

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

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# TEST ADMINISTRATION MANUAL 2014-15

**Revision Date: 02/25/2015**

**Version YE**

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

When this manual is updated, the Revision Date will also be updated. An alert will be posted on the Test Updates webpage. A summary of changes is included in the Appendix under Document History.

## HELP DESK

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

- The Help Desk is open Monday through Friday from 8:00 a.m. to 7:00 p.m. Central Time.
- During your state's spring testing window the Help Desk is open from 7:00 a.m. to 7:00 p.m. Central Time.
- The Help Desk is closed in observance of the following holidays.

Labor Day	Monday, September 1, 2014
Veterans Day	Tuesday, November 11, 2014
Thanksgiving Day	Thursday, November 27, 2014 & Friday, November 28, 2014
Christmas & New Year's break	Wednesday, December 24, 2014 (half day) through Thursday, January 1, 2015
Martin Luther King, Jr. Day	Monday, January 19, 2015
Memorial Day	Monday, May 25, 2015
Independence Day	Friday, July 3, 2015

The Help Desk provides support for a variety of situations, including:

- Testing environment issues
- Test administration and user account issues
- Student information issues

When contacting the Help Desk, provide as much detail as possible about the issues encountered and the system on which it occurred. Please include:

- Your contact information (email address, name)
- The state and district in which your school is located
- Error messages
- Operating system and browser information
- Information about network configuration

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

# TEST ADMINISTRATION MANUAL

## 2014-15

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### CONTENTS

---

Help Desk .....	2
Audience and Purpose.....	8
<b>What's New In This Version?</b> .....	8
<i>CHECKLISTS FOR TEST ADMINISTRATOR</i> .....	10
<i>INTRODUCTION</i> .....	14
<b>About Dynamic Learning Maps</b> .....	14
Students.....	14
Content Areas Assessed.....	15
The Learning Map .....	15
Essential Elements .....	15
<b>About KITE and Educator Portal</b> .....	16
<i>HOW THE ASSESSMENT SYSTEM WORKS</i> .....	17
<b>Overview</b> .....	17
<b>Testlets</b> .....	17
<b>Required Spring Assessments</b> .....	18
<b>Optional Instructionally Embedded Assessments</b> .....	19
<b>Field Tests</b> .....	19
<b>Test Administration Time</b> .....	19
<b>Assessment Results</b> .....	19
<i>INTRODUCTION TO DLM TESTLETS</i> .....	21
<b>Essential Elements, Nodes, and Mini-Maps</b> .....	21
<b>Computer-Delivered Testlets</b> .....	23
Overview.....	23
Testlet Structure .....	24
Computer-Delivered Item Types.....	26
Completing a Computer-Delivered Testlet .....	31
Testing Arrangement .....	32
Accessibility Supports.....	33
Other Allowable Practices .....	38

<b>Teacher-Administered Testlets</b> .....	<b>39</b>
Overview.....	39
General Structure of Teacher-Administered Testlets.....	39
Teacher-Administered Reading Testlets.....	39
Teacher-Administered Mathematics Testlets.....	42
Teacher-Administered Writing Testlets.....	44
Administering Testlets.....	45
Testing Arrangement .....	48
Accessibility Supports.....	49
Other Allowable Practices .....	50
<b>Braille Tests</b> .....	<b>51</b>
<b>Special Forms for Students with Blindness or Visual Impairments</b> .....	<b>51</b>
Teacher-Administered Testlets .....	52
Computer Delivered Testlets .....	52
Hybrid Testlets.....	52
Administering Testlets.....	52
<b>Allowable Practices</b> .....	<b>52</b>
Breaks as Needed.....	53
Individualized Student Response Mode .....	53
Use of Special Equipment for Positioning.....	53
Navigation Across Screens .....	53
Enter Responses for Students.....	53
Use of Interactive Whiteboard .....	53
Represent the Answer Options in an Alternate Format .....	54
Use of Graphic Organizers .....	54
Use of Blank Paper.....	54
Generic Definitions .....	54
<b>Practices to Avoid</b> .....	<b>54</b>
<b><i>BEFORE BEGINNING ASSESSMENTS</i></b> .....	<b>56</b>
<b>Key Steps</b> .....	<b>56</b>
<b>Access Additional Resources</b> .....	<b>57</b>
<b>Gain Access to Educator Portal</b> .....	<b>58</b>
<b>Security Agreement</b> .....	<b>59</b>
<b>Test Administration Training</b> .....	<b>60</b>
<b>Evaluate and Choose Accessibility Supports (PNP Settings)</b> .....	<b>61</b>
<b>Review Student Demographic Information</b> .....	<b>61</b>
<b>First Contact Settings</b> .....	<b>62</b>
First Contact Drives First Testlet .....	62
<b>Practice Activities and Released Testlets</b> .....	<b>63</b>

Teacher Practice Activity .....	63
Student Practice Activity .....	64
Released Testlets .....	64
Student Accounts for Practice Activities and Released Testlets.....	65
<b>Final Validation Steps .....</b>	<b>66</b>
No Test Management Access .....	66
No Student Tests .....	66
<b><i>INSTRUCTIONALLY EMBEDDED ASSESSMENTS .....</i></b>	<b><i>67</i></b>
<b>Key Steps.....</b>	<b>67</b>
<b>Choose Essential Elements For Instruction .....</b>	<b>67</b>
Select a Linkage Level .....	68
Reviewing and Revising Choices .....	69
<b>Retrieve Instructional Information .....</b>	<b>69</b>
<b>Confirm Testlet Assignment .....</b>	<b>69</b>
<b>Scheduling and Set-Up.....</b>	<b>69</b>
<b>Testlet Information Page and Materials Needed.....</b>	<b>70</b>
Testlet Information Page.....	70
Materials, Manipulatives, Objects .....	71
Familiar Texts .....	71
<b><i>SPRING OPERATIONAL ASSESSMENTS.....</i></b>	<b><i>72</i></b>
<b>Key Steps.....</b>	<b>72</b>
<b>Recheck Student Information .....</b>	<b>72</b>
<b>Scheduling and Set-Up.....</b>	<b>72</b>
Frequency of Testlet Delivery During Spring Testing.....	73
<b>Testlet Information Page and Materials Needed.....</b>	<b>73</b>
Testlet Information Page.....	74
Materials, Manipulatives, Objects .....	75
Familiar Texts .....	76
<b><i>PREPARE FOR NEXT YEAR.....</i></b>	<b><i>77</i></b>
<b>Evaluate Accessibility Supports (PNP Settings).....</b>	<b>77</b>
<b>Review Blueprint.....</b>	<b>77</b>
<b><i>EDUCATOR PORTAL USER GUIDE FOR TEST ADMINISTRATORS.....</i></b>	<b><i>78</i></b>
<b>Required Software.....</b>	<b>78</b>
Supported Browsers .....	78
PDF Viewer.....	79
<b>Manage User Account.....</b>	<b>80</b>

Activate Educator Portal Account .....	80
Access Educator Portal.....	81
Reset Educator Portal Password .....	82
Change Password .....	85
Complete Security Agreement .....	86
Change Display Name .....	87
Change User Role View .....	88
Change Default Organization and Role.....	89
<b>Manage Training and Professional Development .....</b>	<b>90</b>
<b>Manage Student Data .....</b>	<b>90</b>
View and Check Student Data .....	90
View and Check Roster.....	93
Complete Access (Personal Needs and Preferences) Profile.....	96
Complete First Contact Survey .....	108
Record Testing Exceptions .....	117
<b>Manage Assessments .....</b>	<b>117</b>
View Student Username and Password .....	117
Retrieve Testlet Information Page .....	122
<b>Use the Instructional Tools Interface (ITI) .....</b>	<b>125</b>
Create an Instructional Plan .....	125
Confirm an Instructional Plan.....	132
View Instructional Plan History .....	134
Print Instructional Plan History.....	135
Cancel an Instructional Plan.....	138
<b>Access Reports and Data Extracts .....</b>	<b>139</b>
View Instructional Plan Performance Report .....	139
View Roster Progress Report .....	142
View Accessibility Profile (Access Profile or PNP) Data Extract .....	143
View a Data Extract .....	145
Understanding the DLM Test Administration Monitoring Extract.....	147
<b><i>KITE USER GUIDE .....</i></b>	<b><i>150</i></b>
KITE Testing Devices .....	150
Access Practice Activities and Released Testlets.....	151
Start a Test.....	153
Navigation .....	155
Take a Break During Testing.....	157
Complete the Test .....	159
Change An Accessibility Support During Testing .....	160
Troubleshooting in KITE .....	160
<b><i>GLOSSARY.....</i></b>	<b><i>161</i></b>
<b><i>DLM APPENDIX.....</i></b>	<b><i>164</i></b>
<b>First Contact Survey (All Questions) .....</b>	<b>164</b>

Teachers Who Work In Two or More DLM States..... 173  
Number of Testlets for Spring Testing ..... 174  
*STATE APPENDICES* ..... 175  
Document History ..... 175

## AUDIENCE AND PURPOSE

This document supports the Test Administrator in preparing themselves and their students for the Dynamic Learning Maps™ (DLM) alternate assessment. The Test Administrator is the person who actually administers the assessments to students. In your state the Test Administrator might also be referred to by other titles such as examiner, proctor, or teacher.

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

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

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

To learn about specific resources for field tests, see the DLM website under Assessments | Field Testing.

## WHAT'S NEW IN THIS VERSION?

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

Topic	Page
Testlet Information Pages (TIPs) are only available in the Test Management section of Educator Portal. Learn more at <a href="#">Retrieve Testlet Information Page</a> .	122
The ability to monitor student enrollment in testlets and completion of testlets was recently added. Learn how to read the DLM Test Administration Monitoring Extract.	147
The Spoken Audio feature is not available for spring testing. <ul style="list-style-type: none"><li>• How to change Access (PNP) Profile settings before the spring testing window</li><li>• New section about how to administer Human Read Aloud Support</li></ul>	<ul style="list-style-type: none"><li>• 96</li><li>• 34</li></ul>
Enhanced content for Teacher-Administered Reading Testlets	39
Student Accounts For Practice Activities And Released Testlets Demo accounts have been updated	65
Information describing the Frequency of Testlet Delivery During Spring Testing	



<b>Topic</b>	<b>Page</b>
Updates to the Allowable Practices section to add Use of Blank Paper	54
Updates to Student Accounts For Practice Activities And Released Testlets	65

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

## CHECKLISTS FOR TEST ADMINISTRATOR

The following checklists detail the critical steps for Test Administrators to follow. Please refer to them as you read this manual and prepare for the DLM assessments. Follow the links provided for more information to quickly go 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: (1) before beginning assessments; (2) instructionally embedded assessment, (3) spring operational assessment, and (4) preparing for next year.

### 1. Before Beginning Assessments

☑	Step	Resources
	1. Confirm student eligibility to participate in DLM.	Participation Guidelines in TAM State Appendix
	2. Share information about DLM with parents, preparing parents for the new testing experience for their student.	Parent page on the DLM website
	3. Read this TEST ADMINISTRATION MANUAL (TAM).	
	4. Use the resources on your state's page to become familiar with DLM, the content being assessed, and the procedures to prepare for the assessment.	Access Additional Resources on page 57
	5. Gain access to Educator Portal. Activate your account by following the instructions in the KITE activation email. You will not receive an activation email until your Data Steward uploads your information into Educator Portal. (If you already have an Educator Portal account, skip this step.)	Activate Educator Portal Account on page 80
	6. Complete the security agreement in Educator Portal profile. (If you completed the agreement in Educator Portal since August 2014, skip this step.)	Complete Security Agreement on page 86
	7. Complete the Required Test Administration Training.	Test Administration Training on page 60
	8. Review your state's guidance on required and recommended professional development modules. Complete those as needed.	TAM State Appendix, if provided
	9. Use the ACCESSIBILITY MANUAL and work with the IEP team to determine what accessibility supports should be provided for each student taking DLM assessments. Record the chosen supports in the Personal Needs and Preferences Profile (PNP) in Educator Portal.	ACCESSIBILITY MANUAL

☑	Step	Resources
	10. Review your state’s requirement for documentation of DLM accessibility supports as testing accommodations. Adjust the testing accommodations in the IEP as necessary.	ACCESSIBILITY MANUAL State Appendix, if provided
	11. Review student demographic information in Educator Portal for accuracy and correct if needed. a) Ensure student data is correct. b) Ensure roster data is correct.	View and Check Student Data on page 90  View and Check Roster on page 92
	12. Ensure Access (Personal Needs and Preferences) Profile is updated and complete in Educator Portal.	Complete Access (Personal Needs and Preferences) Profile on page 96
	13. Ensure First Contact Survey (FC) is updated and complete in Educator Portal.	Complete First Contact Survey on page 108
	14. Ensure your Technical Liaison has installed KITE on testing devices.	Your Assessment Coordinator or Technical Liaison
	15. Familiarize yourself and your student with DLM testlets: a) Access practice activities and released testlets. b) Check compatibility of students’ devices with KITE.	Practice Activities and Released Testlets on page 56

## 2. Instructionally Embedded Assessments (Optional but Recommended)

☑	Step	Resources
	16. Choose Essential Elements for instruction.	Blueprints – accessed from state website  Essential Elements on the Educator Resource Page
	17. Retrieve instructional information for the EE. The teacher is able to select the EE and linkage level for the student. Follow state guidance on instructional information for the EE.	Retrieve Instructional Information on page 69
	18. Record Essential Element (EE) and linkage level choices in the Instructional Tools Interface (ITI) tab as Essential Elements become available for testing. (Tab will first become available in Educator Portal during Phase B testing.)	Create an Instructional Plan on page 125
	19. Deliver instruction until you determine the student is ready for assessment.	DLM Professional Development Modules
	20. Schedule location and time for assessment sessions.	
	21. Confirm test assignment in ITI and retrieve Testlet Information Page (TIP). Gather materials needed before beginning testing.	Confirm an Instructional Plan on page 132
	22. View student usernames and passwords so students can access the assessments in KITE. This is through the ITI tab in Educator Portal.	Print Instructional Plan History on page 135
	23. Assess student on testlet.	KITE User Guide on page 150
	24. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student’s overall instructional program for the year.	
	25. Repeat instruction and assessment cycle for remaining EEs and levels during the instructionally embedded window.	

### 3. Spring Operational Assessment

☑	Step	Resources
	26. Recheck student demographic information, PNP settings, and First Contact responses.	
	27. Consider the district and school assessment schedules to ensure students complete all DLM testlets during the spring window.	
	28. Schedule location and time for assessment sessions.	
	29. Retrieve Testlet Information Page (TIP) for first testlet delivered. Gather materials needed before beginning testing.	
	30. Retrieve student's username and password from Educator Portal.	View Student Username and Password on page 117
	31. Assess student on first testlet.	KITE User Guide on page 150 Start a Test on page 153
	32. As each remaining testlet becomes available, retrieve Testlet Information Page, gather materials, and assess the student.	

### 4. Preparing for Next Year

☑	Step	Resources
	33. With IEP team, evaluate Accessibility Supports (PNP Settings) and make decisions about supports and tools for next year.	ACCESSIBILITY MANUAL
	34. With IEP team, review blueprint for next grade as one source of information to plan academic IEP goals.	Blueprints

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## INTRODUCTION

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### ABOUT DYNAMIC LEARNING MAPS

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

The DLM system provides the opportunity for students with significant cognitive disabilities to show what they know versus documenting only what they do not know. These are students for whom general education assessments, even with accommodations, are not appropriate. Students taking the DLM Alternate Assessment require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade level content standards, but at reduced depth, breadth, and complexity. The content standards, derived from college and career readiness standards, are called the Essential Elements and are the learning targets for the assessments for grades 3-12 in English language arts (ELA) and mathematics.

### *STUDENTS*

As defined by the U.S. Department of Education, students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students in and out of the classroom and across life domains, not just in academic domains. The DLM Alternate Assessment is designed for students with these significant instruction and support needs.

See your state's participation guidelines for more details.

## *CONTENT AREAS ASSESSED*

DLM assessments are available for Mathematics and English language arts (Reading and Writing) in grades 3-11<sup>1</sup>. Assessments in other subjects may be available in the future.

## *THE LEARNING MAP*

The dynamic learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. Nodes in the maps represent discrete knowledge, skills, and understandings in English language arts and mathematics, as well as important foundational skills that provide an understructure for the academic skills. As of May 2014 there are 1,645 nodes in the English language arts map, 2,312 nodes in the mathematics map, and 141 foundational nodes that are associated with both content area maps. The maps go beyond traditional learning progressions to include multiple and alternate pathways by which students may develop content knowledge. As of May 2014 there are nearly 4,000 connections in the English language arts map and more than 4,800 connections in the mathematics map.

## *ESSENTIAL ELEMENTS*

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

The EEs specify academic targets, while the learning map clarifies how students can reach the specified standard. For each EE, small collections of **nodes** are identified earlier in the map that represent critical junctures on the path toward the standard. These small collections of nodes are called linkage levels. The fourth level is the target. There are three levels below the target and one that goes beyond.

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

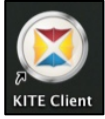
For all Essential Elements which are available for testing, documents describing their linkage levels and nodes are available on the Educator Resource page.

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<sup>1</sup> Specific high school grades required are determined by each state.

## ABOUT KITE AND EDUCATOR PORTAL

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



Students have accounts in **KITE Client**.

KITE delivers assessments to students through the use of a customized secure web browser accessible on multiple devices. Practice activities and released tests are also available to students through KITE. *In this manual we use KITE to describe the KITE Client. Staff do NOT have accounts in KITE.*



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

Educator Portal is the administrative application where staff and educators manage student data; access professional development modules, Required Test Administration Training, and practice activities; and retrieve reports. Users can access EP via <https://educator.cete.us>.



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## HOW THE ASSESSMENT SYSTEM WORKS

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### OVERVIEW

The DLM system is designed to map a student's learning. The Dynamic Learning Maps assessment system includes two types of assessment. In your state, the spring window is required. Your state has chosen its own window within the consortium-wide window that runs mid-March through early June. In the spring or end of year window, all students take testlets that cover the whole blueprint. Results reflect the student's performance that year and are used for accountability purposes.

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

Spring Testing	Optional Instructionally-Embedded
<ul style="list-style-type: none"><li>• Required</li><li>• Testlets cover the whole blueprint</li><li>• Dynamic routing supports adaptivity between testlets</li><li>• Scores are used for summative purposes</li></ul>	<ul style="list-style-type: none"><li>• Can be delivered for select Essential Element</li><li>• System recommends linkage level; teacher can accept or override</li><li>• Student performance <b>does not</b> contribute information to scores used for summative purposes</li></ul>

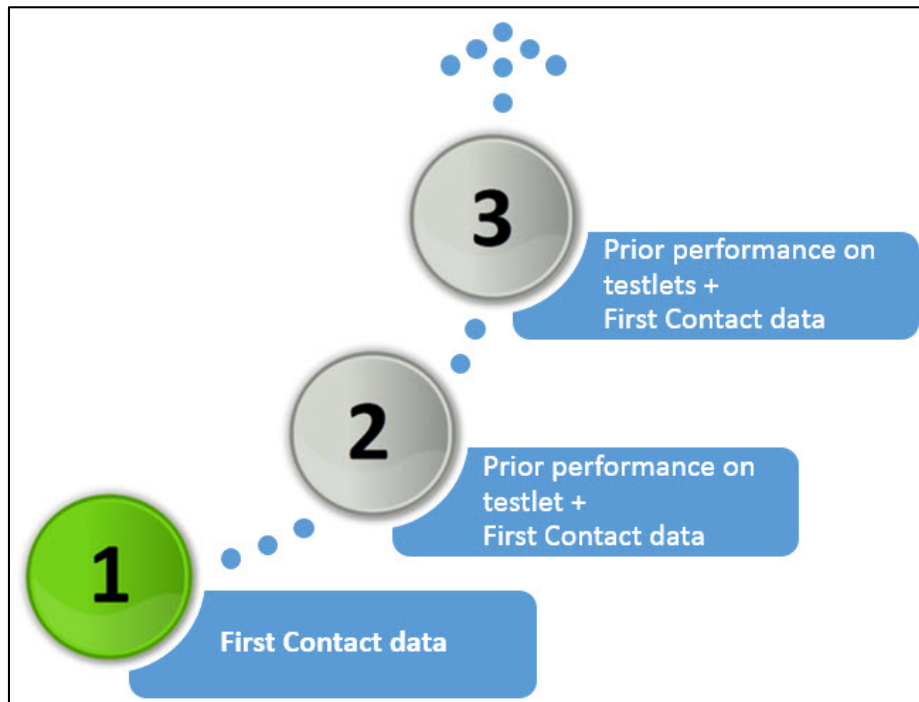
### TESTLETS

DLM assessments are delivered in testlets. In reading and math, testlets are based on nodes for one or more Essential Elements. Each testlet contains an engagement activity and 3 to 8 questions. Writing testlets cover multiple Essential Elements. Each writing testlet is a structured writing activity with several items the teacher completes about the student's writing process and product. For more information about the contents of testlets, see the sections on Computer-Delivered Testlets and Teacher-Administered Testlets.

## REQUIRED SPRING ASSESSMENTS

In the spring testing window, students will receive several testlets to make up the whole test. Students may receive as few as 5 and as many as 7, depending on the grade and subject (details are in the Number of Testlets for Spring Testing table on page 174). Each testlet includes items from one or more Essential Elements in the blueprint and is chosen for the student based on information about the student and the learning map. The first testlet is chosen based on the student's First Contact information. The system delivers only one testlet at a time in each subject. After the student takes the first testlet, the system delivers the next testlet.

The second testlet is then assigned based on what the system knows about the student and about the learning map. The difference here is that the system has First Contact information as well as information about the student's performance on the first testlet. Using available information to decide what level testlet to deliver is part of the Dynamic Learning Maps dynamic routing system. Each subsequent testlet is selected for the student by the system based on the cumulative performance information about the student.



*Information used for Dynamic Routing*

Each testlet is packaged and delivered separately and the Test Administrator determines when to schedule each testlet within the larger window. See the section titled Frequency of Testlet Delivery During Spring Testing on page 73. Each state has set its own spring

testing window, so please consult your state-specific documentation for more information about those dates.

