



**DYNAMIC**<sup>®</sup>  
LEARNING MAPS

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ASSESSMENT  
COORDINATOR  
MANUAL 2017-18

**SCIENCE ONLY**

**Publication Date: 08/01/2017**

**Version Science**

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the Publication Date noted above.

When this manual is updated, the Revision Date will also be updated.

## FINDING HELP

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

HINT: Print this page and keep it handy!

For these items:	Contact:
<ul style="list-style-type: none"><li>• KITE® Client installation</li><li>• General computer support</li><li>• Internet availability</li><li>• Display resolution</li><li>• Issues with sound, headphones, speakers, etc.</li></ul>	Local technology representative
<ul style="list-style-type: none"><li>• How to use KITE Client and Educator Portal</li><li>• Training requirements</li><li>• Assessment questions</li><li>• Assessment scheduling</li></ul>	State education agency
<ul style="list-style-type: none"><li>• Data issues (rosters, enrollment, etc.)</li></ul>	The DLM Service Desk* 1-855-277-9751 (toll-free) or <a href="mailto:DLM-support@ku.edu">DLM-support@ku.edu</a>
<ul style="list-style-type: none"><li>• Test invalidation requirements</li><li>• Student Individualized Education Program (IEP) requirements</li><li>• Test window dates, extensions, requirements, etc.</li><li>• Test resets (may take up to 72 hours)</li></ul>	State education agency

### *\*If Contacting the DLM Service Desk:*

- **Do not send any Personally Identifiable Information (PII)** for a student via email. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes information such as a student's name or state identification number. Each state has unique PII requirements. Please check with your assessment coordinator to find out what student information can be legally emailed in your state.
- Do send:
  - 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
  - the Service Desk ticket number when following up on a previously submitted issue

# ASSESSMENT COORDINATOR MANUAL

## 2017-18

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## AUDIENCE AND PURPOSE

The ASSESSMENT COORDINATOR MANUAL for the Dynamic Learning Maps® (DLM®) alternate assessment provides assessment coordinators with information to support data managers, technology personnel, and test administrators (e.g., educators, examiners, proctors, or teachers) in preparing for the assessment. Assessment coordinators oversee the assessment process and serve as the main point of contact between the state department, service desk, and district.

## ADDITIONAL RESOURCES

To learn about updates to assessment coordinator resources such as this manual, subscribe to Test Updates on the DLM website under Assessment Resources | Test Updates (<http://dynamiclearningmaps.org/test-updates>).

## WHAT'S NEW IN THIS VERSION

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

<b>Topic</b>	<b>Starting Page</b>
Audience and Purpose statement: Updated/clarified language	5
Required Test Administrator Training: Updated/clarified language	22
Glossary: Updated/clarified language in some entries	30

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

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## INTRODUCTION

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This manual provides information and a checklist to assist the assessment coordinator support district staff and educators participating in Dynamic Learning Maps® (DLM®) alternate assessment. It includes policies and procedures and outlines the roles and responsibilities the DLM Alternate Assessment Consortium has defined for participants.

The DLM Alternate Assessment Consortium has defined four participant roles in test delivery. These titles are used throughout the assessment administration manuals and training resources:

- test administrator
- assessment coordinator
- data manager
- technology personnel

{ One person may fill  
multiple roles. }

Information about the roles of data manager and technology personnel is included in this manual only as it supports assessment coordinators in their activities. Resources specifically written for data managers and technology personnel are available on each state’s page on the DLM website. The roles and responsibilities of the people administering testlets are addressed in the TEST ADMINISTRATION MANUAL (TAM).

How a state defines the tasks and titles may vary. First, assessment coordinators should check the state page on the DLM website to see if the state has provided additional information.

Title	Task Summary
Assessment Coordinator	<p>The assessment coordinator is presumed to work at the district level and is the main point of contact between the state department, the service desk, and the district.</p> <p>The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff.</p>
Data Manager	<p>The data manager is presumed to work at the district or building level, but may be at a higher level.</p>

Title	Task Summary
	<p>The key duty of the data manager is to maintain educator, student, and roster data. The assessment coordinator and data manager work together throughout the year. These roles may be interchangeable in some states.</p>
Technology Personnel	<p>The technology personnel is presumed to work at the district or building level, but may have a position at a higher level. The technology personnel does not always have access in Educator Portal.</p> <p>The key duty of the technology personnel is to prepare the network and assessment devices for assessment administration.</p>
Test Administrator	<p>The test administrator is an educator who is responsible for working with Individualized Education Program (IEP) teams to select and enter the accessibility supports for each student into Educator Portal. The test administrator is also responsible for completing the First Contact survey for each student, completing Required Test Administrator Training, reviewing and verifying student data, preparing students for assessment, instructing students on the Essential Elements, and administering the DLM alternate assessments to students.</p>

## CHECKLISTS FOR ASSESSMENT COORDINATORS

HINT: Print these pages for your convenience!

