP)

TESTLET INFORMATION PAGE

Testlet Information Pages (TIPs) provide test administrators with information specific to each testlet. Test administrators receive a TIP page after each testlet is assigned to a student. Review the TIP before beginning the student's assessment.

> Hint: During the spring testing window, TIPs appear in the Test Management section of Educator Portal. For a step-by-step procedure, see Retrieve Testlet Information Page on page 130.

The test form name is included on the TIP (outlined in red in this image).

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

DYNAMIC LEARNING MAPS™

ELA RI.11-12.8 IP 7125

Testlet Information Page: ELA7125

Testlet Type: Teacher-administered   Number of Items: 3

> Hint: Before the Spring testing window, a special committee is redesigning the TIPs to include more information, and to be better organized. This section will be updated and a Test Update will be issued. To see what information is included in the TIPs for the instructionally-embedded testing window in fall/winter 2015-16 see Testlet Information Page on page 83.

MATERIALS, MANIPULATIVES, AND OBJECTS

Objects used in testlets should be easily available and familiar to the student; therefore, the TIP includes descriptions of the general object properties that are needed to assess the nodes correctly. Objects that are not listed may be substituted as long as they meet

the general requirements for that EE. Also, if a testlet assigned to the student contains objects that are not appropriate for that student, other objects may be substituted. Many of the objects should be objects that were used during the instruction of the EE.

Materials for the testlet should be collected prior to the test session. However, if the student has begun a testlet and the objects and materials are not working as anticipated, use the **EXIT DOES NOT SAVE** option (if allowed in your state) to leave the test, collect different materials, and log back in at a later time. Alternatively, remember that the system can sit inactive for up to 28 minutes without logging out; so if the materials are close by, the test administrator may retrieve them and return immediately to the session.

FAMILIAR TEXTS

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided under Familiar Texts in ELA on the Educator Resource Page. Choose a grade level to see all texts for that grade.

HOW DO I KNOW WHEN A STUDENT IS DONE TESTING?

During the spring testing window, students may receive as few as five and as many as seven testlets, depending on the grade and subject (details are in the Number of Testlets for Spring Testing table on page 184). For more information about which testlets to expect and how the system assigns testlets, see Required Spring Assessments, page 22.

The DLM Test Monitoring Extract is a helpful tool to track a student's testing completion. To learn how to view the extract, see View a Data Extract on page 152. For information on how to read the extract, see Understanding the DLM Test Administration Monitoring Extract on page 158.

PREPARE FOR NEXT YEAR

There are decisions that test administrators and IEP teams need to make when preparing for the following school year. Two steps are described in this section.

Step
1. Evaluate accessibility supports (PNP settings) with IEP teams, and make decisions about supports and tools for next year.
2. Plan academic IEP goals with IEP teams, reviewing the blueprint for the next grade as one source of information.

EVALUATE ACCESSIBILITY SUPPORTS (PNP SETTINGS)

The IEP team will need to evaluate the PNP settings that were provided during assessment in the current calendar year to make decisions about what supports need to be added, removed, or continue as is for next school year. Suggested questions to guide the IEP team in the evaluation of PNP settings are located in the ACCESSIBILITY MANUAL.

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

Accessibility supports are recorded in the student's Access (PNP) Profile in Educator Portal. For more details on these procedures, see Complete Access (Personal Needs & Preferences) Profile on, page 105 of this manual.

REVIEW BLUEPRINT

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

INSTRUCTIONALLY EMBEDDED ASSESSMENTS (OPTIONAL, BUT RECOMMENDED)

KEY STEPS

Test administrators prepare for and deliver instructionally embedded assessments by completing the steps below. Grey-shaded steps are described in more detail in this section. Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 11.

Steps
1. Follow state guidelines and choose EEs for instruction.
2. Retrieve instructional information for the EE.
3. Record EE and linkage level choices in the ITI tab as EEs become available for testing. The ITI tab is available in Educator Portal only during active ITI windows. See the Assessment Calendar on your DLM state webpage for ITI windows.
4. Deliver instruction until you determine the student is ready for assessment.
5. Schedule location and time for assessment sessions.
6. Confirm testlet assignment in ITI and retrieve the TIP. Gather materials needed before beginning testing.
7. Retrieve student usernames and passwords through the ITI tab in Educator Portal so students can access the assessments in KITE.
8. Log the student in to KITE to view the testlet.
9. Assess student as each testlet becomes available.

Steps
10. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student's overall instructional program for the year.
11. Repeat instruction and assessment cycle for remaining EEs and levels during the instructionally embedded window.

> Hint: At a minimum, each EE is available throughout the instructionally embedded window with at least one assessment available at each linkage level. Once a student completes a testlet, there may not be any more available at that EE and linkage level. Follow your state's additional guidance on frequency of assessment.

CHOOSE ESSENTIAL ELEMENTS FOR INSTRUCTION

Follow state-specific guidance regarding Essential Element choices.

Educators have many options for the testlets students receive during the instructionally embedded assessments. Although the system will make recommendations, the educator is able to select the EE and linkage level for the student. Decisions should be grounded in academic priorities for the student, including priorities set in the IEP.

The consortium has approved a subset of EEs for use in each grade and a minimum number of EEs from specific claims and conceptual areas. These assessment requirements guide the educator to address the full breadth of blueprint coverage with the student. Of this subset of EEs, educators are able to choose which to assess. In the spring testing window, the DLM system will select five of the previously chosen EEs in each subject area to re-assess to determine the final results for the student. An example in grade 4 math appears below.

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

The procedure for recording EE choices for instructionally embedded assessments is described in Use the Instructional Tools Interface on page 134.

> Hint: Only EEs available for assessment in the current window appear in the list of options.
>
> Hint: For writing assessments, which often have multiple EEs with different codes, look for the primary "W" EE in the list in the ITI.

SELECT A LINKAGE LEVEL

For each EE, the educator selects the linkage level. The linkage level should provide an appropriate level of challenge for the student and should represent a good instructional target. The system recommends a linkage level for each student, but the test administrator may override that choice. There are two places to learn more about the nodes at each linkage level:

1. The descriptions of linkage levels in the Instructional Tools Interface (ITI). (See the step for choosing a linkage level in the Educator Portal procedure Create an Instructional Plan on page 134).
2. The list of nodes for each EE in the Tested Essential Elements PDFs located on the Educator Resource Page. An example is shown below.

ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.
Initial Precursor: • Can demonstrate understanding of property words corresponding to the objects used during familiar routines **Distal Precursor:** • Can demonstrate an understanding of words with opposite meanings **Proximal Precursor:** • Can demonstrate an understanding that words have different uses in different contexts **Target:** • Can determine how word choice influences the meaning of an informational text **Successor:** • Can determine how word choice in an informational text is used to persuade or inform

REVIEW AND REVISE CHOICES

Educators may review the EEs they have assigned to a student. Supporting procedures for Educator Portal include View Instructional Plan History on page 146 and Print Instructional Plan History on page 142.

Educators have the flexibility to change their mind about instruction (for instance, to change to a different EE or linkage level) up until the point when the assessment is confirmed. A change may be necessary when a student has made considerable growth in the EE and the educator previously selected a lower linkage level. It may also be necessary when a student experiences significant regression due to disability or absence. Supporting procedures for Educator Portal include Cancel an Instructional Plan on page 145.

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

RETRIEVE INSTRUCTIONAL INFORMATION

Instructional information includes the EE, a list of linkage levels and nodes, and the mini-map. These details are in the Tested Essential Elements PDFs located on the Educator Resource Page. Additionally, this information is available through the ITI in Educator Portal for each EE a test administrator chooses for instructionally embedded assessment. To learn about the steps to access instructional information, see the supporting Educator Portal procedure in Create an Instructional Plan on page 134.

For additional information on providing support for classroom instruction, consider reviewing the professional development modules. These modules are designed to provide support for instruction on broad academic topics associated with many EEs. See the [Professional Development tab](#) on the DLM website for links to these modules.

CONFIRM TESTLET ASSIGNMENT

After instruction is complete and the student is ready for assessment, the test administrator returns to the ITI and confirms the assignment of the EE and linkage level. This process assigns a specific testlet to the student and provides a TIP to the test administrator.

SCHEDULE AND ARRANGE ASSESSMENT SESSIONS

Test administrators should schedule several assessment sessions during the larger testing window, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled.

Evaluating your student's current behavior is very important when thinking about testing. Every day is not a good day to assess. Therefore, use your professional judgment and reschedule testing if your student is not having a good day on the intended testing day. If the student gets tired or distracted during a testlet sooner than expected, either allow the student to complete and submit the testlet and then pause testing, or use the **EXIT DOES NOT SAVE** button and return later (if your state allows this option). If you choose **EXIT DOES NOT SAVE**, the student's responses will not be saved.

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

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 40 and Teacher-Administered Testlets on page 56.

For testing time averages and ranges, see Test Administration Time on page 23.

RETRIEVE THE TESTLET INFORMATION PAGE AND GATHER MATERIALS

Regardless of the type of DLM assessment, educators need the following when administering an assessment:
- testing device with KITE Client loaded
- student username and password
- assistive devices appropriate to the student (if needed)
- headphones for computer read aloud if other students are in the room (if needed)
- Testlet Information Page (TIP)

TESTLET INFORMATION PAGE

Testlet Information Pages (TIPs) provide test administrators with information specific to each testlet. Test administrators receive a TIP after each testlet is assigned to a student. Review the TIP before beginning the student's assessment.

> Hint: When using ITI, the TIP appears in the ITI interface. During the spring testing window, TIPs appear in the Test Management section of Educator Portal.

The test form name is included on the TIP (outlined in red in this image).

Hint: This information applies to the TIPs available for the instructionally-embedded testing window in fall/winter 2015-16. TIPs may include more or different information and be organized differently for the Spring testing window.

The TIP states whether a et is computer-delivered or educator-administered and indicates the number of items on the testlet. The TIP also provides the following information for each testlet:

- **Materials needed**: Suggested materials for use in DLM testlets are listed here. (For example, if the testlet calls for 20 checkers to use as counters, you may substitute other objects that can be used as counters.)
- **Material Substitute Suggestions**: Substitute materials are often allowed. This section indicates whether materials may be substituted, and sometimes provides recommendations about key features of substitute materials.
- **Exceptions to allowable supports**: While a test administrator may normally use all PNP features and take advantage of the flexibility described in the Allowable Practices section of this manual, this area indicates when it is not appropriate to use a support on this specific testlet. This may include limits on the use of definitions, translation, read aloud, or other supports.
- **Other comments**: If there are further unique instructions for this testlet, they will appear here.
- **Alternate text**: For test administrators who will be delivering human read aloud that includes descriptions of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.

TIPs for English language arts testlets also have this information:
- name of the text
- whether the text is informational or literature
- whether the text is familiar or unfamiliar
- name of the grade-level text that the DLM text is associated with

- whether test administration time will be longer than usual because there are two texts (This occurs only when the node requires a comparison between two texts.)

TIPs for mathematics testlets also have this information:
- any specific math terminology used in the testlet
- whether calculator use is appropriate for the testlet
  - "Yes" means a student should have the option to use a calculator if the student is accustomed to using a calculator for instruction. Some items in the testlet may not require a calculator, but the test administrator does not have to remove the calculator once it has been given for the testlet.
  - "No" means a student should not be allowed to use a calculator for any portion of the testlet.
  - "Not needed" means the items do not involve computation and a calculator does not need to be provided.

Some testlets that require special setup before test administration, such as some math testlets designed for students who are blind or who have visual impairments, have additional pages of instructions.

MATERIALS, MANIPULATIVES, AND OBJECTS

Objects used in testlets should be easily available and familiar to the student; therefore, the TIP includes descriptions of the general object properties that are needed to assess the nodes correctly. **Objects that are not listed may be substituted as long as they meet the general requirements for that EE.** Also, if a testlet assigned to the student contains objects that are not appropriate for that student, other objects may be substituted.

Materials for the testlet should be collected prior to the test session. However, if the student has begun a testlet and the objects and materials are not working as anticipated, use the **EXIT DOES NOT SAVE** option to leave the testlet, collect different materials, and log back in at a later time. Alternatively, remember that KITE can sit inactive for up to 28 minutes without logging out; so if the materials are close by, the test administrator may retrieve them and return immediately to the session.

FAMILIAR TEXTS

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy, the paper copy may be used during assessment. Links to printable versions of familiar texts are provided under Familiar Texts in ELA on the Educator Resource Page. Choose a grade level to see all texts for that grade.

EDUCATOR PORTAL USER GUIDE
FOR TEST ADMINISTRATORS

This section outlines the step-by-step procedures a test administrator might use in Educator Portal.

> Hint: If Educator Portal or KITE look or behave differently than outlined in this manual, please check for an updated version of the manual on your state's DLM webpage.

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

REQUIRED SOFTWARE

SUPPORTED BROWSERS

See the KITE Requirements webpage to choose a browser that will work well with Educator Portal. For more information on browsers and technology in your district, contact your Technical Liaison.

To access the KITE Requirements webpage, follow these steps:

1. Go to www.dynamiclearningmaps.org.
2. Click **Assessments | KITE & Educator Portal**.
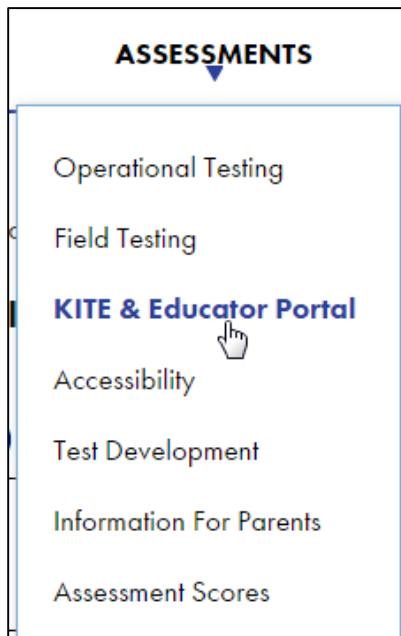
3. Click **View KITE Requirements**.
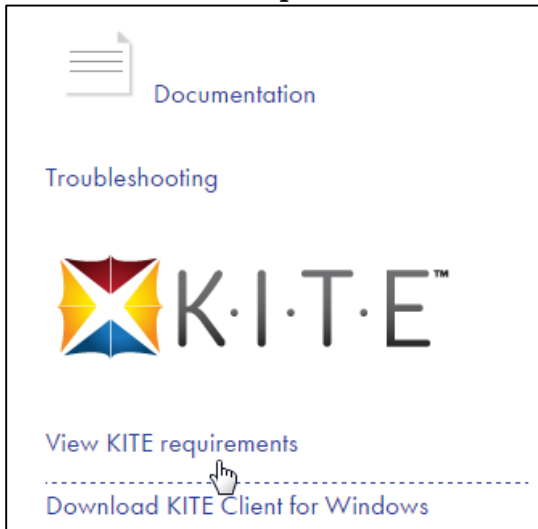
4. Look for the section titled **Supported Browsers**.

PDF VIEWER

To view PDFs in Educator Portal, educators will need Adobe Acrobat Reader DC or other software that allows you to view and print PDFs. Download Adobe Reader from http://get.adobe.com/reader/. Contact your Technical Liaison for questions related to technology specifications.

MANAGE USER ACCOUNT

ACTIVATE EDUCATOR PORTAL ACCOUNT

This procedure is required for all first time DLM users.

> Hint: Go to the procedure titled Access Educator Portal, page 90 if you have already activated your KITE EP account and received a username and password.

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

If:	Then:
Yes	Go to Step 2.