## **OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENTS**

In the fall through early spring, teachers will have the option to administer instructionally embedded testlets. Once First Contact is complete, teachers may use the optional instructionally embedded assessment to assess Essential Elements throughout the year. Each instructionally embedded testlet covers a linkage level for a single Essential Element (except in the case of writing). The instructionally embedded testlets are available in the Instructional Tools Interface, or ITI, in Educator Portal. (See the section Educator Portal User Guide to learn how to use the Instructional Tools Interface.)

During the instructionally embedded assessment window, the teacher may assess on each Essential Element that has been chosen and recorded in the Instructional Tools Interface. Once the teacher chooses the Essential Element, the DLM system recommends a linkage level. The teacher has the option to accept the system's recommendation or choose an alternative linkage level.

(Supporting procedures for Educator Portal are in the section titled Use the Instructional Tools Interface on page 125.)

## **FIELD TESTS**

Your state may require or recommend that you and your students participate in field test events in fall 2014 and/or spring 2015. Please see your state's webpage or contact your Assessment Coordinator for more information.

## **TEST ADMINISTRATION TIME**

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

Field test testlets are estimated for 7-10 minutes in mathematics and 12-15 minutes in English language arts.

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

## **ASSESSMENT RESULTS**

The scoring system in DLM works differently from traditional alternate assessments. In the end, the system takes everything it has learned about the student's performance on

the spring tests and everything it knows about the learning map to determine which nodes a student has mastered. There are no raw scores, percentages, or scale scores.

Results for each node are determined based on the student's probability of having mastered the node. Summative results for the student build up from the node mastery data. The information about each node leads to a summary of the student's mastery of each linkage level, and in turn, each Essential Element. Summative results are based on the mastery probabilities for all linkage levels in all Essential Elements in which the student was assessed during the spring testing window.

More information about progress reports and summative reports will be provided later in the year on the DLM website.

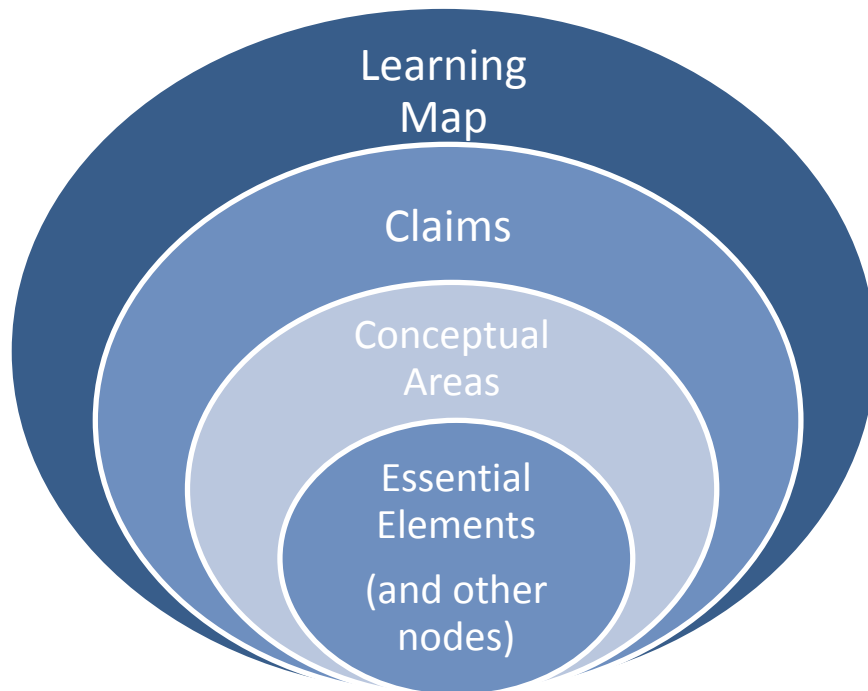
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## INTRODUCTION TO DLM TESTLETS

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### ESSENTIAL ELEMENTS, NODES, AND MINI-MAPS

The learning maps are large and complex representations of how students develop academic knowledge, skills, and understandings. Nodes within the learning map are grouped into claims and conceptual areas. Each conceptual area includes a smaller group of nodes associated with an Essential Element.



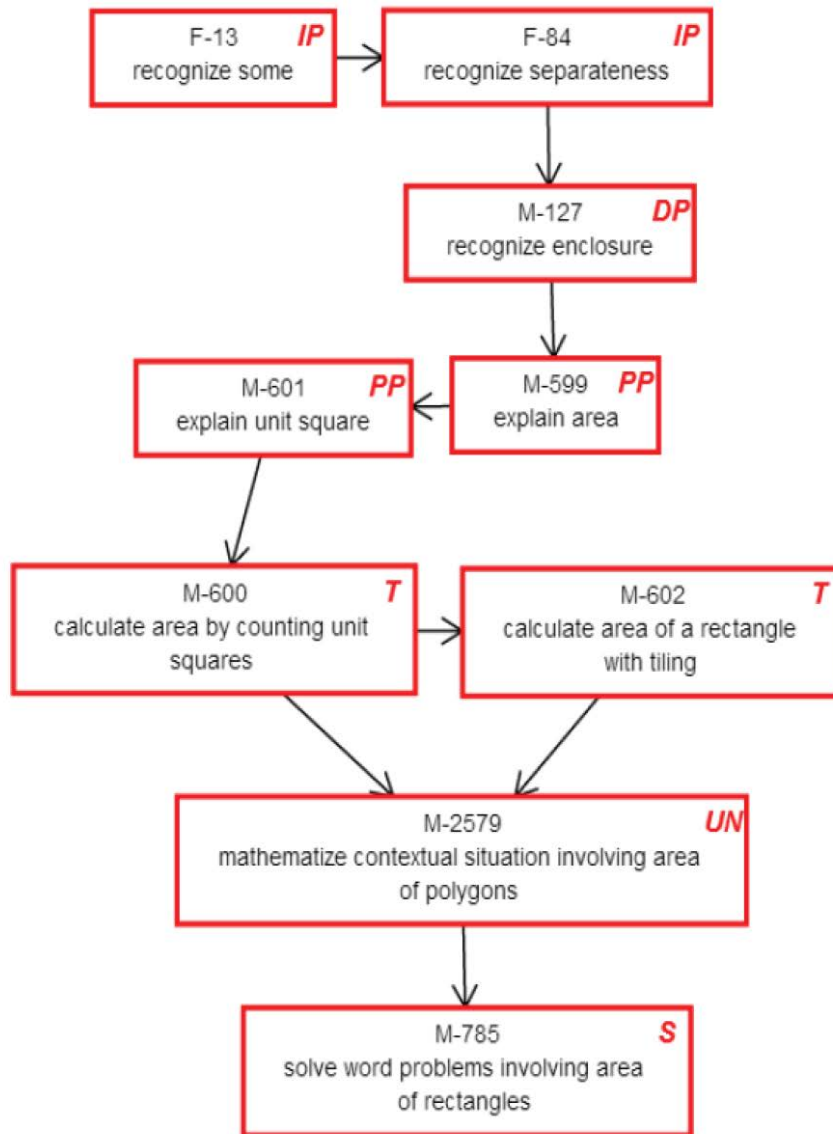
Essential Elements represent grade-level targets for students with significant cognitive disabilities. Essential Elements are embedded in the learning maps. The EEs are related to single nodes of small clusters or nodes within the map. These are called **mini-maps**.

Each testlet spans a portion of the map that contains nodes related to an Essential Element. The levels are called **linkage levels** in DLM. Linkage levels contain one or more nodes that precede (or follow) an identified EE. Linkage levels both identify important “waypoints” en route to an EE and specify where a student is in relationship to the grade-level target.

There are five linkage levels in DLM:

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

Here is an example of a mathematics mini-map with nodes for one Essential Element identified by their linkage levels.<sup>2</sup>



Linkage levels are identified by starting with the node or nodes in the learning map that most closely match the target Essential Element. A target level testlet is developed based on these nodes. Then, multiple pathways on the map are carefully inspected to identify nodes that link directly to the target but precede and extend beyond it.

<sup>2</sup> UN = a node that is not tested for this EE. It is still important as part of the pathway.

The easiest of the nodes are used to create the testlets at the initial precursor linkage level. Testlets developed at this initial precursor level typically reflect foundational nodes in the learning map. These early, foundational nodes connect directly back to the target nodes through one or more pathways in the learning map. Testlets at the initial precursor linkage level are typically intended for students who do not yet have symbolic communication, and are usually administered by the teacher, who observes the student's behavior as directed by the system, and then records responses in the system.

Testlets written at the target level are the closest to the knowledge and skills reflected in the Essential Element. Between the initial precursor and target testlet two other linkage levels are identified. These linkage levels reflect nodes that are waypoints in the map along the multiple pathways extending down from the target to the initial precursor. Finally, there are testlets written at the successor linkage level that are designed to give students the opportunity to stretch toward content in the general education grade level standard.

**Hint:** Each tested Essential Element and mini-map is available in a separate PDF located on the Educator Resource page. You might use these maps to help you better understand how students gain knowledge and skills that help them achieve the target EE. You can find the Educator Resource page on the DLM website under Assessments | Operational Testing.

## COMPUTER-DELIVERED TESTLETS

### OVERVIEW

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

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

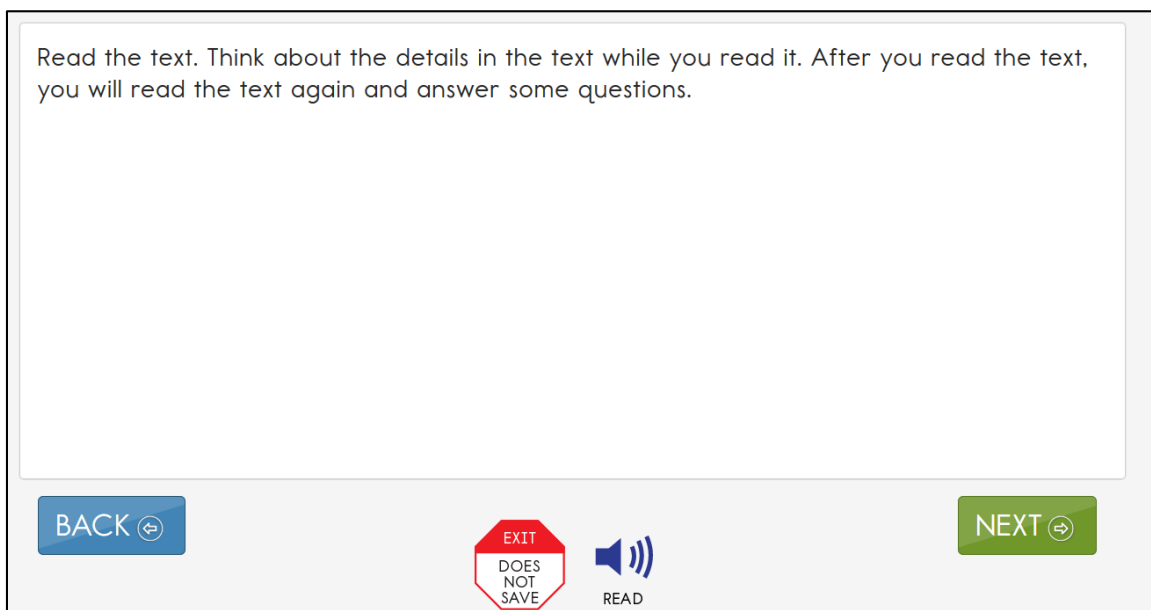
## TESTLET STRUCTURE

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

### ELA Testlet Structure

During the reading assessment, students participate in two readings of the text. The first reading provides the student with an opportunity to build a mental representation of the entire text before answering any questions. The second reading includes questions appropriately embedded within and at the end of the text to reduce cognitive load and reliance on long-term memory. Items are embedded within testlets that contain texts even when the items do not assess reading comprehension.


For ELA testlets, a screen like the following example directs the students to read the text and tells them to think about the details while reading. While some students taking the computer-delivered testlets may require support to navigate the test from one screen to the next or to enter their responses, it is expected that the students will read the text and independently answer the questions.









Students will then read through the text as shown below. They may have the text read aloud by the Test Administrator if that option is set in the student's Personal Needs and Preferences Profile.

Finding a Lost Dog



BACK 

  READ

NEXT 

Hint: Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window. Students who need read aloud may still use human read-aloud delivered by the test administrator.

### Mathematics Testlet Structure

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

The mathematics engagement activity in the following example provides a context related to cats, and activates a cognitive process about putting things together. This activity prepares the student for items about addition.

Jen has 2 cats. Tom has 2 cats. They have 4 cats altogether.



BACK 

EXIT  
DOES NOT  
SAVE

 READ

NEXT 

### *COMPUTER-DELIVERED ITEM TYPES*

There are a variety of item types students may encounter when taking the computer-delivered testlets. Most tests are designed for students to interact directly with the computer. Item types<sup>3</sup> students may encounter in these tests include:

- single-select multiple choice, with text or images as answer choices
- multi-select multiple choice, with text or images as answer choices
- matching items from two lists
- sorting objects into categories, either by selecting and dragging or clicking and clicking again to place
- select text

In general, DLM uses the most straightforward item type possible that allows for quality assessment of the node. This is why complex item types are only used occasionally.

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<sup>3</sup> The student practice activity contains one or more examples of each type of item listed here.

The next example shows a single-select multiple choice question with text as the answer choices. This is the most common type of computer-delivered testlet question that students will see.

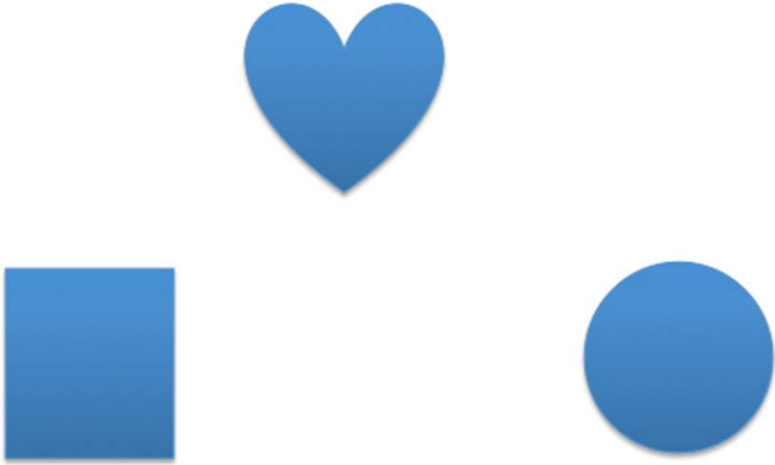
The first cake pan Jenny uses has a length of 9 inches. The pan has a width of 10 inches. The pan has a height of 2 inches.

What is the volume of the pan, in cubic inches? [volume = length x width x height]

21 cubic inches  
90 cubic inches  
180 cubic inches

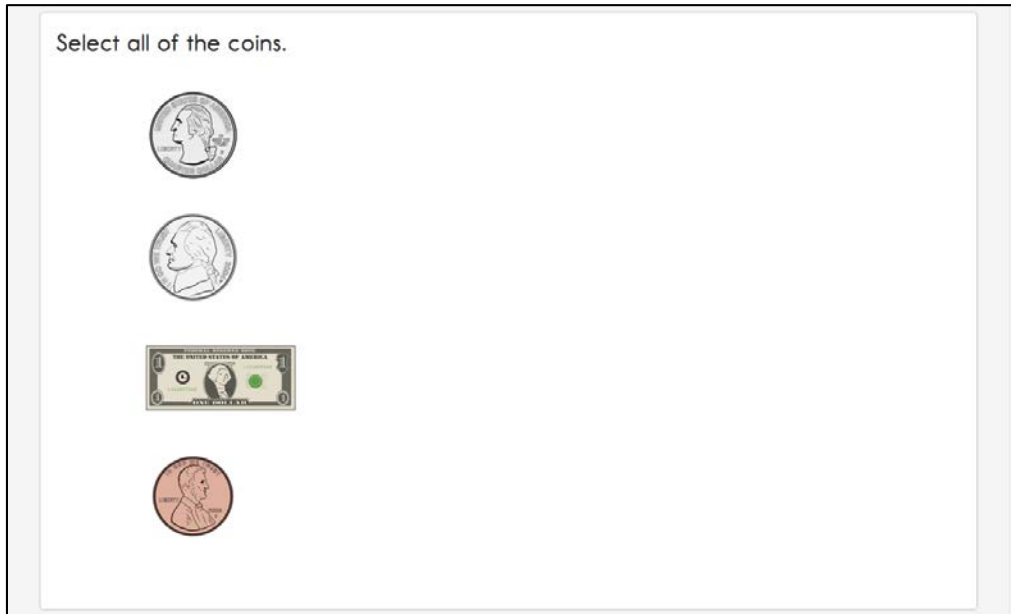
Students may also see single-select multiple choice questions with pictures as the answer choices as shown here.

Which is a circle?

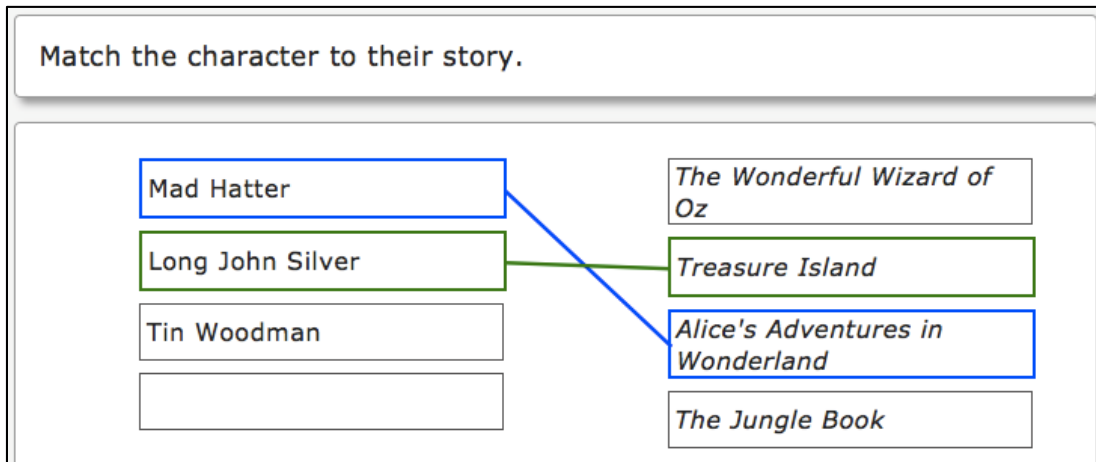


The image displays three blue shapes: a heart at the top center, a square at the bottom left, and a circle at the bottom right.

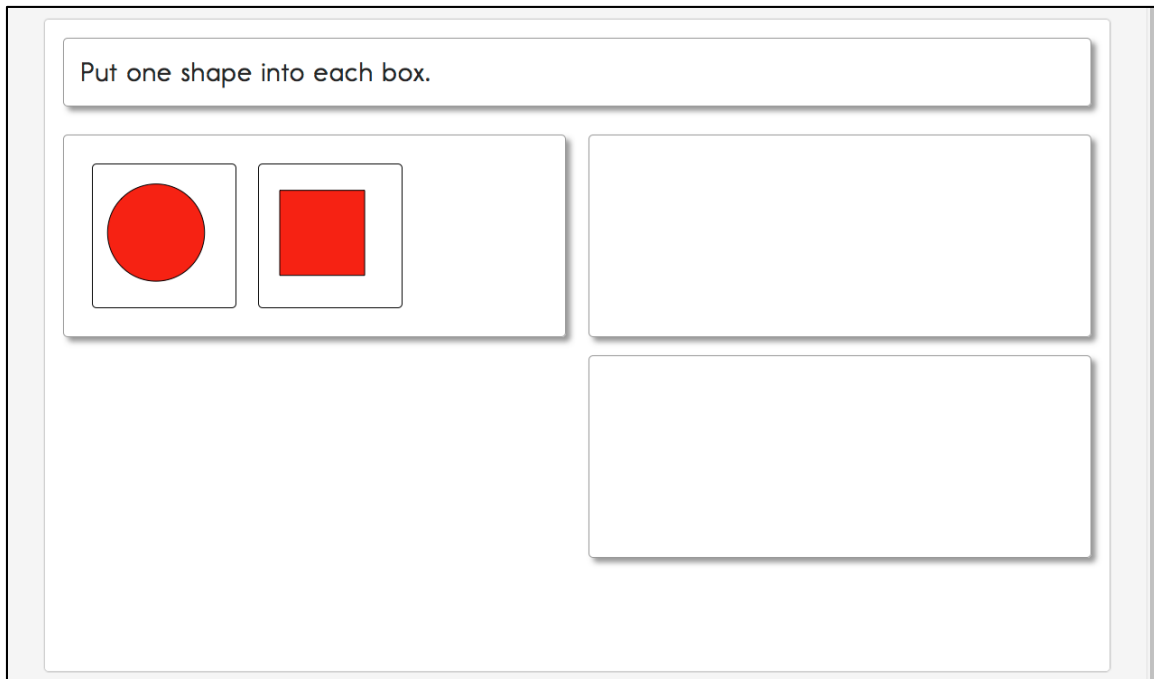
Multi-select multiple choice questions provide the student with the opportunity to make more than one answer choice, as shown in the following example.



Students may be asked to answer questions where they match items from two lists as in the example below where the question asks the students to match the character to their story.



Students may also encounter questions asking them to sort items or objects into categories. For students who interact with the computer using a mouse, the questions asking students to sort will be in the form of a drag and drop. For instance, in this example below the student would select the circle and then drag it into a box on the right, either by selecting the mouse button and moving the mouse, or if taking the assessment on an iPad or interactive whiteboard, touching the object and dragging it to the desired location.



If indicated on the Personal Needs and Preferences Profile that the student uses a 1-switch or 2-switch system, he or she will be delivered a different type of sorting item called Click to Place as shown in the following example. For single-switch system users, if the item on the left is selected, the system scans items within the group or “drop zone” from top to bottom and will allow students to click the switch again to place the item into the box on the right.

