DYNAMIC® LEARNING MAPS

ASSESSMENT COORDINATOR MANUAL 2020-2021

ELA, MATH, AND SCIENCE

Publication Date: 07/01/2020
Version YE

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. A summary of changes is included in the Appendix under Document History.

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!

Local Technology Representative	State Education Agency	The DLM Service Desk* 1-855-277-9751 (toll-free) or DLM-support@ku.edu
Kite® Student Portal installation	How to use Student Portal and Educator Portal	Data issues (rosters, enrollment, etc.)
General computer support	Training requirements	
Internet availability	Assessment questions	
Display resolution	Assessment scheduling	
Issues with sound, headphones, speakers, etc.	Test invalidation requirements	
	Student Individualized Education Program (IEP) requirements	
	Test window dates, extensions, requirements, etc.	
	Testlet resets (may take up to 72 hours)	

When 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. Check with your assessment coordinator to find out what student information can be legally emailed in your state.

- Do send:
  - your contact information (email address and name)
  - your school name (include the district if contacting state-level personnel)
  - 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 2020-2021

CONTENTS

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, DLM 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.

WHAT'S NEW IN THIS VERSION

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

Topic	Starting Page
Some language editing throughout for more clarity.	

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

INTRODUCTION

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

The DLM 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.

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	The assessment coordinator is presumed to work at the district level and is the main point of contact between the state department, the DLM Service Desk, and the district.
	The key duties of the assessment coordinator are overseeing 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.
Data Manager	The data manager is presumed to work at the district or building level but may be at a higher level.

Title	Task Summary
	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.
Technology Personnel	The technology personnel are presumed to work at the district or building level but may have a position at a higher level. The technology personnel do not always have or need access in Educator Portal. The key duty of the technology personnel is to prepare the network and assessment devices for assessment administration.
Test Administrator	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 the Personal Needs and Preferences (PNP) Profile in 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 assessment to students.

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 assessment. 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 four sets of tasks for different parts of the school year. Information about each task is developed in more detail later in this manual.

1. Before Beginning Assessments
2. Instructionally Embedded Assessments (Optional)
3. Spring Assessment Window
4. Prepare for Next Year

1. Before Beginning Assessments

☑	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, States > state page > Resources for Educators and District Staff > Educator Resources
	2. Activate your Educator Portal account by following the instructions in the Kite® activation email. See the section about User Roles in the Data Management Manual to understand the permissions for each role in Educator Portal. (If you already have an active Educator Portal account, skip this step.)	See the section Activate Educator Portal Account in the EDUCATOR PORTAL USER GUIDE; Educator Portal
	3. Work with the State Assessment Administrator to activate accounts equal to or above the district test coordinator level.	

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	4. Complete the annual security agreement in your Educator Portal profile. Test administrators will not be able to administer testlets if they do not read, agree to, and sign the security agreement each year. Review the Security Agreement extract in Educator Portal to monitor the test administrators' completion of the agreement.	See the section Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE; Educator Portal
	5. Sign up for the DLM Test Updates during the year.	The DLM website, States > Test Updates
	6. Participate in DLM assessment coordinator training. States may also provide their own training for assessment coordinators.	The DLM website, States > state page > Resources for Educators and District Staff > District Staff Training Resource

	7. Manage district and school staff roles and responsibilities.
	
	  a. Identify staff to fill the roles of technology personnel and data manager as needed. Designate backup personnel for each role.
	
	  b. Identify educators who will serve as test administrators for the DLM alternate assessment.
	
	  c. Make sure each person is aware of their roles and responsibilities and the timeline of events, including firm deadlines for required steps.
	
	  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.
		Checklists for data managers, technology personnel, and test administrators from role-specific manuals

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources

	8. Develop and implement a comprehensive training plan or implement your state's training plan for district staff and test administrators.
	
	   a. Review the checklists for data managers, technology personnel, and test administrators.
	
	   b. Encourage data managers and technology personnel to complete the DLM-sponsored or state-sponsored training on their roles.
	
	   c. Facilitate Required Test Administrator Training (if assigned by the state or district).
	
	   d. Monitor educator completion of all parts of Required Test Administrator Training and the security agreement by using the Training Status extract and the Security Agreement extract in Educator Portal.
	
	   e. Identify additional training or resource needs specific to local DLM participants and develop resources to address needs.
	
	   f. Encourage and monitor participation in the DLM professional development for instruction.
		Checklists for data managers, technology personnel, and test administrators from role-specific manuals
		
		The DLM training for data managers and technology personnel
		
		The DLM Required Test Administrator Training
		
		See the section Develop and Implement a Comprehensive Training Plan, page 24 of this manual