The following checklists detail the critical steps for assessment coordinators to follow. Refer to them when reading this manual and preparing the school or district for the DLM alternate assessments. Follow the links provided for more information to quickly navigate to topics in this guide or to access other resources.

The checklists are organized into three sets of tasks for different parts of the school year. Information about each task is developed in more detail later in this manual.

- Before Beginning Assessment
- Spring Assessment Window
- Preparing for Next Year

### Before Beginning Assessments

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Use the resources on the state's DLM webpage to become familiar with the DLM Alternate Assessment System, your roles and responsibilities, the roles and responsibilities of other participants from the state and district, and the procedures and materials needed to prepare for the assessment, including the DLM support resources.	The DLM website, Assessment Resources   Year-End Model   Science Resources: <a href="http://dynamiclearninmaps.org/sci_resources">http://dynamiclearninmaps.org/sci_resources</a>
	2. Activate your Educator Portal (EP) account by following the instructions in the KITE® activation email. After the state assessment administrator (SAA) uploads your account in EP, you will receive an activation email. The state education agency must upload data manager information. (If you already have an active EP account, skip this step.)	Activate Educator Portal Account, EDUCATOR PORTAL USER GUIDE Educator Portal: <a href="https://educator.cete.us">https://educator.cete.us</a>
	3. Work with the SAA to activate accounts equal to or above the district test coordinator level.	

## CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<p>4. Complete the annual security agreement in your EP profile.</p> <p> <b>Test administrators will not be able to administer testlets if they do not agree to and sign the security agreement each year.</b></p>	<p>Complete Security Agreement, EDUCATOR PORTAL USER GUIDE            Educator Portal: <a href="https://educator.cete.us">https://educator.cete.us</a></p>
	<p>5. Sign up for the DLM Test Updates during the year.</p>	<p>The DLM website, Assessment Resources   Test Updates:  <a href="http://dynamiclearninmaps.org/test-updates">http://dynamiclearninmaps.org/test-updates</a></p>
	<p>6. Participate in DLM assessment coordinator training. States may also provide their own training for assessment coordinators.</p>	<p>The DLM website  <a href="http://dynamiclearninmaps.org/district-staff-training-resources-md">http://dynamiclearninmaps.org/district-staff-training-resources-md</a></p>
	<p>7. Manage district and school staff roles and responsibilities.</p> <ol style="list-style-type: none"> <li>a) Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role.</li> <li>b) Identify educators who will serve as test administrators for the DLM alternate assessments.</li> <li>c) Make sure each person is aware of his or her roles and responsibilities and the timeline of events, including firm deadlines for required steps.</li> <li>d) Make sure the technology personnel, the data manager, and test administrators understand the DLM assessment policies and procedures, as well as state-specific policies.</li> </ol>	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p>

## CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
8.	<p>Develop and implement a comprehensive training plan <b>or</b> implement your state’s training plan for district staff and test administrators.</p> <ul style="list-style-type: none"> <li>a) Review the checklists for data managers, technology personnel, and test administrators.</li> <li>b) Encourage data managers and technology personnel to complete the DLM-sponsored or state-sponsored training on their roles.</li> <li>c) Deliver Required Test Administrator Training (if assigned by the state or district).</li> <li>d) Monitor educator completion of all parts of Required Test Administrator Training and the security agreement.</li> <li>e) Identify additional training or resource needs specific to local DLM participants and develop resources to address needs.</li> <li>f) Encourage and monitor participation in the DLM professional development for instruction.</li> </ul>	<p>Checklists for data managers, technology personnel, and test administrators from role-specific manuals</p> <p>The DLM training for data managers and technology personnel</p> <p>The DLM Required Test Administrator Training  <a href="http://dynamiclearningmaps.org/district-staff-training-resources-md">http://dynamiclearningmaps.org/district-staff-training-resources-md</a></p> <p>Develop and Implement a Comprehensive Training Plan, page 20</p>

## CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>9. Prepare for assessment implementation.</p> <ul style="list-style-type: none"> <li>a) Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage all staff involved in assessment in any capacity to sign up for Test Updates on the DLM website.</li> <li>b) Establish communication between data managers, technology personnel, and the DLM Service Desk.</li> <li>c) Determine how you will receive communications from the state or district representatives for information specific to the state or district.</li> <li>d) Monitor creation of EP user accounts.</li> <li>e) Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training.</li> <li>f) Establish an assessment security plan and monitor adherence to the DLM- and the state-specific test security policies.</li> <li>g) Troubleshoot issues as they arise.</li> </ul>	<p>Test Updates Page  <a href="http://dynamiclearnin&lt;br/&gt; gmaps.org/test-&lt;br/&gt; updates">http://dynamiclearnin  gmaps.org/test-  updates</a></p> <p>Educator Portal  <a href="https://educator.cete.&lt;br/&gt; us">https://educator.cete.  us</a></p> <p>EDUCATOR PORTAL  USER GUIDE</p> <p>Prepare for  Assessment  Implementation, page  23</p>

## CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	<p>10. Monitor and support assessment preparations and administration.</p> <p>a) Remind technology personnel, data managers, and test administrators about important deadlines.</p> <p>b) Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about the state’s policy for students who are hospitalized or home-bound as needed.</p> <p>c) Support test administrators and data managers in conducting data verification and revision before the opening of the spring assessment window.</p> <p>d) Ensure that every student who is supposed to participate is listed in EP and assigned to the correct test administrator.</p> <p>e) Monitor completion of the Access Profile (AP) using the Accessibility Profile extract. The AP is where test administrators enter a student’s personal needs and preferences. Follow up with test administrators as needed.</p> <p>f) Monitor the completion of the First Contact (FC) survey for all students who will be assessed using the FC survey extract. Follow up with test administrators as needed.</p> <p>g) Assist test administrators with technology preparations (e.g., making sure assistive devices work) and assessment environment set-up (e.g., computer lab scheduling) as needed. Use the practice and released testlets to ensure computers are configured correctly.</p> <p>h) Support test administrators in preparing the assessment environment.</p> <p>i) Ensure student’s usernames and passwords are printed. If the responsibility for printing student usernames and passwords for KITE Client will be centralized in the school/district, assign responsibility for each task (the DLM Alternate Assessment Consortium assumes test administrators are responsible).</p>	<p>Educator Portal <a href="https://educator.cete.us">https://educator.cete.us</a></p> <p>Educator Portal section in this manual</p> <p>Participation Guidelines on the DLM website</p> <p>Your state page on the DLM website</p> <p>Monitor and Support Assessment Preparations and Administration, page 25</p> <p>GUIDE TO PRACTICE ACTIVITIES AND RELEASED TESTLETS on the DLM website</p>

## CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
☑	<p>11. Develop a plan to facilitate communication with parents/guardians and district staff <b>or</b> follow the state-developed communication plan. Schedule meetings as necessary.</p> <ul style="list-style-type: none"> <li>a) Consider what parents/guardians and district staff will need and want to know about the DLM assessments.</li> <li>b) Determine the frequency of communication to various audiences.</li> <li>c) Deliver communication to various audiences according to the timeline in the communication plan.</li> <li>d) Relay new information from the DLM Alternate Assessment Consortium, the state, and the district to appropriate audiences as needed.</li> </ul>	<p>The DLM Webpage   About Us   <a href="#">Information for Parents</a></p> <p>Develop a Communication Plan, page 27</p>

### Spring Assessment Window

☑	Tasks	Resources
☑	<p>1. Support test administrators in verifying that student demographic information, the AP, and the FC have been completed.</p> <p style="text-align: center;"> <b>Students will not receive testlets until the First Contact survey is completed and submitted.</b></p>	<p>TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE</p>
☑	<p>2. Monitor and support test administration.</p> <ul style="list-style-type: none"> <li>a) Facilitate communication between the DLM staff and district staff during the assessment window(s).</li> <li>b) Monitor assessment activity, including assessment completion, prior to the end of the assessment window.</li> <li>c) Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.</li> </ul>	<p>Form Delivery, page 27</p>

## CHECKLISTS FOR ASSESSMENT COORDINATORS

### Prepare for Next Year

<input checked="" type="checkbox"/>	Tasks	Resources
	1. Prepare assessment coordinator plans for next year (develop calendar, design communication plan, schedule required training, etc.).	
	2. Support test administrators in preparing for next year (evaluate APs, review blueprint for the next grade, etc.).	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE Blueprints on the state page on the DLM website
	3. Contact the SAA for the coming year's test windows.	