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

If a switch user receives any other sorting item besides the Click to Place and is not able to independently answer, the Test Administrator may take instructions from the student to move the chosen object to the desired box.

Put all of the foods in the box.

Burger

plate

Cookie

Group 1

The last type of computer-delivered item the student might see is called select text. These are only used in some English language arts assessments at upper grade levels. In the example below, the student would choose the appropriate word in a short passage based on the question. Certain words will have a box around them to indicate they are answer choices. When a student selects a word, the word becomes highlighted in yellow.

This story is about a bird. Select the statements below that are true about ostriches.

The ostrich is the **world's largest bird**.

Ostriches **can fly** and **run up to 43 miles an hour**.

BACK

NEXT

### COMPLETING A COMPUTER-DELIVERED TESTLET

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

What does this text tell about?

- how to pet a nice dog
- how to feed a hungry dog
- how to find a lost dog

BACK

EXIT  
DOES NOT  
SAVE

READ

NEXT

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

What does this text tell about?

- how to pet a nice dog
- how to feed a hungry dog
- how to find a lost dog

BACK

EXIT  
DOES NOT  
SAVE

READ

NEXT

If the student would like to change his or her answer at any time while in the same testlet, he or she may go back to the screen with the question on it and simply select the preferred answer choice.

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ←

EXIT  
DOES NOT  
SAVE

READ

NEXT →

The screenshot shows a testlet interface. At the top, a question asks "What does this text tell about?". Below the question are three answer choices: "how to pet a nice dog", "how to feed a hungry dog", and "how to find a lost dog". The third choice is highlighted with a thick black border. At the bottom of the interface, there are three buttons: a blue "BACK" button with a left arrow, a red "EXIT DOES NOT SAVE" button, and a green "NEXT" button with a right arrow. A speaker icon with the word "READ" below it is positioned between the "EXIT" and "NEXT" buttons.

Once in a testlet, some basic navigation buttons appear no matter which type of test administration procedure is used. BACK and NEXT buttons navigate screens within a testlet, much like back and next buttons on an internet browser or online survey. In the bottom center of the screen is an “EXIT DOES NOT SAVE” button. This allows the user to immediately stop the test. However, responses in that section of the test are not saved, so the student will have to start that testlet over again when logging back in. If the student just needs a break, the system also allows for a 28 minute period with no activity before the student is logged out of the system automatically.

Hint: Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window. Students who need read aloud may still use human read-aloud delivered by the test administrator.

### **TESTING ARRANGEMENT**

Prior to computer-delivered test administration it is a good idea to decide how the computer or other testing devices will be arranged for the student and Test Administrator. All arrangements for computer-delivered testlets should do two things.

#### **Maximize Student Interaction with the Testlet**

The set-up should maximize student interaction with the computer or other testing device based on the student’s needs. For instance, if the Test Administrator sits with a



student, the student should still be the one directly in front of the computer and the Test Administrator should be off to the side as shown in the following figure.

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



### **Maximize Student Independence**

Although Test Administrators should be monitoring the test taking at all times, the testing arrangement should maximize student independence while minimizing Test Administrator involvement. For students who may need assistance during the assessment, we do recommend the Test Administrator sit close to the student to monitor testing. On the other hand, if the student is able to work independently, the Test Administrator should still monitor the test taking but could keep more distance and still make sure the student takes his or her time and answers all questions.

### ***ACCESSIBILITY SUPPORTS***

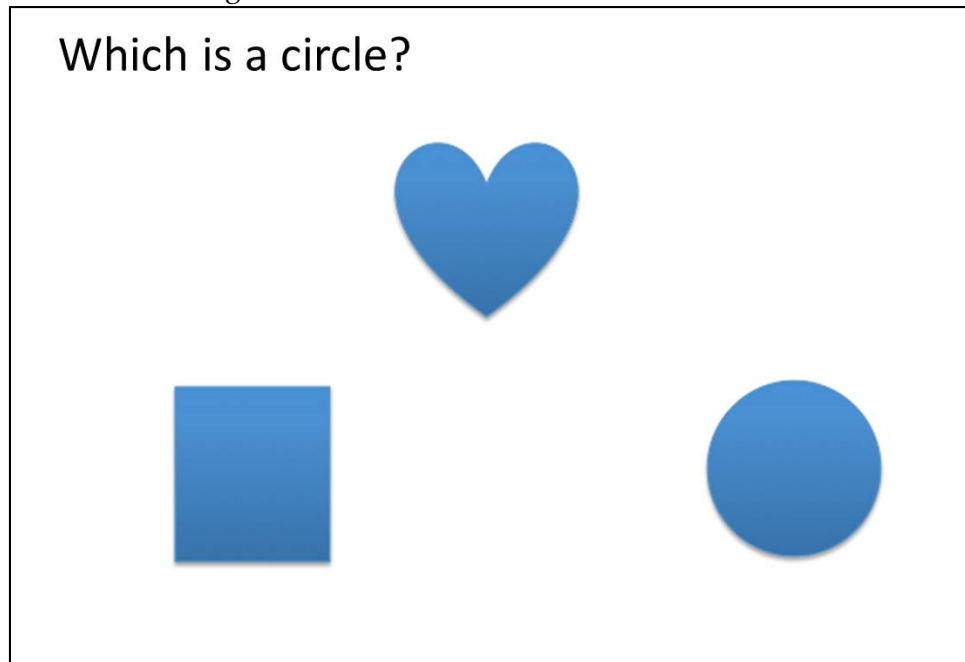
Accessibility supports that are appropriate for consideration for use during computer-delivered testlets include every support listed in categories 1, 2, and 3 in the DLM ACCESSIBILITY MANUAL. See the DLM ACCESSIBILITY MANUAL for a full description of each support. Some supports are described in more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

**Computer Read Aloud also known as Text To Speech is NOT available for the spring testing window. Please use Human Read Aloud instead.**

## Human Read Aloud Support

When human read aloud is needed, test administrators should follow this guidance to ensure fidelity in the delivery of the assessment:

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





- b. When answer choices are in a vertical order, the correct order to read them is (as shown below):
- i. Top
  - ii. Middle
  - iii. Bottom

The first cake pan Jenny uses has a length of 9 inches. The pan has a width of 10 inches. The pan has a height of 2 inches.

What is the volume of the pan, in cubic inches? [volume = length x width x height]

21 cubic inches  
90 cubic inches  
180 cubic inches

BACK  EXIT DOES NOT SAVE NEXT 

file:///proven.cde.us/TDE/studentHome.html

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

This story is about a bird. Select the statements below that are true about ostriches.

The ostrich is the **world's largest bird**.

Ostriches **can fly** and **run up to 43 miles an hour**.

BACK NEXT

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

Sort the words into **people** and **places** from *Peter Pan*.

**People**

Wendy Darling  
Neverland  
Captain Hook

**Places**

Mermaid Lagoon

### *Alternate Text: Descriptions of Graphics*

In most cases, test administrators may describe graphics or images to students who need those described. Typically, this additional support would be provided to a student with blindness or a visual impairment. Alternate text for graphics and images in each testlet is included in the Testlet Information Pages (TIPs), as attachments after the main TIP information. Test administrators who need to read alternate text will need to have both the KITE system open and the TIPs in front of them while testing so they can accurately read the alternate text provided on the TIPs with the corresponding screen while the student is testing.

- **ELA (Reading):** Each testing screen is represented as an image. The verbal descriptions of images are printed below each and labeled "Alternate Text." For students who require verbal descriptions of the images, read the "Alternate Text" description exactly as it appears on the TIP, after reading the text on the screen.
- **Math:** The alternate text for each stem and answer option are listed in bullet format.
- If N/A is indicated on the TIPs page, this means there is no alternate text available.
- "Do not describe" is indicated on the TIPs page when the Test Administrator should NOT provide or make up any description of the graphic.
- Alternate text should be read at a consistent pace, as when reading the other parts of the assessment.
- On the engagement activity, test administrators should read the content and then the alternate text (if available).
- On an item screen, read the information in this order:
  - a. Stem text
  - b. Stem alternate text (if available)
  - c. Answer choices
  - d. Alternate text for each answer choice (if available)

### **Language Translation**

Because the disability-related cognitive and communication challenges for DLM students are unique, and because English learners speak such a wide variety of languages, DLM does not provide translated forms of testlets. Instead Test Administrators are supplied with instructions regarding to supports they can provide based on (1) each student's unique combination of language-related and disability-related needs and (2) the specific construct measured by a particular testlet.

The Test Administrator will be provided with a Testlet Information Page (TIP) for each testlet. The TIP includes information for the Test Administrator about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the Test Administrator may not define terms for the student on that testlet.

Unless exceptions are noted, Test Administrators are able to<sup>4</sup>:

- translate the text for the student
- simplify test instructions
- translate words on demand
- provide synonyms and/or definitions. Because there is no dictionary built into the KITE interface for DLM, students may use their version of a dictionary (e.g., word list, communication symbols, etc.) if needed. This dictionary should be familiar to the student and have been used with the student during instruction.
- accept responses in either English or their native language

### **Sign Interpretation for Students Who Are Deaf/Hard of Hearing**

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

Modern technology allows educators to introduce computer-based instruction and assessment tools and supports that facilitate access for students who are Deaf/HOH. Students using headsets and amplifying the volume on their computers is a good example. This practice is a type of flexibility built into the DLM system and is not activated through the PNP.

However, the DLM system **will not** provide a human or avatar signing with any signing system. Because the disability-related cognitive challenges for DLM students are so unique, and because the nationwide population of Deaf/HOH uses such a wide variety of sign languages, it is important that the Test Administrator understand each student's language ability and support needs. If the student can read the text/item on the screen, no sign is needed in order for the student to respond to the questions. If the student requires sign to understand the text/item or instructions, the Test Administrator will have the words and images on the screen to guide the use of signing for the student.

For online assessments when the student needs sign, Test Administrators are able to:

- translate the text for the student (i.e., ASL/SEE or verbal)
- simplify/sign test instructions<sup>5</sup> (e.g., "click here to begin")
- translate words on demand (i.e., English to ASL)

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<sup>4</sup> Simplified instructions, definitions, and flexible response mode are supports that are also allowed for non-EL students.

<sup>5</sup> indicates this practice allowed for all DLM students.

- help the student understand how to indicate or record a response<sup>1</sup>
- provide synonyms and/or definitions except when not allowed according to the testlet information page (e.g., when the item assesses knowledge of vocabulary)<sup>1</sup>
- accept responses in the student’s sign language system (ASL/SEE or individualized) and input the response for the student
- re-read the text, if the student indicates a need

### ***OTHER ALLOWABLE PRACTICES***

The user interface in KITE has been specially designed for students with significant cognitive disabilities. Testlets delivered directly to students via computer are designed with the assumption that students can interact with the computer independently, using special devices such as alternate keyboard, touch screens, or switches as necessary. However, since computerized testing is new to many DLM students, we realize that students will need various levels of support to interact with the computer. This section describes general principles for allowable practices when the supports built into the system do not support a student’s complete independent interaction with the system. When possible, the additional supports should be consistent with the student’s current needs as documented in the IEP.

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

1. **The student should be expected to respond to the content independently.** No matter what additional supports IEP teams and Test Administrators select, all should be chosen with the primary goal of student independence at the forefront. Even if more supports are needed to provide physical access to the computer-based system, the student should be able to interact with the assessment content and respond to the content independently.
2. **Ensure the student is familiar with the chosen supports** because they have been used consistently during routine instruction. Students who have never received a support prior to the testing day may not know how to make the best use of the support. For instance, if a student is not accustomed to using eye gaze to communicate a response to a proctor during an online instructional activity, it may be confusing to have the Test Administrator provide this support during testing. Make sure the student has had experience with the selected support that will be used during operational testing. This means providing the same support, or a very similar one, during your student’s computer based classroom instruction.

Specific allowable supports that may be used, and practices that should not be used during computer-delivered testlets, are described further in the Complete Access (Personal Needs and Preferences) Profile section beginning on page 96.

## **TEACHER-ADMINISTERED TESTLETS**

### **OVERVIEW**

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

There are four general categories of teacher-administered testlets:

1. Testlets with content designed for students who are developing or who may not yet have symbolic understanding. These testlets tend to occur at lower linkage levels. For these testlets, the Test Administrator must be very familiar with the student's typical modes of expressive communication.
2. Some math testlets at higher linkage levels, where representing the content online would make the task too abstract and introduce unnecessary complexity to the item.
3. All writing assessments.
4. Some math testlets are hybrids that start with teacher-administered items and then switch to computer-delivered items.

### **GENERAL STRUCTURE OF TEACHER-ADMINISTERED TESTLETS**

All three types of teacher-administered testlets have some common features. They all contain items plus an engagement activity, although the engagement activity is different depending on the type of testlet. They all include directions to the Test Administrator inside the testlet itself. They all contain scripted statements that guide the Test Administrator through the standardized testlet administration process. Finally, the items are written to the Test Administrator, who enters responses based on observation of the student's behavior.

### **TEACHER-ADMINISTERED READING TESTLETS**

In reading testlets, items focus on the cognitive skills that precede conventional literacy. These items are not traditional reading comprehension questions, but rather are designed to assess the skills identified in the learning map that are critical precursors to reading for meaning. These types of items are embedded in the context of a shared reading of a text and are intended to mirror early literacy instruction. Items involve assessing skills such as identifying familiar objects or identifying words that describe familiar people.

Teacher-administered reading testlets follow the same structure as computer-delivered reading testlets. The text is presented first in its entirety. Unlike computer-delivered testlets, the text is first read aloud by the Test Administrator, who uses shared reading strategies to maximize student engagement. Then the text is presented again with items embedded within it or at the conclusion of the reading. This type of test is often used at the initial precursor level, where students do not have the skills to directly interact with the computer, and for some testlets at higher linkage levels in lower grades where the student is still working with a familiar text.

Shared reading strategies that the teacher might use during the first reading of the text include:

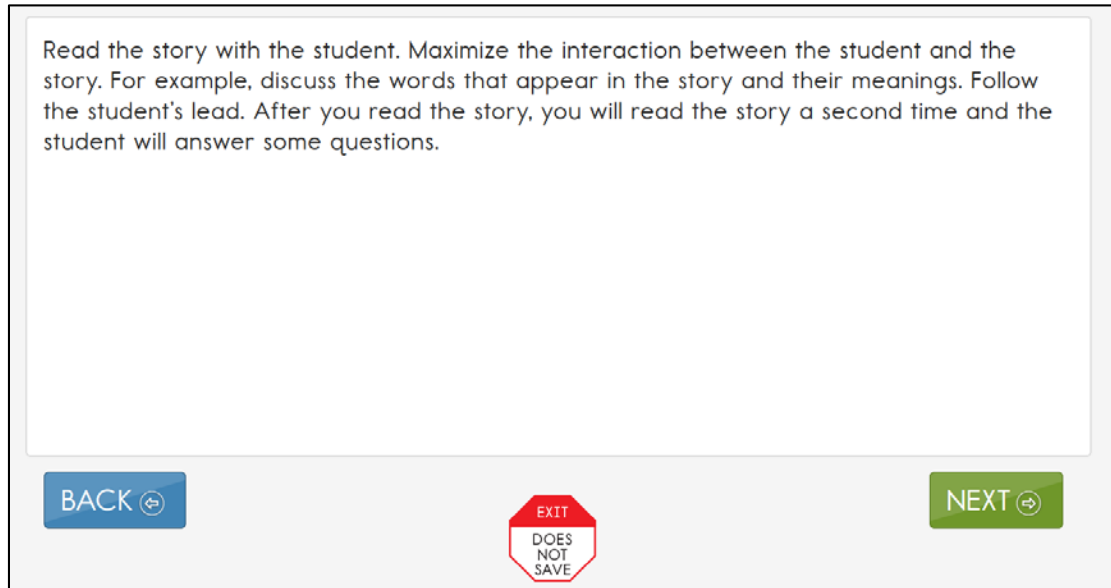
- Encouraging engagement and interaction
- Discussing words
- Connecting words/pictures to student background knowledge and experience
- Labeling/point out pictures
- Modeling concepts about print (reading left-to-right, one-to-one correspondence between a spoken and written word)
- Pointing out rhymes, syllables and sounds in words
- Asking questions to further engage
- Modeling how to communicate using students' communication symbols
- Using a "Think aloud" process used when deciding to make a comment
- Incorporating objects to help make connections

Test administrators should engage in shared reading strategies with the student during the first reading of the text in a reading testlet. The test administrator should refrain from using shared reading strategies during the second reading of the text and focus instead on administering the items to the student when they are embedded in or at the conclusion of the second reading.



## Reading Testlet Structure

In reading, the engagement activity is still the first read of the text, much like computer-delivered testlets. The text is still presented to the student on screen, but the teacher reads the text to the student using shared reading strategies. For more information about shared reading strategies, see the professional development module entitled *Shared Reading*.



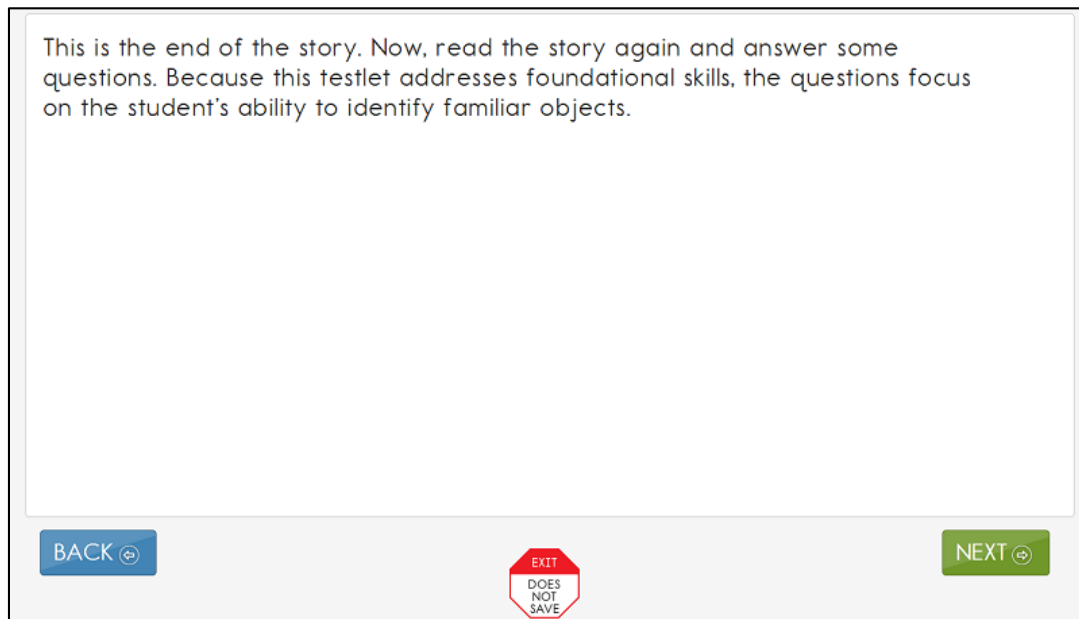
Read the story with the student. Maximize the interaction between the student and the story. For example, discuss the words that appear in the story and their meanings. Follow the student's lead. After you read the story, you will read the story a second time and the student will answer some questions.

BACK ↩

EXIT  
DOES NOT SAVE

NEXT →

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



This is the end of the story. Now, read the story again and answer some questions. Because this testlet addresses foundational skills, the questions focus on the student's ability to identify familiar objects.

BACK ↩

EXIT  
DOES NOT SAVE

NEXT →

In reading testlets, Educator Directions also may appear between parts of the testlet. Above is an example of a transition screen displayed after the Test Administrator has read a text through completely with the student for the first time. It tells the Test Administrator that the first reading is now over and provides a reminder of the focus of the items in the testlet that will be presented embedded within or at the conclusion of the second reading.

### **Alternate Text for Reading Testlets**

When administering a test to a student who uses human read aloud support and requires verbal descriptions of images in addition to the text, the alternate text is available in supplemental pages of the TIP. Each page shows the text and images that appear on screen in KITE during the first and second presentations of the text. The verbal descriptions of images are printed below each and labeled "Alternate Text." For students who require verbal descriptions of the images, read the "Alternate Text" description exactly as it appears on the TIP, after reading the text on the screen.

### ***TEACHER-ADMINISTERED MATHEMATICS TESTLETS***

In mathematics, teacher-administered testlets are often at the initial precursor level. The knowledge, skills, and understandings assessed at the initial precursor level are often foundational, but each initial precursor node links directly to the grade-level targets for the Essential Element.

Teacher-administered mathematics testlets are also used when testlets contain content which require assessment outside the DLM system. An example might be a procedural node which asks the student to measure volume. Recognizing three-dimensional objects and manipulating them on screen requires keen perceptual and motor skills, neither of which are essential to the student's cognitive understanding of how to measure volume. Many of these testlets are administered offline to make sure they are accessible for students with blindness or visual impairments. Some math testlets are completely teacher-administered for these reasons. In rare cases a math testlet will include some teacher-administered and some computer-delivered items in the same testlet.

### **Mathematics Testlet Structure**




The mathematics testlets at lower linkage levels and the testlets for which content is difficult to assess on screen for students with significant cognitive disabilities, are similar in their structure. Both types of testlets include instructions to the Test Administrator called "Educator Directions" inside the testlet. Shown below is an example of directions for an initial precursor level math testlet. It starts by telling the Test Administrator, in a general way, what will happen in the testlet. It then specifies the materials that need to be collected. More information about those materials, and recommended substitute objects if they are needed, is located in the Testlet Information Page received by the Test Administrator after the testlet was assigned to the student. The last part of the directions page outlines the objects needed, for how many items, and in what order.

**Educator Directions:**

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

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

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

In addition, both types of teacher-administered mathematics testlets contain an engagement activity which occurs when the Test Administrator presents objects used in the testlet to the student and engages the student in exploring the materials. Shown below is an example of an engagement activity in the teacher administered mathematics testlets.

**Educator Directions:**




Present the ball and the block to the student in a way that captures the student's attention.

For example:

- Draw the student's attention to the presence of the objects.
- Show the student how the objects are used (e.g., roll the ball, turn the block on it's sides).
- Let the student touch the objects

Once the student has attended to the ball and the block, place each object on the table in front of the student spaced appropriately for the student's reach and visual field.