If:	Then:
No	*The activation email message is sent ONLY after your state or district Data Steward has uploaded your user information into Educator Portal.* Did your Data Steward upload your user information into Educator Portal? | If:	Then: | |---|---| | Yes | Ask your Data Steward to resend the KITE activation email message. | | No | Wait until your Data Steward has uploaded your user information. |

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

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

http://educator.cete.us/AART/activate.htm?an=14984efe-2085-4cf0-ab60-62654b38dbfc
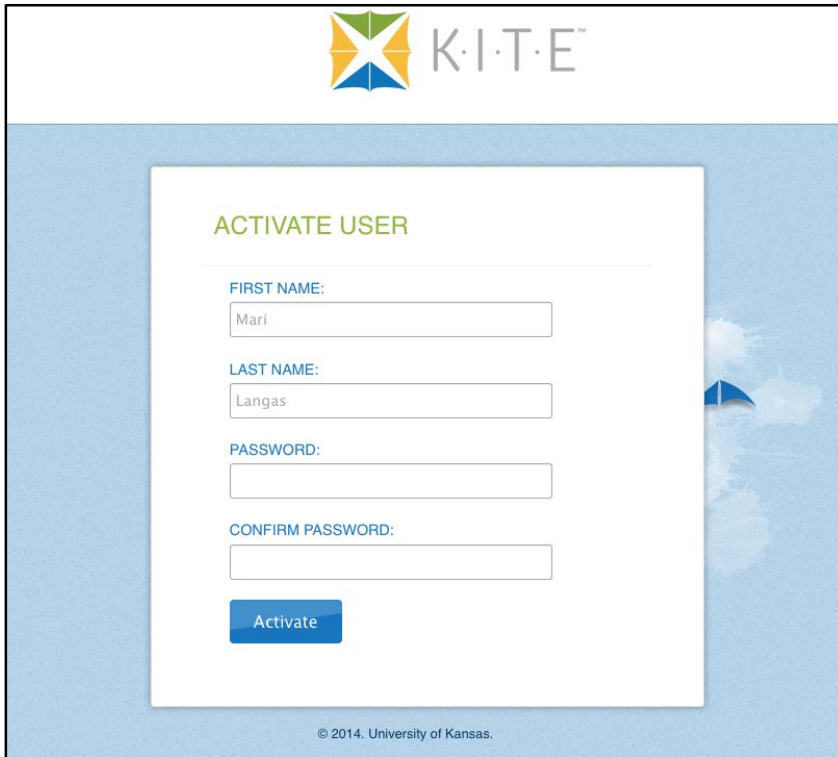
Please contact your local Assessment Coordinator or administrator if you did not request this account
or are uncertain why you are receiving this email.
This link to activate your account will expire in 20 days.

> Hint: The email message may reference KITE, but this is the path to Educator Portal.
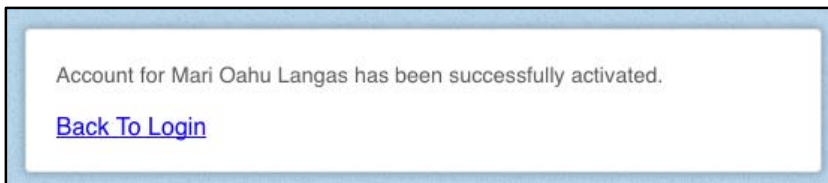
2. Click the link in the message. The **Activate User** screen appears.

3. Complete these fields:
   o **First Name**
   o **Last Name**
   o **Password**
   o **Confirm Password**

4. Click **Activate**.

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

Account for Mari Oahu Langas has been successfully activated.

Back To Login

ACCESS EDUCATOR PORTAL

Hint: The first time you access Educator Portal, go to the procedure titled Activate Educator Portal Account, page 88 of this guide.

To log in to **Educator Portal,** follow these steps:
1. Using a recommended internet browser, go to https://educator.cete.us.

2. Complete these fields on the **Sign In** screen.

    o **Username** (usually your email address; use lower case)
    o **Password** (case sensitive)

3. Click **Sign In**.
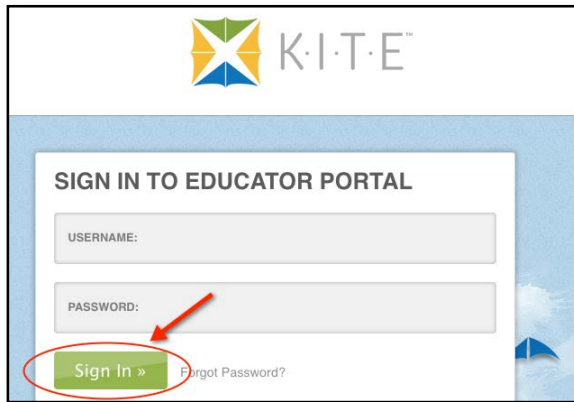
RESET EDUCATOR PORTAL PASSWORD

> Hint: Use this procedure ONLY if you forgot your password. To change your password, see Change Password, page 94.
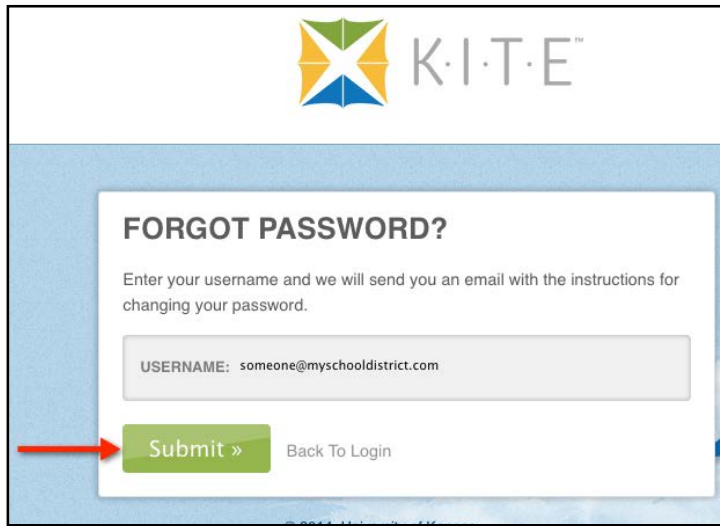
To reset a password in Educator Portal, follow these steps:
1. Go to Educator Portal at https://educator.cete.us.
2. Click **Forgot Password?**
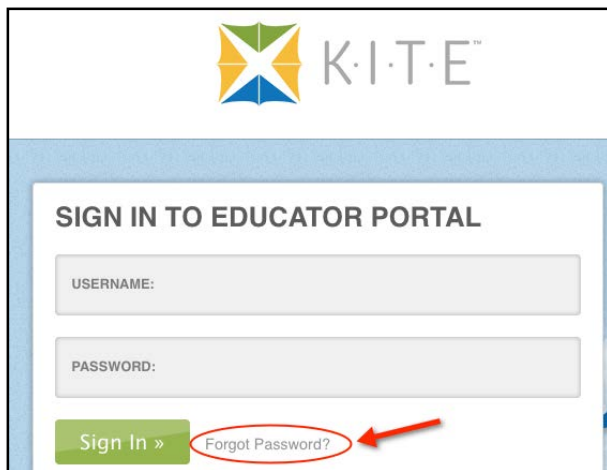
3. Type your **Username**.

4. Click **Submit**.
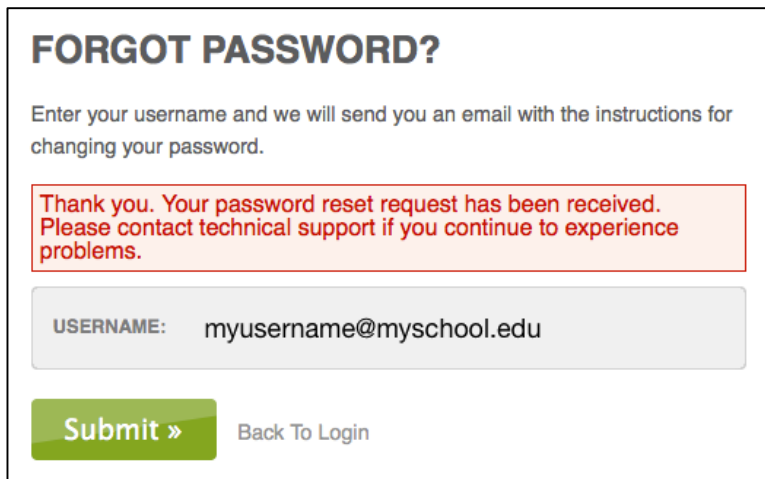
5. You will receive a notification that the password reset request has been received.

KITE-support@ku.edu will send a password reset email within one hour; check your junk or spam email folders if this automated message does not arrive.

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

Hi user@schooldistrict.edu

A password reset has been requested for your KITE account.

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

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

Thank you,
KITE

6. Click the link in the message.

7. Type your **Username**.

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

RESET PASSWORD

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

USERNAME:

user@schooldistrict.edu

PASSWORD:

Password

CONFIRM PASSWORD:

Confirm Password

Submit

9. Click **Submit**.

RESET PASSWORD

Password has been reset successfully.

Return to KITE Login Page

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

CHANGE PASSWORD

To change your password, follow these steps:

1. Click **My Profile**.
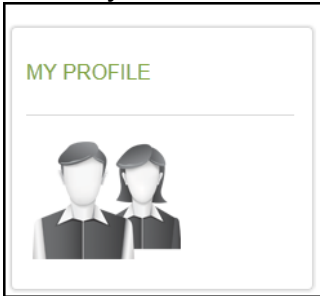
2. Click **Change Password** on the left menu.

3. Complete these fields.
   - o **Current Password**
   - o **New Password**
   - o **Confirm Password**

4. Click **Save**.

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

COMPLETE SECURITY AGREEMENT

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

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

To complete the Security Agreement, follow these steps:
1. Click **My Profile**.
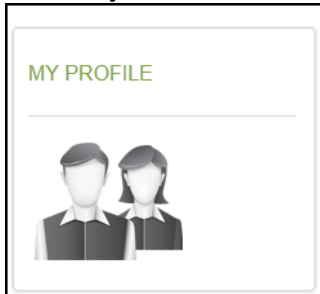
2. Click **Security Agreement** on the left menu.

3. Read the agreement.

4. Choose your reply.

5. Type your full name in the field.

6. Click **Save**.

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

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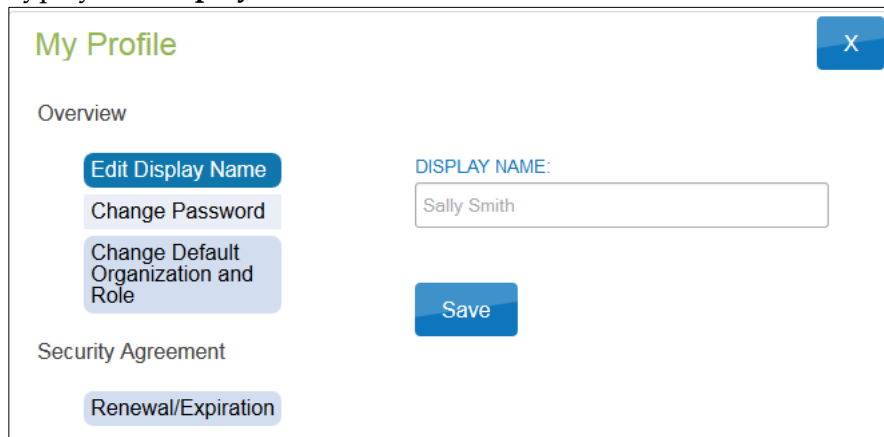
The display name is the name that shows when you log in to the application. The default display name is the first name and last name that was defined in the user upload completed by your Data Steward to create your account. Changing your display name is optional.

To edit your display name, follow these steps:
1. Click **My Profile**.
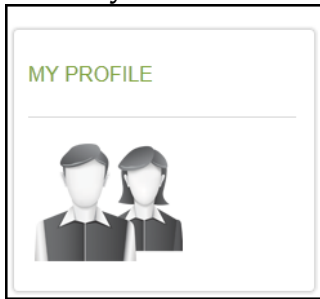
2. Click **Edit Display Name** on the left menu.
3. Type your **Display Name**.

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

CHANGE USER ROLE VIEW

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

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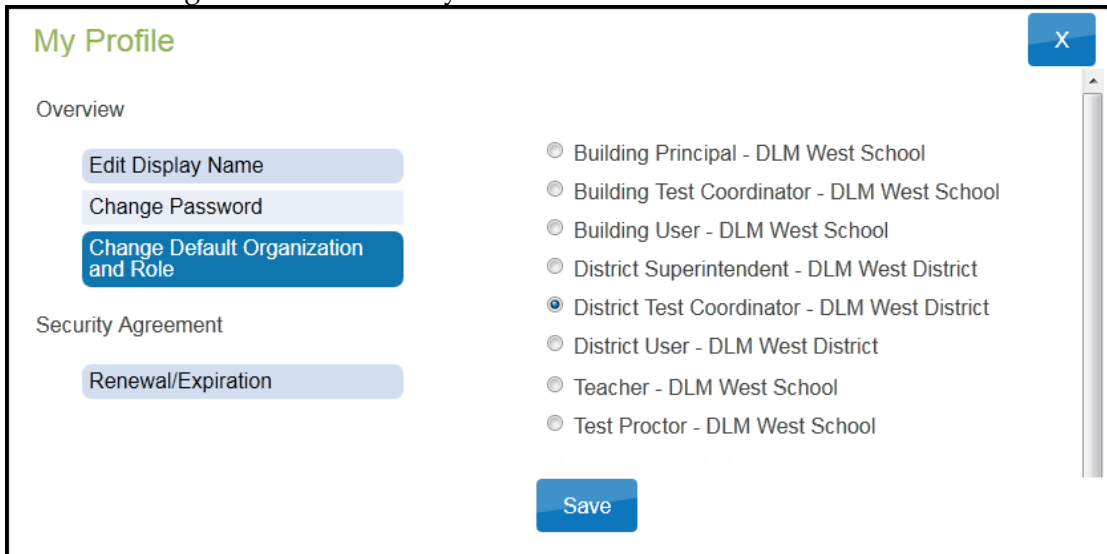
The default organization and role impact the view that appears when you log in to Educator Portal. The default organization and role was defined in the user upload completed by your Data Steward to create your account. Changing your default organization and role is optional.

To change your default organization and role, follow these steps:
1. Click **My Profile**.
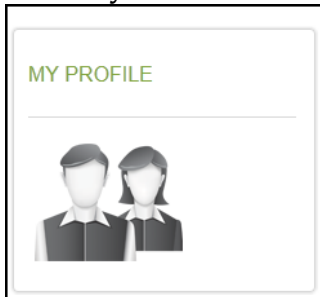
    MY PROFILE

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

    My Profile   X

    Overview
                                              ○ Building Principal - DLM West School
        Edit Display Name   ○ Building Test Coordinator - DLM West School
        Change Password   ○ Building User - DLM West School
                                              ○ District Superintendent - DLM West District
        Change Default Organization   ● District Test Coordinator - DLM West District
        and Role   ○ District User - DLM West District
    Security Agreement   ○ Teacher - DLM West School
                                              ○ Test Proctor - DLM West School
        Renewal/Expiration

                                                   Save

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

MANAGE STUDENT DATA

VIEW AND CHECK STUDENT DATA

This procedure is required.

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

> Hint: You may need to take action for a student who is leaving or joining your classroom after your spring testing window has started. Please work with your Data Steward (who has more information about best practices and procedures) so these students have accurate records and receive testlets at their current school.

To view and check student records, follow these steps:

1. Choose user role view if needed.
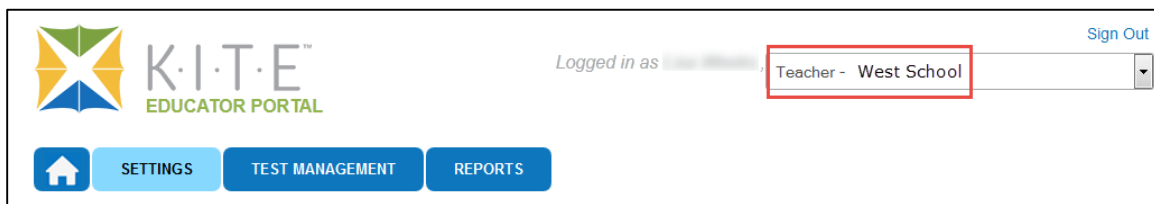
2. Click **Student** on the home page.
3. Select **View Students**.
4. Apply filters in the **Select Organization** fields to choose the level you need.