## **ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM**

The Dynamic Learning Maps® (DLM®) Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in DLM subject areas in grades 3-8 and high school. Check with the state department of education to learn which subjects and which grades are assessed in your state. The DLM Alternate Assessment System provides accessibility by design and is guided by the core beliefs that all students should have access to challenging, grade level content and that test administrators should adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

### ***STUDENTS***

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have a disability or multiple disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students 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.

Seek guidance from the state assessment administrator about your state's participation guidelines for eligibility requirements.

### ***ESSENTIAL ELEMENTS FOR SCIENCE***

The DLM content standards in science are also called Essential Elements (EEs) and are the learning targets for the assessments for grade bands rather than individual grade levels. The grade bands for science are elementary, middle school, and high school. The science EEs are specific statements of knowledge and skills, including science and engineering practices, linked to the grade-level expectations identified in the National Research Council's Framework for K-12 Science Education. The purpose of the EEs is to build a bridge from those content standards to the academic expectations for students with the most significant cognitive disabilities.

The EEs specify academic learning targets. A science testlet is a group of between three and five items aligned to one EE. In science, each EE has three linkage levels. The highest linkage level is the Target level and is aligned to the content of the EE. The Precursor and Initial levels are less complex than the Target and provide access to the Target level at a reduced depth, breadth, and complexity level. Testlets at the Initial level are typically intended for students who do not yet have symbolic communication. Initial

testlets are usually administered by the test administrator, who observes the student’s behavior as directed by the system and then records responses in the system. Testlets at the Precursor linkage level allow students to develop the knowledge and skills needed to reach the Target.

***ASSESSMENT SYSTEM DESIGN AND DELIVERY***

The DLM alternate assessments are delivered in testlets. Each testlet consists of an engagement activity and three to nine items. Items in each testlet align to knowledge and skills in a single linkage level within an EE. An engagement activity for a science testlet may be designed around a science story featuring an experiment or classroom activity, a shorter science story that provides context for the items, or a video. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Specific item types are described in the TEST ADMINISTRATION MANUAL. Information on accessing practice activities and released testlets using demo student accounts is also included in the TEST ADMINISTRATION MANUAL.

Information gathered in the First Contact survey and ongoing student performance determine which linkage levels are most accessible and appropriate for each student for each subsequent testlet.

See Linkage Level in the GLOSSARY on page 30 for more detail.

***THE SPRING ASSESSMENT WINDOW***

The educator is responsible for providing instruction on the science EEs in the blueprint throughout the school year. In the spring, students are assessed on the full range of those EEs.

<b>Spring Assessment Time</b>	
<b>Subject</b>	<b>Average Overall Time in Minutes</b>
Science	45–135

## ABOUT THE KITE SYSTEM AND EDUCATOR PORTAL

The KITE system was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities. Educators and students use two of the four applications in the KITE system. Students and educators each see a different part.



Students have accounts in **KITE Client**.

KITE Client delivers assessments to students through the use of a customized secure interface. Once launched, KITE Client prevents students from accessing websites or other applications during testing. Practice activities and released testlets are also available using demo student accounts through KITE Client. *Educators and staff do **not** have accounts in KITE Client.*



Staff and educators have accounts in **Educator Portal (EP)**.

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access EP online via <https://educator.cete.us>. For information on how to work within EP, see the EDUCATOR PORTAL USER GUIDE on the DLM website.

## HOW TO USE THE DLM WEBSITE

Additional resources for test administrators, assessment coordinators, data managers, and technology personnel are available on the DLM website. Resources are provided by the DLM Science Alternate Assessment Consortium, and state-specific resources may also be available.

To access resources for each state and role, follow these steps:

1. Go to the DLM website <http://dynamiclearningmaps.org>.
2. Hover over the States tab to reveal a list of states.
3. Select your state.

HINT: Bookmark the page or save it to your favorites for quick access later.

## RESOURCES ON THE DLM WEBSITE

The following table lists DLM resources that are designed for assessment coordinators. These resources are available on most state webpages.