On the next screen, you will ask the student a question about the objects.

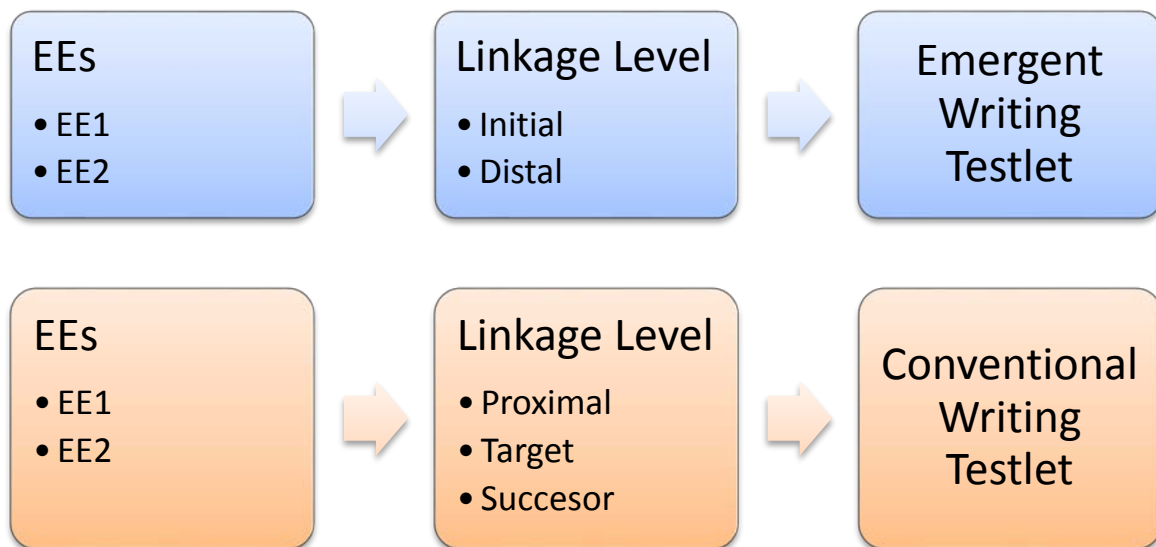
Remember that there are also a few hybrid math testlets that combine teacher-administered and computer-administered items. These are always at linkage levels where the nodes are appropriate for students with symbolic communication who can interact with the computer. Those testlets are identified to the Test Administrator on the

first screen of the testlet. All of the teacher-administered items are delivered first. Then there is a transition screen that tells the Test Administrator that the remaining item or items are for the student to interact with the computer.

### *TEACHER-ADMINISTERED WRITING TESTLETS*

All writing testlets are teacher-administered. There are two types of writing testlets. **Emergent** writing testlets are used for students who do not yet have or are working on early symbolic understanding. **Conventional** writing testlets are used for students who have symbolic understanding and can use writing tools to communicate. The system uses prior information about the student, including First Contact survey responses, to determine which type of writing testlet the student should receive.

DLM writing testlets are designed to measure student ability for between 2 and 6 EEs. The initial and distal precursor levels are combined in an “Emergent Writing” testlet. The proximal precursor, target and successor levels are combined in a “Conventional Writing” testlet. Emergent and Conventional Writing testlets will be available for every grade. Information about each Essential Element is available on the Educator Resource Page under the heading Tested Essential Elements. The graphic below illustrates how EEs and levels are grouped in writing testlets.



In both types of writing testlet, students use orthography-based tools used for writing in every day instruction. The tools must offer students access to all 26-letters of the alphabet. The following writing tools are always allowable for use in writing testlets:

- Pens or pencils
- White boards
- Traditional keyboards using word processing software
- Adapted keyboards that include all 26 letters of the alphabet

- Tablet computer keyboards using word processing software
- Any keyboard using word prediction software
- Alternate pencils, including alphabet flip charts, talking word processors, eye-gaze displays of letters, letter by letter dictation of any sort
- A Test Administrator acting as a scribe is acceptable provided that the student is dictating letters in order to construct words.

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

- Word or picture banks

During both types of writing testlets the Test Administrator and the student participate in an engagement activity related to choosing a topic about which to write. In emergent writing testlets, the student often chooses from an array of options selected from topics to which they have had prior exposure during instruction. Students taking conventional writing testlets also write about familiar topics. DLM does not pre-select topics for writing assessments. Deciding on the subject of the writing done as a part of the writing testlets should be done by the student if he or she is able and should focus on an informational topic that is relevant to instruction and about which the student has familiarity and prior knowledge.

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

### ***ADMINISTERING TESTLETS***

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

### **ELA Reading and Math Testlet Administration**

The two specific instructions for presenting items or instructions to students are SHOW and SAY. Due to hearing and vision limitations, some students will not be able to see

what is “shown” and others will not be able to hear what is “said.” “SHOW” should be interpreted to mean “present” the materials or objects to the student, using sensory modalities appropriate for that student. “SAY” may require non-verbal communication appropriate for the student’s sensory modalities, such as signing.

Below is an example of an item screen that could be embedded in the second reading of an ELA text. The educator directions provide instructions on how to interact with the student. The lines presented in bold after SAY: are said directly to the student. The actions described after SHOW are performed by the Test Administrator for the student.

Educator Directions:

SAY: **"There are clothes in the story."**

SHOW: one familiar object that belongs to the student and two unfamiliar objects.

SAY: **"Where is your (familiar object name)?"**

Record student response:


Indicates familiar object

Indicates unfamiliar object

Indicates multiple objects

Attends to other stimuli

No response

BACK ↩NEXT ➡

All teacher-administered items have answer choices that reflect possible student responses to the statement or question in the item that was presented. The Test Administrator evaluates the student’s response, chooses the best description of what was observed, and records his or her choice in the KITE system. The Test Administrator must be familiar with the student’s typical modes for expressive communication, because any mode for communicating a response is considered acceptable.

Testlets at the lower linkage levels include “no response” as one of the response options. This is an appropriate choice if the student has not provided an intentional response. If the student is capable of producing an intentional response but is not doing so, for example due to distractions or behavior problems, it is better to use the “exit does not save” button and return to the testlet when the student is more engaged.

### **ELA Writing Testlet Administration**

All writing testlets are teacher-administered. Writing testlets use the same structure and format as teacher-administered ELA reading testlets and math testlets. There are two

types of tasks in writing testlets. The first type of task requires the Test Administrator to **evaluate a process** used in writing. These items are presented to the Test Administrator as the student works through the tasks in the writing testlet.

For these tasks, Test Administrators will:

1. give the student a verbal prompt from the on-screen educator directions.
2. observe the student's writing process in response to the prompt
3. evaluate the student's behavior according to a set of potential descriptions
4. select the response that matches the highest level of observation that describes what the student did

In writing testlets, there is an additional direction to Test Administrators. "WAIT AND OBSERVE" is used in writing testlets to indicate that the Test Administrator should observe the student's behavior in response to the instruction given and prepare to indicate an evaluation of what the student has done on the next screen.

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

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

The Test Administrator will then choose the description that best matches the student's writing process. Consider a Test Administrator selecting the "highest level" of student behavior from these three example response options. In observing a student that wrote complete sentences about the topic using at least two descriptive words, the Test Administrator would select the first response option and proceed. In cases where the student performance does not exactly match the response options, Test Administrators should select the highest level that best matches student performance. In the case of a student that wrote incomplete sentences, but still conveyed ideas and information about the topic using at least 2 descriptive words, the Test Administrator should still select the first response option.

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

testlet. These evaluations of the writing product will ask the Test Administrator to choose the description that matches the highest level of evaluation of the students' writing. These tasks are administered only after the student has finished writing. This task can be completed without the student present but must be completed within the same testing session. They cannot be completed after using "Exit Does Not Save" or by logging in later. Most product tasks used the same format as writing process tasks. Test administrators will be asked to "choose the highest level that describes your evaluation of the final product." This item stem will be followed by a set of descriptions of the writing products. Other product tasks use a multi-select, multiple choice format, in which the Test Administrator will be asked to choose all descriptions that are applicable to the student's writing product. These items will include instructions like: "After the student has finished writing, **choose all that apply.**" This item stem will be followed by a set of descriptions of elements of the student's writing product. The Test Administrator will then mark all the choices that describe the student writing product that he or she is evaluating.

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

### ***TESTING ARRANGEMENT***

The teacher-administered tests involve the student and Test Administrator interacting together. While all teacher-administered testlets are similar, each content area varies slightly and there are some differences in the arrangement of student, Test Administrator, and materials. Any of the space arrangements described below may be modified based on student needs and the testing device used.

#### ***Reading Testlets***

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

#### ***Mathematics Testlets***

For teacher-administered testlets in math, regardless of the linkage level, the Test Administrator is the only one who needs to view the screen. He or she views the screen to receive directions, read prompts, and enter responses. The ideal arrangement is for the student and Test Administrator to face one another, with the Test Administrator able



to look to the computer screen off to the side. Also in mathematics, the educator directions list objects the teacher will use to administer several items. The actual materials used should be familiar and comfortable to the student. When substitutions can be made, it is noted in the directions on the Testlet Information Page (TIP) and at the beginning of the testlet. Whenever objects are substituted, the script should be modified to include the name of the actual objects used.

### *Writing Testlets*

The setup for all writing testlets is very much like the setup for math testlets. The Test Administrator is the only one interacting with the system. The student works outside the system and interacts with the Test Administrator.

### **ACCESSIBILITY SUPPORTS**

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

#### **Language Translation**

Because the disability-related cognitive and communication challenges for DLM students are unique, and because English learners speak such a wide variety of languages, DLM does not provide translated forms of testlets. Instead Test Administrators are supplied with instructions regarding to supports they can provide based on (1) each student's unique combination of language-related and disability-related needs and (2) the specific construct measured by a particular testlet.

The Test Administrator will be provided with a Testlet Information Page (TIP) for each testlet. The TIP includes information for the Test Administrator about exceptions to the general rule of allowable translation. For example, when an item assesses knowledge of vocabulary, the TIP will include a note that the Test Administrator may not define terms for the student on that testlet.

Unless exceptions are noted, Test Administrators are able to<sup>6</sup>:

- translate the text for the student
- simplify test instructions
- translate words on demand
- provide synonyms and/or definitions. Because there is no dictionary built into the KITE interface for DLM, students may use their version of a dictionary (e.g., word list, communication symbols, etc.) if needed. This dictionary should be familiar to the student and have been used with the student during instruction.

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<sup>6</sup> Simplified instructions, definitions, and flexible response mode are supports that are also allowed for non-EL students.

- accept responses in either English or their native language

### **Sign Interpretation for Students Who Are Deaf/Hard of Hearing**

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

Teacher-administered testlets provide directions to the Test Administrator to organize and present the content to the student. There are scripted directions to the Test Administrator that indicate what is to be said/signed. The Test Administrator will need to determine if the student can understand a direct translation of the script or if the student will need an interpretation of the directions. If interpretation is needed, more advance planning may be necessary. Test Administrators will have the opportunity to log in to the test in order to plan and prepare for appropriate procedures to use with students who are deaf/hard of hearing before beginning the assessment. If interpretation is likely to be needed, Test Administrators should log in to KITE, launch the test, and review the screens to evaluate the need for interpretation. The Test Administrator then uses the “exit does not save” button to leave the test if the administration will take place at a later time.

For teacher-administered testlets, Test Administrators are able to:

- translate the text for the student (i.e., ASL/SEE or verbal)
- translate words on demand (i.e., English to ASL)
- provide synonyms and/or definitions except when not allowed according to the testlet information page (e.g., when the item assesses knowledge of vocabulary)<sup>7</sup>
- accept responses in the student’s sign language system (ASL/SEE or individualized) or through the student’s communication device
- re-read the text, if the student indicates a need

### ***OTHER ALLOWABLE PRACTICES***

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

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<sup>7</sup> indicates this practice allowed for all DLM students.

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

1. **Provide flexibility in student access**, in how students access each item and the materials required to complete it. For example, standard administration procedures define typical arrangements for the Test Administrator, student, and computer across different types of testlets. However, the Test Administrator may need to adapt the physical arrangement based on a student's physical needs and use of special equipment. Another example of this flexibility includes the substitution of objects as needed.
2. **Maintain consistency in the student's interaction with the concept being measured**. All students do not have to interact with identical materials or respond using the same response mode, but they should all have to complete the same cognitive or linguistic task. This means that questions cannot be rephrased and items cannot be rearranged. Specific instructions are given for materials that may be substituted to help the Test Administrator maintain this consistency.

Specific allowable supports that may be used, and practices that should not be used during computer-delivered testlets, are described further in the Complete Access (Personal Needs and Preferences) Profile section beginning on page 96.

## **BRaille TESTS**

Uncontracted braille testlets will be available for operational spring 2015 assessments in reading and math at the target and successor linkage levels and for some distal precursor linkage levels. Assignment to braille forms requires the Test Administrator to select the braille support on the PNP. See the ACCESSIBILITY MANUAL for more details about this support.

## **SPECIAL FORMS FOR STUDENTS WITH BLINDNESS OR VISUAL IMPAIRMENTS**

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

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

BVI testlets may be one of the following formats.

### ***TEACHER-ADMINISTERED TESTLETS***

Teacher-administered testlets require the Test Administrator and student to complete tasks outside of the KITE system, with the Test Administrator recording responses in the system. These testlets will use materials and may require some advanced preparation by the Test Administrator. Special materials for use with students who have blindness or visual impairments are recommended, but other familiar materials may be substituted as described in the Materials, Manipulatives, Objects section on page 71. Those details are provided on the Testlet Information Page.

### ***COMPUTER DELIVERED TESTLETS***

Computer-delivered testlets begin with an instruction screen for the Test Administrator then continue with content intended for the student to access. These testlets may require materials that the teacher uses to represent the onscreen content offline for the student. Needed materials are listed on the Testlet Information Page and substitutions are allowed as directed.

### ***HYBRID TESTLETS***

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

### ***ADMINISTERING TESTLETS***

The general procedures for administering these forms are the same as described in the previous sections. Test Administrators may find these options particularly helpful when administering BVI testlets:

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

### **ALLOWABLE PRACTICES**

Items in DLM testlets are designed to assess student knowledge, skills, and understanding related to the nodes in the learning map. In order to do so, Test

Administrators may need to use their best judgment and be flexible while administering the assessment. Test Administrators may provide additional supports beyond PNP options. The following supports are allowed in computer-delivered and teacher-administered testlets unless exceptions are noted in the Testlet Information Page (TIP).

### ***BREAKS AS NEEDED***

Students may take breaks during or between testlets. Test Administrators need to use their best judgment about the use of breaks. The goal should be to complete a testlet in a single session. Yet breaks may be needed when the student is fatigued, disengaged, or having behavioral problems that would interfere with the assessment of what he or she knows and can do.

### ***INDIVIDUALIZED STUDENT RESPONSE MODE***

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

### ***USE OF SPECIAL EQUIPMENT FOR POSITIONING***

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

### ***NAVIGATION ACROSS SCREENS***

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

### ***ENTER RESPONSES FOR STUDENTS***

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

### ***USE OF INTERACTIVE WHITEBOARD***

If the student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides, the Test Administrator may use an

interactive whiteboard or projector, or a magnification device that works with the computer screen to enlarge the assessment to the needed size.

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

#### ***REPRESENT THE ANSWER OPTIONS IN AN ALTERNATE FORMAT***

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

#### ***USE OF GRAPHIC ORGANIZERS***

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

#### ***USE OF BLANK PAPER***

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

#### ***GENERIC DEFINITIONS***

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

#### **PRACTICES TO AVOID**

While many supports and practices are allowable for computer-delivered and teacher-administered testlet administration, there are also practices that should be avoided.

These include:

- Repeating the item activity again after a student has responded, or in any other way prompt the student to choose a different answer
- Using physical prompts or hand-over-hand guidance to correct answer
- Removing answer choices or give hints to the student
- Rearranging objects to prompt correct answer – for example, putting the correct answer closer to the student

For questions regarding whether a support is allowable, educators may contact the Help Desk at 1-855-277-9751. If you provide supports outside of those that DLM has listed, your state may require you to describe those supports through a state reporting system. But these supports should always be approved before they are used in order to avoid invalidating the student's assessment.

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## BEFORE BEGINNING ASSESSMENTS

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### KEY STEPS

Teachers prepare for DLM assessments by completing the steps below. **Grey shaded steps are described in more detail in this section of the manual.** Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 10.

Steps
1. Confirm student eligibility to participate in DLM.
2. Share information about DLM with parents, preparing parents for the new testing experience for their student.
3. Read this TEST ADMINISTRATION MANUAL (TAM).
4. Use the resources on your state's page to become familiar with DLM, the content being assessed, and the procedures to prepare for the assessment.
5. Gain access to Educator Portal.
6. Complete the security agreement in Educator Portal profile.
7. Complete the Required Test Administration Training.
8. Review your state's guidance on required and recommended professional development modules. Complete those as needed.
9. Use the ACCESSIBILITY MANUAL and work with the IEP team to determine what accessibility supports should be provided for each student taking DLM assessments. Record the chosen supports in the Personal Needs and Preferences Profile (PNP) in Educator Portal.
10. Review your state's requirement for documentation of DLM accessibility supports as testing accommodations. Adjust the testing accommodations in the IEP as necessary.
11. Review student demographic information in Educator Portal for accuracy and correct if needed. <ul style="list-style-type: none"><li>a) Ensure student data is correct.</li><li>b) Ensure roster data is correct.</li></ul>
12. Ensure Access (Personal Needs and Preferences) Profile is updated and complete in Educator Portal.
13. Ensure First Contact Survey (FC) is updated and complete in Educator Portal.
14. Ensure your Technical Liaison has installed KITE on testing devices.
15. Familiarize yourself and your student with DLM testlets: <ul style="list-style-type: none"><li>a) Access practice activities and released testlets.</li><li>b) Check compatibility of students' devices with KITE.</li></ul>

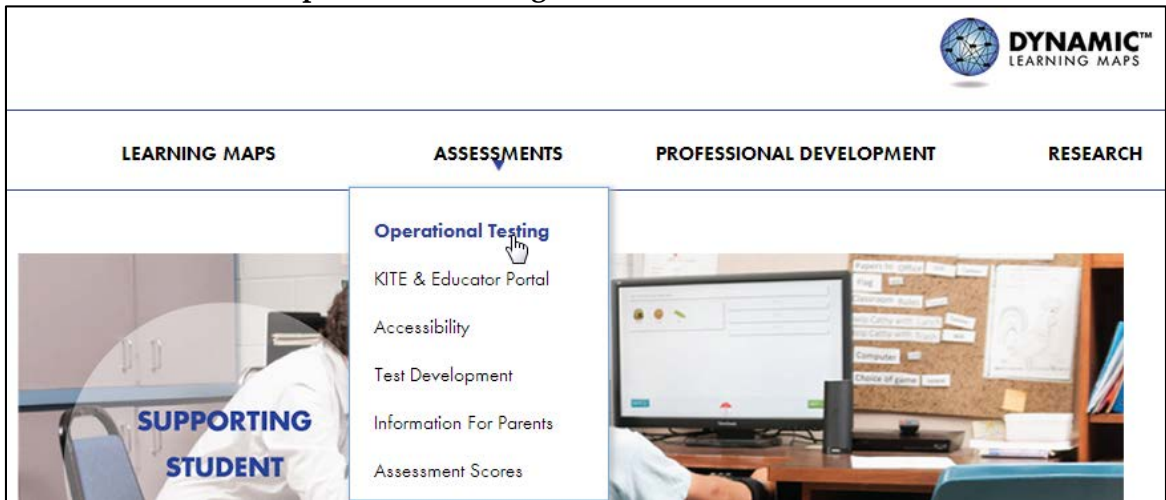


## ACCESS ADDITIONAL RESOURCES

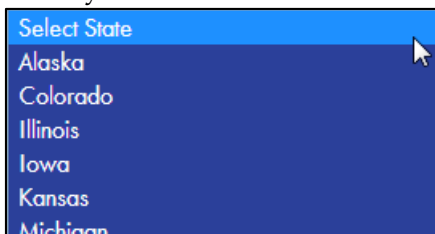
Additional resources for Test Administrators are available on the DLM website. Resources are provided by DLM and state-specific resources may also be available.

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

1. Go to the DLM website <http://dynamiclearningmaps.org/>.
2. Click **Assessments | Operational Testing**.

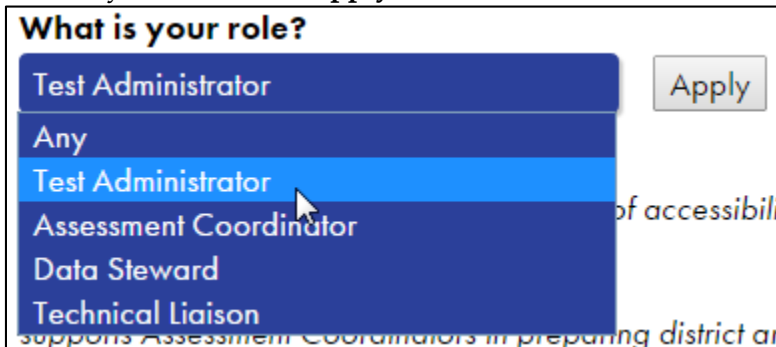


3. Select your **State**.



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

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



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

DLM resources designed for Test Administrators and available to all states are:

<b>TEST ADMINISTRATION MANUAL (PDF)</b>	Supports the Test Administrator in preparing themselves and students for testing.
<b>ACCESSIBILITY MANUAL (PDF)</b>	Provides guidance to state leaders, districts, educators, and Individualized Education Program (IEP) teams on the selection and use of accessibility supports available in the DLM system.
<b>Educator Resource page (webpage)</b>	Includes additional resources for Test Administrators, such as tested Essential Elements and their associated mini-maps.
<b>Field Test page (webpage)</b>	Includes special information about field tests such as testing windows and the scope and purposes of each field test.
<b>GUIDE TO DLM REQUIRED TRAINING AND PROFESSIONAL DEVELOPMENT 2014-15 (PDF)</b>	Helps users access DLM Required Test Administration Training and instructional professional development in Educator Portal.
<b>GUIDE TO PRACTICE ACTIVITIES &amp; RELEASED TESTLETS</b>	Supports the Test Administrator in accessing practice activities in KITE.
<b>Test Updates Page (webpage)</b>	Breaking news on test administration activities. Sign up to receive alerts when new resources become available.
<b>Training Video Transcripts (PDF)</b>	Links to transcripts (narrator notes) for the Required Test Administration Training modules.

