

MANAGE TRAINING AND PROFESSIONAL DEVELOPMENT

This information is provided in a separate document, *GUIDE TO DLM REQUIRED TRAINING AND PROFESSIONAL DEVELOPMENT*, located on the DLM website. It includes instructions for accessing and enrolling in modules, completing modules, and viewing results.

MANAGE STUDENT DATA

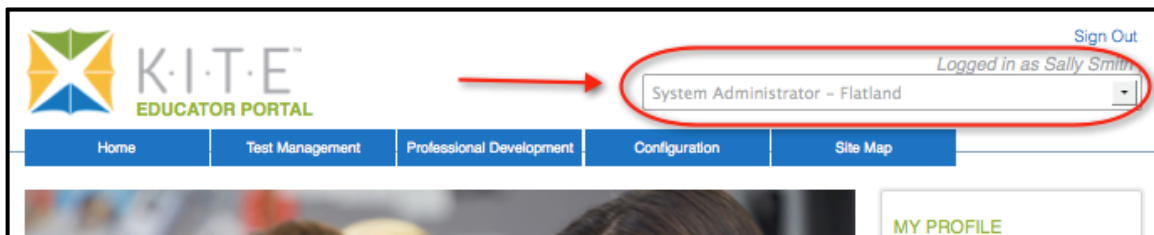
VIEW AND CHECK STUDENT DATA

This procedure is required.

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

To view and check student records, follow these steps:

1. Choose user role view if needed.



2. Click **Student** on the home page.
3. Select **View Students**.
4. Apply filters in the **Select Organization** fields to choose the level you need.

5. Sort, filter, or search as needed.

Configuration: Students - View Students

Rosters Students Organization Instructional Tools Support Users

Select Action*: View Students

SELECT ORGANIZATION
specify organization level and click on Search

STATE:* Flatland

DISTRICT: District #1

SCHOOL: School #1

Search

State ID	First Name	Last Name	Grade	School Name
11	Demo	11	5	School #1
4305	Demo	4305	5	School #1
2986	DLM	Demo	5	School #1
2987	DLM2	Demo	3	School #1
4121	Demo	4121	3	School #1
4122	Demo	4122	3	School #1
4123	Demo	4123	4	School #1
4124	Demo	4124	4	School #1
4125	Demo	4125	4	School #1
4115	Demo	4115	6	School #1

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6. Review the following fields for accuracy. Data in these fields must be correct before you proceed with other activities:

- State ID
- First Name
- Last Name
- Grade

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

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

If...	Then...
There are active links to both fields	Go to the next procedure.
There is not an active link in one or both fields	<ul style="list-style-type: none"> ▪ Kansas - order a DLM test from KIDS. ▪ All other states - work with your Data Steward to correct the Enrollment file; choose TRUE for the DLM_Status field.

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

State ID	First Name	Last Name	Current School Year	Local Id
99z123456				

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The View Student Record overlay appears

View Student Record - Student Name

Student

Student State ID: [redacted] Date of Birth: [redacted]
 KITE Login Username: [redacted] Password: [redacted]

Demographic

Gender: [redacted] Comprehensive Race: [redacted]
 First Language: [redacted] Hispanic Ethnicity: [redacted]

Profile

Primary Disability: [redacted] Access Profile (PNP): [No Settings](#)
 DLM Student: [redacted] First Contact Survey: Not Applicable

School Enrollment

[School, Grade, School Year](#)

District: [redacted] Student Local ID: [redacted] AYP School ID: [redacted] Gifted Student: [redacted]
 State Entry: [redacted] School Entry: [redacted] District Entry: [redacted]
 Subject [redacted] Course [redacted] Educator [redacted] Roster [redacted]

VIEW AND CHECK ROSTER

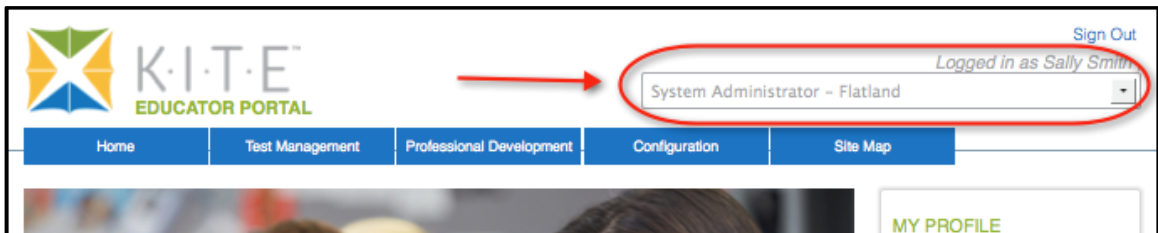
This procedure is required.