<b>ASSESSMENT COORDINATOR MANUAL (PDF)</b>	Supports the assessment coordinator in preparing district and school staff for assessment.
<b>DATA MANAGEMENT MANUAL (PDF)</b>	Supports the data manager in gathering, editing, and uploading user accounts and then setting the users' permissions, enrolling students, and rostering groups of students to their test administrator in EP.
<b>TECHNOLOGY SPECIFICATIONS MANUAL (PDF)</b>	Supports the technology personnel in preparing schools for the technology needs of the DLM alternate assessment.
<b>TEST ADMINISTRATION MANUAL (PDF)</b>	Supports test administrators in preparing themselves and students for assessment. Expands the knowledge base for the assessment coordinator on specific topics.
<b>ACCESSIBILITY MANUAL (PDF)</b>	Provides guidance to state leaders, districts, educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available in KITE Client.
<b>EDUCATOR PORTAL USER GUIDE (PDF)</b>	Supports educators in navigating EP to access assessment information, including student data and reports.
<b>SCIENCE RESOURCE PAGE (webpage)</b>	Provides supplemental instruction and assessment resources for educators and test administrators. <a href="http://www.dynamiclearningmaps.org/sci_resources">http://www.dynamiclearningmaps.org/sci_resources</a>
<b>GUIDE TO DLM REQUIRED TEST ADMINISTRATOR TRAINING (PDF)</b>	Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Moodle is the website where the training modules are located. It is where test administrators take their tests.
<b>GUIDE TO SCIENCE PRACTICE ACTIVITIES &amp; RELEASED TESTLETS (PDF)</b>	Supports the test administrator in accessing science practice activities in KITE Client using demo student accounts.
<b>TEST UPDATES PAGE (webpage)</b>	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available: <a href="http://dynamiclearningmaps.org/test-updates">http://dynamiclearningmaps.org/test-updates</a>

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## PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

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### OVERVIEW

The key duty of the assessment coordinator is to oversee the assessment process, including managing staff and educator roles and responsibilities, developing and implementing a comprehensive training plan, developing a schedule for assessment implementation, monitoring and supporting assessment preparations and administration, and developing a plan to facilitate communication with parents/guardians and staff. In some cases, responsibilities will be determined by plans and communications decided at the state level.

The Dynamic Learning Maps® (DLM®) Alternate Assessment Consortium suggests that the assessment coordinator prepare for the DLM test administration through careful planning, implementation, and monitoring.

### DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

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**NOTE:** The manuals for test administrators, data managers, and technology personnel direct users to contact their district assessment coordinator for a training plan tailored specifically to their state and district.

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The DLM Alternate Assessment Consortium suggests developing a training plan to support test administration efforts by test administrators, data managers, and technology personnel. Consider the resources described in this section when developing a plan.

#### *TRAINING WEBINARS AND HELPLET VIDEOS FOR ASSESSMENT COORDINATORS, DATA MANAGERS, AND TECHNOLOGY PERSONNEL*

- Prerecorded training webinars for assessment coordinators, data managers, and technology personnel are available on each state's DLM website. Training includes PowerPoint slides, transcripts, and a Frequently Asked Questions document.
- Many 1- to 5-minute helplet videos are available on how to do specific tasks in Educator Portal, such as How to Get Started in Educator Portal and the Personal Learning Profile Training to help test administrators complete the Access Profile (AP) and the First Contact (FC) survey.
- Users can subscribe to [Test Updates](#) that announce releases in new training and other important information.

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NOTE: All resources listed above are located on the DLM website; none are in Educator Portal.

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See How to Use the DLM Website on page 18 to find more resources by role.

### **RESOURCES FOR TEST ADMINISTRATORS**

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

<b>Required Test Administrator Training</b>	<b>Professional Development for Instruction</b>	<b>Supplemental Training</b>
<ul style="list-style-type: none"><li>• Covers critical content for managing and delivering the DLM alternate assessments</li><li>• Required for test administrators</li><li>• Test administrators will not be able to deliver testlets if training is incomplete.</li><li>• States decide which format(s) to offer: self-directed or facilitated.</li><li>• Successful completion is a score of 80% or higher on the post-test.</li></ul>	<ul style="list-style-type: none"><li>• Addresses topics to support instruction in academics for students who take the DLM alternate assessment</li><li>• Strongly recommended</li><li>• States and districts may recommend or require specific modules.</li><li>• States decide which format(s) to offer: self-directed or facilitated.</li></ul>	<ul style="list-style-type: none"><li>• Includes a variety of topics to supplement use of the DLM materials and system navigation</li><li>• Strongly recommended</li></ul>

### **Required Test Administrator Training**

Training is required for all test administrators who will administer DLM alternate assessments. New test administrators must successfully complete four modules, with a passing score on each module's post-test, before administering the DLM alternate assessment. Total training time is estimated at about 2.5 hours.