5. Sort, filter, or search as needed.

6. Review the following fields for accuracy. Data in these fields must be correct before you proceed with other activities:
   o **State ID**
   o **First Name**
   o **Last Name**
   o **Grade**

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

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

If:	Then:
There are active links to both fields	Go to the next procedure.
There is not an active link in one or both fields	- Kansas - order a DLM test from KIDS. - All other states - work with your Data Steward to correct the Enrollment file; choose TRUE for the DLM_Status field.

8. OPTIONAL: To view an individual Student Record, click the student ID number.

9. The View Student Record overlay appears.

> Hint: Looking for the student KITE Username or Password? See the procedure titled View Student Username and Password, page 125.

VIEW AND CHECK ROSTER
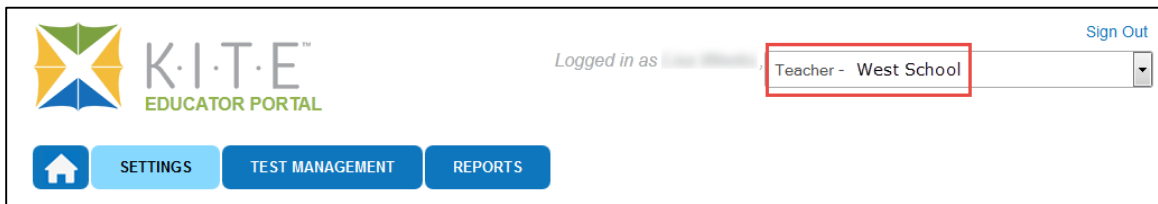
This procedure is required.

Your Data Steward uploaded a roster file that links students to educators.
You are responsible for confirming that students who appear on your roster are eligible to participate in the test and that they are rostered to each subject area in which they will test.
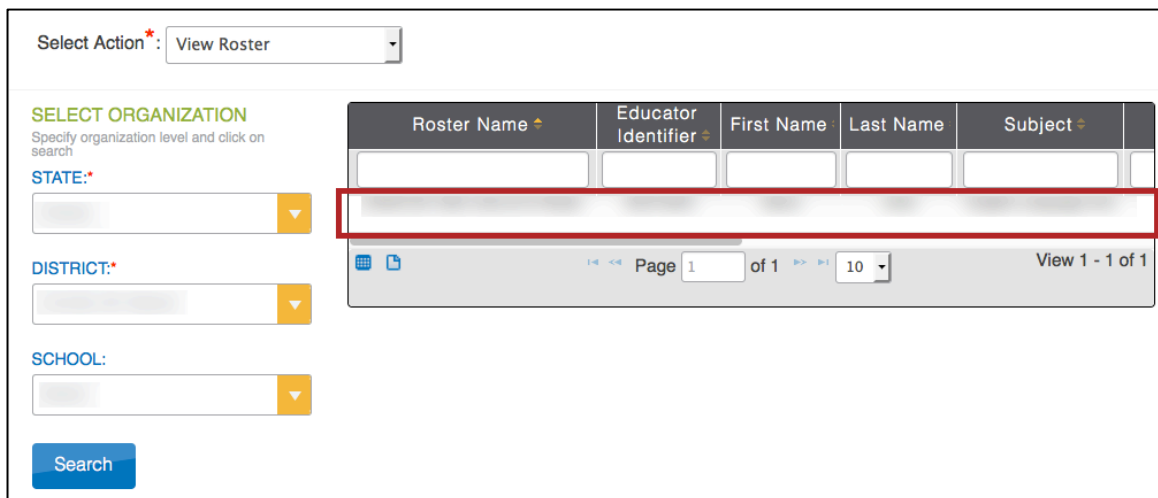
To view and check a roster, follow these steps:

1. Choose user role view if needed.

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

3. Select **View Roster**.

4. Apply filters in the **Select Organization** fields to choose the level you need; click **Search**.

5. Sort, filter, or search as needed.

6. Click the roster you wish to view; the View/Edit screen appears.

7. Check the roster data.

If:	Then:
All expected students appear AND they are eligible to participate in the DLM test.	Go to the next step.
A student is not rostered to the right subject	Work with your Data Steward to update the roster record for the student.
A student who is not eligible to participate appears	Work with your Data Steward to remove the student from the roster.
An unknown student appears	Work with your Data Steward to remove the student from the roster.
A student who should participate does not appear	Work with your Data Steward to add the student to the correct roster. Make sure the student's correct grade level is identified.
A duplicate student record appears	A student should appear once each for subject area in which they will test. If the student appears twice for one subject area, contact the Service Desk to have the duplicate record removed.
No students appear	Work with your Data Steward to provide student and educator data for the roster files. The Data Steward will upload the roster files to Educator Portal.

8. Review the following fields for accuracy:

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

If:	Then:
All fields are accurate for all students.	Go to the next step.
One or more fields contain incorrect information for one or more students.	a) Contact your Data Steward with the correct information. b) Go to the next step; you may continue while the Data Steward works to correct the information.

9. Click **Save**.

COMPLETE ACCESS (PERSONAL NEEDS & PREFERENCES) PROFILE

This procedure is required. See the ACCESSIBILITY MANUAL for additional information such as best practices and policies.

> Hint: Set aside 15-20 minutes to complete the Personal Needs & Preferences (PNP) Profile. Have the student's IEP at hand or know which supports the student currently receives.

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

1. Click **Settings**.

2. Click **Students**.

3. In the **Select Action** drop-down menu, choose **View Students**.

4. Select the organizational information.

5. Click **Search**.

6. In the list of students click the State ID for the student.

7. On the **View Student Record** window, click the link next to Access Profile (PNP).

> Hint: If you are creating a PNP, the link will read No Settings. If you are editing a PNP, the link will read Custom.

8. Click **Edit Settings**.

> Hint: If editing a PNP, the window will display the supports currently selected.

9. The **Summary** tab shows **Student Demographics** on the left and the **Current Profile Settings** on the right. The tabs at the top of the page break down accessibility options into three categories. Click **Edit Settings** to create or edit profile settings.

Note: While moving through the tabs, be sure to **Save**.

10. Click the **Display Enhancements** tab to review and select options.
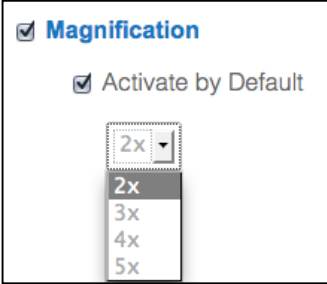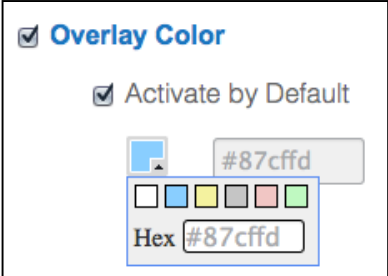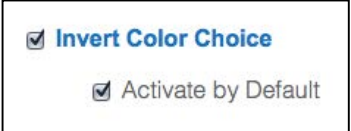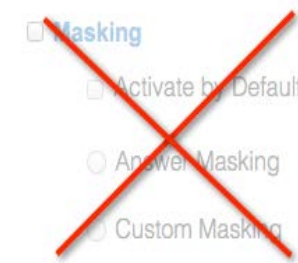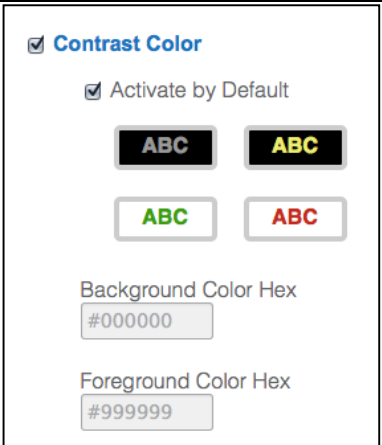
> Note: Access Profile options are organization-specific. If an option is grayed out or not displayed in Educator Portal, it is unavailable for your organization.

> Hint: Each enhancement includes an **Activate by Default** option. Always select this option when it is available.
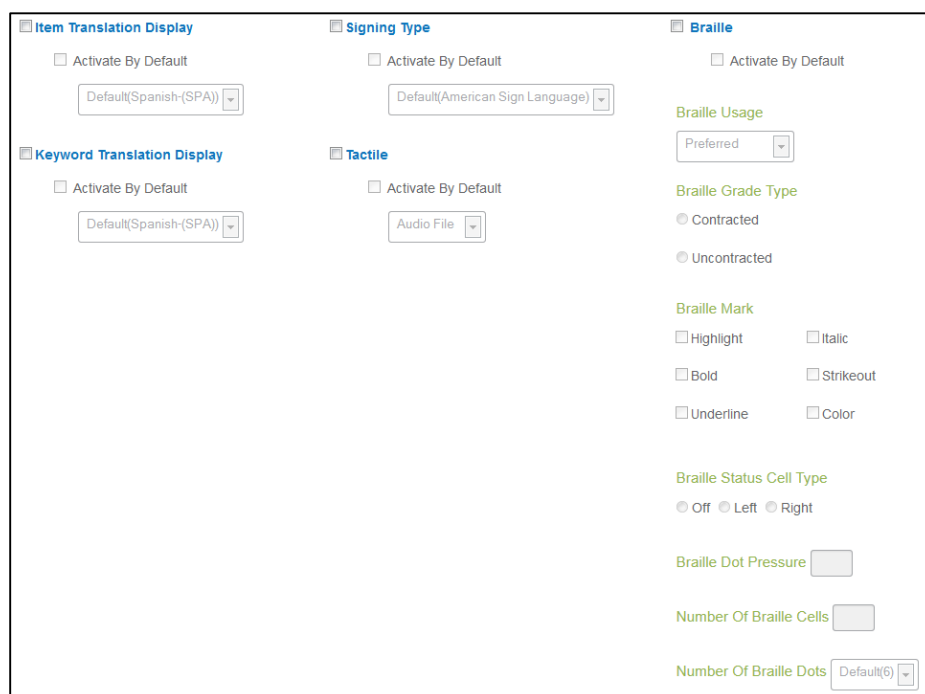
The following table describes the **Display Enhancement** options.

Display Enhancements	Definition	Screen
Magnification	Magnification allows you to choose the amount of screen magnification during testing. You can choose between a magnification of 2x, 3x, 4x, or 5x.	
Overlay Color	The overlay color is the background color of the test. The default color is white; you may select an alternate color.	
Invert Color Choice	The invert color choice will cause the test background to appear black with white lettering. Use "Contrast Color" to change the display to a different color scheme.	
Masking	Masking is not available in the testing system.	

Display Enhancements	Definition	Screen
Contrast Color	The contrast color section allows you to choose from several background and text color schemes.	

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

12. Click **Language & Braille** to review and select the support option related to language and braille. Note that uncontracted braille will be the only option on this screen available in DLM, and the feature will not be available until the spring 2016 operational test.

> Note: Access Profile options are organization-specific. If an option is grayed out or not displayed in Educator Portal, it is unavailable for your organization.
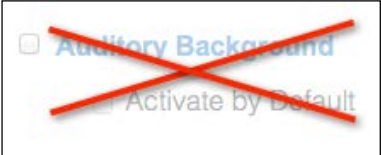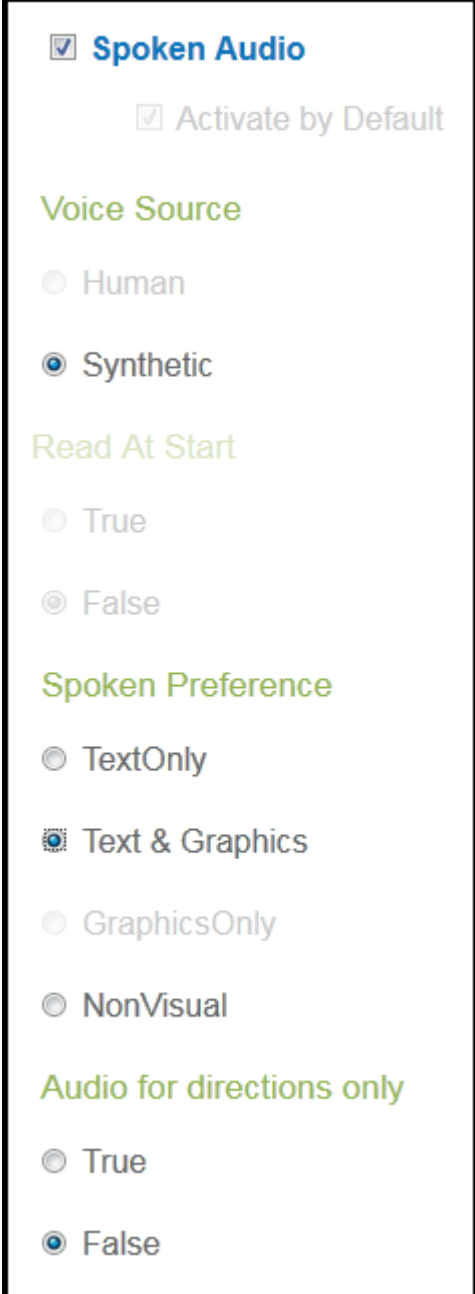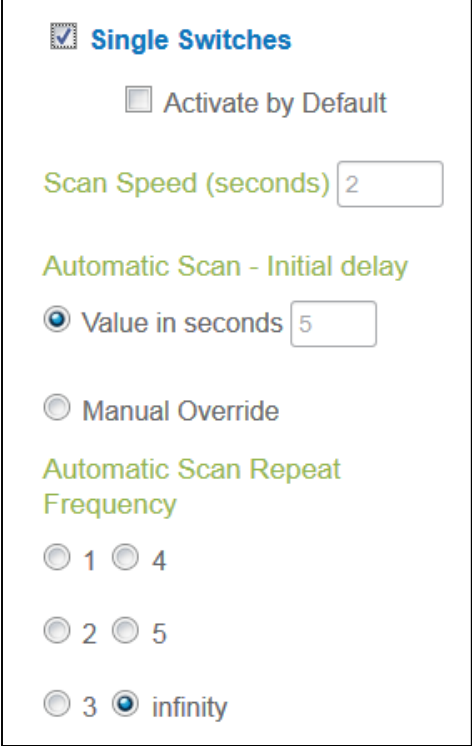
13. Click **Save**.

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

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

Audio & Environment Support	Definition	Screen
Auditory Background	Auditory background is not currently available in DLM.	
Spoken Audio	Spoken Audio features selected may not appear in all testlets administered before March due to technology enhancements in progress. For **Voice Source**, specify **Synthetic** for Spoken Audio. For **Read at Start**, specify **False** since this feature is not yet active. Using **Spoken Preference**, you can indicate which elements of a question should be read to the student. The system does not read the directions. Educators will continue to need to read the directions to the student. **Audio for directions only** is not available, please choose **False**.	