Your Data Steward uploaded a roster file that links students to teachers.

You are responsible for confirming that students who appear on your roster are eligible to participate in the test and that they are rostered to each subject area in which they will test.

To view and check a roster, follow these steps:

1. Choose user role view if needed.



2. Click **Rosters** on the home page.
3. Select **View Roster**.
4. Apply filters in the **Select Organization** fields to choose the level you need; click **Search**.
5. Sort, filter, or search as needed.

Roster Name	Educator Identifier	First Name	Last Name	Subject
Grant - ELA	1001033	Fitz	Grant	English Language Arts
Grant - Math	1001033	Fitz	Grant	Mathematics
Shephard - ELA	1001034	Derek	Shephard	English Language Arts
Shephard - Math	1001034	Derek	Shephard	Mathematics
Bailey - ELA	1001035	Miranda	Bailey	English Language Arts
Bailey - Math	1001035	Miranda	Bailey	Mathematics
Webber - ELA	1001036	Richard	Webber	English Language Arts
Webber - Math	1001036	Richard	Webber	Mathematics
Montgomery - ELA	1001037	Addison	Montgomery	English Language Arts
Montgomery - Math	1001037	Addison	Montgomery	Mathematics

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

View/Edit Roster - Lisa's Math Class

ROSTER NAME: SUBJECT: COURSE:

SELECT EDUCATOR

	First Name	Last Name	Educator Identifier	Status	Email
<input type="text"/>					
Assigned Educator					
<input checked="" type="checkbox"/>	Lisa	Jayhawk	lisaweeks@gmail.com	Active	lisaweeks@
Available Educators					
<input type="checkbox"/>	Lisa	Weeks	E14792	Active	lisa.weeks@
<input type="checkbox"/>	Annie	Jatala		Active	ajatala@
<input type="checkbox"/>	Breana	Muckenthaler		Active	jaygur1@
<input type="checkbox"/>	Mari	Langas	808	Active	jayhawkmari+
<input type="checkbox"/>	Meagan	Karvonen	megkarvo+teacher1@gr	Active	megkarvo+tea
<input type="checkbox"/>	Pamela	Mattes		Active	p999m367@
<input type="checkbox"/>	Brittney	Bell	brittbell05+teacher@gma	Active	brittbell05+tea

7. Check the roster data.

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

8. Review the following fields for accuracy:

- **First Name**
- **Last Name**

If...	Then...
All fields are accurate for all students.	Go to the next step.
One or more fields contain incorrect information for one or more students.	<ul style="list-style-type: none"> a) Contact your Data Steward with the correct information. b) Go to the next step; you may continue while the Data Steward works to correct the information.

9. Click **Save**.

COMPLETE ACCESS (PERSONAL NEEDS AND PREFERENCES) PROFILE

This procedure is required for students participating in DLM 2014-15 assessments. See the ACCESSIBILITY MANUAL for additional information such as best practices and policies.

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

1. Click **Configuration**.
2. Click **Students**.

Configuration: Students - View Students

Upload Summative Report Data Rosters **Students** Organization Roles Batch Registration

Select Action*: View Students

SELECT ORGANIZATION
specify organization level and click on Search

STATE: Hawaii

REGION: Select

AREA: Select

DISTRICT: Select

BUILDING: Select

SCHOOL: Select

Search

State ID	First Name	Last Name	Grade	School Name
	Jack	Wassman	Not Available	East Hawaii High School
	Hugo	Wassman	Not Available	East Hawaii High School
	Meredith	Wassman	Not Available	East Hawaii High School
	Cristina	Wassman	Not Available	East Hawaii High School
	Alex	Wassman	Not Available	East Hawaii High School
	Miranda	Wassman	Not Available	East Hawaii High School
	Richard	Wassman	Not Available	East Hawaii High School
	Derek	Wassman	Not Available	East Hawaii High School
	Callie	Wassman	Not Available	East Hawaii High School
	Mark	Wassman	Not Available	East Hawaii High School

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3. In the Select Action menu, click **View Students**.
4. Apply filters in the **Select Organization** fields to filter the information you need.
5. Click **Search**.
6. Click the **State ID** for the student.