State policy determines who takes the required training course, which course is offered, and the format for the course. In some states, in addition to test administrators, other educators, such as the district and building assessment coordinators, must complete the required training. The first year a state administers the DLM alternate assessment, all new test administrators must take the new required test administrator training course. During subsequent years, the state decides whether to require returning test administrators to complete the new training course or the returning training course. In states offering the returning training course, a returning test administrator is identified based on Educator Portal records. If a participant is a returning test administrator from the previous year and is mistakenly placed in the course for new test administrators, contact the state education agency.

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

### **Professional Development for Instructional Support**

Professional development for instruction is strongly encouraged. If wishing to incorporate professional development modules into a training plan, the DLM Alternate Assessment Consortium offers a variety of content and multiple methods to access the materials.

- The DLM Alternate Assessment Consortium has created online professional development learning modules. Professional development modules specific to science content are available and more are under development. In addition, modules related to crosscutting concepts in English language arts and mathematics content standards will assist test administrators and other educators in providing science instruction. These modules provide information and strategies to help educators instruct students.
- See the professional development website at <http://dlmpd.com>.
  - Each online, self-directed module lasts approximately 30–45 minutes and focuses on a single topic related to instruction of students with the most significant cognitive disabilities. Quizzes accompany the modules.
  - Facilitated modules for groups cover the same content as self-directed modules and provide materials to support a facilitator in addressing a group of test administrators.
  - Virtual Community of Practice is provided to encourage collaboration among educators across the consortium at <http://dlmpd.com/clds/forum>.

## PREPARE FOR ASSESSMENT IMPLEMENTATION

To prepare for assessment implementation, consider these tasks:

- Gather technology personnel and data manager contact information and initiate communication among district staff. Encourage staff to sign up for Test Updates on the DLM website.
- Establish communication between data managers, technology personnel, and the DLM Alternate Assessment Consortium.
- Determine how you will receive communications from the state or district representatives for information specific to the state or district.
- Monitor creation of Educator Portal user accounts.
- Follow up, as needed, to ensure deadlines are met for test administrators to activate accounts and complete training.
- Establish an assessment security plan and monitor adherence to the DLM and state-specific test-security policies. Consider these tasks when developing a plan:
  - Designate the assessment location(s); a quiet, private environment is best.
  - Ensure test administrators complete required training on assessment security and agree to the security agreement in Educator Portal.
  - Adhere to state and district policies for assessment security.
- Troubleshoot issues as they arise.

## COMPLETE THE SECURITY AGREEMENT

Test administrators have a unique opportunity to administer new items and assessments. These items are expected to be treated as secure assessments. Therefore, each user is provided with a security agreement that covers five security policies.

Each year, those with access to Educator Portal must renew their DLM security agreement. The previous year's agreement expires August 1. For a step-by-step procedure, see the EDUCATOR PORTAL USER GUIDE section called Complete Security Agreement or use the "Getting Started" helplet video.

The text of the security agreement is provided below.

My Profile X

Overview

- Edit Display Name
- Change Password
- Change Default Role
- Security Agreement**
- Renewal/Expiration

The KITE Assessment provides opportunities for flexible assessment administration. However, all KITE assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2016 are secure tests.

Test administrators and other educational staff who support KITE implementation are responsible for following the KITE test security standards:

1. Assessments (testlets) are not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems, or reproduced by any means.
2. Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed.
3. Those who violate the KITE test security standards may be subject to their state's regulations or state education agency policy governing test security.
4. Educators are encouraged to use resources provided by KITE, including practice activities and released testlets, to prepare themselves and their students for the assessments.
5. Users will not give out, loan or share their password with anyone else. Allowing others access to an Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

Questions about security expectations should be directed to the local KITE Assessment Coordinator.

I have read this security agreement and agree to follow the standards.  
 I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

Jane A. Doe Save

NOTE: If DLM staff discovers that a user account has been used by someone other than the account owner, the user account will be considered compromised and will be locked.



### Help test administrators avoid this common pitfall.

If a user does NOT agree to the annual security agreement, the user will NOT have access to the Test Management tab in Educator Portal.