CHECKLISTS FOR ASSESSMENT COORDINATORS

☑	Tasks	Resources
	9. Prepare for assessment implementation. a. Gather technology personnel and data manager contact information and initiate communication among district staff. b. Serve as the point of contact to the DLM Service Desk. c. Determine how you will receive communications from the state or district representatives for information specific to the state or district. d. Monitor creation of Educator Portal user accounts. e. Follow up as needed to ensure deadlines are met for test administrators to activate accounts and complete training. f. Establish an assessment security plan and monitor adherence to the DLM- and state-specific test-security policies. g. Troubleshoot issues as they arise.	The DLM website, States > Test Updates Educator Portal EDUCATOR PORTAL USER GUIDE See the section Prepare for Assessment Implementation , page 28 of this manual

☑	Tasks	Resources
	10. Monitor and support assessment preparations and administration.	[Educator Portal](#)
	a. Remind technology personnel, data managers, and test administrators about important deadlines.	EDUCATOR PORTAL USER GUIDE
	b. Make sure educators have identified students who will participate in the DLM alternate assessment. Inform educators about the state's policy for students who are hospitalized or homebound as needed.	Participation Guidelines on the DLM website
	c. Support test administrators and data managers in conducting data verification and revision within the two windows: the optional instructionally embedded assessment window for English language arts, mathematics, and science, and the required spring assessment window.	Your state page on the DLM website
	d. Ensure that every student who is supposed to participate is enrolled in Educator Portal and rostered to the correct test administrator for the appropriate subjects for the student's grade.	See the section Monitor and Support Assessment Preparations and Administration on page 30 of this manual
	11. Monitor completion of the Personal Needs and Preferences (PNP) Profile using the PNP Settings extract. The PNP Profile is where test administrators enter settings for each student's personal needs and preferences. Follow up with test administrators as needed.	Guide to Practice Activities and Released Testlets on the DLM website
	a. Monitor completion of the First Contact survey for all students who will be assessed using the First Contact Survey File. Follow up with test administrators as needed. Students cannot be tested without a completed First Contact survey.	
	b. Assist test administrators with technology preparations (e.g., making sure assistive devices are compatible with Student Portal) and the assessment environment is made	

☑	Tasks	Resources
	ready (e.g., computer lab scheduling) as needed. Use the practice and released testlets to ensure computers are configured correctly, i.e., the minimum screen resolution required for Student Portal is 1024x768. Other computer requirements are found at the Kite Suite on the DLM website. c. Support test administrators in preparing the assessment environment. d. Ensure student's usernames and passwords are printed. If the responsibility for printing student usernames and passwords for Student Portal will be centralized in the school/district, assign responsibility for each task. The DLM Consortium assumes test administrators are responsible. Usernames and passwords are secure and should be securely destroyed after completion of testing.	
	12. Develop a plan to facilitate communication with parents/guardians and district staff **or** follow your state-developed communication plan. Schedule meetings as necessary. a. Consider what parents/guardians and district staff will need and want to know about the DLM assessments. b. Determine the frequency of communication to various audiences. c. Deliver communication to various audiences according to the timeline in the communication plan. d. Relay new information from the DLM Consortium, the state, and the district to appropriate audiences as needed.	The DLM Webpage > About Us > Information for Parents See the section Develop a Communication Plan, page 33 of this manual

CHECKLISTS FOR ASSESSMENT COORDINATORS

2. Instructionally Embedded Assessments (Optional)

☑	Tasks	Resources
	1. Monitor and support test administration. a. Facilitate communication between the DLM staff and district staff during the assessment window. b. Learn how to use the Instruction and Assessment Planner by viewing the helplet video or following the step-by-step guidance in the EDUCATOR PORTAL USER GUIDE. c. Monitor assessment activity in the Instruction and Assessment Planner, including the fall Essential Elements Status Report for an individual student. Monitor all students in a district or building by using the DLM Test Administration Monitoring extract prior to the end of the assessment window. d. Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise. e. Serve as the point of contact for the DLM Service Desk.	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE

CHECKLISTS FOR ASSESSMENT COORDINATORS

3. Spring Assessment Window

☑	Tasks	Resources
	1. Support test administrators in verifying that student demographic information and the PNP Profile is completed as needed and the First Contact survey has been submitted. ⚠️ Students will not be assigned testlets unless the First Contact survey is completed and submitted. Use the First Contact survey file in Educator Portal to monitor the completion progress of the survey for each student your district.	TEST ADMINISTRATION MANUAL and EDUCATOR PORTAL USER GUIDE
	2. Monitor and support test administration. a. Facilitate communication between the DLM staff and district staff during the assessment window. b. Monitor assessment activity, including assessment completion, prior to the end of the assessment window. Use the DLM Test Administration Monitoring extract. c. Serve as the first point of contact for test administrators, answering questions about the assessment. Troubleshoot issues as they arise.	

CHECKLISTS FOR ASSESSMENT COORDINATORS

4. Prepare for Next Year

☑	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 the next year (evaluate the PNP Profiles, review blueprints 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 State Assessment Administrator 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. The department of education in each state determines which subjects and which grades are assessed. The DLM Alternate Assessment System provides accessibility by design and is guided by the core beliefs that all students are to have access to challenging, grade-level content and that test administrators must 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 a reduced depth, breadth, and level of complexity.