Audio & Environment Support	Definition	Screen
Single Switches Single-switch system: Scanning is activated using a switch set up to emulate Enter on the keyboard. Two-switch system: The system automatically supports two-switch step scanning.	**Note:** Single switch access should be selected for users requiring one switch automatic scanning. Two-switch access does not require any activation in the PNP. Any student can use two switches set to *Tab* to move between choices and *Enter* to select. Activate by Default does not change how a switch works with the system. ▪ **Scan Speed (seconds)** – The number of seconds that a particular item or row will be highlighted and available for selection before the system moves to the next item or row. The scan speed must be equal to or greater than the value entered under "Automatic Scan-Initial Delay". ▪ **Automatic Scan-Initial Delay** Allows you to specify whether scanning will begin automatically when a page appears. **Value in seconds** determines how long the system waits to begin scanning items after a page appears. **Manual Override** allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page. ▪ **Automatic Scan Repeat Frequency** – Determines how many times the system will repeat the scan cycle before stopping when a selection is not made.	☑ **Single Switches** ☐ Activate by Default Scan Speed (seconds) [2] Automatic Scan - Initial delay ◉ Value in seconds [5] ○ Manual Override Automatic Scan Repeat Frequency ○ 1 ○ 4 ○ 2 ○ 5 ○ 3 ◉ infinity

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

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

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

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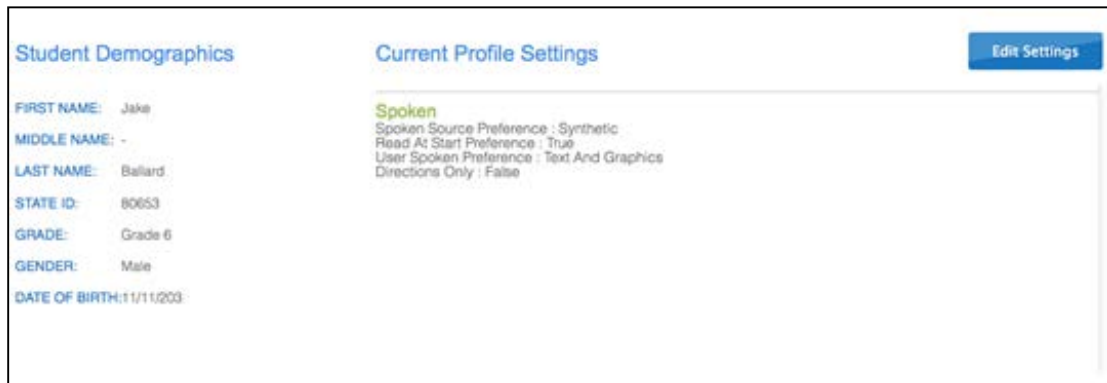
Other Supports	Definition
Supports Provided by Alternate Form	
Alternate Form – Visual Impairment	Most testlets are designed for all DLM students. For a limited number of EEs and levels, alternate forms are provided for students with visual impairments. These are educator-delivered, not braille. When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

Other Supports	Definition
Supports Requiring Additional Tools	
Two switch system	Two-switch scanning does not require any activation in the PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the Tab key to move between choices, and the other switch set up to emulate the Enter key to select the choice when highlighted.
Individualized manipulatives	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Calculator	Educators may use a calculator unless the TIP indicates a calculator may not be used.
Supports Provided Outside the System	
Human read aloud	The test administrator may read the assessment to the student. Use only the alternate text included as part of the Testlet Information Page.
Sign Interpretation	For students whose primary mode of receptive communication is sign, test administrators may sign the assessment to the student using American Sign Language (ASL), Exact English, or personalized sign systems. Sign language interpreters should use the alternate text provided in the TIP for picture descriptions.
Language translation	For students who are English learners and their best receptive communication is a language other than English, test administrators may translate the assessment for the student. Language translations are not provided via the computer.
Masking	Masking is not an option in KITE. The use of a piece of paper to cover portions of the screen to reduce visual clutter without otherwise decreasing the information or number of answer options is an acceptable support for students with visual impairments.
Test admin enters responses for student	If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.

Other Supports	Definition
Partner assisted scanning	PAS is a strategy in which test administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.

17. Click **Save**.

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

19. To change a setting, click **Edit Settings** and return to the tabs, saving changes on each screen. Log the student out of KITE and back in for the changes to take effect.

20. Click the **X** to close the pop-up window.

Overview

The First Contact survey is the first step in determining the initial placement of students in the DLM assessment. The First Contact survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. Questions marked with an asterisk must be completed because the system assigns each student to a specific level of testlet based on your responses. We recommend you complete all questions to support the ongoing development of improved instructional and assessment resources for teachers and students with the most significant cognitive disabilities.

When completing the First Contact survey educators will need to provide information about each student's primary disability, sensory capabilities, motor capabilities, computer access, communication abilities, and academic skills. When entering information into the survey, there are some screens where drop-down menus expand, filter or branch requesting more information based on answers provided to the first part of the question.

> Hint: Educator Portal presents previous First Contact responses from the matching student record. The test administrator updates items based on changes in the student. Submit the survey even if no changes are made.

Procedure

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

> Hint: Set aside approximately 20-30 minutes to complete a new survey, or 10-20 minutes to update an existing survey. Preview the survey questions at First Contact Survey (All Questions), page 174.

1. Click the **Student** quick link on the home page.
2. In the **Select Action** drop-down menu, choose **View Students**.

3. Apply filters in the **Select Organization** fields to choose the level you need.

4. Click **Search**.
5. To view a student, click on the student's ID number.

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

o **Complete**: all required fields are completed and survey has been submitted.

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

---

6. On the **View Student Record** screen, click the link next to First Contact Survey.

Note: Once you have started and saved the FCS, you can go back and edit it at any time.

---

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

8. Read the information on the welcome screen. Verify the student's name. Click **Start Survey.**

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

9. Click **Special Education**.

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

10. Use the drop-down menu to select the student's primary disability. Choose the option that most closely mirrors the student's class placement. Click **Next.**

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

11. On the **Sensory Capabilities** tab, complete the survey on the student's hearing and vision sensory capabilities. Click **Next.**

12. On the **Motor Capabilities** tab, complete the survey on the student's motor capabilities and health. Click **Next.**

13. On the **Computer Access** tab, complete the survey on the student's primary use of a computer. Click **Next.**

14. On the **Communication** tab, complete the survey on the student's expressive and receptive communication abilities and needs. Click **Next.**

15. On the **Academic** tab, complete the survey on the student's skills in reading, mathematics, and writing. Click **Next.**

16. On the **Complete** tab, click **Submit Survey** to submit all answers and exit.

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

17. On the Student Record Report, the First Contact link will read "Completed."

School Id	School Name	Grade	Access Profile	First Contact
			All	All
DLMSCH	DLM School	Grade 6	NO SETTINGS	In Progress
DLMSCH	DLM School	Grade 6	CUSTOM	Completed
DLMSCH	DLM School	Grade 6	NO SETTINGS	Ready to Submit
DLMSCH	DLM School	Grade 6	NO SETTINGS	In Progress
DLMSCH	DLM School	Grade 6	NO SETTINGS	In Progress

Page 2 of 54   5   View 6 - 10 of 270

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

> Hint: If the FC survey is not completed for the current school year then the system will not assign a test to the student. If the FC is complete before the testing window opens, the student should have a test immediately. If the FC is completed after the window opens, test assignment happens the day following the FC completion.
>
> Hint: If accessing the FC survey after completion and submission, you will need to click **Submit Survey** on the **Complete** tab to save it again, even if no changes have been made.

RECORD TESTING EXCEPTIONS

Different states in the consortium allow DLM-eligible students to be exempt from testing due to unique circumstances. There is no consortium-wide procedure for seeking approval for a student to not participate, or for recording the reason the student was not tested. Contact your district or state Assessment Coordinator for information on recording testing exceptions.

MANAGE ASSESSMENTS

VIEW STUDENT USERNAME AND PASSWORD

Students are assigned to the appropriate tests within Educator Portal. Educators view student usernames and passwords from Educator Portal. Students must have a username and password to access KITE and take the DLM assessment.

This procedure applies for Spring testing. If participating in the optional instructionally-embedded assessments, use the Instructional Tools Interface in Educator Portal to locate the student username and password. See Print Instructional Plan History, page 142.

Hint:	When you have finished this procedure, go to Retrieve Testlet Information Page, page 130 to save some time (you are most of the way there at the end of this procedure).
Hint:	The student's user name and password are the same FOR ALL DLM TESTS for the current testing year. If you have the student's username and password from a previous test event, you may use the information to log the student in to KITE and administer tests without printing new tickets. However, having the username and password does not guarantee test assignment.
Hint:	You will need a PDF Reader to complete this procedure. If you choose to print, you will need a printer connection. See your Technical Liaison for help.

To view student usernames and passwords, follow these steps:
1. Click **Test Management**.

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

2. Click **Test Management**.

3. Select the following options in these fields:
   - o **Assessment Program:** Dynamic Learning Maps
   - o **Testing Program:** Summative
   - o **School:** your school
4. Leave other fields blank.
5. Click **Search**. A list of test sessions will be displayed.

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

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

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

7. Click **Open with**; choose Adobe Reader.
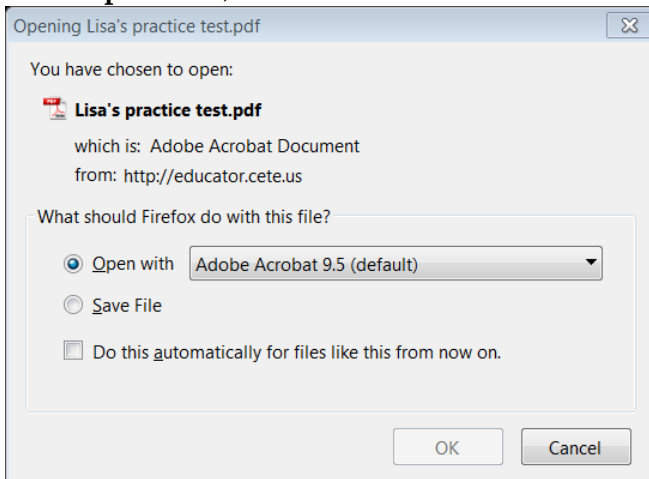
8. Click **OK**.

9. View the student username and password.

Playground
Demo 1 - Smith

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

- -

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

10. Compare the student names to the students expected.

If:	Then:
All students appear	You are ready to administer assessments.
A student does not appear	Check these items on your own: • First Contact survey is not complete. • First Contact survey is not submitted. • First Contact survey was submitted less than 24 hours ago. Work with your Data Steward to check these items: • In the Enrollment file, the Current_Grade_Level field is missing the student's grade. • In the Roster file, the State_Subject_Area field is blank or incorrect.

> Hint: When you have finished this procedure, go to Retrieve Testlet Information Page, page 130 to save some time (you are most of the way there at the end of this procedure).

RETRIEVE TESTLET INFORMATION PAGE

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

The testlet is part of:	Retrieve the Testlet Information Page at:
Spring testing	Use the procedure described below to retrieve the TIP after each testlet is assigned and before you begin testing.
The Instructionally Tools Interface (ITI)	See Confirm an Instructional Plan on page 138.

1. Click **Test Management**.

2. Click **Test Management**.

3. Complete the following required fields:
    o **Assessment Program:** Dynamic Learning Maps
    o **Testing Program:** Summative
    o **School:** your school
4. Complete these optional fields:
    o **Subject**
    o **Grade**
5. Click **Search**. A list of test sessions will be displayed.
6. Click the desired **Test Session Name**.

Hint: Test Session Names are long. Look for the first 10 characters of the student's last name, the Student System ID, and the first 30 characters of the test name. Here are two examples:

DLM-SmithRobert-99999999-FT ELA 3.1a IP 4719

DLM-JonesJane-111111111-FT ELA 4.3b IP 5131

	Actions	Test Session Name	Tickets	Assessment Name	Grade	Subject
☐		DLM-VanDonsola-YE M 9.1 IP-InitialPrecursor-1234567	📄 PDF	YE M 9.1 IP	Grade 11	Mathematics
☐	🗑	DLM-VanDonsola-YE ELA RI.3.9 DP-DistalPrecursor-1234567	📄 PDF	YE ELA RI.3.9 DP	Grade 3	English Language Arts
☐	🗑		📄 PDF	YE M 10.3 IP	Grade 10	Mathematics
☐	🗑		📄 PDF	YE M 10.4 IP	Grade 10	Mathematics
☐	🗑		📄 PDF	YE M 9.3 IP	Grade 9	Mathematics
☐	🗑		📄 PDF	YE M 11.2 IP	Grade 11	Mathematics
☐	🗑		📄 PDF	YE M 9.5 IP	Grade 9	Mathematics
☐	🗑		📄 PDF	YE M 10.5 IP	Grade 10	Mathematics
☐	🗑		📄 PDF	YE M 9.6 IP	Grade 9	Mathematics
☐	🗑		📄 PDF	YE M 9.5 IP	Grade 9	Mathematics

🗋 View Test Session Detail   ◁◁ ◁ Page 1 of 9 ▷ ▷▷ 10 ▾   View 1 - 10 of 87

7. Click the PDF in the **Test Information** column to view/open the TIP.

| Home | Test Management | Reports | Professional Development | Configuration | Site Map |

‹back

View/Edit Test Session:

Choose the students to register to the selected test below. Click SAVE to continue

| Assessment Details | Students | Session Information | Monitor |

Current School Year	Educator ID	Educator First Name	Educator Last Name	DLM Student	Test Information
2015	Not Available	Aletra	Johnson	Yes	📄 PDF

🗋   ◁◁ ◁ Page 1 of 1 ▷ ▷▷ 30 ▾   View 1 - 1 of 1

8. Click **Open with**; choose Adobe Reader.
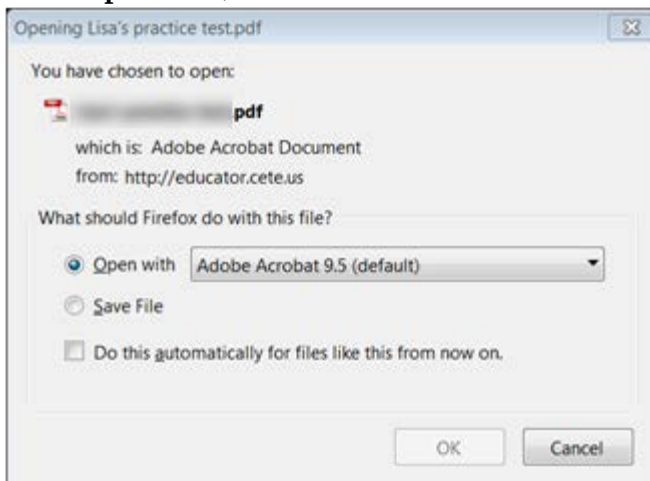
9. Click **OK**.
10. View the Testlet Information Page.

| Hint: | You may print the TIP. Treat this as a secure document and handle accordingly. You may wish to double-check if there are multiple pages and print only the pages you need. (Alternate text attachments may be lengthy and are only needed if you are providing human read aloud to the student.) |

11. Use the TIP to prepare for testlet administration.
12. When the student has finished with the test, shred the TIP. Also shred the TIPs for any testlets the student was assigned but did not complete. Do not save TIPs to your computer.

USE THE INSTRUCTIONAL TOOLS INTERFACE (ITI)

Assigning an instructionally embedded assessment begins with creating an instructional plan. See the Educator Resource Page for a video about ITI.

> Hint: This feature closes for the 2015-16 school year after February 29.