State ID	First Name	Last Name	Current School Year	Local Id

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

View Student Record - [blurred] [X]

Student

Student State ID: [blurred] Date of Birth: [blurred]
 KITE Login Username: [blurred] Password: [blurred]

Demographic

Gender: [blurred] Comprehensive Race: [blurred]
 First Language: [blurred] Hispanic Ethnicity: [blurred]

Profile

Primary Disability: [blurred] Access Profile (PNP): **No Settings**
 DLM Student: [blurred] First Contact Survey: [Complete](#)

School Enrollment

School Year 2015

District:	Student Local ID:	AYP School ID:	Gifted Student:
[blurred]	[blurred]	[blurred]	[blurred]
State Entry:	School Entry:	District Entry:	
[blurred]	[blurred]	[blurred]	
Subject	Course	Educator	Roster
[blurred]	[blurred]	[blurred]	[blurred]

Hint: When an educator has provided information for this profile, the field will read **Custom** to indicate that the PNP has been customized for that particular student. If the field reads, **No Settings** no information has yet been provided.

- Click **Edit Settings**.

[blurred] [X]

Summary | **Display Enhancements** | Language & Braille | Audio & Environment Support | Other Supports

Student Demographics | **Current Profile Settings**

No accessibility preferences have been set

Edit Settings

FIRST NAME: [blurred]
 MIDDLE NAME: [blurred]
 LAST NAME: [blurred]
 STATE ID: [blurred]
 GRADE: [blurred]
 GENDER: [blurred]
 DATE OF BIRTH: [blurred]

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

Student Demographics

FIRST NAME: Jake
 MIDDLE NAME: -
 LAST NAME: Ballard
 STATE ID: 80653
 GRADE: Grade 6
 GENDER: Male
 DATE OF BIRTH: 11/11/2003

Current Profile Settings

Spoken
 Spoken Source Preference : Synthetic
 Read At Start Preference : True
 User Spoken Preference : Text And Graphics
 Directions Only : False

[Edit Settings](#)

Hint: After each preference in the PNP has been saved, you will get an activation alert verifying that these settings have been saved successfully.

10. Click the **Display Enhancements** tab to review and select options.

Display Enhancements

Magnification
 Activate by Default
 2x

Overlay Color
 Activate by Default

Invert Color Choice
 Activate by Default

Masking
 Activate by Default
 Answer Masking
 Custom Masking

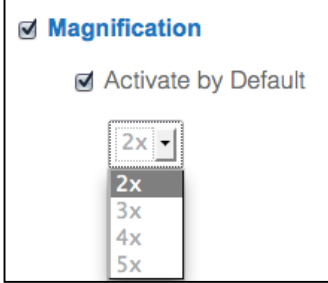
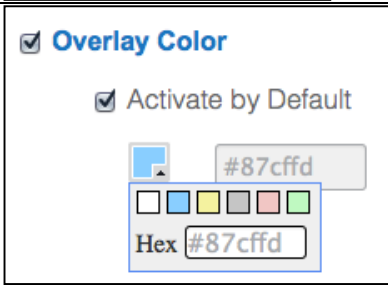
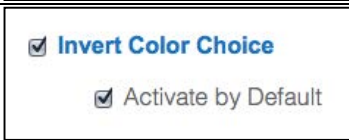

Contrast Color
 Activate by Default
 ABC ABC
 ABC ABC
 Background Color Hex
 Foreground Color Hex

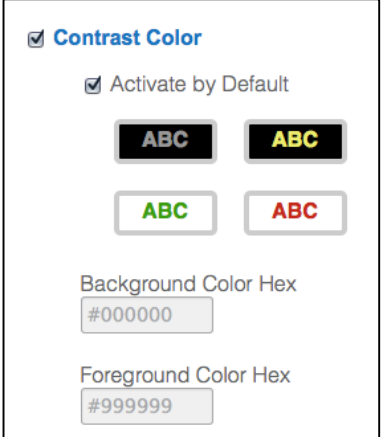
[Save](#)

[Save](#)

Hint: Each enhancement includes an **Activate by Default** option. Always select this option when it is available.

The following table describes the **Display Enhancement** options.