## MONITOR AND SUPPORT ASSESSMENT PREPARATIONS AND ADMINISTRATION

The DLM Alternate Assessment Consortium suggests monitoring and supporting assessment preparations and administration to promote success in schools and districts. Include these tasks:

- Remind technology personnel, data managers, and test administrators about important deadlines.
- Make sure educators have identified students who will participate in the DLM alternate assessments. Advise educators about the state’s policy for students who are hospitalized or home-bound as needed.
- Support test administrators and data managers in conducting data verification/revision before the opening of the state’s spring assessment window.
- Ensure that every student who is supposed to participate is listed in Educator Portal and assigned to a test administrator **and** remove students who are not eligible for the DLM alternate assessment and should not be in Educator Portal. Educators, along with Individualized Education Program teams, identify students who will participate in the DLM alternate assessments. Participation guidelines are available on the DLM website.

HINT: Help test administrators who have students who are leaving or joining the classroom after the spring assessment has started. Work with the data manager (who has more information about best practices and procedures) so these students have accurate records and receive testlets at their current school. A student who has begun testing in one school and transfers to another can continue testing as soon as the student is enrolled and rostered in the new school.

- Monitor completion of the AP and FC for all students who will be assessed. Follow up with test administrators as needed.

### *ACCESS PROFILE*

The test administrator, using information and procedures from the ACCESSIBILITY MANUAL, completes the AP in Educator Portal for each student. The AP ensures the correct selection and use of the accessibility supports available in KITE® Client. Use the AP extract to monitor supports being used across the district.

### ***FIRST CONTACT SURVEY***

The test administrator completes the FC in Educator Portal for each student. The survey data determine a student's first testlet. The DLM system will not generate testlets until the FC is completed and submitted.

Test administrators receive training on how to answer the FC questions as part of the Required Test Administrator Training. The assessment coordinator's job is to answer questions and help test administrators make sure they have answered all items and successfully completed the survey. Responses selected in the FC determine the linkage level assigned for the first science testlet. In addition, a short helplet video called Personal Learning Profile provides training on how to complete the student's AP and FC in Educator Portal. Use the FC survey extract to monitor completion of the FC across the district.

HINT: For each of the items in the following checklist, see the TEST ADMINISTRATION MANUAL (TAM). Use the TAM checklists to find specific sections in the TAM, which define policies and procedures for test administrators.

### ***RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION***

Assessment coordinators monitor and support the administration of braille forms during spring assessment. The DLM Alternate Assessment System supplies braille forms for some testlets. These forms are available in uncontracted UEB or EBAE, depending on what the test administrator selects in the student's Access Profile. DLM braille forms also include Nemeth code for mathematics as needed.

See the below chart for information about the potential availability of braille forms for each subject, grade, and linkage level.

<b>Subject</b>	<b>Grades</b>	<b>Linkage Levels</b>
Science	3 – 8 and HS	Target

However, not all parts of the assessment at every grade level have braille equivalents. Where they are not provided, test administrators will need to use other approaches to deliver assessments to students who are blind or have visual impairments. Braille should not be selected for emerging braille readers because the DLM alternate assessment tests the student's knowledge and understanding of the Essential Elements and *not* the student's ability to use braille. For more information, see the TEST ADMINISTRATION MANUAL.

## **Form Delivery**

Select the braille support on the AP so the system will assign braille forms to the student when available.

Braille Ready Files are delivered through Educator Portal. The DLM Alternate Assessment Consortium does not provide embossed braille forms. All braille forms are delivered via Educator Portal and must be embossed locally. The forms are adaptive; consider the testlet embossing process into the time used for assessment preparation. First, the test administrator will download the braille form and emboss it. Then the test administrator will administer the embossed testlet to the student and enter the responses into KITE Client. Finally, the next testlet will become available and the process begins again. Braille forms are located in the same area of the Test Management screen as the Testlet Information Page. See the procedure titled Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the Braille Ready File.

## **Scoring a Student's Response**

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

## ***MONITOR TEST ACTIVITY***

You may retrieve reports to monitor student enrollment in testlets and completion of testlets through the DLM Test Administration Monitoring Extract. Using this same extract, test administrators have the ability to monitor students who are rostered to them. Building-level users have the ability to monitor students in the building, while district-level users have the ability to monitor students in the district. See the procedure titled Understanding the DLM Test Administration Monitoring Extract in the EDUCATOR PORTAL USER GUIDE for more detail.