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

THE DYNAMIC LEARNING MAPS FOUNDATION FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS

The DLM learning map models 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 (ELA) or mathematics, as well as important foundational skills that provide a foundation for academic skills. The maps go beyond traditional learning progressions by including multiple and alternate pathways through which students may develop content knowledge. As of June 2018, the ELA map has more than 2,000 nodes. The mathematics map has more than 2,300 nodes. More than 150 foundational nodes are associated with both subject maps. Between the nodes in the three combined maps are more than 10,000 connections.

SCIENCE DEVELOPMENT

In 2014, five DLM member states began a two-phase development of a science assessment following the DLM model. Since that time, most of the consortium states have joined the effort.

Phase I of science development included a 2016 spring operational assessment based on alternate science content standards at three levels of complexity for three grade bands. Phase II, which is in progress, includes the development of a learning map model for science. Additionally, DLM staff are also developing professional development products for science.

ESSENTIAL ELEMENTS

The DLM content standards are called Essential Elements and are the learning targets for the assessment for grades 3-8 and high school in ELA, mathematics, and science. The purpose of the Essential Elements is to build a bridge from the grade-level content standards for each state to the academic expectations for students with the most significant cognitive disabilities.

BLUEPRINTS

The DLM Consortium state education leaders selected a subset of Essential Elements for use in each grade level and each subject area. These subsets are called the testing blueprints. The testing blueprints contain Essential Elements from specific ELA and mathematics claims and conceptual areas and from specific science domains and core ideas. The spring assessment is guided by the blueprints, and students are tested over all Essential Elements in the blueprints for all subject areas.

English Language Arts and Mathematics Essential Elements
The ELA and mathematics Essential Elements are specific statements of knowledge and skills linked to each state's grade-level expectations. The Essential Elements specify academic targets, and the DLM maps clarify how students can reach those targets. For each Essential Element, small collections of nodes are identified earlier in the map for each subject, representing critical stages on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level in ELA and mathematics is the Target linkage level, and it most closely aligns with the grade-level standards but at a reduced depth, breadth, and level of complexity. The Initial Precursor, Distal Precursor, and Proximal Precursor linkage levels are below the Target linkage level, and the Successor linkage level extends beyond the Target linkage level.

Science Essential Elements
The science Essential Elements are the learning targets for the DLM alternate assessment. The science Essential Elements are tested in grade bands: elementary, middle school, and high school. Science Essential Elements are specific statements of knowledge and skills, including science and engineering practices, linked to grade-level expectations identified in the National Research Council's Framework for K-12 Science Education. In science, each Essential Element has three linkage levels. The highest linkage level is the Target, and two levels, Initial and Precursor, exist below the Target. Science does not have a linkage level beyond the Target linkage level at this time.

ASSESSMENT SYSTEM DESIGN AND DELIVERY

The DLM alternate assessment is delivered in testlets. Each testlet bundles together an engagement activity at the beginning of the testlet with three to nine items. The engagement activity is designed to provide context, activate prior knowledge, and motivate the student. An engagement activity for ELA testlets consists of a reading or writing task. An engagement activity for mathematics gives context that is carried throughout the testlet. An engagement activity for a science testlet may be designed around a science story, featuring either an experiment or classroom activity, a shorter science story that provides context for the items, or a short video. Items in each testlet align to the knowledge and skills of a single linkage level for each Essential Element.

Optional instructionally embedded testlets are available to test administrators during the instructionally embedded assessment window during the fall and winter months. Required testlets are delivered during the spring assessment window.

End-of-year Individual Student Score Reports are based on assessments taken only during the spring assessment window and will **not** incorporate scores from any optional instructionally embedded assessments. All students are assessed on the full range of Essential Elements in the blueprint for each subject. Each testlet covers one Essential Element, except the writing testlet. The writing Essential Elements for each grade are combined into one writing testlet.

In the spring, for ELA and mathematics, the system uses an algorithm that defines the relationships among the nodes in the map together with information from the First Contact survey to assign the appropriate linkage level for the first testlet. Since science does not yet have a fully developed map, only information from the First Contact survey is used to assign the linkage level of the first science testlet. The testlets for all subjects are adaptive and the linkage level of subsequent testlets are assigned based on the results of the previous testlets.

Each testlet takes about 5-15 minutes on average, depending on the subject and the individual student. The average overall total testing times varies because of the number of testlets being required for each grade level and each subject.

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.

Required Spring Assessment Duration in Total Minutes Per Subject	
Subject	**Average Overall Duration in Minutes**
English language arts	70-90
Mathematics	35-60
Science	45-135

NOTE: The times listed do not include test administrator preparation time for the assessments.

Number of Testlets for Spring Assessment

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

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	Field Test Testlets**
3	9	8	9	0 or 1
4	9	8	9	0 or 1
5	9	8	9	0 or 1
6	9	7	9	0 or 1
7	9	7	9	0 or 1
8	9	8	9	0 or 1
9	9	7	9*	0 or 1
10	9	8	9*	0 or 1
11	9	6	9*	0 or 1
12	9	0	9*	0 or 1

NOTE: Check your state's DLM webpage to see if your state tests DLM science.