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

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

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

12. Click **Language & Braille** to review and select the support option related to language and Braille. Note that uncontracted Braille will be the only option on this screen available in DLM, and the feature will not be available until the spring 2015 operational test.

Summary Display Enhancements **Language & Braille** Audio & Environment Support Other Supports

Save

Item Translation Display
 Activate By Default
Default(Spanish-(SPA))

Signing Type
 Activate By Default
Default(American Sign Language)

Braille
 Activate By Default

Keyword Translation Display
 Activate By Default
Default(Spanish-(SPA))

Tactile
 Activate By Default
Audio File

Braille Usage
Preferred

Braille Grade Type
 Contracted
 Uncontracted

Braille Mark
 Highlight Italic
 Bold Strikeout
 Underline Color

Braille Status Cell Type
 Off Left Right

Braille Dot Pressure

Number Of Braille Cells

Number Of Braille Dots Default(6)

Save

13. Click **Save**.

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

Summary Display Enhancements Language & Braille **Audio & Environment Support** Other Supports

Save

Auditory Background
 Activate by Default

Breaks

Additional Testing Time
 Activate by Default
 Unlimited
 Specify Time Multiplier

Spoken Audio
 Activate by Default

Voice Source
 Human
 Synthetic

Read At Start
 True
 False

Spoken Preference
 TextOnly
 Text & Graphics
 GraphicsOnly
 NonVisual

Audio for directions only
 True
 False

Single Switches
 Activate by Default


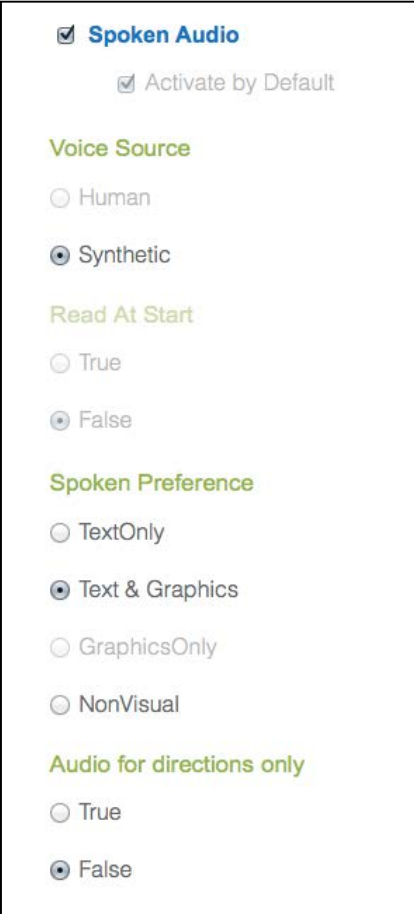
Scan Speed (seconds)

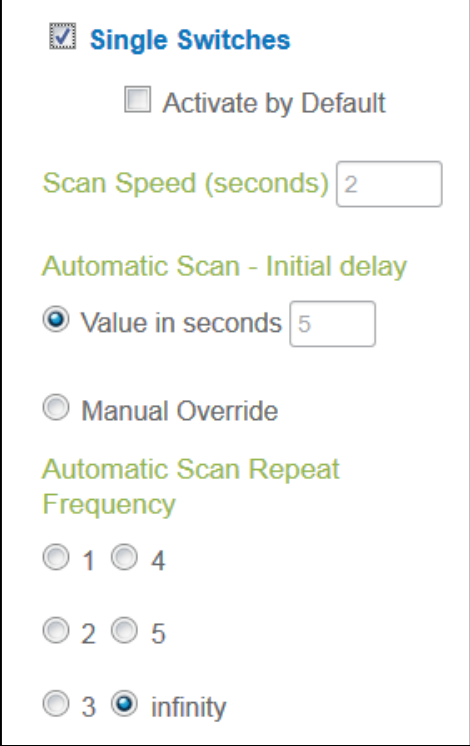
Automatic Scan - Initial delay
 Value in seconds
 Manual Override