CREATE AN INSTRUCTIONAL PLAN

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

1. Click **Test Management**.

2. Click **Instructional Tools**.

3. Click **Add New Instructional Plan**.
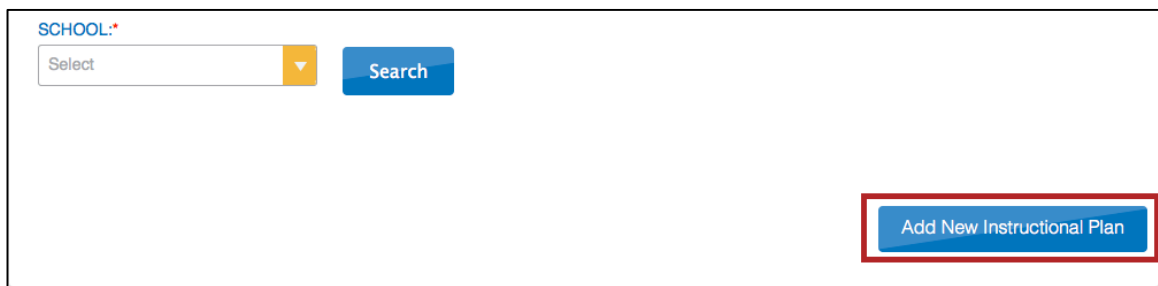
4. On the **Student Roster** tab, click on a student.
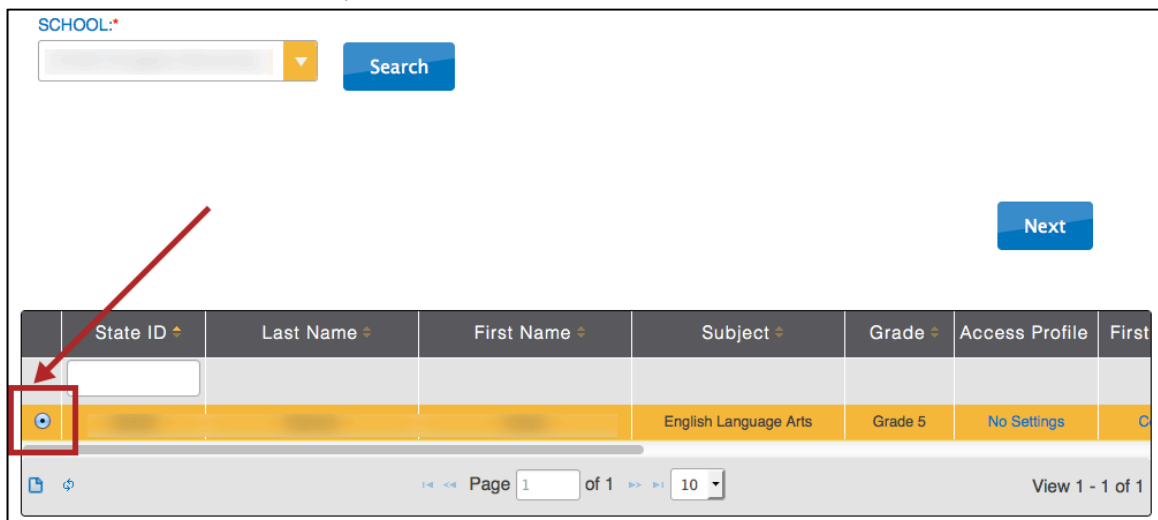
5. Click **Next**.

6. On the **Select Content** tab, specify the Essential Element.

Hint: Essential Elements with assessments are listed in black type.
Unavailable Essential Elements are listed in gray type.

---

7. Select the appropriate linkage level for the student.

Note: The levels that display depend upon the content framework. One level will be recommended for the student and will display a red asterisk (*).

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

> Hint: The selections you make in the Themes field do not mean that you are choosing this content for specific testlets, only that testlets with these themes are acceptable for this student. Rely on SEA/LEA guidance and your professional judgment about appropriate themes for students.

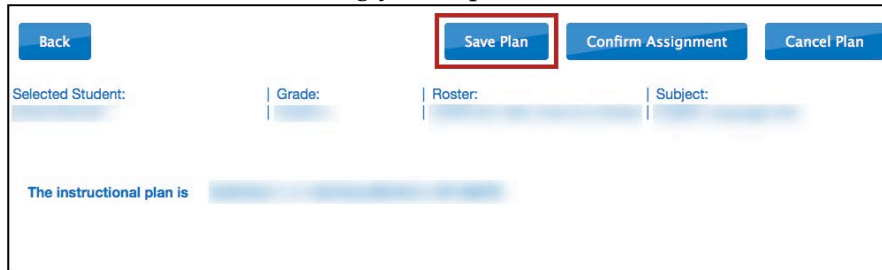Note: You can select multiple items in the Theme menu.

10. Click the PDF icon to view or save Instructional Information.

Hint: More about the Instructional Information is included in Retrieve Instructional Information on page 82.

11. Click **Continue**.

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

13. Once student instruction is complete, go to the procedure titled Confirm an Instructional Plan on page 138.

> Hint: To begin testing immediately, click **Continue** to go directly to the Confirmation tab and click **Confirm Assignment**.
>
> Hint: Once an assignment is confirmed, the student must complete the assigned test before another instructional plan can be created for the same Essential Element and linkage level.
>
> Hint: The **Cancel Plan** button will close the plan without saving the information you have entered.

CONFIRM AN INSTRUCTIONAL PLAN

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

To confirm an instructional plan, follow these steps:
1. Click **Test Management**.

2. Click **Instructional Tools**.

3. Locate the student in the list.

> Note: If you do not see a list of students, make selections and click Search.

4. In the History column, click **History**.

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

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

6. Click **Pending**; the Confirmation tab appears.

7. To assign the test to the student, click **Confirm Assignment**.

> Note: The Cancel Plan button will return you to the list of instructional plans, but the plan will remain in Pending status.

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

9. View of print the Testlet Information Page (TIP).

> Hint: The TIP is also available through the View Instructional Plan History.

10. Click **Done**.

VIEW INSTRUCTIONAL PLAN HISTORY

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

1. Click **Test Management**.

2. Click **Instructional Tools**.

3. Locate the student in the list.

> Note: If you do not see a list of students, make selections and click Search.

4. In the History column, click **History**.
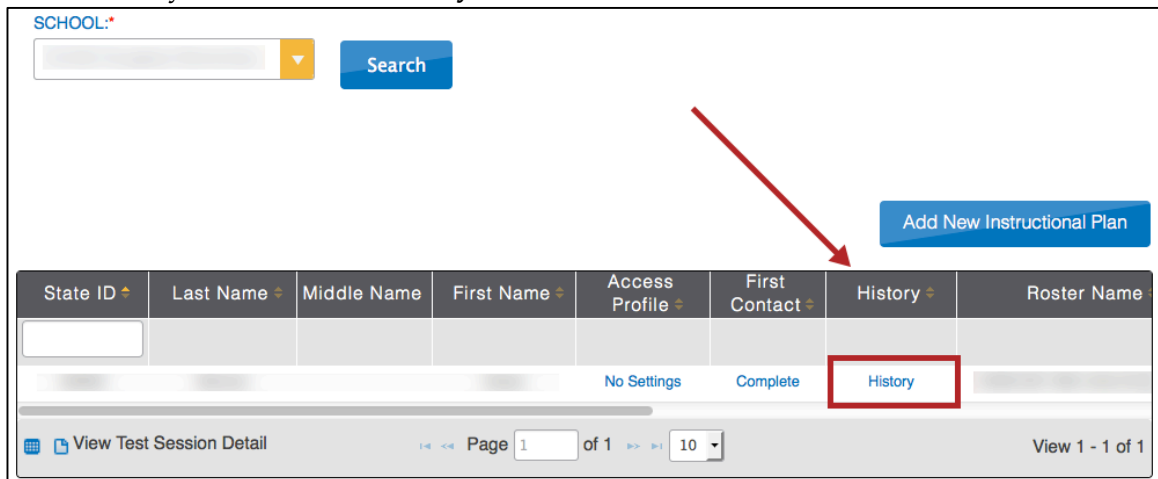
> Hint: You may need to scroll to the right to locate the History column.

5. On the View Instructional Plan History window, review the information presented.
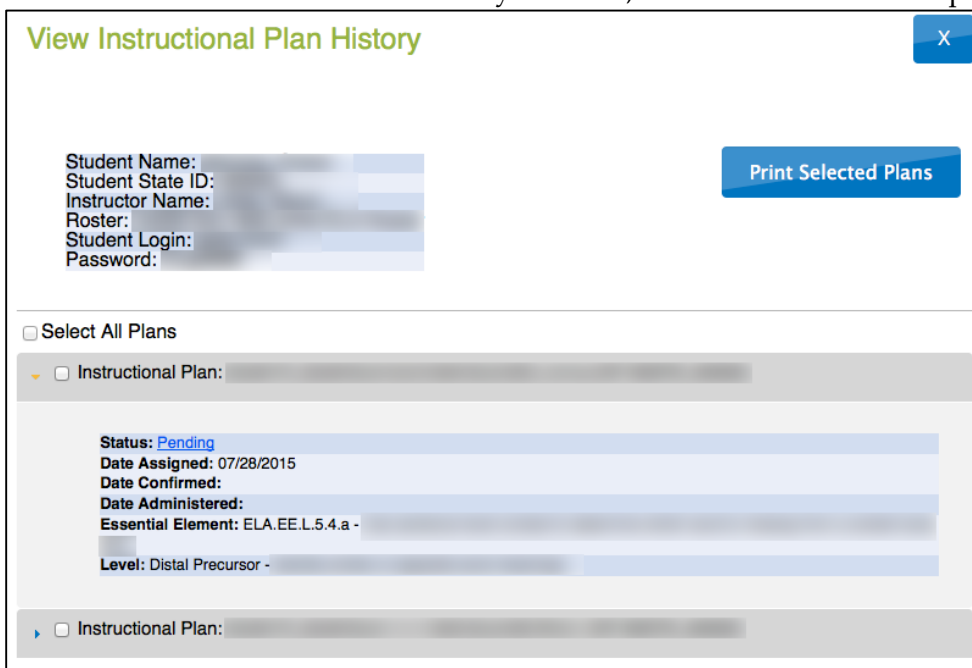
> Hint: To review a different instructional plan, click the bar that describes the plan. The first plan closes and the second is displayed.
>
>

PRINT INSTRUCTIONAL PLAN HISTORY

You can use the View Instructional Plan History screen to print a summary of each instructional plan associated with a student. These reports include:

- Student name
- Student State ID
- Instructor Name
- Roster
- Student Login
- Password

To print an instructional plan history, follow these steps:

1. Click **Test Management**.

2. Click **Instructional Tools**.

3. Locate the student in the list.

> Note: If you do not see a list of students, make selections and click **Search**.

4. In the History column, click **History**.

5. To print a plan, click the checkbox next to that plan.
6. Click **Print Selected Plans**.

Hint: To print all of the plans, click **Select All Plans**.

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

CANCEL AN INSTRUCTIONAL PLAN

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

1. Click **Test Management**.

2. Click **Instructional Tools**.

3. Locate the student in the list.

4. In the **History** column, click **History**.
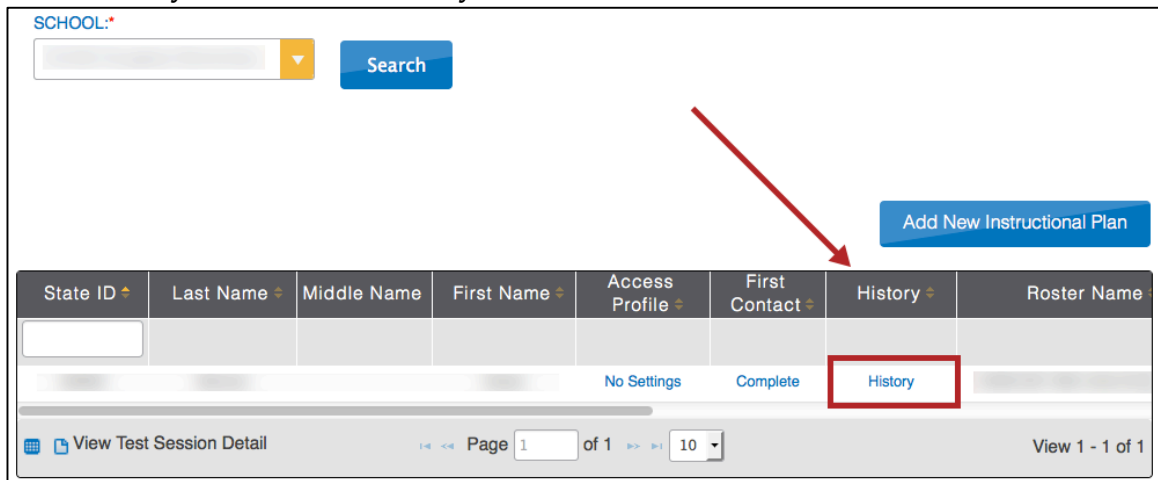
> Hint: You may need to scroll to the right to locate the History column.

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

6. Click **Pending**.

7. Click **Cancel Assignment**.

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

CANCEL A CONFIRMED INSTRUCTIONAL PLAN

The following users can cancel a confirmed ITI assignment:

- State Assessment Administrator
- District Test Coordinator

Note: A confirmed plan cannot be cancelled if the student has started or completed the test.

ACCESS REPORTS AND DATA EXTRACTS

This section summarizes the reports and data extracts available through Educator Portal.

VIEW A STUDENT'S ALTERNATE ASSESSMENT REPORT

The Student report includes the student's current instructional goals as well as completion of assignments. Each instructional plan will also be labelled to indicate the student's performance on the assignment.

To view a Student report, follow these steps.

1. Click **Reports**.

2. Under **Alternate Assessments**, click **Student**.

    Student reports and data extracts include Personally Identifiable Information (PII), so please take the appropriate precautions to protect saved files.
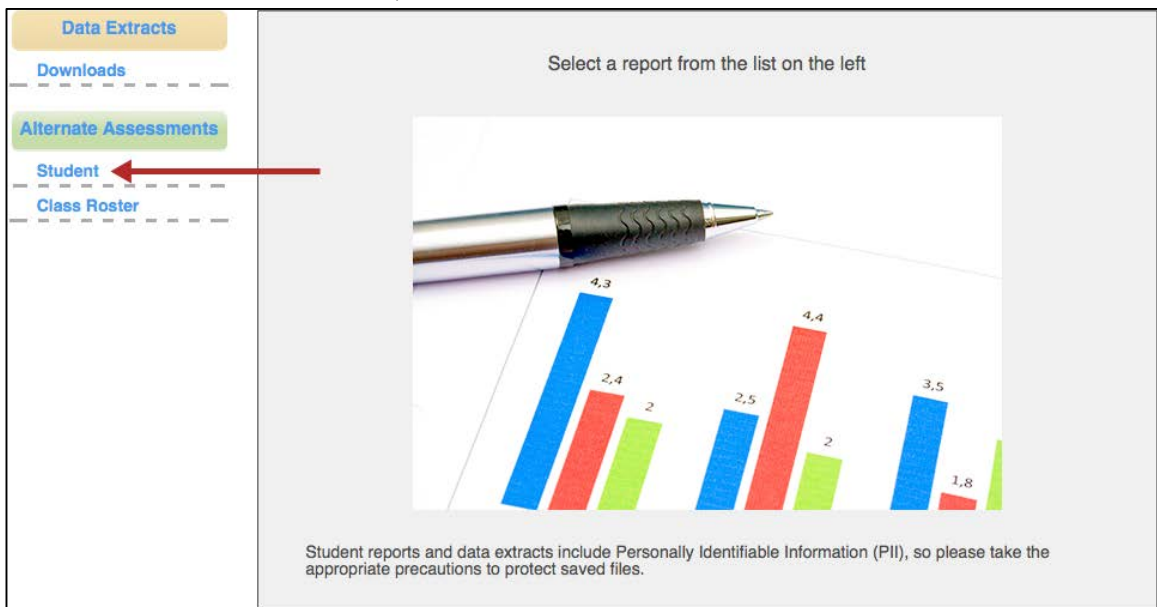
Note: The choices available to each user will vary depending upon the role in Educator Portal and the data available after testing.

---

3. Use the menus to select the report criteria. When a criterion has been selected, the number next to it will change to a green checkmark.

Hint: Use the field at the top of each menu to search for information.

4. After selecting the criteria, choose a student.

5. Click **View Report**.

Hint: The report displays on the screen.

VIEW CLASS ROSTER REPORT

The Class Roster report displays the most recent assessment and current instructional goals for one or more students on a roster. The information is only valid for instructionally embedded testlets assigned through the Instructional Tools Interface. It does not apply to the spring testing window.

The report uses a series of numbered filters at the top of the screen to select the data to display. When data has been selected, a green checkmark displays. Data that needs to be selected displays a yellow, circled number.

To create a class roster report, follow these steps:
1. Click **Reports**.