## **GAIN ACCESS TO EDUCATOR PORTAL**

Your Data Steward must create your account in Educator Portal. Then you will receive an email message with instructions for how to activate your account. Refer to procedures in the Educator Portal section of this manual, starting with the procedure titled Activate Educator Portal Account on page 80.

## SECURITY AGREEMENT

Test Administrators are expected to deliver DLM assessments with integrity and maintain the security of testlets. Each year you will renew your DLM Security Agreement through Educator Portal. For a step-by-step procedure in Educator Portal, see Complete Security Agreement on page 86. The text of the security agreement is provided below.

The KITE Assessment provides opportunities for flexible assessment administration. However, all KITE assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2015 are secure tests.

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

1. Assessments (testlets) are not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means.
2. Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed.
3. Those who violate the KITE test security standards may be subject to their state's regulations or state education agency policy governing test security.
4. Educators are encouraged to use resources provided by KITE, including practice activities and released testlets, to prepare themselves and their students for the assessments.

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

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

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

## TEST ADMINISTRATION TRAINING

DLM provides required training for Test Administrators and professional development for instructional support. What is the difference?

Required Test Administration Training	Professional Development for Instruction
Seven modules that cover critical content for managing and delivering DLM assessments	More than 25 modules that cover a variety of topics to support instruction in academics
Required for Test Administrators (no tests will be delivered if training is incomplete)	Optional but recommended. States and districts may recommend or require specific modules.
States decide which format(s) to offer: self-directed or facilitated. Successful completion = pass post-test quiz with score of 80% or higher	

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

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Required Test Administration Training is required for those who will administer Dynamic Learning Maps alternate assessments in 2014-15. Test Administrators must successfully complete seven modules with a passing score on each module's post-test quiz before administering any DLM assessments. Total training time is estimated at just under four hours.

Modules should be completed in the order listed.

1. Overview of the DLM System
2. DLM Test Security
3. Accessibility for All Students
4. How the Assessment Works
5. Preparing for the Test
6. Computer Delivered Testlets
7. Teacher Administered Testlets

States may make Required Test Administration Training available in **self-directed** or **facilitated** formats, or both. Regardless of training format, all post-test quizzes for required training must be completed in Educator Portal. Training modules which have been attempted or passed appear in the **Transcripts** tab in Educator Portal.

More information about the contents of each module, training formats, and procedures for completing required training in Educator Portal is provided in the **GUIDE TO DLM REQUIRED TRAINING AND PROFESSIONAL DEVELOPMENT** located on the DLM website. The guide also provides information about professional development modules to support instruction for students with significant cognitive disabilities.

## EVALUATE AND CHOOSE ACCESSIBILITY SUPPORTS (PNP SETTINGS)

DLM offers a variety of accessibility supports. The DLM ACCESSIBILITY MANUAL describes a 6-step process to evaluating and choosing appropriate supports for each student. The ACCESSIBILITY MANUAL also includes an appendix with state-specific guidance on which supports require IEP team approval. Accessibility supports should be reviewed at least once per year.

**Hint:** Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window. If you selected this option for a student earlier in the 2014-15 school year, you will need to update (or confirm that the update has been made) to the student's Access (PNP) Profile (this varies by state).  
Students who need read aloud may still use human read-aloud delivered by the test administrator.

Accessibility supports are recorded in the student's Personal Needs and Preferences (PNP) Profile, or Access Profile, in Educator Portal. The supporting procedure for Educator Portal is Complete Access (Personal Needs and Preferences) Profile on page 96.

## REVIEW STUDENT DEMOGRAPHIC INFORMATION

It is essential that each Test Administrator has an accurate list of students whose assessments they are responsible for. Before each testing window, Test Administrators review the students who appear on their roster in Educator Portal. Questions to ask include:

1. Do all eligible students appear on my list of students?
2. Are there any students who appear on my list but are no longer assigned to me or who are not eligible for DLM assessments?
3. Is each student assigned to the correct grade level?
4. Does each student have a roster record for the correct subjects (usually English Language Arts and Mathematics)?

Detailed procedures for checking this information are located in the Educator Portal guide, Manage Student Data section of this manual (page 90).

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

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

## FIRST CONTACT SETTINGS

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. The supporting procedure for Educator Portal is Complete First Contact Survey on page 108. A complete list of First Contact questions is included in the appendix.

Three sections of the First Contact survey are used to provide an optimal match between student and testlet during the **initial** DLM testing experience:

1. Expressive Communication
2. Reading Skills
3. Math Skills

Initialization of students into the assessment system is based on responses to selected items in the First Contact survey. From these responses, the student's assigned complexity band is calculated automatically and stored in the system.

**Hint:** First Contact must be reviewed and submitted at least once before the first testing of the year. We recommend updating the First Contact information prior to the spring operational testing window if there have been any changes, or at any time between tests when a student experiences dramatic changes in expressive communication capacity. Check with your Assessment Coordinator for additional guidance on the deadlines to review and update First Contact responses.

### *FIRST CONTACT DRIVES FIRST TESTLET*

Once the system has assigned the student to an initial complexity band, a testlet is selected to provide the best match to the student's knowledge, skills, and abilities. For instance, if a Test Administrator indicates on the First Contact survey that a student uses only one signed word at a time and does not read any words when presented in print, that student would likely be delivered an Initial Precursor level reading testlet. On the other hand, if the Test Administrator indicates that the student regularly combines three or more spoken words to accomplish a variety of purposes and is able to read print above the 3<sup>rd</sup> grade level the system would likely deliver that student a testlet at the Target level.

During optional instructionally embedded testlets, the system recommends the best linkage level for the student using First Contact data. The educator may still override the system and choose a level they consider to be more appropriate for the student.

During spring window tests, the system determines the linkage level and the Test Administrator cannot override it. As the student takes more testlets, the system dynamically routes the student through the learning map based on their responses to previous items and relies less on First Contact information.

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

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

The supporting procedure for Educator Portal is Complete First Contact Survey on page 108.

## **PRACTICE ACTIVITIES AND RELEASED TESTLETS**

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

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

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

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Some released testlets will also be available in PDF format on the “Information for Parents” page on the DLM website by November 1, 2014. KITE does not have to be installed on a computer to view these items.

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Several different sample student profiles have been set up. Each sample student has been given accessibility supports in the Personal Needs and Preferences Profile. Taking practice activities while logged in as a different sample student allows the teacher to see how an accessibility support impacts the student’s experience in KITE. Last, the practice activities are a good way to check device compatibility prior to the operational test for students who use assistive technology to interact with the computer.

### ***TEACHER PRACTICE ACTIVITY***

The **teacher practice activity** is a tutorial about testlets that are administered directly by the teacher. Teacher-administered testlets are used when:

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

In this type of testlet, teachers read the instructions on the screens and follow them. They enter the student's responses to activities or exchanges that occur outside the system.

Most of these testlets require teachers to gather materials to be used in the assessment. Directions for how to prepare for the testlet are provided as "educator directions" on the first screen(s).

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

### *STUDENT PRACTICE ACTIVITY*

The **student practice activity** is a tutorial about testlets that are administered directly to the student. Student-administered testlets are used when:

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

Students may navigate using a mouse, tab and enter on a keyboard, or with switches. If the student **can** engage with the content but **cannot** advance the screens or input answers independently, the teacher may navigate the screens and record the student's answers on his or her behalf. More information about allowable practices is provided in the TEST ADMINISTRATION MANUAL.

### *RELEASED TESTLETS*

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

Remember that testlets contain items that align to nodes at the designated linkage level. The linkage levels are:

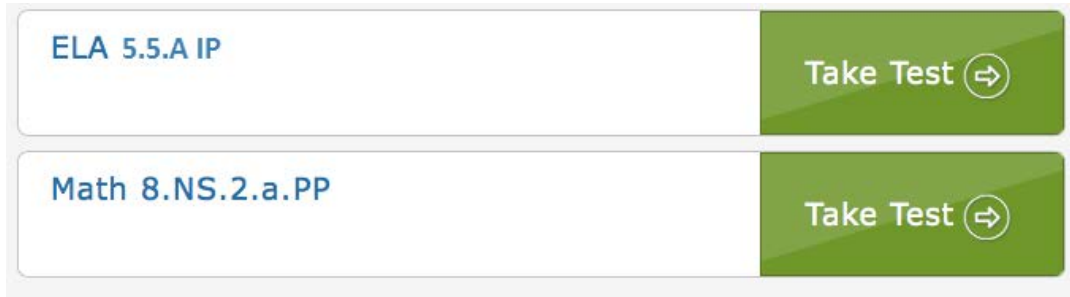
- Initial Precursor (IP)
- Distal Precursor (DP)
- Proximal Precursor (PP)
- Target (T)
- Successor (S)

Testlets administered by teachers are typically at the Initial Precursor linkage level. All writing testlets are also administered by teachers. Computer-delivered testlets are typically at the other four linkage levels.



Released testlets combine Essential Elements in the same way EEs are combined in year-end testlets.

In KITE, released testlets are labeled by their subject, grade, section & level codes, and linkage level.



In this image, the labels are:

Subject	Grade	Section & Level Codes	Linkage Level
ELA	5.	5.A	IP
Math	8.	NS.2.a	PP

To view the Essential Elements, linkage levels, and nodes used in 2014-15 tests, look for the Educator Resource Page which is listed as a resource on your DLM state page.

The following sections describe the step-by-step procedure to access the practice activities and released testlets.

***STUDENT ACCOUNTS FOR PRACTICE ACTIVITIES AND RELEASED TESTLETS***

Practice activities and released testlets are available through several practice student accounts. Each practice student has been given certain Personal Needs and Preferences (PNP) Profile settings as described in the ACCESSIBILITY MANUAL. These supports are summarized in the table below.

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

Name	Password	PNP supports turned on
demo.lisa	wave3	None*
demo.lisa.1	hat17	Contrast color: Green text on white background <span style="border: 1px solid red; padding: 2px;">ABC</span>

Name	Password	PNP supports turned on
demo.lisa.2	vowel	Switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity
demo.lisa.3	oven2	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2
demo.lisa.4	heal2	2x magnification 4x magnification and reverse contrast
demo.lisa.5	oven6	
demo.lisa.6	raft5	5x magnification
demo.lisa.7	acme3	Color overlay (green)

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

For the supporting procedure in KITE go to Access Practice Activities and Released Testlets on page 151.

## FINAL VALIDATION STEPS



### Avoid Common Pitfalls

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

### NO TEST MANAGEMENT ACCESS

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

- Complete all Required Test Administration Training modules, with a passing score on each post-module quiz.
- Agree to and sign the Security Agreement in Educator Portal.

### NO STUDENT TESTS

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

- The student is listed on your roster.
- First Contact Survey is complete.
- The student has the correct grade level in Educator Portal.
- The student is rostered to the correct subjects for DLM.

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## INSTRUCTIONALLY EMBEDDED ASSESSMENTS

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### KEY STEPS

Test Administrators prepare for and deliver optional instructionally embedded assessments by completing the steps below. **Grey shaded steps are described in more detail in this section of the manual.** Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 10.

Steps
1. Choose Essential Elements for instruction.
2. Retrieve instructional information for the Essential Element.
3. Record Essential Element (EE) and linkage level choices in the Instructional Tools Interface (ITI) tab as Essential Elements become available for testing. (Tab will first become available in Educator Portal during Phase B testing.)
4. Deliver instruction until you determine the student is ready for assessment.
5. Schedule location and time for assessment sessions.
6. Confirm test assignment in ITI and retrieve Testlet Information Page (TIP). Gather materials needed before beginning testing.
7. View student usernames and passwords so students can access the assessments in KITE. For instructionally embedded assessments, this is through the ITI tab in Educator Portal.
8. Assess student as each testlet becomes available.
9. Choose the next content for instruction. This may be a new EE or a new linkage level, depending on the student's overall instructional program for the year.
10. Repeat instruction and assessment cycle for remaining EEs and levels during the instructionally embedded window.

Hint: Due to the combination of field testing and operational testing in 2014-15, steps 8-10 may not be possible for every EE assessed this year.

### CHOOSE ESSENTIAL ELEMENTS FOR INSTRUCTION

During the school year, teachers have many choices about whether to use instructionally embedded assessment and which Essential Elements to include in instructionally embedded assessments. The teacher is able to select the EE and linkage level for the student. Decisions should be grounded in academic priorities for the student, including the test blueprint for the student's grade and priorities set in the IEP.

The procedure for recording Essential Element choices for instructionally embedded assessments is described in the procedure titled Use the Instructional Tools Interface on page 125.

**Hint:** Only Essential Elements available for assessment in the current window appear in the list of options.

For writing assessments, which often have multiple EEs with different codes, look for the primary “W” EE in the list.

### *SELECT A LINKAGE LEVEL*

For each Essential Element chosen, the teacher then selects the linkage level. The linkage level should provide an appropriate level of challenge for the student and should represent a good instructional target. The system recommends a linkage level for each student but the Test Administrator may override that choice. There are two places to learn more about the nodes at each linkage level:

1. The descriptions of linkage levels available in the Instructional Tools Interface (see the step for choosing a linkage level in the Educator Portal procedure titled Create an Instructional Plan on page 125).
2. The lists of nodes for each Essential Element available in Tested Essential Elements PDFs located on the Educator Resource Page. An example is shown below.

<b>ELA.EE.RI.6.4</b> Determine how word choice changes the meaning of a text.
<b>Successor:</b> <ul style="list-style-type: none"><li>• Can determine how word choice in an informational text is used to persuade or inform</li></ul>
<b>Target:</b> <ul style="list-style-type: none"><li>• Can determine how word choice influences the meaning of an informational text</li></ul>
<b>Proximal Precursor:</b> <ul style="list-style-type: none"><li>• Can demonstrate an understanding that words have different uses in different contexts</li></ul>
<b>Distal Precursor:</b> <ul style="list-style-type: none"><li>• Can demonstrate an understanding of words with opposite meanings</li></ul>
<b>Initial Precursor:</b> <ul style="list-style-type: none"><li>• Can demonstrate understanding of property words corresponding to the objects used during familiar routines</li></ul>

## **REVIEWING AND REVISING CHOICES**

Teachers may review the Essential Elements they have assigned to a student. Supporting procedures for Educator Portal include View Instructional Plan History on page 138 and Print Instructional Plan History on page 135.

Teachers have the flexibility to change their mind about instruction – for instance, to change to a different EE or linkage level – up until the point when the assessment is confirmed. This step may be necessary when a student has made considerable growth in the EE and the teacher selected a lower linkage level. It may also be necessary when a student experiences significant regression due to disability or absence. Supporting procedures for Educator Portal include Cancel an Instructional Plan on page 138.

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

## **RETRIEVE INSTRUCTIONAL INFORMATION**

In 2014-15, instructional information is limited to the EE, list of linkage levels and nodes, and the mini-map. These are labeled as Tested Essential Elements PDFs and are located on the Educator Resource Page. Additionally, during Phase B and Phase C field tests, we will replicate this information and make it available through the Instructional Tools Interface in Educator Portal for each EE a Test Administrator chooses for instructionally embedded assessment. To learn about steps to access Instructional Information, see the supporting procedure in Educator Portal, Create an Instructional Plan on page 125.

Professional development modules are designed to provide support for instruction on broad academic topics associated with many Essential Elements. See the Professional Development tab on the Dynamic Learning Maps website for links to these modules.

## **CONFIRM TESTLET ASSIGNMENT**

After instruction is complete and the student is ready for assessment, the Test Administrator returns to the Instructional Tools Interface and confirms the assignment of the EE and linkage level. This process assigns a specific testlet to the student and provides a Testlet Information Page (TIP) to the Test Administrator.

## **SCHEDULING AND SET-UP**

Test Administrators should identify several sessions during a larger testing window when they can deliver testlets, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled for their sessions.

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

Recommendations for configuration of the computer, Test Administrator, student, and other materials are provided in the sections of this manual on computer-delivered and teacher-administered testlets.

For testing time averages and ranges, see the topic Test Administration Time on page 19.

## **TESTLET INFORMATION PAGE AND MATERIALS NEEDED**

Regardless of the type of DLM assessment administered to the student, teachers will need the following when beginning an assessment:

- Testing device with KITE client loaded
- Student username and password (on the Instructional Plan from History in ITI)
- Assistive devices appropriate to student (if needed)
- Headphones for computer read aloud if other students are in the room (if needed)

**Hint:** Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window. Students who need read aloud may still use human read-aloud delivered by the test administrator.

- Testlet Information Page (TIP)

### ***TESTLET INFORMATION PAGE***

Once the Test Administrator has confirmed the test assignment in the Instructional Tools Interface, the system delivers a Testlet Information Page (TIP) in Educator Portal. The TIP PDF provides specific information that is unique to each testlet, for example:

- Test form name
- Number of items
- Type of testlet: computer-delivered, teacher-administered, or hybrid
- Which Essential Elements are tested
- Materials needed, including: recommended substitute materials and important traits of substitute materials, names of texts for ELA assessments, appropriateness of calculator use in math
- Accessibility supports that may be recorded on a student's PNP but are not allowed on this specific testlet
- Other comments or instructions
- Script for alternate text for each image, screen by screen

### ***MATERIALS, MANIPULATIVES, OBJECTS***

Since it is important that the objects be easily available and familiar to the student, the Testlet Information Page includes information which describes the general properties of the objects that are needed in order to assess the nodes correctly. Objects that are not on the list may be substituted as long as they meet the general requirement for that EE. Also, if a specific testlet assigned to the student contains objects that are not appropriate for that student, other objects may be substituted.

Materials named for the specific testlet should be collected prior to the test session. However, if you have begun a testlet and the objects and materials listed are not working as anticipated, use the “exit does not save” option to leave the test, collect different materials, and log back in at a later time. Remember that the system can sit inactive for up to 28 minutes without logging out, so if the materials are close by, it is also possible to simply walk away from the screen to retrieve them and return immediately to the session.

### ***FAMILIAR TEXTS***

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy and the computer screen will not be as engaging, the paper copy of the text may be used instead. Links to printable versions of familiar texts are provided on the Familiar Texts in ELA link from the Educator Resource page. Choose a grade level to see all texts for that grade.

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## SPRING OPERATIONAL ASSESSMENTS

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### KEY STEPS

Test Administrators prepare for DLM spring operational assessments by completing the steps below. **Grey shaded steps are described in more detail in this section of the manual.** Remaining steps are defined in other DLM resources listed in the comprehensive administration checklist on page 10.

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

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

### RECHECK STUDENT INFORMATION

Before your state's spring testing window opens, confirm that you have the correct students on your roster, that they are assigned to the correct grade and subjects, and that their First Contact and PNP information is up to date. Consult your Assessment Coordinator for instructions on editing student information.

### SCHEDULING AND SET-UP

Test Administrators should identify several sessions during a larger testing window when they can deliver testlets, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled for their sessions.



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

Recommendations for configuration of the computer, Test Administrator, student, and other materials are provided in the sections of this manual on computer-delivered and teacher-administered testlets.

For testing time averages and ranges, see the topic Test Administration Time on page 19.

### ***FREQUENCY OF TESTLET DELIVERY DURING SPRING TESTING***

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

- The system looks for students who are ready for their next testlet at the top and bottom of each hour (e.g., at 10:00 and 10:30). This process runs all day, through all time zones with DLM states.
- During typical testing volume, the next test is assigned within 30 minutes after the student is identified as being ready for the next testlet. That means a student would typically receive the next testlet in 60-90 minutes or less after finishing the previous testlet in that subject, depending on what time the testlet was finished.
- During peak testing volume, next testlet assignment may take longer. In the worst case, a student should still be able to receive two testlets per day, per subject (one in the morning, one in the afternoon).

### **TESTLET INFORMATION PAGE AND MATERIALS NEEDED**

Regardless of the type of DLM assessment administered to the student, teachers will need the following when beginning an assessment:

- Testing device with KITE client loaded
- Student username and password (on the Instructional Plan from History in ITI)
- Assistive devices appropriate to student (if needed)
- Headphones for computer read aloud if other students are in the room (if needed)

**Hint:** Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window. Students who need read aloud may still use human read-aloud delivered by the test administrator.

- Testlet Information Page (TIP)

## TESTLET INFORMATION PAGE

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


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NEW! For spring assessment, TIPs are in the Test Management section of Educator Portal. In addition to the information in this section, please see Retrieve Testlet Information Page on page 122.

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

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

 **DYNAMIC**  
LEARNING MAPS

**ELA RI.11-12.8 IP 7125**

Testlet Information Page: ELA7125

---

Testlet Type: Teacher-administered      Number of Items: 3

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

- **Materials needed:** Sometimes specific materials are named for use in DLM testlets. These materials are listed here. (For example: If the testlet calls for 20 checkers to use as counters, you may substitute other objects that can be used as counters.)
- **Substitute materials:** Substitute materials are often allowed. This section indicates whether materials may be substituted, and sometimes provides recommendations about key features of substitute materials.<sup>8</sup>
- **Exceptions to allowable supports:** While a test administrator may normally use all PNP features and other flexibility described in the Allowable Practices section of the TEST ADMINISTRATION MANUAL, this area indicates when it is **not** appropriate to use a support on this specific testlet. This may include limits on the use of definitions, translation, read aloud, or other supports.
- **Other comments:** If there are further unique instructions for this testlet, they will be provided here.

---

<sup>8</sup> For a general list of materials typically used in mathematics testlets, see the Mathematics Materials Collections for Spring 2015 PDF on the Educator Resource Page.