Automatic Scan Repeat Frequency
 1 4
 2 5
 3 infinity

Save

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

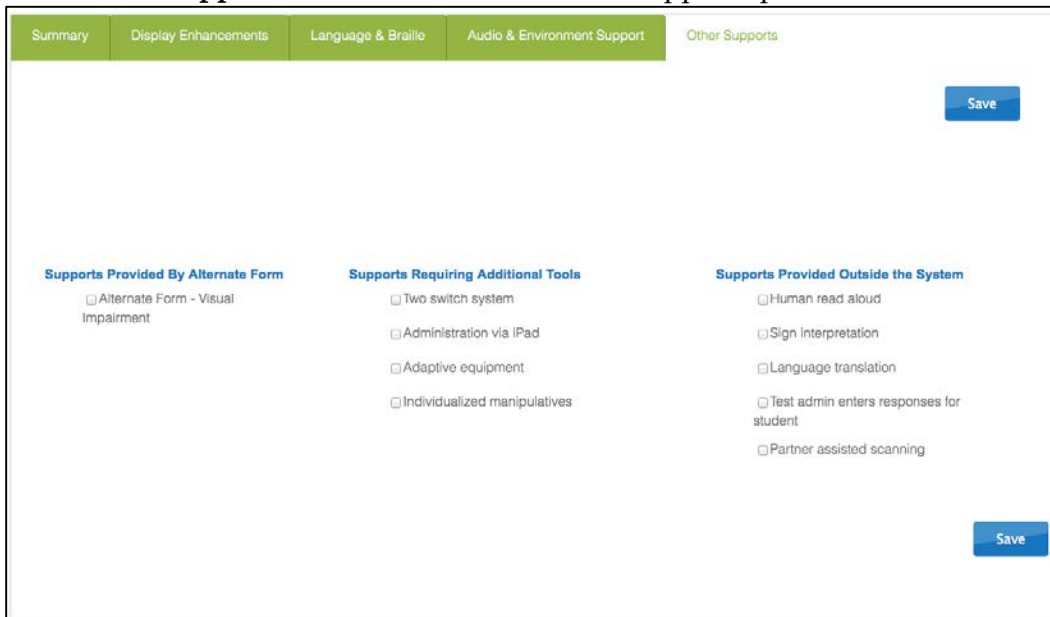
Audio & Environment Support	Definition	Screen
Auditory Background	Auditory background is not currently available in DLM.	
Spoken Audio	<p>The graphic to the right indicates which features are currently available.</p> <p>For Voice Source, specify Synthetic since Human is not yet available.</p> <p>For Read at Start, specify False since this feature is not yet active.</p> <p>Using Spoken Preference, you can indicate which elements of a question should be read to the student. The system does not read the directions. Educators will continue to need to read the directions to the student.</p> <p>Audio for directions only is not available, please choose False.</p>	

Audio & Environment Support	Definition	Screen
<p>Single Switches</p> <p>Single-switch system – Scanning is activated using a switch set up to emulate Enter on the keyboard.</p> <p>Two-switch system - The system automatically supports two-switch step scanning.</p>	<p>Note: Single switch access should be selected for users requiring one switch automatic scanning.</p> <p>Two-switch access does not require any activation in PNP. Any student can use two switches set to <i>Tab</i> to move between choices and <i>Enter</i> to select.</p> <p>Activate by Default does not change how a switch works with the system.</p> <ul style="list-style-type: none"> ▪ Scan Speed (seconds) – The number of seconds that a particular item or row will be highlighted and available for selection before the system moves to the next item or row. The scan speed must be equal to or greater than the value entered under “Automatic Scan-Initial Delay”. ▪ Automatic Scan-Initial Delay Allows you to specify whether scanning will begin automatically when a page appears. Value in seconds determines how long the system waits to begin scanning items after a page appears. Manual Override allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page. ▪ Automatic Scan Repeat Frequency – Determines how many times the system will repeat the scan cycle before stopping when a selection is not made. 	

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

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

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



The following table describes Other Supports options.

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

Other Supports Definition	
Supports Requiring Additional Tools	
Two switch system	Two-switch scanning does not require any activation in PNP. The system automatically supports two-switch step scanning, with one-switch set up to emulate the "Tab" key to move between choices, and the other switch set up to emulate the "Enter" key to select the choice when highlighted.
Administration via iPad	Students are able to take the assessment via an iPad. Other tablet options are not available at this time.
Adaptive equipment	Educators may use any familiar adaptive equipment needed for the student. While educators are able to test devices beforehand, we cannot guarantee all devices are compatible (e.g., keyboard, mouse, touchpads).
Individualized manipulatives	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Supports Provided Outside the System	
Human read aloud	If the student does not respond well to the synthetic voice, the Test Administrator may read the assessment to the student.
Sign Interpretation	Sign is not provided via the computer. For students who sign, Test Administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.
Language translation	For students who are English learners or respond best to a language other than English, Test Administrators may translate the text for the student. Language translations are not provided via the computer.
Masking	Masking is not an option in the KITE system. The use of a piece of paper to cover portions of the screen to reduce visual clutter without otherwise decreasing the information or number of answer options is an acceptable accommodation for students with visual impairments.