*In states testing end-of-instruction biology in high school, students will receive ten testlets.

Field test testlets for ELA, mathematics, and science are delivered during the spring assessment window after the blueprint requirements have been met. The student may receive one or zero field tests in each subject. The linkage level of the field test testlet

may be one linkage level above, one linkage level below, or the same linkage level as the operational testlet that was taken for that Essential Element.

ABOUT THE KITE® SUITE 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 Suite. Students and educators each see a different part.

Students have accounts in **Kite Student Portal**.

Students are delivered testlets through Student Portal, which is a customized secure interface. Once launched, Student Portal prevents students from accessing websites or other applications during testing. Practice activities and released testlets are also available using demo student accounts through Student Portal. Educators and staff do **not** have accounts in Student Portal.

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

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access Educator Portal online. For information on how to work within Educator Portal, 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 Consortium, and state-specific resources may also be available.

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

1. Access the DLM website.
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.

Resource	Purpose
Assessment Coordinator Manual (PDF)	Supports the assessment coordinator in preparing district and school staff for assessment

Resource	Purpose
Data Management Manual (PDF)	Supports the data manager in gathering, editing, and uploading user (educator/staff) data, enrollment (student) data, and roster (groups of students by educator) data via Educator Portal
Technology Specifications Manual (PDF)	Supports the technology personnel in preparing schools for the technology needs of the DLM alternate assessment
Test Administration Manual (PDF)	Supports test administrators in preparing themselves and students for assessment. Expands the knowledge base for the assessment coordinator on specific topics.
Accessibility Manual (PDF)	Provides guidance to state leaders, districts, educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available for use when testing in Student Portal
Educator Portal User Guide (PDF)	Supports educators in navigating Educator Portal to access assessment information, including student data and reports
Educator Resource Page (webpage)	Provides supplemental instruction and assessment resources for educators and test administrators
Guide to DLM Required Test Administrator Training (PDF)	Helps test administrators access the DLM Required Test Administrator Training modules in Moodle, which is the online learning management platform where the training modules and post-tests are located
Guide to Practice Activities & Released Testlets (PDF)	Supports the test administrator in accessing practice activities in Student Portal using demo student accounts
Test Updates Page (webpage)	Provides breaking news on test administration activities. Sign up to receive alerts when new resources become available.

PREPARE FOR THE DYNAMIC LEARNING MAPS ASSESSMENT ADMINISTRATION

OVERVIEW

The key duties of the assessment coordinator are to

- oversee the assessment process, including managing staff and educator roles and responsibilities
- develop and implement a comprehensive training plan
- develop a schedule for assessment implementation
- monitor and support assessment preparations and administration
- develop a communication plan with parents/guardians and staff

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NOTE: In some cases, responsibilities will be determined by plans and communications decided at the state level.

The Dynamic Learning Maps® (DLM®) Consortium suggests preparing for DLM test administration through careful planning, implementation, and monitoring.

DEVELOP AND IMPLEMENT A COMPREHENSIVE TRAINING PLAN

HINT: The district assessment coordinator is the primary contact for all roles in each state. Test administrators, data managers, and technology personnel are directed to contact their district assessment coordinator for a training plan tailored specifically to their state and district.

The DLM Consortium suggests developing a training plan to support assessment efforts for 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 one- to five-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 PNP Profile and the First Contact survey.

- Users can subscribe to Test Updates that announce releases in new training and other important information.

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

Students have accounts in Kite Student Portal.

Students are delivered testlets through Student Portal, which is a customized secure interface. Once launched, Student Portal prevents students from accessing websites or other applications during testing. Practice activities and released testlets are also available using demo student accounts through Student Portal. Educators and staff do **not** have accounts in Student Portal.

Staff and educators have accounts in Kite Educator Portal.

Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports. Users can access Educator Portal online. For information on how to work within Educator Portal, see the Educator Portal User Guide on the DLM WEBSITE.

HOW TO USE THE DLM WEBSITE ON PAGE 22 TO FIND RESOURCES BY ROLE.

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

Required Test Administrator Training	Professional Development for Instruction	Supplemental Training
• Critical content for managing and delivering the DLM alternate assessment is covered. • Test administrators will not be able to deliver testlets until training is complete. • States decide which format(s) to offer for new test administrator training: self-directed or facilitated. All returning test administrator training is self-directed, only. • Successful completion is a score of 80% or higher on the post-test.	• The modules address topics to support academic instruction for students who take the DLM alternate assessment. • Modules are created for students at the Target linkage level, and teachers will need to adjust the module information to use for students at the lower linkage levels. • The modules are strongly recommended. • States and districts may recommend or require specific modules. • States decide which format(s) to offer: self-directed or facilitated.	• The training includes a variety of topics to supplement use of the DLM materials and system navigation. • Supplemental training is strongly recommended.

Required Test Administrator Training

Training is required for all test administrators who will administer the DLM alternate assessment. In addition to test administrators, other educators, such as the district and building assessment coordinators may be required to take the training. The training covers all three DLM subjects, test security, and information about Educator Portal. State policy determines which roles take the required training course, the course that is offered, and the format of the course.