2. Under Alternate Assessments, click **Class Roster**.
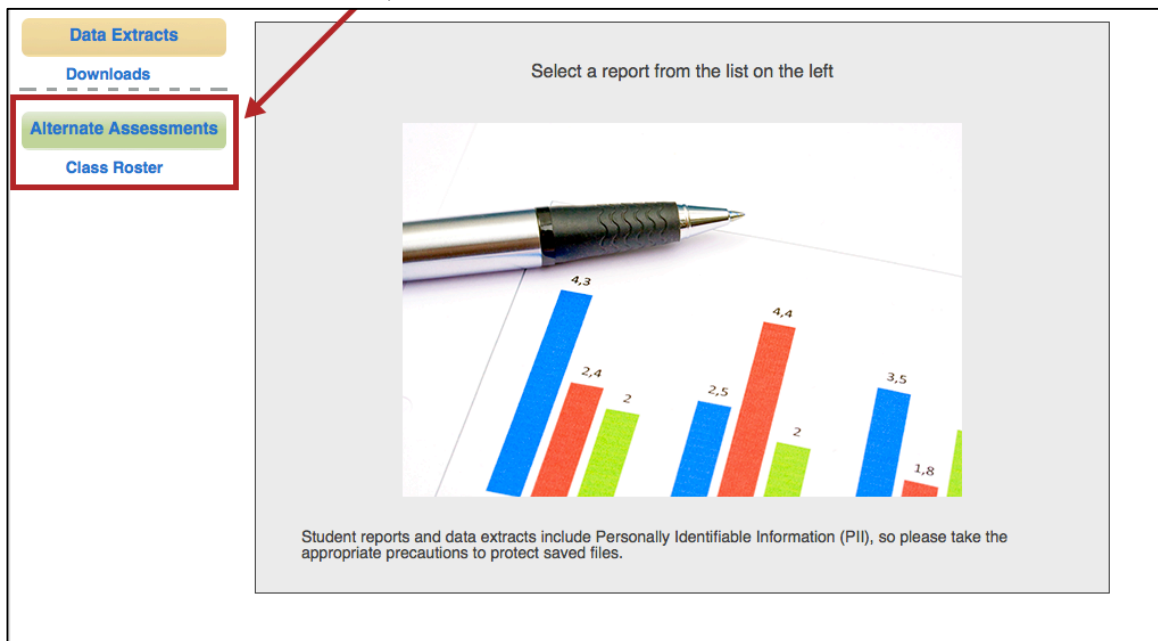
3. Use the menus to select the report criteria.
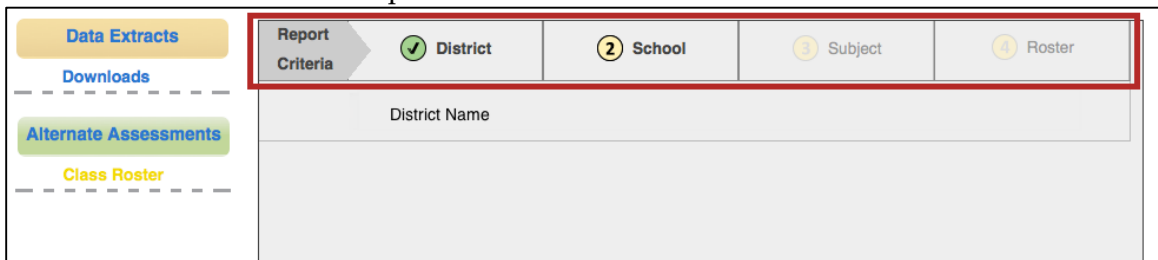
Note: When a criterion has been selected, the number next to it will change to a green checkmark.

Hint: Use the field at the top of each menu to search for information.
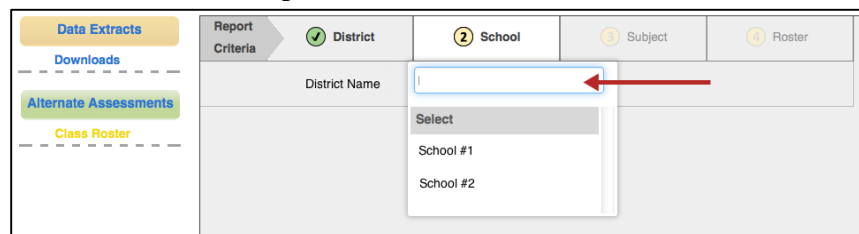
4. After selecting a roster, choose one or more students.

5. Click **View Report**.

Hint: The report displays on the screen.

6. Optionally, choose **Save** to save/print the report.

VIEW A DATA EXTRACT

The following data extracts are available for select users. If the user does not have permission to view the extract, it will not appear in the list.

Name of Data Extract	Summary
Current Enrollment	Enrollment data for your organization
Accessibility Profile	Access (PNP) settings for your organization
Roster	Roster data for your organization
Test Records	Test records for students in your organization
DLM Test Administration Monitoring	Testlets assigned and completed in a subject (per student)
Accessibility Profile Summary	Student counts by organization for supports selected in Access (PNP) Profile

To view a data extract, follow these steps:
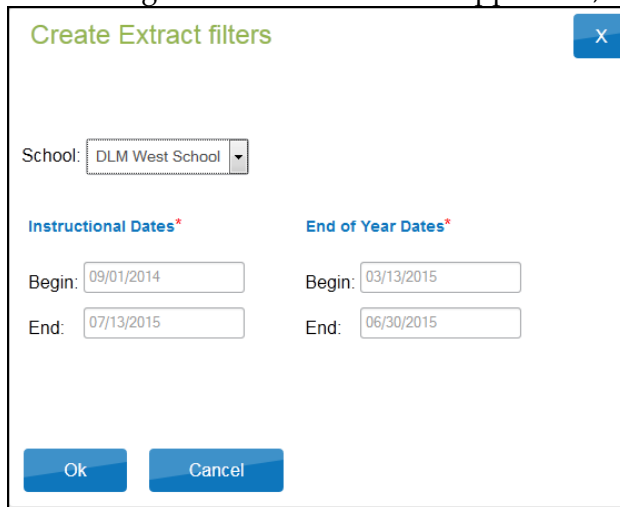
1. Click **Reports**.

2. On the left side of the Reports screen under Data Extracts, click **Downloads**.
3. Click **New File** for the extract you wish to view.
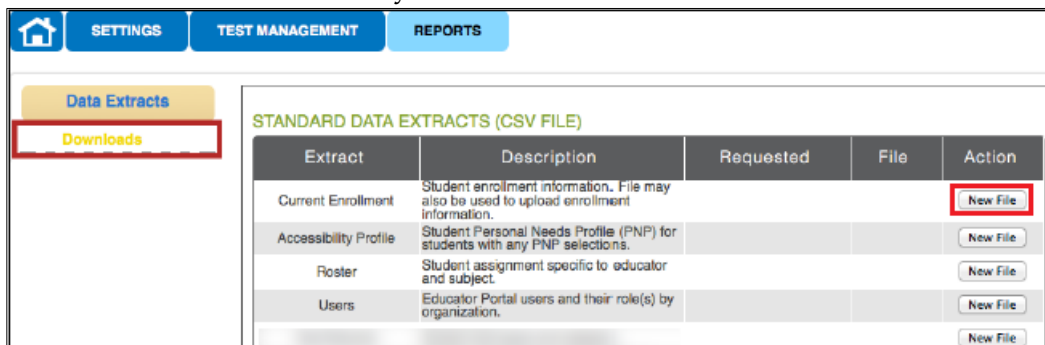
4. Select your organization (district or school).

5. Choose begin and end dates when applicable; click **Ok**.
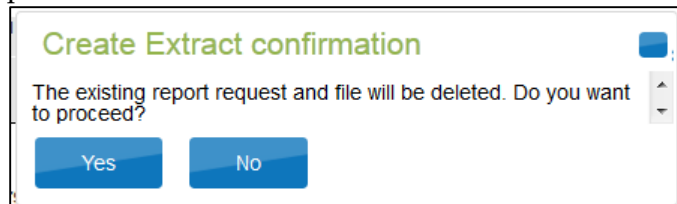
6. If you accessed the report previously, you will receive this message. Click **Yes** to proceed.
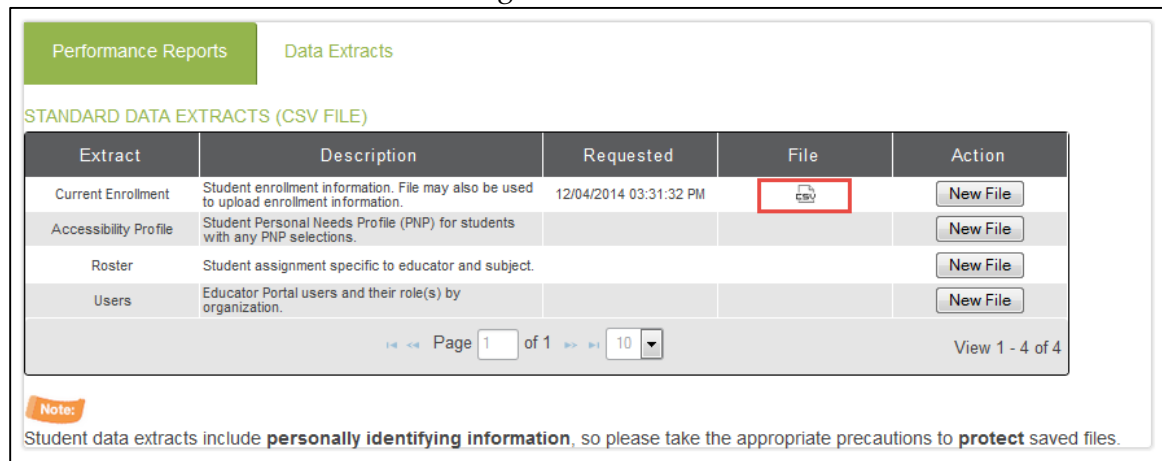
Hint: Each request for an extract replaces the previous extract. Save extracts to your computer if you require an archive.

7. The **File** field transitions from "In Progress" to a CSV icon.

8. Click the CSV icon.

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

9. Follow the browser's procedure for viewing or saving the CSV file to your computer.

UNDERSTANDING THE ACCESSIBILITY PROFILE EXTRACT

Accessibility Profile creates a CSV file that lists the accessibility (PNP) settings for the students enrolled in a particular district or school. Only students who have PNP settings are included in the file. The file contains a column for every possible PNP setting and indicates if that setting has been chosen for a student.

Name of the Extract

When you save the Accessibility Profile download, the file will have the following name:
Educator_Portal_PNP_OrgID_UserID_MM-DD-YY_HH-MM-SS.csv

> Hint: OrgID is the organization identifier for your school or district.
> UserID is your user identification number.
> MM-DD-YY is the month, day, and year the file was created.
> HH-MM-SS is the hour, minute, and second the file was created.

Fields in the Extract

The file includes information about a student's PNP settings. Each of the possible PNP settings is included in the file. See the example below.

	D	E	O	P	Q	R
1	Student Last Name	Student First Name	Display - Overlay Color	Display - Overlay Color Activate by Default	Display - Overlay Color Code	Display - Overlay Color Desc
2			Selected	Selected	#87cffd	Light Sky Blue
3			Selected	Not Selected	#f5f2a4	Pale Goldenrod
4			Not Selected	N/A	N/A	N/A
5			Not Selected	N/A	N/A	N/A
6						

The file indicates whether or not a feature or support has been selected for a student, and, if a feature or support has multiple settings, the details of those settings are listed. For example, the overlay color can be set to one of several pre-determined colors. The file lists the hexadecimal value of the color selected (e.g., #87cffd) as well as the description of the color (e.g., Light Sky Blue). You may also see the following results in columns:

- N/A – indicates that the feature or support has not been selected, either because the selection depends upon another item being checked or because the feature or support is not available for your organization.
- Not Selected – appears when a feature or support has been selected, but "Activate by Default" has not been selected.
- Selected – indicates that the feature or support has been selected on the student's PNP.

Some columns on the file that may be of particular interest are described in the table below.

Column Name	Description
Last Modified Time	The date and time that the PNP settings were last modified. The format used is MM/DD/YYYY HH:MM AM/PM and time zone.
Last Modified By	The name of the person who made the last change to the PNP settings.

UNDERSTANDING THE ACCESSIBILITY PROFILE SUMMARY EXTRACT
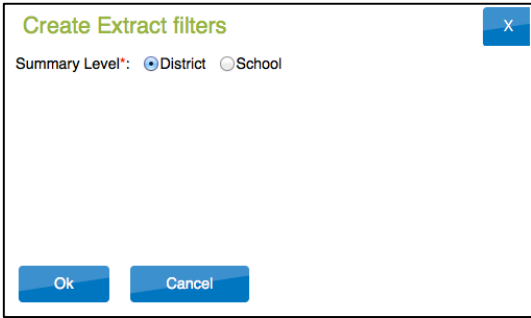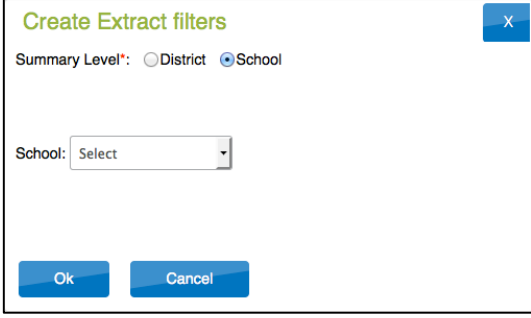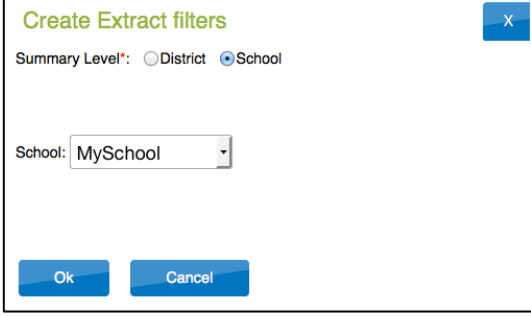
The Accessibility Profile Summary extract creates a CSV file that lists the total number of students who have a particular setting on their Access Profile (PNP). Depending upon the level of access, you can retrieve summary data in several configurations. If you have district-level or state-level access, select filters for the report.

Note: If you have school-level access to Educator Portal (i.e., you access the data for one school), there is no need to select any filters. The CSV file will have two lines of data, summarizing the PNP settings for your school.

District-Level Access
The district-level filter window displays a choice of two summary levels: District or School and three possible combinations for selecting the data to be included in the CSV file. When the contents include two rows of data, one marked as General Assessment and one marked as DLM, use only the DLM rows.

State	District	School	Student Counts	Display - Magnification	Display - Overlay Color	Display - Invert Color Choice	Display - Masking
Oklahoma	Achille	Achille ES	DLM	0	0	0	0
Oklahoma	Achille	Achille ES	General Assessment	0	0	0	0
Oklahoma	Achille	Achille HS	DLM	0	0	0	0
Oklahoma	Achille	Achille HS	General Assessment	0	0	0	0

Settings	Filter	CSV Contents
District Summary Level	**Create Extract filters** [X] Summary Level*: ⦿ District ○ School [Ok] [Cancel]	CSV file contains two lines of data – PNP counts summarized for the district.
School Summary Level	**Create Extract filters** [X] Summary Level*: ○ District ⦿ School School: [Select ▾] [Ok] [Cancel]	CSV file contains multiple lines of data – two lines for each of the schools in the district.
School Summary Level School selected	**Create Extract filters** [X] Summary Level*: ○ District ⦿ School School: [MySchool ▾] [Ok] [Cancel]	CSV file contains two lines of data – PNP counts summarized for a single school.

Name of the Extract

When you save the Accessibility Profile Summary download, the file will have the following name:

Summary_Accessibility_Profile_OrgID_UserID_MM-DD-YY_HH-MM-SS.csv

> Hint: OrgID is the organization identifier for the school or district.
> UserID is the user identification number.
> MM-DD-YY is the month, day, and year the report was created.
> HH-MM-SS is the hour, minute, and second the report was created.

Fields in the Extract

The report includes columns of information about the PNP settings in use. Unlike the Accessibility Profile extract, PNP settings are summarized by category.

E	F	G	H
Display - Magnification	Display - Overlay Color	Display - Invert Color Choice	Display - Masking
1	2	2	1
0	0	0	0

The extract provides a count of the total number of students who have the feature or support selected in their PNP.