- **Alternate text:** For test administrators who will be delivering human read aloud that includes description of graphics, alternate text descriptions of images are provided as additional pages after the main TIP.<sup>9</sup>

TIPs for English language arts testlets also have this information:

- Name of the text
- Whether it is informational text or literature
- Whether the text is familiar or unfamiliar. Familiar texts may be downloaded from your Educator Resource Page on the DLM website and used in instruction prior to assessment.
- Whether test administration time is expected to be longer than usual because there are two texts. (This occurs only when the linkage level requires a comparison between two texts.)

TIPs for mathematics testlets also have this information:

- Any specific math terminology used in the testlet.
- Whether a testlet is appropriate for calculator use.
  - A testlet marked “yes” means a student should have the option to use a calculator if the student is accustomed to using a calculator for instruction. There may be some items in the testlet for which a calculator is not needed, but the test administrator does not have to remove the calculator once it has been given for the testlet.
  - A testlet marked “no” means a student should not be allowed to use a calculator for any portion of the testlet.
  - A testlet marked “not needed” means the items do not involve computation and a calculator does not need to be provided.

Some testlets that require special set-up before test administration begins, such as some math testlets designed for students with blindness or visual impairments, have additional pages of instructions.

### ***MATERIALS, MANIPULATIVES, OBJECTS***

Since it is important that the objects be easily available and familiar to the student, the Testlet Information Page includes information which describes the general properties of the objects that are needed in order to assess the nodes correctly. Objects that are not on the list may be substituted as long as they meet the general requirement for that EE. Also, if a specific testlet assigned to the student contains objects that are not appropriate for that student, other objects may be substituted.

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<sup>9</sup> General guidelines for providing human read aloud of alternate text are provided in the section titled Human Read Aloud Support on page 34.

Materials named for the specific testlet should be collected prior to the test session. However, if you have begun a testlet and the objects and materials listed are not working as anticipated, use the “exit does not save” option to leave the test, collect different materials, and log back in at a later time. Remember that the system can sit inactive for up to 28 minutes without logging out, so if the materials are close by, it is also possible to simply walk away from the screen to retrieve them.

### *FAMILIAR TEXTS*

Teacher-administered reading testlets use texts that are familiar to students and have been used during instruction. If the student is accustomed to having the familiar text read from a paper copy and the computer screen will not be as engaging, the paper copy of the text may be used instead. Links to printable versions of familiar texts are provided on the Familiar Texts in ELA link from the Educator Resource page. Choose a grade level to see all texts for that grade.

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## PREPARE FOR NEXT YEAR

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There are decisions that Test Administrators and IEP teams need to make when preparing for the following school year. Both steps are described in this section.

Step
1. With IEP team, evaluate accessibility supports (PNP settings) and make decisions about supports and tools for next year.
2. With IEP team, review blueprint for next grade as one source of information to plan academic IEP goals.

### EVALUATE ACCESSIBILITY SUPPORTS (PNP SETTINGS)

The IEP team will need to evaluate the PNP settings that were provided during assessment in 2014-15 to make decisions about what supports either need to be added, taken away or continue as is for next school year. Suggested questions to guide the IEP team in the evaluation of PNP settings are located in the Accessibility Manual.

DLM offers a variety of accessibility supports. The DLM ACCESSIBILITY MANUAL describes a 6-step process to evaluating and choosing appropriate supports for each student. The ACCESSIBILITY MANUAL also includes an appendix with state-specific guidance on which supports require IEP team approval. Accessibility supports should be reviewed at least once per year.

Accessibility supports are recorded in the student's Personal Needs and Preferences (PNP) Profile, or Access Profile, in Educator Portal. For more details on these procedures, see the Complete Access (Personal Needs and Preferences) Profile section beginning on page 96. of this manual.

### REVIEW BLUEPRINT

The IEP team will also need to review the provided blueprints for the next grade level as one source of information to plan academic goals.

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## EDUCATOR PORTAL USER GUIDE FOR TEST ADMINISTRATORS

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This section outlines the step-by-step procedures a Test Administrator might use in Educator Portal.

**Hint:** If Educator Portal or KITE look or behave differently and you are using a printed version of this manual, please check for an updated version of the manual on your state's DLM webpage.

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

Create Account is available, but not recommended for DLM users.

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### REQUIRED SOFTWARE

#### *SUPPORTED BROWSERS*

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

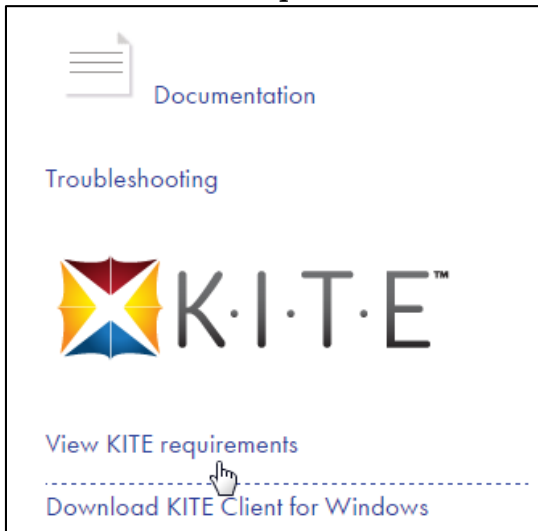
To access the KITE Requirements webpage, follow these steps:

1. Go to [www.dynamiclearningmaps.org](http://www.dynamiclearningmaps.org).

2. Click **Assessments | KITE & Educator Portal**.



3. Click **View KITE Requirements**.



4. Look for the section titled **Supported Browsers**.

### ***PDF VIEWER***

To view PDFs in Educator Portal, educators will need [Adobe Reader](#) or other software which allows you to view and print PDFs. Download Adobe Reader from <http://get.adobe.com/reader/>. Contact your Technical Liaison for questions related to technology specifications.

## MANAGE USER ACCOUNT

### ACTIVATE EDUCATOR PORTAL ACCOUNT

This procedure is required for all first time DLM users.

Hint: Go to the procedure titled Access Educator Portal on page 81 if you have already activated your KITE EP account and received your username and password.

1. Did you receive your KITE activation email message [KITE-support@ku.edu](mailto:KITE-support@ku.edu)?

If...	Then...						
Yes	Go to Step 2.						
No	<p><i>The activation email message is sent ONLY after your state or district Data Steward has uploaded your user information into Educator Portal.</i></p> <p>Did your Data Steward upload your user information into Educator Portal?</p> <table border="1"><thead><tr><th>If...</th><th>Then...</th></tr></thead><tbody><tr><td>Yes</td><td>Ask your Data Steward to resend the KITE activation email message.</td></tr><tr><td>No</td><td>Wait until your Data Steward has uploaded your user information.</td></tr></tbody></table>	If...	Then...	Yes	Ask your Data Steward to resend the KITE activation email message.	No	Wait until your Data Steward has uploaded your user information.
If...	Then...						
Yes	Ask your Data Steward to resend the KITE activation email message.						
No	Wait until your Data Steward has uploaded your user information.						

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

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

<http://educator.cete.us/AART/activate.htm?an=14984efe-2085-4cf0-ab60-62654b38dbfc>

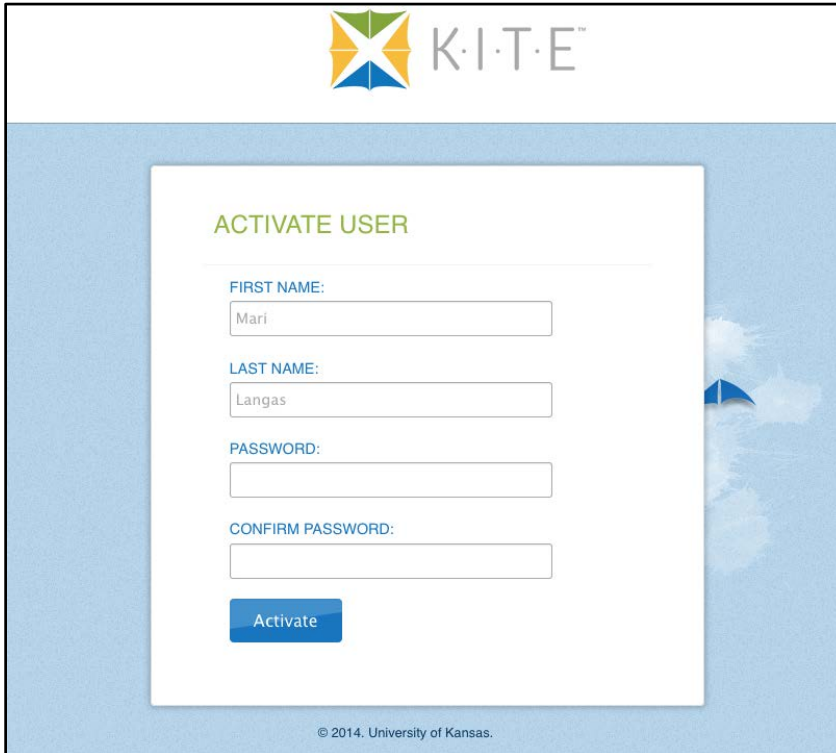
Please contact your local Assessment Coordinator or administrator if you did not request this account or are uncertain why you are receiving this email.  
This link to activate your account will expire in 20 days.

Hint: The email message may reference KITE, but this is the path to Educator Portal.

2. Click the link in the message. The **Activate User** screen appears.

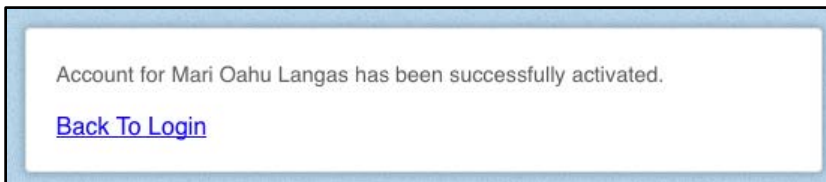


3. Complete these fields:
  - **First Name**
  - **Last Name**
  - **Password**
  - **Confirm Password**
4. Click **Activate**.



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



Account for Mari Oahu Langas has been successfully activated.

[Back To Login](#)

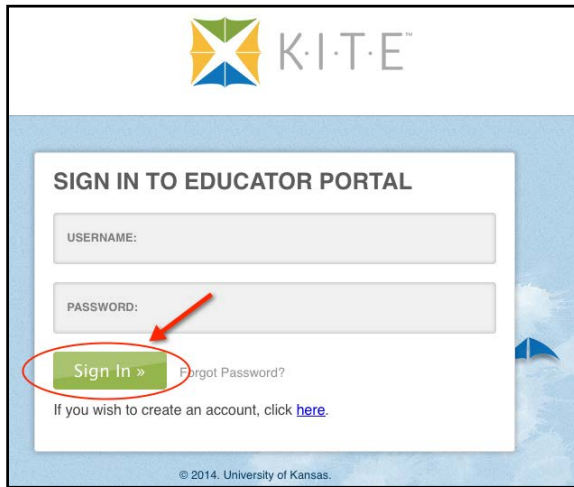
### *ACCESS EDUCATOR PORTAL*

Hint: The first time you access Educator Portal, go to the procedure titled Activate Educator Portal Account on page 80 of this guide.

To log in to **Educator Portal**, follow these steps:

1. Using a recommended internet browser, go to <https://educator.cete.us>.
2. Complete these fields on the **Sign In** screen.
  - **Username** (usually your email address; use lower case)
  - **Password** (case sensitive)

3. Click **Sign In**.

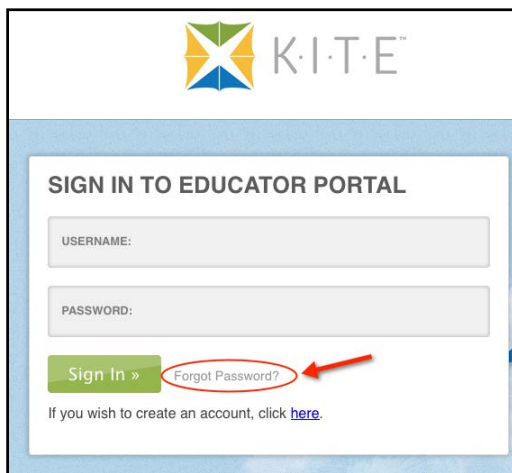


### ***RESET EDUCATOR PORTAL PASSWORD***

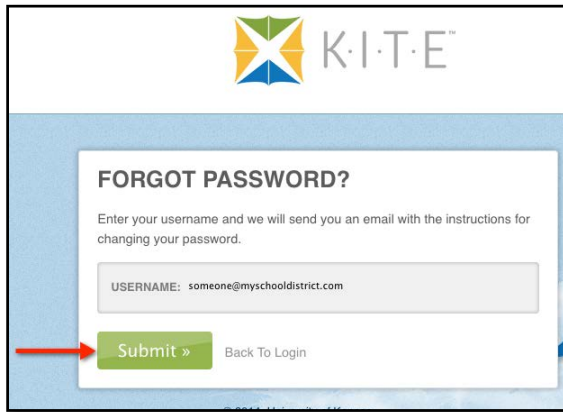
Hint: Use this procedure **ONLY** if you forgot your password. To change your password, see Change Password on page 85.

To reset a password in Educator Portal, follow these steps:

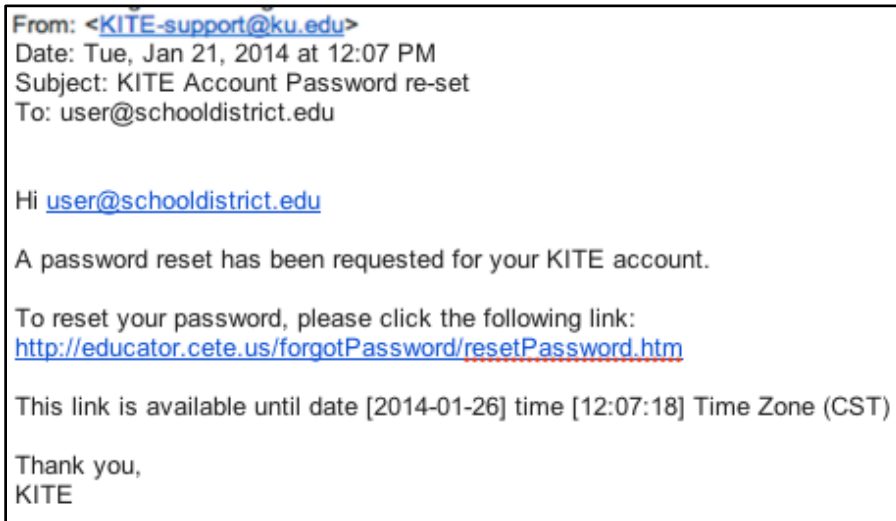
1. Go to Educator Portal at <https://educator.cete.us>.
2. Click **Forgot Password?**



3. Type your **Username**.



4. Click **Submit**. Receive a password reset email from [KITE-support@ku.edu](mailto:KITE-support@ku.edu) within one hour; check your junk or spam email folders if this automated message does not arrive.



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

Hi [user@schooldistrict.edu](mailto:user@schooldistrict.edu)

A password reset has been requested for your KITE account.

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

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

Thank you,  
KITE

5. Click the link in the message.
6. Type your **Username**.

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

**RESET PASSWORD**

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

**USERNAME:**

**PASSWORD:**

**CONFIRM PASSWORD:**

8. Click **Submit**.

**RESET PASSWORD**

Password has been reset successfully.

[Return to KITE Login Page](#)

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

## CHANGE PASSWORD

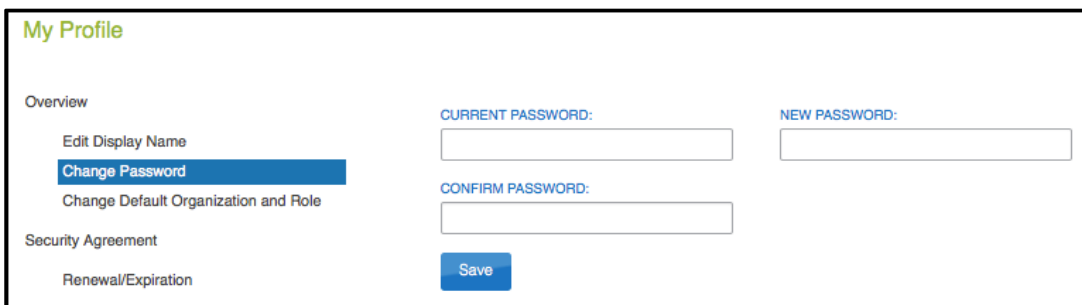
To change your password, follow these steps:

1. Click **My Profile**.



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2. Click **Change Password** on the left menu.
3. Complete these fields.
  - **Current Password**
  - **New Password**
  - **Confirm Password**



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

## COMPLETE SECURITY AGREEMENT

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

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

To complete the Security Agreement, follow these steps:

1. Click **My Profile**.



2. Click **Security Agreement** on the left menu.
3. Read the agreement.
4. Choose your reply.
5. Type your full name in the field.
6. Click **Save**.

**My Profile** [X]

Overview

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

The KITE Assessment provides opportunities for flexible assessment administration. However, all KITE assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2015 are secure tests.

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

1. Assessments (testlets) are not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means.
2. Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed.
3. Those who violate the KITE test security standards may be subject to their state's regulations or state education agency policy governing test security.
4. Educators are encouraged to use resources provided by KITE, including practice activities and released testlets, to prepare themselves and their students for the assessments.

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

I have read this security agreement and agree to follow the standards.

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

Please type your full name and click Save

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

## CHANGE DISPLAY NAME

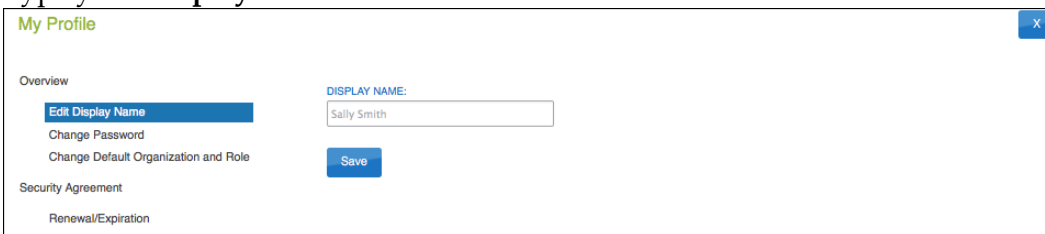
The display name is the name that shows when you log into the application. The default display name is the first name and last name that was defined in the user upload completed by your Data Steward to create your account. Changing your display name is optional.

To edit your display name, follow these steps:

1. Click **My Profile**.



2. Click **Edit Display Name** on the left menu.
3. Type your **Display Name**.



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

## CHANGE USER ROLE VIEW

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





## CHANGE DEFAULT ORGANIZATION AND ROLE

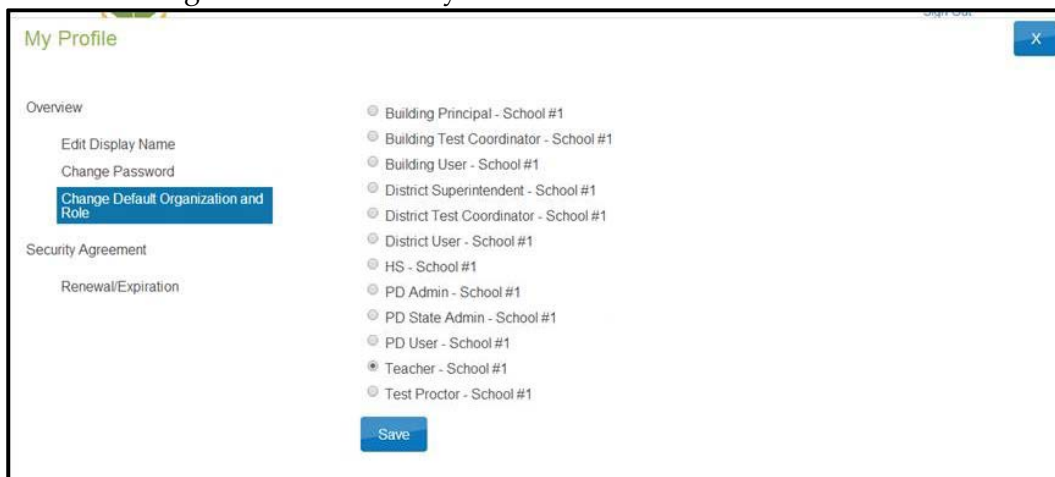
The default organization and role impact the view that appears when you log into Educator Portal. The default organization and role was defined in the user upload completed by your Data Steward to create your account. Changing your default organization and role is optional.

To change your default organization and role, follow these steps:

1. Click **My Profile**.



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



## 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*

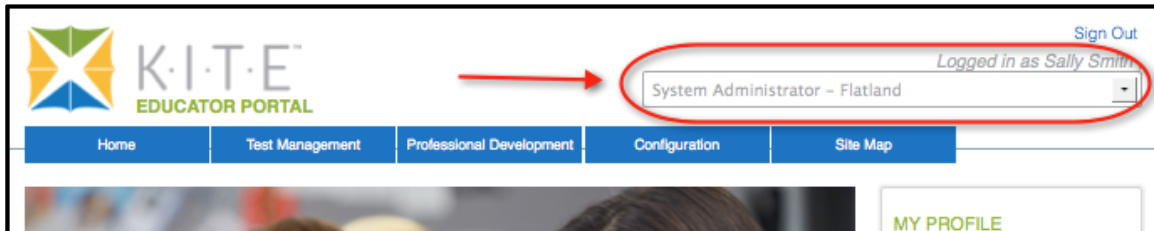
This procedure is required.

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

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

To view and check student records, follow these steps:

1. Choose user role view if needed.



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

5. Sort, filter, or search as needed.

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

Page 1 of 44 View 1 - 10 of 433

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

- o State ID
- o First Name
- o Last Name
- o Grade

If...	Then...
All fields are accurate for all students.	Go to the next step.
One or more fields contain incorrect information for one or more students.	Stop! Do <b>NOT</b> proceed. Do <b>NOT</b> enter First Contact or Personal Needs and Preferences data for these students. Do <b>NOT</b> 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"> <li>▪ Kansas - order a DLM test from KIDS.</li> <li>▪ All other states - work with your Data Steward to correct the Enrollment file; choose TRUE for the DLM_Status field.</li> </ul>

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

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

Page 1 of 1 | 10 | View 1 - 3 of 3

9. The View Student Record overlay appears.

**View Student Record - Student Name** X

**Student** [Edit](#)

Student State ID: [redacted]      Date of Birth: 12/01/2000

**Demographic**

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

**Profile**

Access Profile (PNP): [No Settings](#)  
 DLM Student: Yes      First Contact Survey: [Complete](#)

**School Enrollment**

- DLM West School, Grade 6, School Year 2015

District: [redacted]	Student Local ID: [redacted]	AYP School ID:	Gifted Student: No
State Entry:	School Entry: 02/01/2014	District Entry:	
Subject	Course	Educator	Roster
English Language Arts			

Hint: Looking for the student KITE Username or Password? See the procedure titled View Student Username and Password on page 117.