The first year, all test administrators must take the Required Test Administrator Training for new teachers. New test administrators must successfully complete four modules

with a passing score of 80% or higher on each module's post-test before administering the DLM alternate assessment. Total training time is estimated at about 2.5 hours.

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 test administrator administered the DLM alternate assessment in the past, but not in the preceding year, that test administrator will be placed in the new course again.

NOTE: Sometimes, states require all test administrators to take the new training course additional years.

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 for instruction into a training plan, the DLM Consortium offers a variety of content and multiple methods to access the materials.

- The DLM Consortium has created online professional development learning modules. These modules provide information and strategies to help educators instruct students.

  o 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. Post-tests accompany the modules.
  o 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.
  o Most educators are required to participate in regular, ongoing professional development. Some states give continuing education credits for the DLM professional development modules. Print the certificate emailed upon completion of any module to provide documentation to your assessment coordinator to receive continuing education credits when available. Access the modules on the professional development website.

The DLM Instructional Supports Facebook page encourages collaboration among educators across the consortium.

PREPARE FOR ASSESSMENT IMPLEMENTATION

To prepare for assessment implementation, consider these tasks:

- ☐ Gather contact information for technology personnel and data managers 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 Consortium.
- ☐ Determine how you will receive communications from the state or district representatives for information specific to the state or district.
- ☐ Do the following to ensure test administrators meet required deadlines:
  - ☐ Use the User extract to monitor roles and whether an account is active, pending, or inactive in Educator Portal. Users who should no longer have an active account in Educator Portal in the district should be inactivated. User accounts cannot be removed.
  - ☐ Use the Security extract to monitor the date the security agreement was accepted and signed.
  - ☐ Use the Training Status extract to monitor the date training was successfully completed.
  - ☐ Use the First Contact File to monitor whether each student has a completed First Contact Survey and what date it was submitted.
  - ☐ Use the PNP extract to monitor each student's settings and evaluate whether the settings are appropriate for the student. Note: not every student needs special settings in the PNP Profile.
- ☐ 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.
  - ☐ Adhere to state and district policies for assessment security.
- ☐ Troubleshoot issues as they arise.

COMPLETE THE SECURITY AGREEMENT

DLM alternate assessments are secure assessments. Test administrators have a unique opportunity to administer new items and assessments. Therefore, users must agree to and sign a security agreement. Five security policies are covered.

Each year, those with access to Educator Portal must renew their DLM security agreement, which typically expires the first week of August. For a step-by-step procedure, see the section called Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE or view the Getting Started helplet video. The text of the security agreement is provided below.

Overview	Edit Display Name	Change Password	Change Default Role	Security Awareness	Security Agreement	Security Renewal/Expiration

The Kite suite provides opportunities for flexible assessment administration. However, all assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2019 are secure tests.

Test administrators and other educational staff who support 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 suite, 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. 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 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 Instruction and Assessment Planner during the optional instructionally embedded assessment window nor to the Test Management tab in Educator Portal during the spring assessment window and will not be able to administer the assessment. Use the Security Agreement Completion extract to monitor compliance.

MONITOR AND SUPPORT ASSESSMENT PREPARATIONS AND ADMINISTRATION

The DLM 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 test administrators have identified students who will participate in the DLM alternate assessment.
- ☐ Advise test administrators as needed about the state's policy for students who are hospitalized or homebound.
- ☐ Support test administrators and data managers in conducting data verification/revision within the two windows: the instructionally embedded assessment window and the spring assessment window.
- ☐ Ensure that every student who is supposed to participate in the DLM alternate assessment is listed in Educator Portal and rostered to a test administrator. Test administrators, along with Individualized Education Program teams, identify students who will participate in the DLM alternate assessment. Remove students from Educator Portal who are not eligible for the DLM alternate assessment. Participation guidelines are available on the DLM website. Check with your state for any additional guidelines they provide.
- ☐ Monitor completion of the PNP Profile and First Contact survey for all students who will be assessed. Follow up with test administrators as needed.

> HINT: Help test administrators who have students who are leaving or joining the classroom after the spring assessment window has opened. 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, and the test administrator has passed required training and signed the security agreement.

PERSONAL NEEDS AND PREFERENCES PROFILE

The test administrator, using information and procedures from the ACCESSIBILITY MANUAL, completes the PNP Profile for each student. Selecting appropriate settings in the PNP Profile ensures the correct accessibility supports are available in Student Portal. Use the PNP Settings extract in Educator Portal to monitor supports being used across the district. Not every student needs supports in the PNP Profile. Use the PNP setting extract to check the Personal Needs and Preferences (PNP) settings for each student, monitoring settings and discussing with the test administrator as necessary.

FIRST CONTACT SURVEY

The test administrator completes the First Contact survey, which is a survey used to collect data and 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. The purpose of the survey is to have data available for the system to use to make linkage level recommendations or assignments, depending on the window. The system recommends the linkage level for each Essential Element during the optional instructionally embedded assessment window. A test administrator will not have access to the Essential Elements during the instructionally embedded assessment window until the First Contact survey is completed and submitted.