Other Supports	Definition
Test administrators responses for student	If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then Test Administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
Partner assisted scanning	PAS is a strategy in which Test Administrators assist students with scanning, or going through, students' answer choices. Students make indications when their desired choices are presented.

17. Click **Save**.

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

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

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

COMPLETE FIRST CONTACT SURVEY

Overview

The First Contact Survey is the first step in determining the initial placement of students in the DLM assessment. The First Contact Survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. All questions must be completed because the system assigns each student to a specific level of testlet based on your responses.

When completing the First Contact Survey educators will need to provide information on: Special Education Services, sensory capabilities, motor capabilities, computer access, communication abilities, academic skills and attention. When entering information into the survey, there are some screens where drop down menus expand, filter or branch requesting more information based on answers provided to the first part of the question.

Hint: For students who have previous First Contact responses on file with us, DLM will attempt to match old data to 2014-15 student records. If old responses appear, the Test Administrator needs to update items based on changes in the student. The survey must still be “submitted” even if old responses are visible and no changes are needed.

Procedure

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

Hint: You may update First Contact data for any student to reflect changes to their information.

1. Click the **Student** quick link on the home page.
2. Click **View Students**.

The screenshot shows the K.I.T.E. Educator Portal interface. At the top, there is a navigation bar with links for Home, Test Management, Professional Development, Configuration, and Site Map. The user is logged in as Ms. Flat Land, Consortium Assessment Program Administrator - Flatland. The main content area is titled 'Configuration: Students'. Below this title, there is a horizontal menu with tabs for Rosters, Students, Organization, Instructional Tools Support, Users, and Quality Control. The 'Students' tab is highlighted with a red circle. Below the tabs, there is a 'Select Action' dropdown menu. The dropdown menu is open, showing options for 'Select' and 'View Students'. The 'View Students' option is highlighted in blue, and a red arrow points to it. The footer of the page indicates '© 2014. University of Kansas.'

3. Select **State**.
4. Apply filters in the **Select Organization** fields to choose the level you need; click **Search**.
5. Sort, filter, or search as needed.

Configuration: Students - View Students

Upload Summative Report Data | Rosters | **Students** | Organization | Roles | Batch Registration | << >>

Select Action*: View Students

SELECT ORGANIZATION
specify organization level and click on Search

STATE:
Hawaii

REGION:
Select

AREA:
Select

DISTRICT:
Select

BUILDING:
Select

SCHOOL:
Select

Search

State ID	First Name	Last Name	Grade	School Name
	jackl	Wheatland	Not Available	East Hawaii High School
	Hugo	Wheatland	Not Available	East Hawaii High School
	Meredith	Wheatland	Not Available	East Hawaii High School
	Cristina	Wheatland	Not Available	East Hawaii High School
	Alex	Wheatland	Not Available	East Hawaii High School
	Miranda	Wheatland	Not Available	East Hawaii High School
	Richard	Wheatland	Not Available	East Hawaii High School
	Derek	Wheatland	Not Available	East Hawaii High School
	Callie	Wheatland	Not Available	East Hawaii High School
	Mark	Wheatland	Not Available	East Hawaii High School

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- Identify the applicable student record report and scroll horizontally until the **First Contact** column is visible.

Status options in the First Contact column:

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

Configuration: Students - View Students

Rosters | **Students** | Organization | Roles | Instructional Tools Support | Users

Select Action*: View Students

SELECT ORGANIZATION
specify organization level and click on Search

STATE*:
DLM QC State

DISTRICT*:
DLM School District

SCHOOL:
DLM School

Search

State ID	First Name	Last Name	Access Profile	First Contact
			All	All
00003	neal2	neal	CUSTOM	Complete
00004	neal3	neal	CUSTOM	Complete
00005	neal4	neal	CUSTOM	Complete
00006	neal5	neal	CUSTOM	Complete
00007	neal6	neal	NO SETTINGS	In Progress
00008	neal7	neal	NO SETTINGS	Not Started
00009	neal8	neal	CUSTOM	Not Started
00010	neal9	neal	NO SETTINGS	Not Started
00011	neal10	neal	NO SETTINGS	Not Started
00012	neal11	neal	NO SETTINGS	Not Started