## **DEVELOP A COMMUNICATION PLAN**

The DLM Alternate Assessment Consortium suggests developing a plan to facilitate communication with parents/guardians and district staff **or** following the state-developed communication plan. Schedule meetings as necessary.

The DLM Alternate Assessment Consortium provides a Parent Notification Letter, available in English and Spanish, as an editable Word document. These resources are available to download and edit to fit the needs of a state or district. The DLM Alternate Assessment Consortium also offers information and resources for parents/guardians on the DLM Webpage | About Us | [Information for Parents](#).

## REPORTS AND DATA EXTRACTS

### *INDIVIDUAL STUDENT YEAR-END REPORTS*

Depending on when your state spring assessment window closes, the Individual Student Score Reports, commonly called ISRs, become available to the assessment coordinator in late summer or early fall. Other roles in your state may also have access to these reports in Educator Portal in the Reports tab.

The scoring system in the DLM alternate assessments works differently than scoring in traditional alternate assessments. Students are not given raw scores, percentages, or scale scores. Instead, the system combines a student's responses on operational tests with information about the ordering of the linkage levels to determine which levels the student has likely mastered.

Results for each linkage level are determined based on the probability that the student has mastered the skills at that linkage level.

Summative results are determined from the linkage level mastery data. The information about each linkage level leads to a summary of the student's mastery of skills in each domain and for the subject overall. Summative results are based on the student's mastery probabilities for all linkage levels in the subset of Essential Elements on the blueprint for science that are assessed during the spring assessment window. Science testlets cover the entire science blueprint during the spring assessment window.

See the [EDUCATOR PORTAL USER GUIDE](#) for further information about accessing reports and data extracts.

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## KITE CLIENT

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### 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 the district, contact the technology personnel.

### KITE ASSESSMENT DEVICES

The Dynamic Learning Maps® (DLM®) alternate assessments may be administered on:

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

Local devices attached to these machines, such as interactive whiteboards, are also acceptable. Interactive whiteboards (brand names SMART, Promethean, etc.) may be used during assessment. The same hardware, software, and screen resolution constraints apply. The projector associated with the interactive whiteboard must project the computer screen at a resolution no lower than 1,024 × 768 pixels. For more information on assessment devices, contact the technology personnel.

### ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments through the use of KITE Client. Test administrators may contact you or technology personnel to ask about opportunities available for assessment without the use of an internet connection.

### *KITE PROCEDURES*

See the EDUCATOR PORTAL USER GUIDE for procedures that support test administrators.

- Access Practice Activities and Released Testlets
- Start a Test
- Navigate in KITE Client
- Take a Break During Assessment
- Complete the Test
- Change an Accessibility Support During Assessment
- Troubleshoot in KITE Client

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## GLOSSARY

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This glossary compiles definitions and acronyms relevant to the Dynamic Learning Maps® (DLM®) science alternate assessment.

<b>Access Profile (AP)</b>	Student-specific information that informs KITE® Client about individual student’s personal needs and preferences. The AP includes information the system needs to make the student’s user interface compatible with his or her accessibility needs. In Educator Portal, the AP includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.
<b>core idea</b>	Within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.
<b>domain</b>	The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.
<b>engagement activity</b>	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items.
<b>Essential Elements (EEs)</b>	Specific statements of knowledge and skills that are linked to the National Research Council’s Framework for K-12 and the Next Generation Science Standards (NGSS). The purpose of the EEs is to build a bridge from those content standards to the academic expectations for students with the most significant cognitive disabilities.
<b>First Contact (FC) survey</b>	A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. Core questions from the FC are used to determine a student’s entry point, or initialization, into the assessment.

<b>initialization</b>	The process by which existing information about a student is used to determine the linkage level on which the student will begin the assessment.
<b>linkage level</b>	An incremental level of complexity toward the learning target where an assessment was developed for that particular EE. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level EEs but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.
<b>state education agency (SEA)</b>	A state department of education.
<b>testlet</b>	Short for instructionally relevant testlet. 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 understandings than can be achieved by a single assessment item.

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## STATE APPENDICES

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### DOCUMENT HISTORY

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

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<b>Date</b>	<b>Section Name/ Summary of Changes</b>	<b>Starting Page</b>
08/01/17	Audience and Purpose statement: Updated/clarified language	5
	Required Test Administrator Training: Updated/clarified language	22
	Glossary: Updated/clarified language in some entries	30