In the spring assessment window, the survey data determines the linkage level for the Essential Element tested by a student's first testlet. The DLM system will not generate testlets for the spring assessment window until the First Contact survey is completed and submitted. If the First Contact survey is submitted after the opening of the state's window, the system will take 24 hours before the first testlet is generated.

Test administrators receive training in the Required Test Administrator Training on how to answer the First Contact survey questions. The assessment coordinator's job is to answer questions and help test administrators make sure they have answered all items and successfully submitted the survey.

In addition to the Required Test Administrator Training, a short helplet video on the DLM website, Personal Learning Profile Training, provides training on how to complete the student's PNP Profile and First Contact survey in Educator Portal. Use the First Contact survey extract to monitor completion of the First Contact survey across the district.

> HINT: The TEST ADMINISTRATION MANUAL includes checklists that define policy about procedures for test administrators.

RESPONSIBILITIES FOR BRAILLE TEST ADMINISTRATION

Assessment coordinators monitor and support the administration of braille forms during both the optional instructionally embedded assessment window and the spring assessment window. The DLM Alternate Assessment System makes available braille forms for some Essential Elements, but only at upper linkage levels. These forms are available in uncontracted UEB or EBAE, depending on which type the state has made available for the test administrator to select in the student's PNP Profile. DLM braille forms also include Nemeth code for mathematics as needed. Braille forms are not available for science during the optional instructionally embedded assessment window.

Not all Essential Elements at every grade and every linkage level have braille equivalents. Where braille forms are not provided, test administrators will need to use other approaches to deliver assessments to students who are blind or have visual impairments. Braille is not to 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 section Testlets for Students who are Blind or have Visual Impairments in the Test Administration Manual.

Form Delivery

By selecting the braille setting in the PNP Profile, the system will assign braille forms to the student when available.

All Braille Ready Files (BRF) are delivered through Educator Portal. The DLM Consortium does not provide embossed braille forms. All braille forms must be embossed locally. For the instructionally embedded assessment window, the braille forms are in the Instruction and Assessment Planner. During the spring assessment window, the braille forms are in Test Management. Since the forms are adaptive in the spring assessment window, consider the testlet embossing process into the time used for assessment preparation. See the section Retrieve Braille Ready File in the Educator Portal User Guide.

The table below has information about the potential availability of braille forms for each subject, grade, and linkage level, and where the forms are delivered for each window.

Subject	Grades	Linkage Levels	Windows	Delivered
ELA and mathematics	3-5	Target and Successor	The optional instructionally embedded assessment window	Instruction and Assessment Planner in Educator Portal
			Spring Assessment Window	Test Management in Educator Portal
ELA and mathematics	6-8 and HS	Proximal Precursor, Target, and Successor	The optional instructionally embedded assessment window	Instruction and Assessment Planner in Educator Portal
			Spring Assessment Window	Test Management in Educator Portal
Science	3-8 and HS	Target	Spring Assessment Window only	Test Management in Educator Portal

Scoring a Student's Response for Braille Testlets

When the system assigns a braille testlet, the system delivers a computer-based version through Student Portal. 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 is normally done on other braille assignments. The test administrator inputs each student response into the testlet in Student Portal. Responses are scored by the system the same way as with non-braille forms.

DEVELOP A COMMUNICATION PLAN WITH PARENTS/GUARDIANS

The DLM Consortium suggests developing a plan to facilitate communication between parents/guardians and district staff. Schedule meetings as necessary.

Student Portal may be downloaded on a home computer, and parents/guardians may use it with their student at home. A special resource has been developed so that parents/guardians may see the testlets and practice with their student at home by using the special usernames and passwords. A resource for this purpose is provided, Released Testlets for At Home Instruction.

The DLM 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 Consortium also offers information and resources for parents/guardians on the DLM Webpage | About Us | Information for Parents.

STUDENT REPORTS

INDIVIDUAL STUDENT SCORE REPORTS

The scoring system for the DLM alternate assessment works differently than scoring for traditional alternate assessments. Students are not given raw scores, percentage correct scores, or scale scores. Instead, all operational results from the spring assessment window are summarized in the Individual Student Score Reports.

For ELA and mathematics, summative results are based on the subset of Essential Elements on the blueprint that are selected and assessed during the spring assessment window. The system combines a student's responses on operational testlets with information about the structure of the DLM learning map models to determine which linkage levels the student has likely mastered during this window. The information about each linkage level leads to a summary of the student's mastery of skills in each conceptual area for ELA and in each claim for mathematics, and then for each subject overall.

For science, summative results are based on the Essential Elements on the blueprint that are assessed during the spring assessment window. The information about each

linkage level leads to a summary of the student's mastery of skills in each science domain and for then for the subject of science overall.