You may choose columns to display and rearrange

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

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

Jake Ballard

Welcome Special Education Sensory Capabilities Motor Capabilities Computer Access Communication Academic Attention Complete

Welcome to the First Contact Survey

DYNAMIC
LEARNING MAPS

Start Survey

This survey asks questions about the characteristics of this student who is participating in the DLM alternate assessment. Topics include sensory and motor capabilities, computer access, communication, academics, and attention.
Your answers help determine how the DLM system should be customized to this student. Answers also help us determine plans for future development of the DLM system to better support all students.

Note: Bubbles denote a page in a tab. Following legend is used to indicate level of completion of your responses.

- - You have completed answering all questions on this page.
- - Incomplete Questions: Please answer all questions or else the student may not be assigned a test.

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

8. Read the information on the welcome screen. Click **Start Survey**.
9. You will navigate through each of the blue boxes at the top of the screen. Click **Special Education** to begin the survey.

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

10. The **Special Education** tab will prompt you to clarify the special education services the student receives. . Select the student's **Primary Disability** and **Classroom Setting**. Click **Next**.

The screenshot shows a web-based survey interface for a student named Jake Ballard. At the top, there is a navigation bar with several tabs: Welcome, Special Education (which is highlighted with a blue circle), Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. Below the navigation bar, the title "Special Education Services" is displayed, followed by a "Submit Survey" button. To the right of the main content area, there are "Previous" and "Next" buttons. The main content area contains two sections: "Select the student's Primary Disability*" and "Classroom setting: Choose the option that best describes the student's class placement*". The "Primary Disability" section has a dropdown menu with "Select" as the current option. The "Classroom setting" section lists seven options with radio buttons: Regular Class, Resource Room, Separate Class, Separate School, Residential Facility, and Homebound/hospital Environment. At the bottom right of the main content area, there are "Previous" and "Next" buttons.

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

11. You will be directed to the **Sensory Capabilities** tab. Complete the survey on the student's hearing and vision sensory capabilities. Click **Next**.

The screenshot shows a navigation bar at the top with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Sensory Capabilities' tab is active, indicated by three orange dots. Below the navigation bar, the title 'Hearing' is displayed. On the right side, there are 'Previous' and 'Next' buttons. The main content area contains the heading 'Hearing*' followed by two radio button options: 'No known hearing loss' and 'Deaf or hard of hearing'. At the bottom right, there are 'Previous' and 'Next' buttons.

12. You will be directed to the **Motor Capabilities** tab. Complete the survey on the student's walking, mobility support, arm and hand control, and head control. Click **Next**.

The screenshot shows a navigation bar at the top with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Motor Capabilities' tab is active, indicated by one orange dot. Below the navigation bar, the title 'Arm & Head Control' is displayed. On the right side, there are 'Previous' and 'Next' buttons. The main content area contains the heading 'Arm and hand control: Mark all that apply' followed by four checkbox options: 'Uses two hands together to perform tasks', 'Uses only one hand to perform tasks independently', 'Requires physical assistance to perform tasks with hands independently', and 'Cannot use hands to complete tasks'. At the bottom right, there are 'Previous' and 'Next' buttons.

13. You will be directed to the **Computer Access** tab. Complete the survey on the student's primary use of a computer. Click **Next**.

The screenshot shows a navigation bar at the top with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Computer Access' tab is active, indicated by two orange dots. Below the navigation bar, the title 'Computer Use' is displayed. On the right side, there are 'Previous' and 'Next' buttons. The main content area contains the question: 'Computer Use: Select the student's primary use of a computer *'. Below the question are three radio button options: 'Accesses a computer independently', 'Uses a computer with support (human or assistive technology)', and 'This student has not had the opportunity to access a computer'. At the bottom right, there are 'Previous' and 'Next' buttons.

14. You will be directed to the **Communication** tab. Complete the survey on the student's expressive and receptive communication abilities and needs. Click **Next**.

The screenshot shows a navigation bar at the top with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Communication' tab is active, indicated by five orange dots. Below the navigation bar, the title 'Expressive Communication' is displayed. On the right side, there are 'Previous' and 'Next' buttons. The main content area contains the question: 'Does the student use speech to meet expressive communication needs? *'. Below the question are two radio button options: 'Yes' and 'No'. At the bottom right, there are 'Previous' and 'Next' buttons.