## VIEW AND CHECK ROSTER

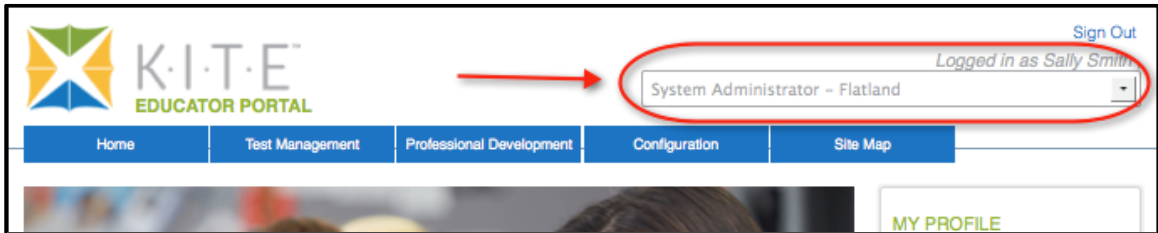
This procedure is required.

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

Page 3 of 18 View 21 - 30 of 175

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="checkbox"/> Assigned Educator					
<input checked="" type="checkbox"/>	Lisa	Jayhawk	lisaweeks@gmail.com	Active	lisaweeks@
<input type="checkbox"/> 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"> <li>a) Contact your Data Steward with the correct information.</li> <li>b) Go to the next step; you may continue while the Data Steward works to correct the information.</li> </ul>

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**.

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

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



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

**View Student Record - [blurred]**

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

8. Click **Edit Settings**.

**[blurred]**

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

**Student Demographics**

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

**Current Profile Settings**

No accessibility preferences have been set

**Edit Settings**

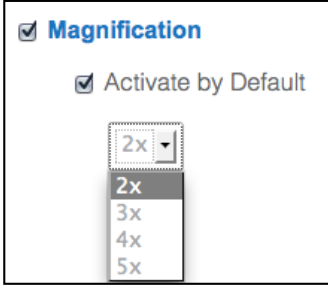
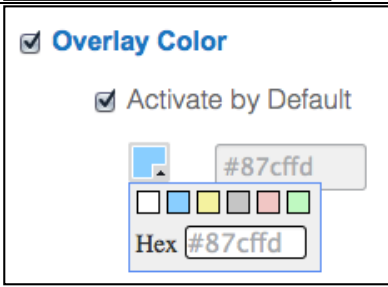
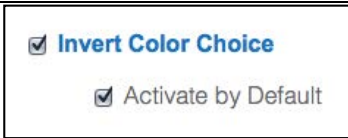

9. The **Summary** tab shows **Student Demographics** on the left and the **Current Profile Settings** on the right. The tabs at the top of the page break down accessibility options into three categories. Click **Edit Settings** to create or edit profile settings.

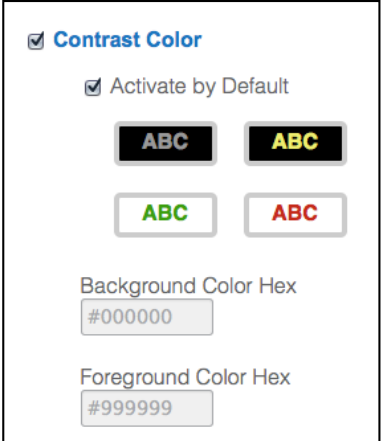
**Hint:** After each preference in the PNP has been saved, you will get an activation alert verifying that these settings have been saved successfully.

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

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  
**Braille Usage**  
Preferred

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

**Tactile**  
 Activate By Default  
Audio File

**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.

Hint: Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window. Students who need read aloud may still use human read-aloud delivered by the test administrator.

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


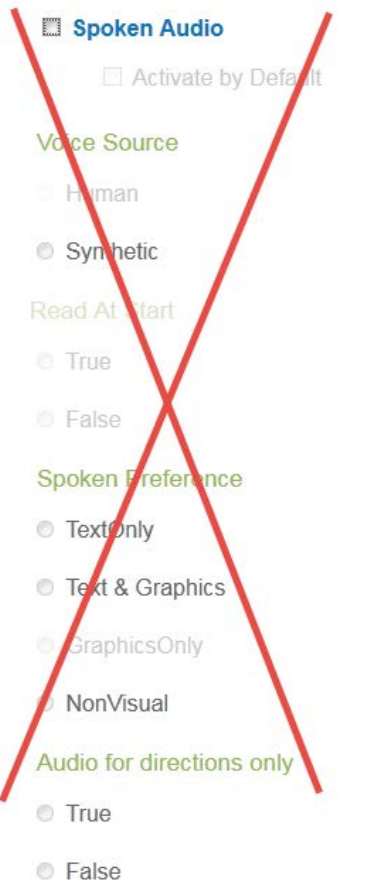
**Scan Speed (seconds)**

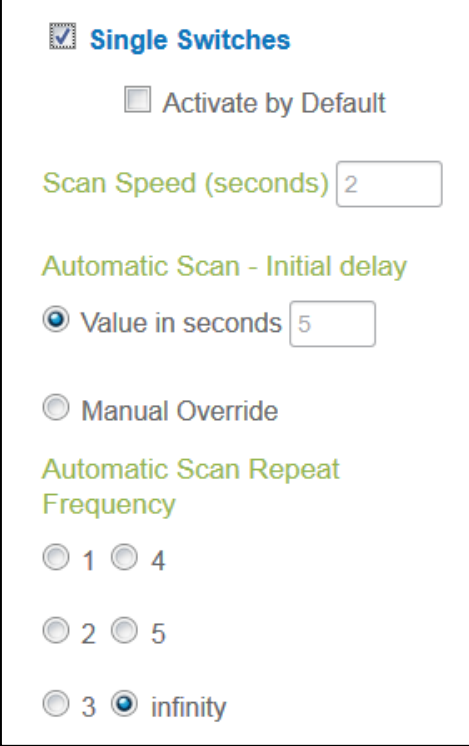
**Automatic Scan - Initial delay**  
 Value in seconds   
 Manual Override

**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	Spoken audio is not currently available in DLM.	

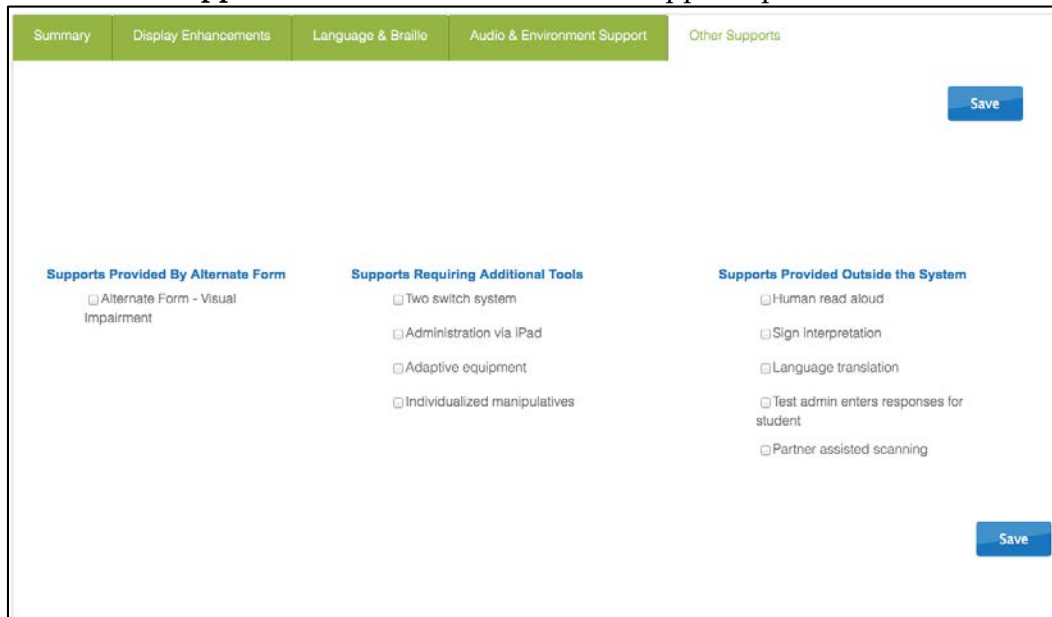
Audio & Environment Support	Definition	Screen
<p>Single Switches</p> <p>Single-switch system – Scanning is activated using a switch set up to emulate Enter on the keyboard.</p> <p>Two-switch system - The system automatically supports two-switch step scanning.</p>	<p><b>Note:</b> Single switch access 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"> <li>▪ <b>Scan Speed (seconds)</b> – 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”.</li> <li>▪ <b>Automatic Scan-Initial Delay</b> Allows you to specify whether scanning will begin automatically when a page appears. <b>Value in seconds</b> determines how long the system waits to begin scanning items after a page appears. <b>Manual Override</b> allows you to specify that the system will wait for the test taker to select the switch to initiate the scanning on a page.</li> <li>▪ <b>Automatic Scan Repeat Frequency</b> – Determines how many times the system will repeat the scan cycle before stopping when a selection is not made.</li> </ul>	



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
<b>Supports Provided by Alternate Form</b>	
<b>Alternate Form – Visual Impairment</b>	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	
<b>Supports Requiring Additional Tools</b>	
<b>Two switch system</b>	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.
<b>Administration via iPad</b>	Students are able to take the assessment via an iPad. Other tablet options are not available at this time.
<b>Adaptive equipment</b>	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).
<b>Individualized manipulatives</b>	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
<b>Supports Provided Outside the System</b>	
<b>Human read aloud</b>	<p>The Test Administrator may read the assessment to the student. Use only the alternate text included as part of the Testlet Information Page.</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><b>Hint:</b> Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window, therefore, this is the only read aloud option available for this window.</p> </div>
<b>Sign Interpretation</b>	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.
<b>Language translation</b>	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.

Other Supports	Definition
<b>Masking</b>	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.
<b>Test administrators responses for student</b>	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.
<b>Partner assisted scanning</b>	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.

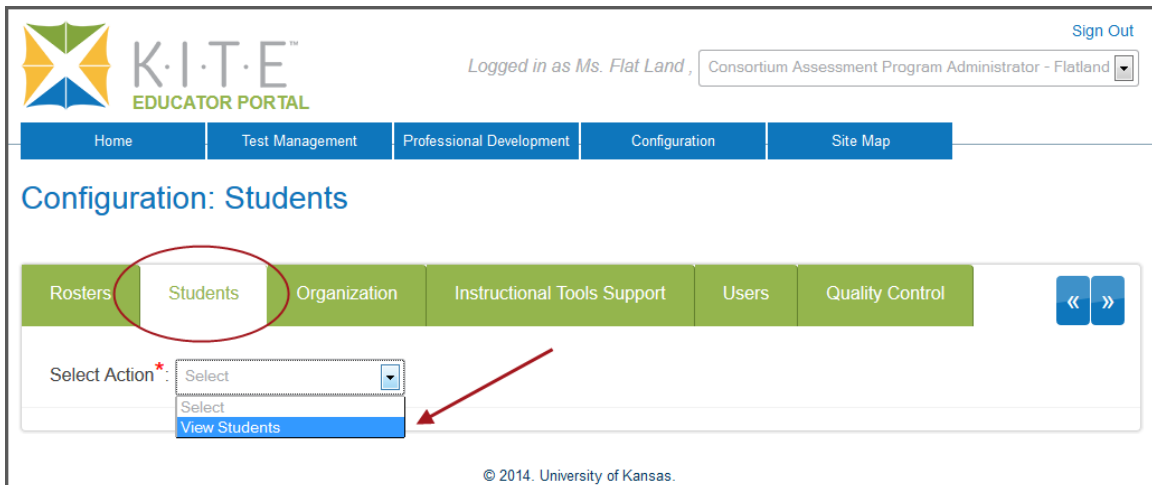
**Hint:** For students who have previous First Contact responses on file with us, DLM will attempt to match old data to 2014-15 student records. If old responses appear, the Test Administrator needs to update items based on changes in the student. The survey must still be “submitted” even if old responses 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. Flatland, Consortium Assessment Program Administrator - Flatland. Below the navigation bar, the page title is "Configuration: Students". A horizontal menu contains several options: Rosters, Students, Organization, Instructional Tools Support, Users, and Quality Control. The "Students" option is circled in red. Below this menu, there is a "Select Action\*" dropdown menu. 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

Page 1 of 3 | View 1 - 10 of 30

- 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
00001	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

Page 1 of 28 | View 1 - 10 of 280

**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 tabs: Welcome, Special Education (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. On the right side, there are "Previous" and "Next" buttons. The main content area contains two sections: "Select the student's Primary Disability\*" with a dropdown menu currently set to "Select", and "Classroom setting: Choose the option that best describes the student's class placement\*" with six radio button options: Regular Class, Resource Room, Separate Class, Separate School, Residential Facility, and Homebound/hospital Environment. At the bottom right, 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 progress 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 progress bar, the heading 'Hearing' is displayed in blue. On the right side, there are two blue buttons labeled 'Previous' and 'Next'. The main content area contains the text 'Hearing \*' followed by two radio button options: 'No known hearing loss' and 'Deaf or hard of hearing'. At the bottom right, there are two more blue buttons labeled 'Previous' and 'Next'.

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 progress 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 progress bar, the heading 'Arm & Head Control' is displayed in blue. On the right side, there are two blue buttons labeled 'Previous' and 'Next'. The main content area contains the text '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 two more blue buttons labeled 'Previous' and 'Next'.

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 progress 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 progress 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 \*'. There 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 progress 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 progress 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? \*'. There 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 at the top with tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic (selected), Attention, and Complete. Below the navigation bar is the title "Reading Skills" and "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 five columns representing percentages of time and two rows of skills.

	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 a navigation bar at the top with tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities, Computer Access, Communication, Academic, Attention (selected), and Complete. Below the navigation bar is the title "Attention" and "Previous" and "Next" buttons. The main content area contains two sections, each with radio button options:

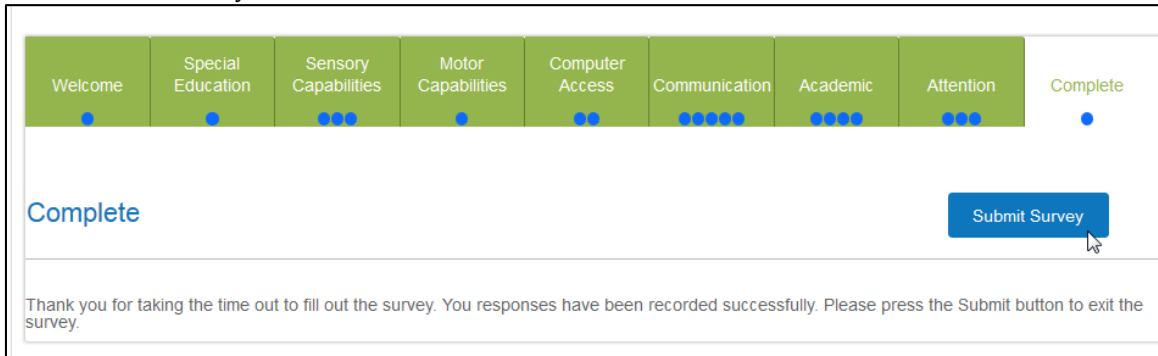
**Level of attention to teacher-directed instruction \***

- 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***

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

## **MANAGE ASSESSMENTS**

### ***VIEW STUDENT USERNAME AND PASSWORD***

Students are assigned to the appropriate tests within Educator Portal. 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 135.

**Hint:** When you have finished this procedure, go to Retrieve Testlet Information Page on page 122 to save some time (you are most of the way there at the end of this procedure).

**Hint:** The student's user name and password are the same **FOR ALL DLM TESTS** for the 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.

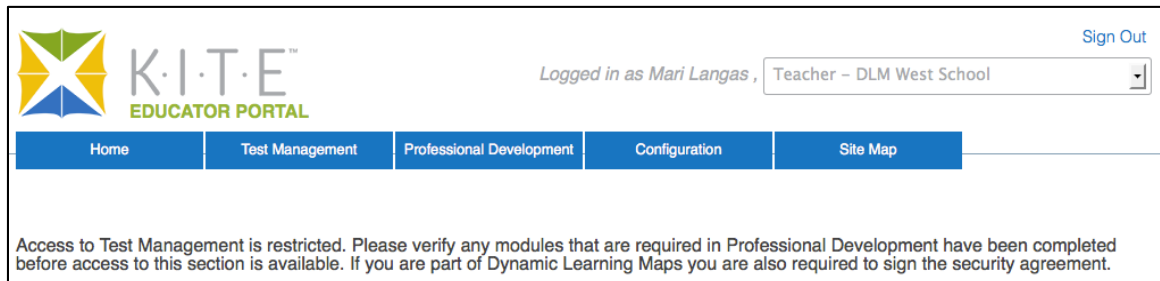
**Hint:** You will need a PDF Reader to complete this procedure. If you choose to print, you will need a printer connection. See your Technical Liaison if you need help.

To view student usernames and passwords, follow these steps:

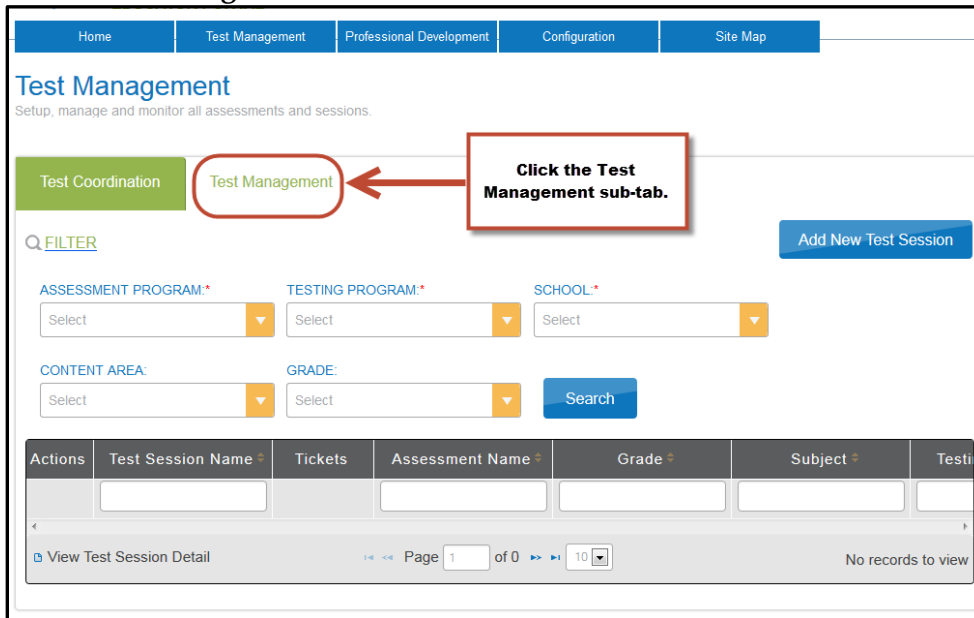
1. Click **Test Management**.



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



2. Click **Test Management**.



3. Select the following options in these fields:

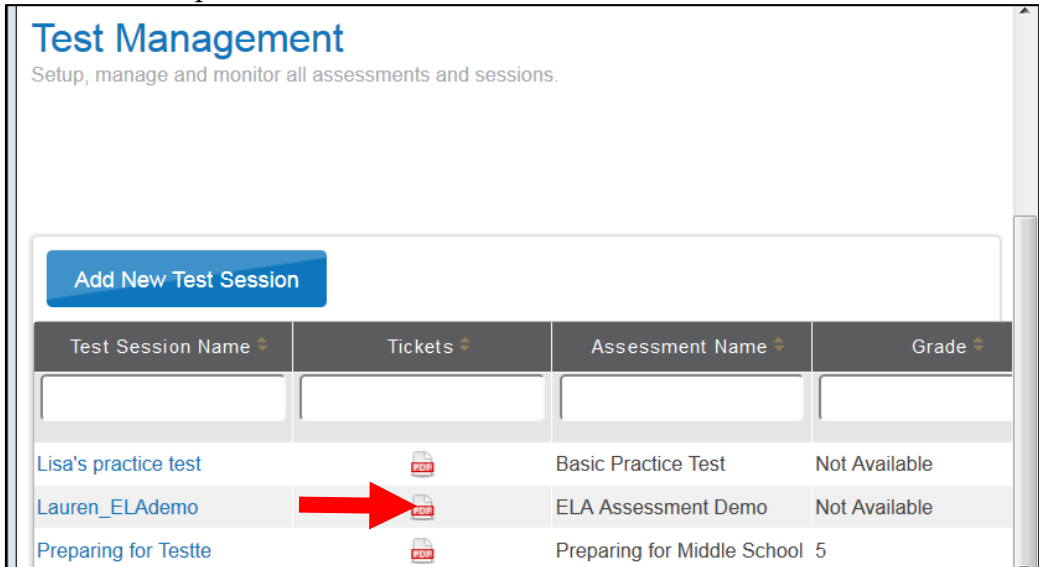
- **Assessment Program:** Dynamic Learning Maps
- **Testing Program:** Summative
- **School:** your school

4. Leave other fields blank.

5. Click **Search**. A list of test sessions will be displayed.

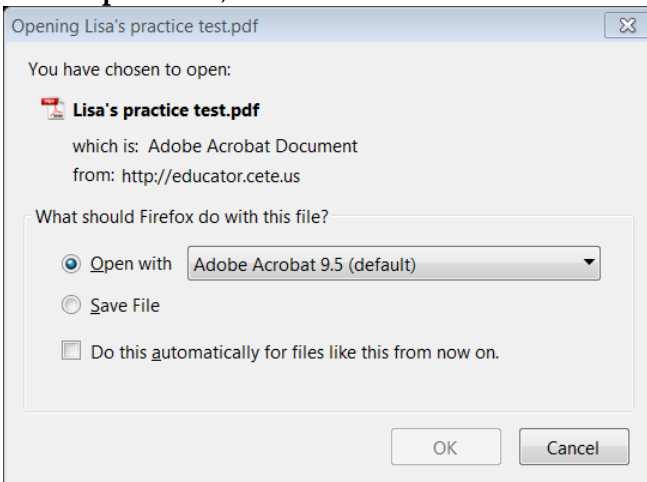
Hint: If no tickets appear, work with your Data Steward to confirm that you have a roster with students connected to you.