Individual Student Score Reports, commonly called ISRs, become available to the state assessment administrator in mid-June to mid-July, depending on when each state's spring assessment window closes. Each state will also decide which roles will have direct access to the ISRs in Educator Portal. In most states, the building or district assessment coordinators provide their test administrators with the ISRs for the students they tested the past year. Directions on how to access the ISRs are described in the Access Reports and Extract section of the EDUCATOR PORTAL USER GUIDE.

> HINT: Neither testlets taken during the optional instructionally embedded assessment window nor field test testlets results factor into the Individual Student Score Reports. Only results from testlets taken during the spring assessment window are used for the end-of-year Individual Student Score Reports.

DATA EXTRACTS

In addition to the above listed reports, many extracts and files are available in a CSV format in Educator Portal. They can be downloaded and the data analyzed. Using the data, a district assessment coordinator can monitor testing readiness and, during their state's spring assessment window, can monitor testing progress.

The following 10 extracts and files are available: Current Enrollment extract, DLM Test Administration Monitoring extract, First Contact Survey file, PNP Setting Counts extract, PNP Setting extract, Roster extract, Security Agreement Completion extract, Student Roster and First Contact Survey Status extract, Training Status extract, and User extract.

Information about the extracts and files and detailed directions on how to access them in Educator Portal are described in the Access Reports and Extract section of the EDUCATOR PORTAL USER GUIDE.

KITE STUDENT PORTAL

SUPPORTED BROWSERS

The Kite® Requirements webpage has information about choosing 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 assessment may be administered on:

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

*Note: For the 2020-20201 school year, Windows OS7 will no longer be supported.

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.

Students can use assistive technology. To ensure Student Portal supports the particular assistive device, use the assistive device with a released testlet in Student Portal. You may also contact the DLM Service Desk (DLM-support@ku.edu).

ENSURE INTERNET CONNECTIVITY

An internet connection is required to deliver assessments using Student Portal. Test administrators may ask about opportunities available for assessment where an internet connection is not available (e.g., a homebound student). The district or school may

provide hot spots to use when internet is not available at a student's home. Contact the Service Desk for advice when an internet connection will not be available.

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 Student Portal
- Take a Break During Assessment
- Complete the Test
- Change an Accessibility Support During Assessment
- Troubleshoot in Kite Student Portal

GLOSSARY

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

Term	Definition
card	A cell on the Student View Page for each Essential Element and linkage level. Information about the specific Essential Element and the specific linkage level can be accessed when the user selects the card.
claim	ELA and mathematics: A broad statement about what the DLM Consortium expects students to learn and to be able to demonstrate within English language arts and mathematics. Each claim is subdivided into two or more conceptual areas.
conceptual area	ELA and mathematics: A region within the DLM learning map containing nodes associated with related Essential Elements, representing concepts and skills that support the learning of the Essential Elements in English language arts and mathematics. Conceptual areas are composed of clusters of connected concepts and skills and serve as models of how students may acquire and organize their content knowledge. Conceptual areas are considered subparts of the overall claims.
connection	ELA and mathematics: The relationship between two nodes in the DLM maps. Connections are illustrated with arrows in the maps.
core idea	Science: The key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication. For science, 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.
display enhancements	Options that change the testlet appearance on the student's device screen, including magnification, overlay color, invert color choice, and contrast color.

domain	Science: 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.
Educator Portal	Educator Portal is a secure, web-based application designed to aid teachers and administrative users in the administration of assessments, including student enrollment and monitoring/tracking results. Users can access Educator Portal via https://educator.kiteaai.org/. For information on working within Educator Portal, see the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.
engagement activity	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. The engagement activity for some science testlets at the upper linkage levels include a short video.
Essential Elements	Essential Elements are the content standards used for assessment for students with the most significant cognitive disabilities. Essential Elements are reduced in depth, breadth, and the level of complexity, and they build a bridge from the content in the grade-level standards to academic expectations. They are specific statements of knowledge and skills linked to the grade-level expectations identified in K-12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council's Framework for K-12.

First Contact Survey	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.
	In the optional instructionally embedded assessment window, data gathered from the core questions from the survey are used to recommend the linkage level for each ELA and mathematics Essential Element. In addition to the core questions, data gathered from the science questions are used to recommend the linkage level for each science Essential Element. Data gathered from the core questions plus data from the writing questions are used to recommend the linkage level for the writing testlet.
	In the spring assessment window, data gathered from the core questions are used to assign the linkage level for the student's first ELA and mathematics testlets.
	Data gathered from the core questions plus data from the science questions are used to assign the linkage level of the student's first science testlet.
	In the spring window, data gathered from the core questions plus data from the writing questions are used to assign the linkage level for the writing testlet, instead of performance of previously completed testlets.
initialization	The process by which a student's existing information is used to determine the point in the DLM learning map model where the student enters the assessment for the first time.
Instruction and Assessment Planner	A part in Educator Portal where test administrators perform assessment functions for a student during the optional instructionally embedded assessment window. Functions include selecting an Essential Element and linkage level for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery of a tested Essential Element at a linkage level.