15. You will be directed to the **Academic** tab. Complete the survey on the student's skills in reading, mathematics, and writing. Click **Next**.

The screenshot shows a navigation bar with tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention, and Complete. The 'Academic' tab is active. Below the navigation bar, the title 'Reading Skills' is displayed. There are 'Previous' and 'Next' buttons. The main content area contains the instruction: 'Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill *'. Below this is a table with two rows of skills and five columns of response options.

	0% (student does not exhibit this skill)	None to 20% of the time	21% to 50% of the time	51% to 80% of the time	More than 80% of the time
A) Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. You will be directed to the **Attention** tab. Complete the survey on the student's attention in different situations, level of understanding, and health needs. Click **Next**.

The screenshot shows the same navigation bar as the previous screenshot, but the 'Attention' tab is active. The title 'Attention' is displayed. There are 'Previous' and 'Next' buttons. The main content area contains two sections of radio button options:

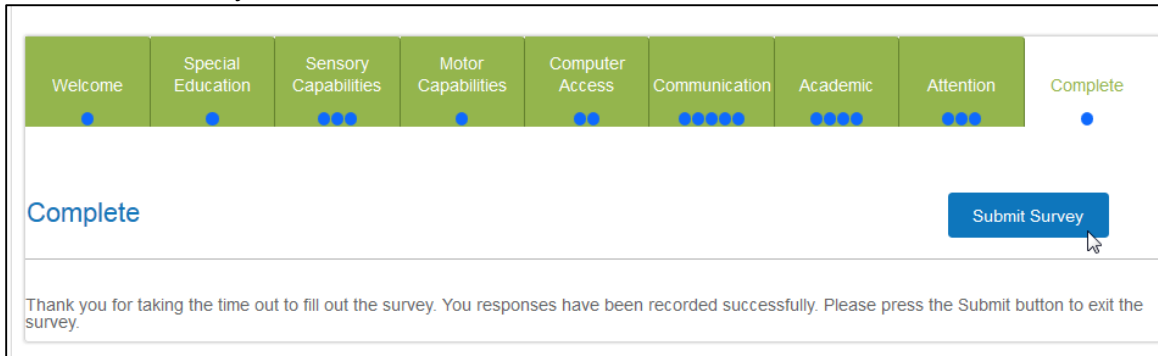
Level of attention to teacher-directed instruction *

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

Level of attention to computer-directed instruction *

- Generally sustains attention to computer-directed instruction
- Demonstrates fleeting attention to computer-directed instructional activities and requires repeated bids or prompts for attention

17. You will be directed to the **Complete** tab. Click **Submit Survey** to submit all answers and exit the survey.



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

18. On the Student Record Report, the First Contact link will read “Complete.”

First Contact	Access Profile	First Name	Last Name
Complete	NO SETTINGS	Jake	Ballard
NOT_STARTED	CUSTOM	Olivia	Pope
NOT_STARTED	NO SETTINGS	Fitz	Grant
NOT_STARTED	CUSTOM	Harrison	Wright

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

Hint: If the First Contact survey is not completed for the 2014-15 school year, then the system will not assign a test to the student. If First Contact is complete before the testing window opens, the student should have a test immediately. If First Contact is completed after the window opens, test assignment happens the day following First Contact completion.

RECORD TESTING EXCEPTIONS



Information on recording testing exceptions is not finalized. Please subscribe to Test Updates on the DLM website and look for an updated TEST ADMINISTRATION MANUAL 2014-15 in Spring 2015.

MANAGE ASSESSMENTS

VIEW STUDENT USERNAME AND PASSWORD

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

This procedure applies for Phase A, B, and C Field Tests and Spring testing. If you are participating in the optional instructionally embedded assessments, use the Instructional Tools Interface in Educator Portal to locate the student username and password. See Print Instructional Plan History on page 126.

Hint: The student's user name and password are the same **FOR ALL DLM TESTS** for the 2014-15 testing year. If you have the student's username and password from a previous test event, you may use the information to log the student in to KITE and administer tests without printing new tickets. However, having the username and password does not guarantee test assignment.

Hint: You will need a PDF Reader to complete this procedure. If you choose to print, you will need a printer connection. See your Technical Liaison if you need help.