UNDERSTANDING THE CURRENT ENROLLMENT EXTRACT

The Current Enrollment extract includes all records for students who are enrolled in the user's organization.

> Hint: There will be multiple records for one student if the student has been enrolled in more than one school or grade.

Name of the Extract

When saving the Current Enrollment extract, the file is named:
KITE_Enrollment_Extract_OrgID_UserID_MM-DD-YY_HH-MM-SS.csv

> Hint: OrgID is the organization identifier for your school or district.
> UserID is your user identification number.
> MM-DD-YY is the month, day, and year the report was created.
> HH-MM-SS is the hour, minute, and second the report was created.

Fields in the Extract

The extract includes information about each student. With the addition of Extract_State, Extract_District, and Extract_School_Name, the columns are the same as those in the Enrollment Upload Template.

UNDERSTANDING THE ROSTER EXTRACT

The Roster extract creates a CSV file that lists the students and teachers on every roster in a particular school. When creating the extract, you must select the school. The Roster extract is similar, but not identical to the Roster Upload Template.

> Note: If your program will use the report to maintain rosters, be sure to delete the first three columns in the report (state, district, and school) and any other columns which do not identically match the Roster Template.

Name of the Extract

When saving the Roster extract, the file is named:

KITE_Roster_Extract_OrgID_UserID_MM-DD-YY_HH-MM-SS.csv

> Hint: OrgID is the organization identifier for your school or district.
> UserID is your user identification number.
> MM-DD-YY is the month, day, and year the report was created.
> HH-MM-SS is the hour, minute, and second the report was created.

Fields in the Extract

The extract includes information about rosters. With the addition of Extract_State, Extract_District, and Extract_School, the columns are the same as those in the Roster Upload Template.

UNDERSTANDING THE DLM TEST ADMINISTRATION MONITORING EXTRACT

The DLM Test Administration Monitoring Extract is helpful to track when a student is finished with spring testing. This extract includes the number of testlets confirmed, in progress, and completed by a student. Testlet counts are included for each subject, so a student may appear on more than one line in the extract. If a student is in more than one roster, grade, or school, separate lines will appear for the student.

- A student will not appear on this extract until they are enrolled and rostered to at least one subject in the current school year.
- Data is available for the current testing year (September 1 through July 30) through July 31.

> Hint: There are two subsections of the extract: the Instructional dates apply to the four columns of Instructional testlets; the End of Year dates apply to the four columns of End of Year testlets.
>
> Use the system default dates for accurate results. Please do NOT change the dates which appear.

When you save the DLM Test Administration Monitoring extract, the file will have the following name:

KITE_DLM_Test_Administration_Status_Extract_MM-DD-YY_HH-MM-SS.csv

Hint: MM-DD-YY is the month, day, and year the extract was created.
HH-MM-SS is the hour, minute, and second the extract was created.

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

Hint: The Instructional Begin and End dates impact the data in these columns. The default begin and end dates cover the entire consortium instructionally embedded window and will count all testlets administered during that time.

Column Heading	Definition
Instructional # Testlets Not Started	The number of instructional plans confirmed for a student but which the student has not started.
Instructional # Testlets In Progress	The number of instructionally embedded testlets which are in progress. Any number in this field means a testlet is in progress or the browser was closed without using the **EXIT DOES NOT SAVE** button.
Instructional # Testlets Completed	The number of instructionally embedded testlets completed by the student.
Instructional # Testlets Required	Will always show an asterisk because requirements vary.

These four columns include data from the spring testing window.

> Hint: The End of Year Begin and End dates impact the data in these columns. Use the system default dates for accurate results. Please do NOT change the dates which appear.

Column Heading	Definition
End of Year # Testlets Not Started	The number of testlets assigned by the system for the spring testing window but which the student has not yet started. Hint: The system assigns testlets one at a time, not all at the beginning of the window.
End of Year # Testlets In Progress	The number of spring window testlets which are in progress.
End of Year # Testlets Completed	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.
End of Year # Testlets Required	Five testlets per subject.

KITE USER GUIDE

Students access KITE with a username and password.

Staff and educators do not have accounts in KITE.

KITE TESTING DEVICES

DLM tests may be administered on:

Windows PC desktops	Via KITE with Windows and Mac* instructions
Mac desktops	
Laptops (PC or Mac)	
iPads	Via KITE app with iPad instructions (previous versions are not supported)
Chromebooks	Via KITE or Google app with Chromebook instructions

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

ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments using KITE. Contact your Assessment Coordinator or Technical Liaison to learn about opportunities available for testing without an internet connection.

ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

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

To access the practice activities and released testlets using demo student logins provided in the Student Accounts for Practice Activities and Released Testlets section, page 34, follow these steps:
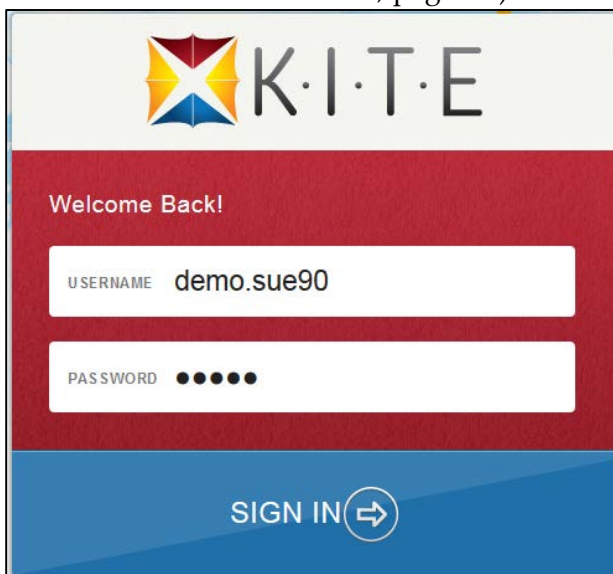
1. Click the **KITE Client** icon on the testing device.

2. Click **OTHER ASSESSMENTS**.

3. Enter the practice student's **USERNAME** and **PASSWORD**; click **SIGN IN**. (See table of demo student names, page 34.)

4. Click **PRACTICE FIRST**.
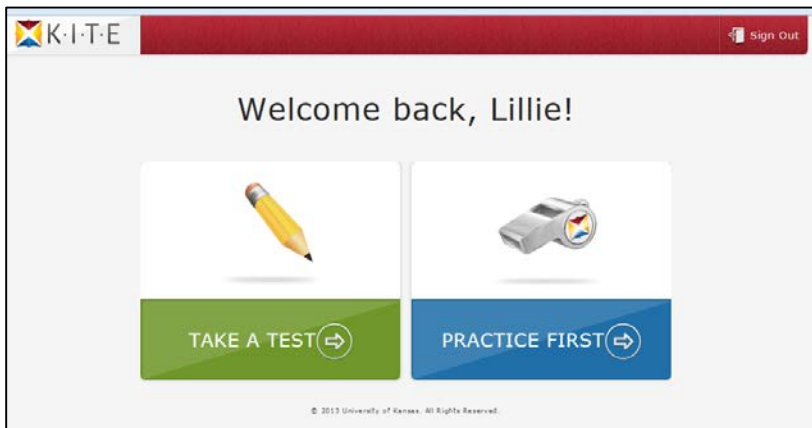
5. Click **Take Test** for the desired practice activity or released testlet.
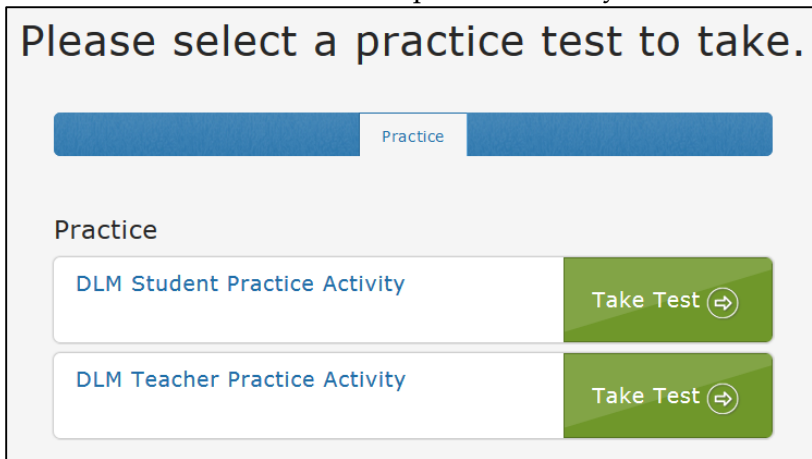
6. Click **Begin**.

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

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

> Hint: Confirm that you have the student username and password to log in. If the student username and password do not appear in Educator Portal, then tests have not been assigned to that student.
>
> Hint: The student's username and password are the same for all DLM tests. If you have the student's username and password from a test administered in this academic year, you may use this information to log the student in to KITE and administer tests without printing the information from Educator Portal. However, having the student's log-in information does not guarantee that testlets have been assigned for every testing window.

To administer a DLM assessment, follow these steps:
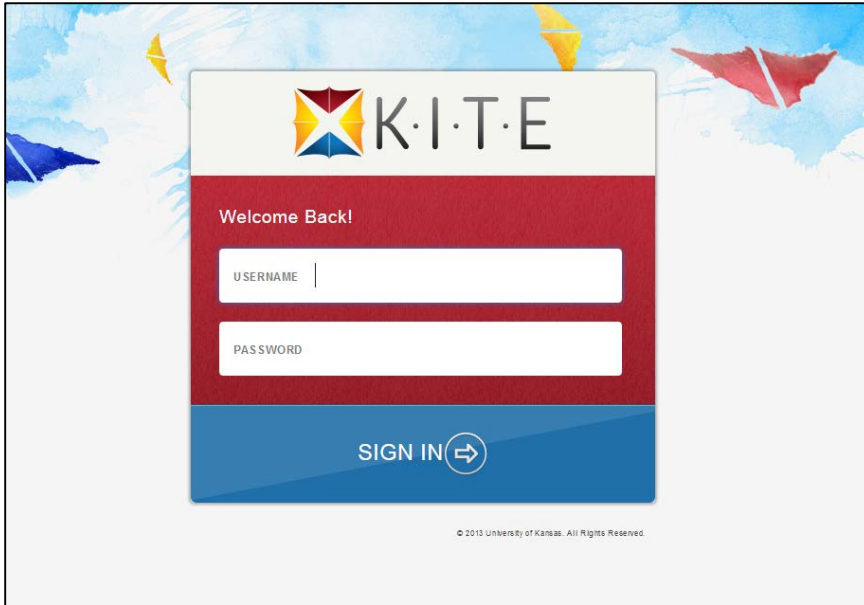
1. Click the **KITE Client** icon on the testing computer.
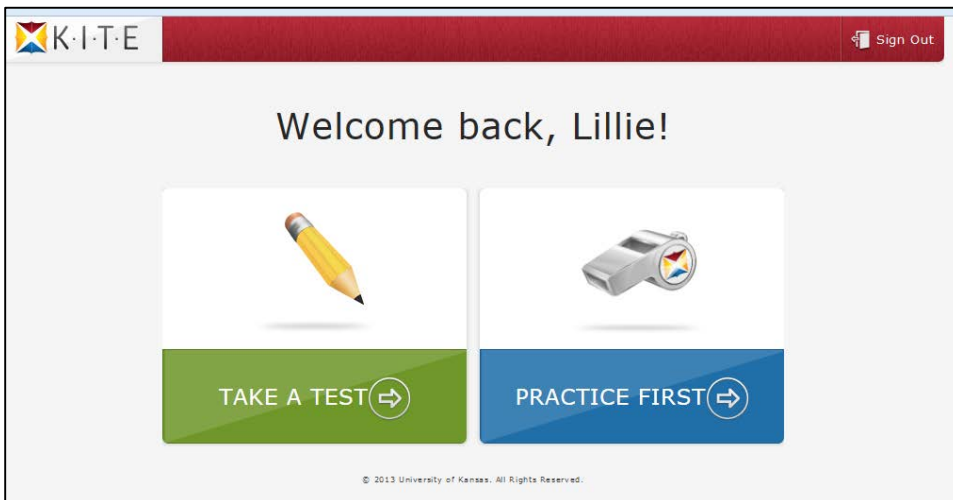
2. Click **OTHER ASSESSMENTS**.

3. Enter the student's **USERNAME** and **PASSWORD**; click **SIGN IN**. (See table of demo student names, page 34.)

4. Click **TAKE A TEST**.

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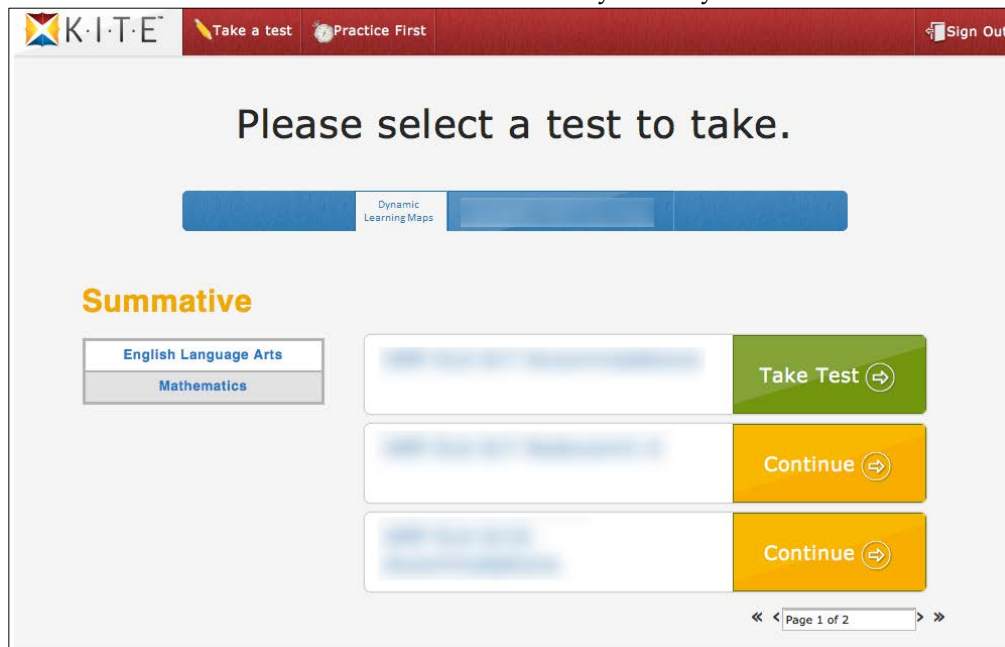
6. Click **Begin**.

Navigate in KITE with these buttons.

Button	Action
Buttons visible on each test screen. See Figure 2: Test Screen, page 167.	
	Return to the previous screen.
	Go to the next screen.
	Read text aloud. This button appears when the student has spoken audio enabled in PNP. Underlined words and words with underscores are highlighted during the read aloud process. (Note: Spoken Audio features selected may not appear in all testlets administered before March due to technology enhancements in progress. Use human read aloud when Spoken Audio is not available.)

Button	Action
EXIT DOES NOT SAVE	Exit the test without saving responses. Upon return, the student will start at the beginning of this testlet. If **DOES NOT SAVE** is selected after the completion of the first section of a test form, the testlet listing on the student homepage will read "Continue."
Buttons available on the review screen. See Figure 3: Review Screen, page 169.	
⊕ GO BACK	Go back to review or change answers for this test.
END ⊕	Save answers for this section and end this test.

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 ⊕

Figure 2: Test Screen

TAKE A BREAK DURING TESTING

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

1. **Take a short break (28 minutes or less).**
   After 28.5 minutes of inactivity, KITE will warn you that you have 90 seconds to click **EXTEND SESSION** or **LOGOUT**. After the 90 seconds expires (30 minutes of total inactivity), KITE closes the session automatically.