instructionally embedded assessment	Occurs during the optional instructionally embedded assessment window where instruction and assessment are closely integrated with assessment functions being performed throughout instruction. Functions include educator-selected Essential Elements and linkage levels for instruction and subsequent testing. Most assessment data about the student is provided in the Instruction and Assessment Planner during this window, including a mastery indication for a tested Essential Element at a linkage level.
Kite Student Portal	Student Portal is a secure testing platform used by students to take testlets. Once launched, Student Portal prevents students from accessing unauthorized webpages or applications during testing.
	All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not have accounts in Student Portal.
	In addition to operational testing in the Student Portal, practice activities and released testlets can be administered using Student Portal. The log in credentials for the practice activities and released testlets are unique to each one. See the TEST ADMINISTRATION MANUAL for more information about Student Portal.
linkage level	ELA and mathematics: A small section of the DLM learning map model containing one or more nodes that represent critical concepts or skills needed to learn the Essential Element. ELA and mathematics each have five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor.
	Science: An incremental level of complexity toward the learning target where an assessment was developed for the science Essential Elements. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level Essential Elements but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.
materials	Any objects, manipulatives, and tools used during an assessment. Materials Collection lists are specific for each subject during each window. The lists are found on each state's DLM website under Educator Resources.

node	ELA and mathematics: A representation in the DLM learning maps of an individual skill or conceptual understanding identified in the research in ELA and mathematics.
Personal Learning Profile	A collective term used to describe a student's personal needs and preferences settings entered in the PNP Profile in addition to information about the student entered in the First Contact survey in Educator Portal.
Personal Needs and Preferences (PNP) Profile	Student-specific information that informs Kite Student Portal about an individual student's personal needs and preferences. The PNP Profile includes information the system needs to make the student's user interface compatible with their accessibility needs. The PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile found in Educator Portal.
plan	A plan is created in the Instruction and Assessment Planner in Educator Portal only during the optional instructionally embedded assessment window. A plan includes the educator-selected Essential Element and educator-selected linkage level and leads to the educator-assigned testlet for ELA, mathematics, and science.
released testlets	A released testlet is a publicly available, sample DLM assessment. Released testlets may be used by students and teachers as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets that are used in DLM operational assessments. New released testlets are added periodically.
State Assessment Administrator (SAA)	An Educator Portal role assigned to staff at the state education agency who have the highest level of access and permissions in Kite Educator Portal for an external user. An SAA can transfer students between districts, assign the District Test Coordinator role, inactivate users, and have access to all student reports and extracts.
state education agency	A state department of education.

stem	The beginning part of the item that presents a problem to solve or an item to respond to. The stem may also include other relevant information in the item. A multiple choice item is a common example in the DLM alternate assessment, consisting of a stem and a set of response options from which to choose.
Student Activity Table	A page in the Instruction and Assessment Planner in Educator Portal. The Student Activity Table provides an at-a-glance overview for all students rostered to the test administrator in the subjects in which the students are being tested during the optional instructionally embedded assessment window. The data in the Student Activity Table populates based on the test administrator's actions on the Student View Page for each student, i.e., how many testlets were administered.
	The table also includes three icons providing easy access to the First Contact survey, PNP Profile, and the student's credentials.
Student View Page	A page in the Instruction and Assessment Planner in Educator Portal that displays details about one student at a time for each Essential Element and linkage level. During the optional instructionally embedded assessment window, test administrators use the Student View Page for several instruction and assessment actions for each student, i.e., creating a plan and assigning a testlet. The system will display information about the student's testing progress, indication whether the student achieved mastery of an Essential Element at the linkage level tested.
technology-enhanced items	Computer-delivered test items that require a specialized interaction, such as select and drag. A technology-enhanced item is any item that is not answered using direct selection.

testlet	A short assessment that begins with an engagement activity and include three to nine items, depending on the subject. Together the items increase the instructional relevance of the assessment and provide a better estimate of a student's knowledge, skills, and understandings than can be achieved by a single assessment item. Each testlet assesses only one Essential Element, except for the writing testlet, which assesses all writing Essential Elements together in one testlet.
	Testlets are delivered one at a time in each subject. They are adaptive and are either teacher-administered or computer-delivered. The writing testlet is always delivered last and is not based on performance of previous testlets. Instead, data from the First Contact survey is always used to assign the linkage level of the writing testlet. More specific information is found in the TEST ADMINISTRATION MANUAL.
Testlet Information Page (TIP)	A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.
	The Testlet Information Page (TIP) for each testlet lists the materials needed or describes the attributes of the materials needed specific to a testlet.
	The materials listed in the TIP are especially needed for the teacher-administered testlets at the Initial and Distal Precursor linkage levels in ELA and mathematics, and the Initial linkage level for science.
	The TIP for testlets at the Initial level for science has picture response cards that must be printed before testing. Best practice is to print them in color.
	Computer-delivered testlets require fewer materials than the teacher administered testlets.

STATE APPENDICES

DOCUMENT HISTORY

NOTE: 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
07/01/2020	Clarify language	Throughout