   > Your session is about to expire.
   >
   > Select Extend Session to continue where you left off.
   >
   > Time Remaining: 01 mins and 28 seconds
   >
   > [EXTEND SESSION]   [LOGOUT]
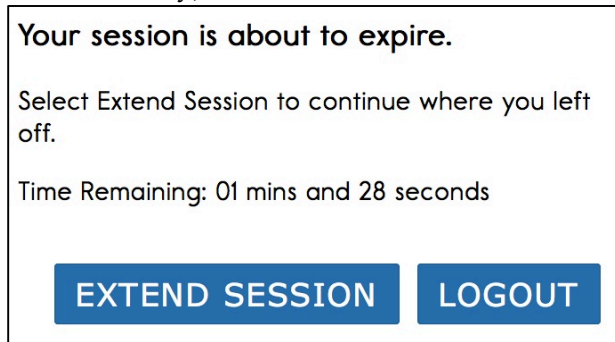
2. **Take a break between tests.**
   After clicking **END** at the conclusion of a test log out of KITE. Log back in when the student is ready to take the next test.

3. **Stop in the middle of a test using the EXIT DOES NOT SAVE button.**
   This option is available on every test screen.
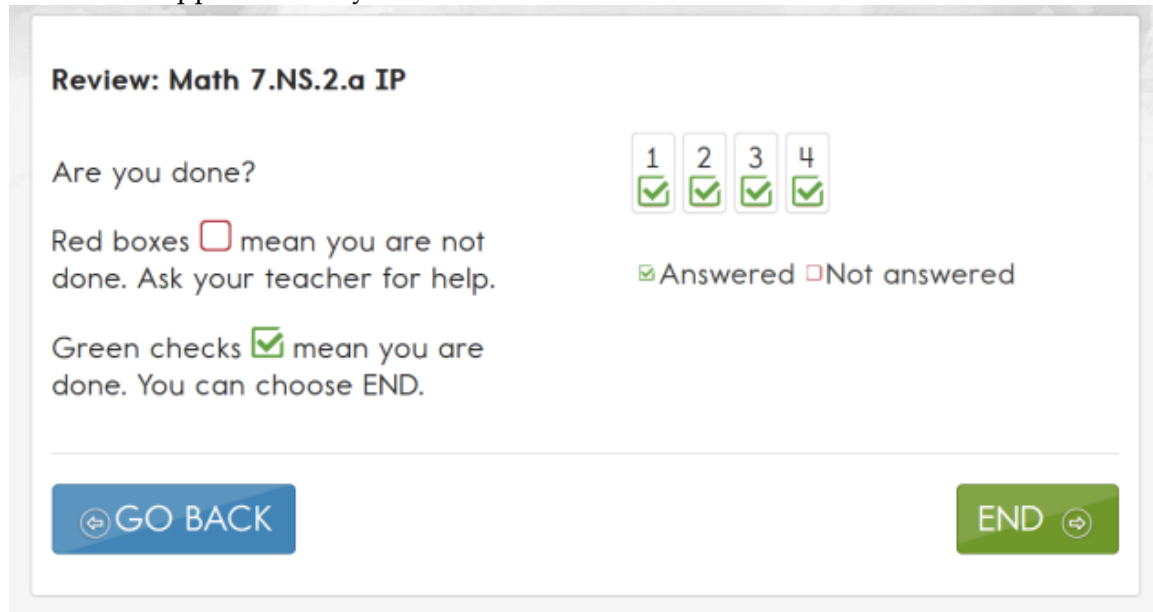
   This screen appears when you choose **EXIT DOES NOT SAVE**.
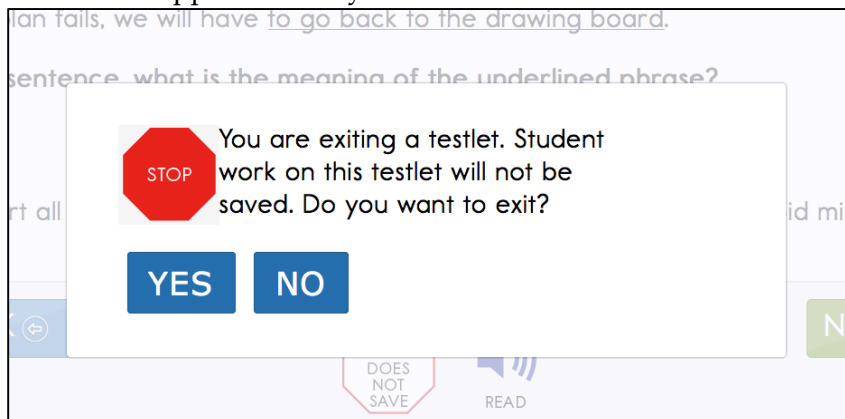
   - Click **YES** to exit the test without saving the student's work. When the student returns to this test they will start at the beginning.
   - Click **NO** to continue with the test rather than exiting. If you continue, you can save the work at the end of this test by clicking **END** on the review screen.

COMPLETE THE TEST

This screen appears when you reach the end of a test.
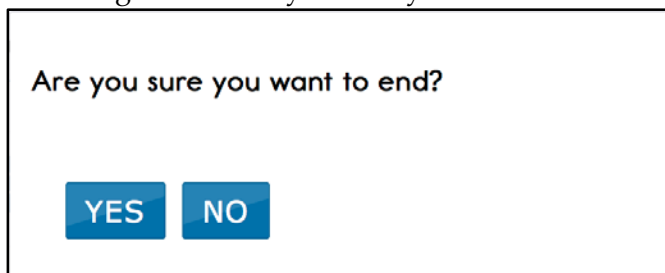
Figure 3: Review Screen

To complete the test, follow these steps:
1. Click **END**.

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

Click **Yes**. (You will not be able to return to the testlet after you click **YES**.)
3. Click **Close KITE**.
4. Click **Yes** to answer "Are you sure you want to exit?"

CHANGE AN ACCESSIBILITY SUPPORT DURING TESTING

Educators are able to log in to Educator Portal and change Access (Personal Needs & Preferences) Profile information for students at any time. Once the student logs back into the system, the changes will appear. For procedure details see Complete Access (Personal Needs & Preferences) Profile, page 105.

TROUBLESHOOT IN KITE

If you see scroll bars when magnification is turned off in the PNP, there is a problem with the display. Try using a different device to correct the situation.

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

GLOSSARY

This glossary compiles definitions and acronyms relevant to testing for the Dynamic Learning Maps Alternate Assessment.

claim	A broad statement about what the DLM consortium expects students to learn and to be able to demonstrate within each content area. Each claim is subdivided into two or more conceptual areas.
conceptual area	A region within the learning map that contains nodes associated with related Essential Elements and nodes that represent concepts and skills that support the learning of the Essential Elements. Conceptual areas are comprised of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
conclusion items	Items presented at the conclusion of a text in English language arts. These items focus on the entire text. Examples of conclusion items include questions about theme, structure, and comparisons of multiple texts.
connection	The relationship between two nodes. Connections are illustrated with arrows in the map.
embedded item	An item that is presented within a text in English language arts. Embedded items focus on measuring cognitive processes as they occur during reading. In order to reduce cognitive load for students, these items are presented during a reading of a text near the relevant informational content, rather than at the conclusion of the text.
engagement activity	An activity that precedes a testlet and describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts, the first reading of the text often serves as the engagement activity. In math, the engagement activity provides context for the items.
Essential Elements (EEs)	Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards. EEs build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.

First Contact (FC)	A survey used to collect background information about students who are eligible for DLM assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. Some questions from the First Contact survey are used to determine a student's entry point, or initialization, into the assessment.
initialization	The process by which existing information about a student is used to determine the point in the map where the student enters the assessment for the first time.
instructional plan	A plan, created through the Educator Portal Instructional Tools Interface, which includes the selected Essential Element and linkage level and leads to assignment of an instructionally embedded assessment.
instructionally embedded assessment	Assessment that occurs throughout instruction during the year.
Instructional Tools Interface (ITI)	A tool in Educator Portal which allows a test administrator to select an Essential Element and linkage level for a student with the goal of providing instruction and instructionally embedded assessment on the Essential Element.
linkage level	A small section of the learning map that contains one or more nodes that represent critical concepts or skills needed to learn the Essential Element. Linkage levels are always related directly to grade-level Essential Elements but extend back to foundational skills at the Initial Precursor level. There are five linkage 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	Individual skills and understandings that were identified in the research in mathematics and English language arts.
Personal Needs & Preferences (PNP) Profile	Also called Access Profile. Student-specific information that tells KITE about individual users' needs. The PNP includes information the system needs to make the student's user interface compatible with his or her accessibility needs. In DLM, the PNP profile includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.

stem	A question or task requiring a student response within the DLM assessment.
testlet	Short for instructionally relevant testlet. A testlet includes an engagement activity and a set of three to five items. Beginning with an engagement activity and combining multiple items 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 are valid indicators of the student's performance.
Testlet Information Page (TIP)	A PDF which is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.

DLM APPENDIX

FIRST CONTACT SURVEY (ALL QUESTIONS)

> Hint: The First Contact survey has changed for 2015-16.

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

First Contact Survey

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

Special Education Services
Select the student's Primary Disability
- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness
- Non-categorical/Eligible Individual

Educational Placement**:** Chose the option that best describes the student's educational placement. "Regular Class" means a typical classroom, not a resource room or separate class.
- 80% or more of the day in Regular Class
- 40% - 79% of the day in Regular Class
- Less than 40% of the day in Regular Class

- Separate School: includes public or private separate day school for students with disabilities, at public school expense
- Residential Facility: includes public or private separate residential school for students with disabilities, at public school expense
- Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

Hearing

Hearing *
- No hearing loss suspected/documented
- Questionable hearing but testing inconclusive
- Deaf or hard of hearing

Classification of Hearing Impairment
- Mild (26-40 dB loss)
- Moderate (41-55 dB loss)
- Moderately Severe (56-70 dB loss)
- Severe (71-90 dB loss) 5. Profound (91+ dB loss)
- Unknown

Hearing: Mark all that apply-
- Uses personal or classroom amplification (e.g., personal FM device)
- Uses unilateral hearing aid
- Uses bilateral hearing aid
- Has cochlear implant
- Uses oral language
- Uses sign language

Vision

Vision *
- No vision loss suspected or documented
- Normal vision with glasses or contact lenses
- Questionable vision but testing inconclusive
- Blind or low vision, including vision that is not completely corrected with glasses or contact lenses

Classification of Visual Impairment (select all that apply)
- Low Vision (acuity of 20/70 to 20/200 in the better eye with correction.)

- Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction.)
- Light Perception Only
- Totally Blind
- Cortical Visual Impairment

Vision: Mark all that apply-
- Requires enlarged print
- Requires tactile media (objects, tactile graphics, and tactile symbols)
- Requires or uses Braille
  - Uncontracted Braille
  - Contracted Braille
  - UEB

Technological Visual Aids: Mark all that apply-
- Screen magnification device (fits over standard monitor) or software (e.g., Closeview for Mac, ZoomText)
- CCTV
- Screen reader and/or talking word processor
- Manual (e.g., Perkins Brailler) or Electronic (e.g., Mountbatten Brailler) Braille writing device
- Device with refreshable Braille display

Arm/ Hand Control and Health
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 even with assistance

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

Computer Use and Instruction
Computer Use: Select the student's primary use of a computer during instruction*
- Accesses a computer independently

- Accesses a computer independently given assistive technology
- Uses a computer with human support (with or without assistive technology)
- This student has not had the opportunity to access a computer
- This student cannot access a computer with human or assistive technology support

Why has this student not had the opportunity to access a computer during instruction? *
- Student's disability prevents the student from accessing a computer
- The equipment is unavailable
- 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

Computer access during instruction: Mark all that apply-
- Standard computer keyboard
- Keyboard with large keys or alternative keyboard (e.g., Intellikeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- Standard mouse or head mouse
- Eye gaze technology (e.g., Tobii, EyeGaze Edge)
- Scanning with switches (one or two-switch scanning)

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

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

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

How many symbols does the student choose from when communicating? (choose the highest that applies)

- 1 or 2 at a time
- 3 or 4 at a time
- 5 to 9 at a time
- 10 or more at a time

What types of symbols does the student use? (choose all that apply)

- Real objects
- Tactual symbols
- Photos
- Line drawing symbol sets (Boardmaker, PCS, Symbol Stix, other)
- Text Only

What voice output technology does the student use? (choose all that apply)

- Single message devices (e.g., BIGmac)
- Simple devices (e.g., GoTalk; QuickTalker; SuperTalker)
- Speech generating device (e.g., Tobii-DynaVox, PRC/PrentkeRomich)
- None

If the student does not use speech, sign language, or augmentative or alternative communication, which of the following statements best describes the student's expressive communication? Choose the highest statement that applies *

- Uses conventional gestures (e.g., waving, nodding and shaking head, thumbs up/down), looking, pointing, and/or vocalizations to communicate intentionally but does not yet use symbols or sign language
- Uses only unconventional vocalizations (e.g., grunts), unconventional gestures (e.g., opening mouth wide to indicate hunger), and/or body movement to communicate intentionally
- Exhibits behaviors that may be reflexive and are not intentionally communicative but can be interpreted by others as communication (e.g., crying, laughing, reaching for an object, pushing an object away)

Receptive Communication

Receptive communication: MARK EACH ONE to show how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

- 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 educator's location, gives an object to educator or peer, locates or retrieves an object)
- C. Responds appropriately in any modality (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 (sign, gestures, facial expressions) to single words that are spoken or signed
- E. Responds appropriately in any modality (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 how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

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

Student's approximate instructional level of reading text with comprehension (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 how consistently the student uses each skill. 1) 0% - 20% of the time - Almost never, 2) 21% - 50% of the time - Occasionally, 3) 51 – 80% of the time - Frequently, 4) More than 80% of the time - Consistently

If the student previously demonstrated and no longer receives instruction, mark "More than 80%."

    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

Indicate the highest level that describes the student's writing skills. Choose the highest level that the student has demonstrated even once during instruction, not the highest skill demonstrated consistently.

Writing includes any method the student uses to write using any writing tool that includes access to all 26 letters of the alphabet. Examples of these tools include paper and pencil, traditional keyboards, alternate keyboards and eye-gaze displays of letters.

    A. Writes paragraph length text without copying using spelling (with or without word prediction)

    B. Writes sentences or complete ideas without copying using spelling (with or without word prediction)

    C. Writes words or simple phrases without copying using spelling (with or without word prediction)

    D. Writes words using letters to accurately reflect some of the sounds

    E. Writes using word banks or picture symbols

    F. Writes by copying words or letters

G. Scribbles or randomly writes/selects letters or symbols

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

End of Survey

NUMBER OF TESTLETS FOR SPRING TESTING

This chart shows the number of testlets to expect during spring testing. It is organized by grade for each subject area.

Grade	Math Testlets	ELA Testlets
3	6	7
4	7	7
5	6	7
6	6	6
7	6	6
8	6	6
9	6	6
10	6	6
11	6	5

STATE APPENDICES

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

TEST ADMINISTRATION MANUAL APPENDIX ST (where ST is the two-letter abbreviation for your state). See How to Use the DLM Website on page 18 to get started.

DOCUMENT HISTORY

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

Date	Section Name/ Summary of Changes	Starting Page
11/19/2015	Complete Access (Personal Needs & Preferences Profile) Updated content and screen shots connected to Spoken Audio and the Other Supports Tab.	105
	Complete First Contact Survey Updated screen shots and language due to changes in the Complete tab.	117
	Added Procedure View a Student's Alternate Assessment Report	147
	Reset Educator Portal Password Updated screenshots	91
	Educator Portal Guide for Test Administrators Updated screenshots and basic navigation resulting from software release on 9/10. For example, the Configuration tab, a common first step in many procedures was replaced by the Settings tab.	86
	Allowable Practices Added new subsection for Use of Reinforcement	73
	Access Reports and Data Extracts Removed View Instructional Plan Performance Report Removed View Roster Progress Report Added View Class Roster Report	147
	Use the Instructional Tools Interface (ITI) Updated procedures in this section to show improvements due to software release.	134

Date	Section Name/ Summary of Changes	Starting Page
8/25/2015	First Publication for 2015-16	