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



**Hint:** Tests for each test event are only visible during that test window. When the window closes on a test event, those tests are no longer available or visible.

- Click **Open with**; choose Adobe Reader.



- Click **OK**.



9. View the student username and password.

<b>Playground Demo 1 - Smith</b>
<p>First Name: Jesse          Last Name: Callahan          UserName: 55557          Password: y4t95          Test Collection: Check Graph Labels          Test Form: Check Graph Labels          Test Section: Section 1          Ticket Number: N/A</p>

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

10. Compare the student names to the students expected.

If...	Then...
All students appear	You are ready to administer assessments.
A student does not appear	<p>Check these items on your own:</p> <ul style="list-style-type: none"> <li>• First Contact survey is not complete.</li> <li>• First Contact survey is not submitted.</li> <li>• First Contact survey was submitted less than 24 hours ago.</li> </ul> <p>Work with your Data Steward to check these items:</p> <ul style="list-style-type: none"> <li>• In the Enrollment file, the Current_Grade_Level field is missing the student's grade.</li> <li>• In the Roster file, the State_Subject_Area field is blank or incorrect.</li> </ul>

Hint: When you have finished this procedure, go to Retrieve Testlet Information Page on page 122 to save some time (you are most of the way there at the end of this procedure).

## RETRIEVE TESTLET INFORMATION PAGE

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

The testlet is part of...	Retrieve the Testlet Information Page at...
Spring testing	Use the procedure described below this table to retrieve the TIP after each testlet is assigned and before you begin testing.
Instructionally embedded test	See Confirm an Instructional Plan on page 132.

### 1. Click **Test Management**.



The screenshot displays the KITE Educator Portal interface. At the top left is the KITE logo and the text "KITE EDUCATOR PORTAL". To the right, it shows the user is logged in as "Mari Langas" with the role "System Administrator - Hawaii" and a "Sign Out" link. A navigation bar contains five items: "Home", "Test Management" (highlighted with a red arrow), "Professional Development", "Configuration", and "Site Map". Below the navigation bar is a large image of a teacher and students using a tablet. To the right of the image are two sections: "MY PROFILE" with a placeholder for a profile picture, and "QUICK LINKS" with four items: "Add New Test", "Monitor Session", "Rosters", and "Student". At the bottom of the page, there is a copyright notice: "© 2014. University of Kansas."

2. Click **Test Management**.

The screenshot shows the 'Test Management' section of a web application. At the top, there is a navigation bar with tabs for Home, Test Management, Reports, Professional Development, Configuration, and Site Map. Below this, the 'Test Management' title is displayed with the subtitle 'Setup, manage and monitor all assessments and sessions.' A secondary navigation bar contains 'Test Coordination', 'Test Management' (highlighted with a red box), and 'Instructional Tools'. To the right are 'View Tickets' and 'Add Test Session' buttons. A search area includes three dropdown menus: 'ASSESSMENT PROGRAM:\*' (Dynamic Learning Maps), 'TESTING PROGRAM:\*' (Summative), and 'SCHOOL:\*' (DLM West School), all highlighted with a red box. Below these are 'SUBJECT:' and 'GRADE:' dropdowns, a 'Show expired' checkbox, and a 'Search' button. At the bottom, a table with columns 'Actions', 'Test Session Name', 'Tickets', 'Assessment Name', 'Grade', and 'Subject' is shown. The table is empty, and the footer indicates 'Page 1 of 0' and 'No records to view'.

3. Select the following options in these fields:

- **Assessment Program:** Dynamic Learning Maps
- **Testing Program:** Summative
- **School:** your school

4. Complete these fields, if desired:

- **Subject**
- **Grade**

5. Click **Search**. A list of test sessions will be displayed.

6. Click the desired **Test Session Name**.

Hint: Test Session Names are long. Look for the **student's last name** and the **test collection**. Here are two examples:

DLM-**VanDonsola**-YE **ELA RI.3.9 DP**-DistalPrecursor-1234567

DLM-**VanDonsola**-YE **M 9.1 IP**-InitialPrecursor-1234567

Actions	Test Session Name	Tickets	Assessment Name	Grade	Subject
	DLM-VanDonsola-YE M 9.1 IP-InitialPrecursor-1234567		YE M 9.1 IP	Grade 11	Mathematics
	DLM-VanDonsola-YE ELA RI.3.9 DP-DistalPrecursor-1234567		YE ELA RI.3.9 DP	Grade 3	English Language Arts
	<b>[Blurred]</b>		YE M 10.3 IP	Grade 10	Mathematics
	<b>[Blurred]</b>		YE M 10.4 IP	Grade 10	Mathematics
	<b>[Blurred]</b>		YE M 9.3 IP	Grade 9	Mathematics
	<b>[Blurred]</b>		YE M 11.2 IP	Grade 11	Mathematics
	<b>[Blurred]</b>		YE M 9.5 IP	Grade 9	Mathematics
	<b>[Blurred]</b>		YE M 10.5 IP	Grade 10	Mathematics
	<b>[Blurred]</b>		YE M 9.6 IP	Grade 9	Mathematics
	<b>[Blurred]</b>		YE M 9.5 IP	Grade 9	Mathematics

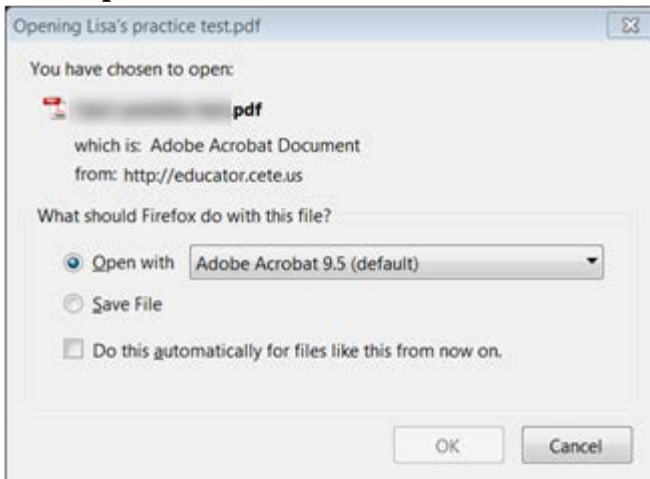
View Test Session Detail Page 1 of 9 View 1 - 10 of 87

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

Home	Test Management	Reports	Professional Development	Configuration	Site Map
<a href="#">back</a>					
View/Edit Test Session: <b>[Blurred]</b>					
Choose the students to register to the selected test below. Click SAVE to continue					
Assessment Details	Students	Session Information	Monitor		
Current School Year	Educator ID	Educator First Name	Educator Last Name	DLM Student	Test Information
2015	Not Available	Aletra	Johnson	Yes	

Page 1 of 1 View 1 - 1 of 1

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



9. Click **OK**.
10. View the Testlet Information Page.

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

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

## USE THE INSTRUCTIONAL TOOLS INTERFACE (ITI)

Assigning an instructionally embedded assessment begins with creating an instructional plan.

Hint: This feature closes for the 2014-15 school year after March 6.

### *CREATE AN INSTRUCTIONAL PLAN*

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

1. Click **Test Management**.
2. Click **Instructional Tools**.

3. Click **Add New Instructional Plan**.

Home Test Management Reports Professional Development Configuration Site Map

## Instructional Tools

Plan instruction and assessment, confirm test assignment, and view history of instructional plans.

Test Management Instructional Tools

Add New Instructional Plan

State ID	Last Name	Middle Name	First Name	Access Profile	First Contact	History	Roster Name	Grade	Educational Last Name
----------	-----------	-------------	------------	----------------	---------------	---------	-------------	-------	-----------------------

View Test Session Detail Page 1 of 1 View 1 - 2 of 2

4. Select your **School**; click **Search**.

Sign Out  
Logged in as Ms. Flat Land, District Test Coordinator - Flatland

Home Test Management Configuration Site Map

back

## Add New Instructional Plan: Select Student

Select a student from roster and choose Next.

Student Roster Select Content Levels Assignment Confirmation

SCHOOL:  
School #1 Search

Next

5. Select a student; click **Next**.

Home Test Management Reports Professional Development Configuration Site Map

[back](#)

## Add New Instructional Plan: Select Student

Select a student from roster and choose Next.

Student Roster Select Content Levels Assignment Confirmation

Next

	State ID	Last Name	First Name	Access Profile	First Contact
<input type="radio"/>					
<input type="radio"/>					
<input checked="" type="radio"/>		Hamato	Michelangelo	Custom	Complete
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					
<input type="radio"/>					

Page 1 of 2 View 1 - 10 of 11

6. Select a **Subject, Claim, Conceptual Area, and Essential Element**; click **Next**.

Hint: Only Essential Elements with assessments available during the current testing window will appear in the list of options.

Home Test Management Reports Professional Development Configuration Site Map

<back

### Add New Instructional Plan: Select Content

Select the subject, claim, conceptual area and Essential Element. Then choose Next.

Student Roster Select Content Levels Assignment Confirmation

Back SELECTED STUDENT: [blurred] Next

Subject: Select Subject

Claim: Select Claim

Conceptual Area: Select Conceptual Area

Essential Element: Select Essential Element



7. On the **Levels** tab, select the appropriate linkage level for the student; click **Next**.

Home Test Management Reports Professional Development Configuration Site Map

back

### Add New Instructional Plan: Choose Level

Review recommendation and select a level for your student. Then choose Next.

Student Roster Select Content **Levels** Assignment Confirmation

Back SELECTED STUDENT: Next

	Level ▾	Level Description ▾
<input type="radio"/>	Initial Precursor	
<input type="radio"/>	Distal Precursor	
<input type="radio"/>	Proximal Precursor	
<input checked="" type="radio"/>	Target *	
<input type="radio"/>	Successor	

\*Recommended level for

**Hint:** One level will be recommended for the student and will display a red asterisk (\*).

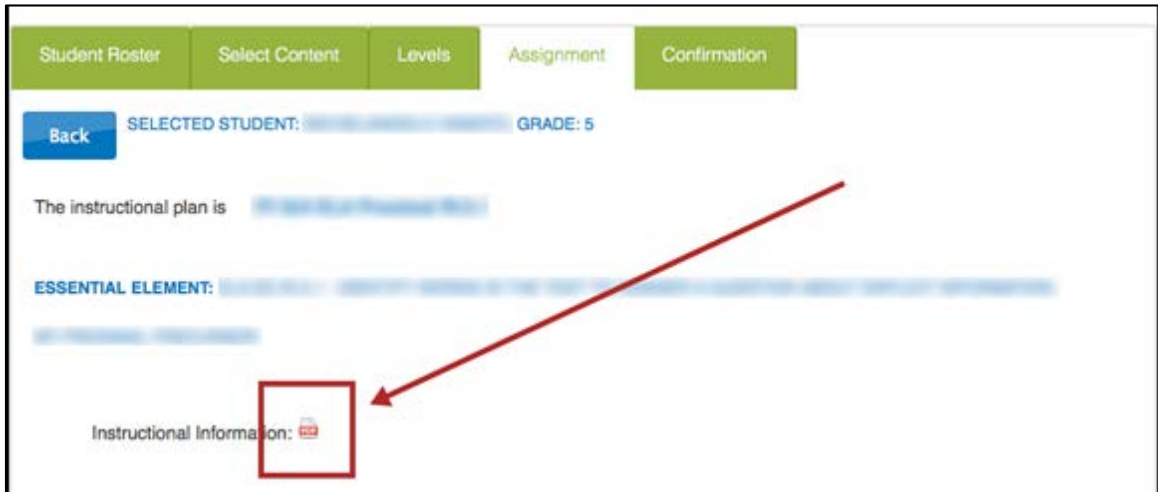
**Hint:** To see a longer description of the linkage level, select “more” under the level description column.

8. On the **Assignment** tab, review the information about the Essential Element you selected.

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

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

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



Hint: More about the Instructional Information is included in Retrieve Instructional Information on page 69.

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

Some English Language Arts texts contain themes that may be sensitive for certain students. Choose the themes that are acceptable for this student. These selections do not mean that you are choosing this content for specific testlets, only that testlets with these themes are acceptable for this student.

Theme:

Choose Save Plan to save this plan and instruct your student. Choose Continue if you have completed instruction and are ready to assign an assessment to your student.

12. Once student instruction is complete, go to the procedure titled Confirm an Instructional Plan on page 132.

Hint: Hint: To begin testing immediately, click **Continue** to go directly to the Confirmation tab and click **Confirm Assignment**.

Hint: Once a test is assigned, the student must complete it before another instructional plan can be created for the same Essential Element and linkage level.

### *CONFIRM AN INSTRUCTIONAL PLAN*

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

To confirm an instructional plan, follow these steps:

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

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

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

**View Instructional Plan History** [X]

Student Name: [blurred]  
Student State ID: [blurred]  
Instructor Name: [blurred]  
Roster: [blurred]  
Student Login: [blurred]  
Password: [blurred]

[Print Plans]

Select All to Print

Instructional Plan: [blurred]

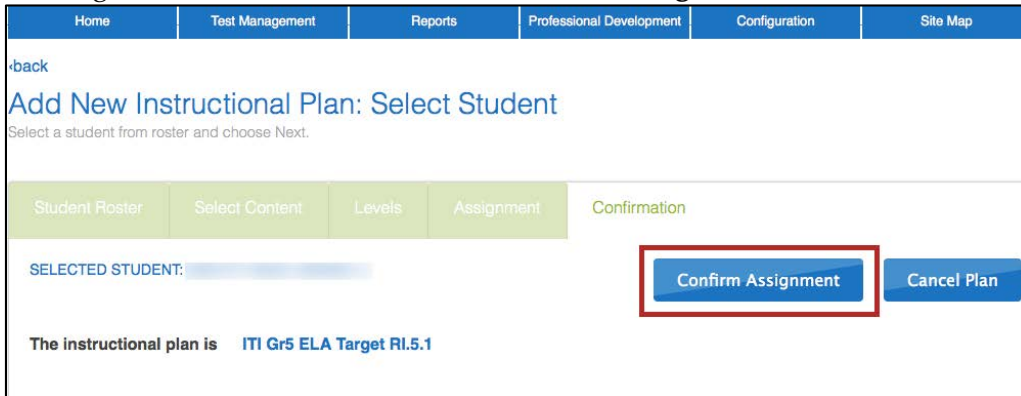
**Status: Pending**  
Date Assigned: 08/08/2014  
Date Confirmed: 08/08/2014  
Date Administered: 08/08/2014  
Essential Element: [blurred]  
Level: [blurred]

[Print]

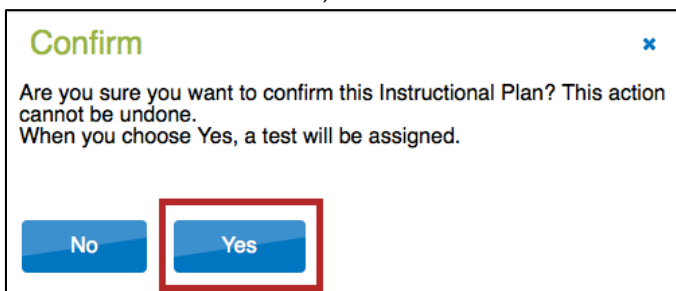
Instructional Plan: [blurred]

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

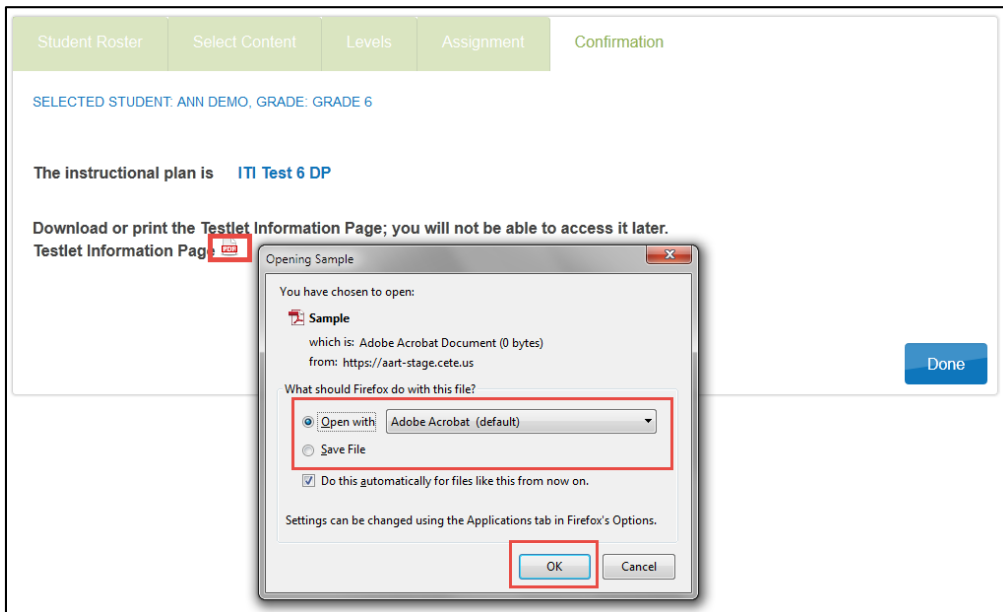
7. To assign the test to the student, click **Confirm Assignment**.



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



9. If the testlet includes a Testlet Information Page (TIP), click the PDF icon to view or save it.



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

10. Click **Done**.

## VIEW INSTRUCTIONAL PLAN HISTORY

The Instructional Plan History summarizes all EEs and linkage levels assigned to a student as instructional plans. It also provides the student's KITE login and password.

To view the instructional plan history for a student, follow these steps:

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

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

5. On the View Instructional Plan History window, review the information presented.

**View Instructional Plan History** [X]

Student Name: [REDACTED]  
Student State ID: [REDACTED]  
Instructor Name: [REDACTED]  
Roster: [REDACTED]  
Student Login: [REDACTED]  
Password: [REDACTED]

[Print Plans]

Select All to Print

Instructional Plan: [REDACTED]

Status: Confirmed  
Date Assigned: 08/08/2014  
Date Confirmed: 08/08/2014  
Date Administered: 08/08/2014  
Essential Element: [REDACTED]  
Level: [REDACTED]

[Print]

Instructional Plan: [REDACTED]

6. To review a different instructional plan, click the bar that describes the plan.

**View Instructional Plan History** [X]

Student Name: [blurred]  
Student State ID: [blurred]  
Instructor Name: [blurred]  
Roster: [blurred]  
Student Login: [blurred]  
Password: [blurred]

[Print Plans]

Select All to Print

Instructional Plan: [blurred]

Status: [Pending](#)  
Date Assigned: 08/08/2014  
Date Confirmed: 08/08/2014  
Date Administered: 08/08/2014  
Essential Element: [blurred]  
Level: [blurred]

[Print]

Instructional Plan: [blurred]

Note: The first plan closes and the second is displayed.

### ***PRINT INSTRUCTIONAL PLAN HISTORY***

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

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

To print an instructional plan history, follow these steps:

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

5. To print a plan, click the checkbox next to that plan.

The screenshot shows a window titled "View Instructional Plan History" with a close button (X) in the top right. Below the title, there are fields for Student Name, Student State ID, Instructor Name, Roster, Student Login, and Password. A "Print Plans" button is located to the right of these fields. Below this, there is a "Select All to Print" checkbox. A list of "Instructional Plan" entries follows, with the second entry's checkbox checked and highlighted by a red box. Below the list, there are fields for Status, Date Assigned, Date Confirmed, Date Administered, Essential Element, and Level. A "Print" button is highlighted with a red box to the right of these fields.

6. Click **Print**.



Note: To print more than one plan, click multiple checkboxes and click Print Plans.

This screenshot is similar to the previous one, but now two "Instructional Plan" entries have their checkboxes checked and are highlighted with a red box. The "Print Plans" button in the top right is also highlighted with a red box. The "Print" button at the bottom right is no longer highlighted.

Hint: Use the **Select All to Print** checkbox to select the entire history.



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

**All Instructional Plan Assignments**

Student Name: [REDACTED]  
Student State ID: [REDACTED]  
Instructor Name: [REDACTED]  
Roster: [REDACTED]  
Student Login: [REDACTED]  
Password: [REDACTED]

**Instructional Plan:** [REDACTED]  
**Status:** Confirmed  
**Date Assigned:** 08/08/2014  
**Date Confirmed:** 08/08/2014  
**Date Administered:** 08/08/2014  
**Essential Element:** [REDACTED]  
**Level:** [REDACTED]

**Instructional Plan:** [REDACTED]  
**Status:** Confirmed

## CANCEL AN INSTRUCTIONAL PLAN

---

Note: Instructional plans which have been saved or completed, but not confirmed, may be canceled. Once you click **Accept** on the Confirmation tab, a plan cannot be cancelled.

---

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

1. Click **Test Management**.
2. Click **Instructional Tools**.
3. Locate the student in the list.
4. In the **History** column, click **History**.

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

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

**View Instructional Plan History** [X]

Student Name: [REDACTED]  
Student State ID: [REDACTED]  
Instructor Name: [REDACTED]  
Roster: [REDACTED]  
Student Login: [REDACTED]  
Password: [REDACTED] [Print Plans]

Select All to Print

Instructional Plan: [REDACTED]

**Status: Pending** [Print]  
Date Assigned: 08/08/2014  
Date Confirmed: 08/08/2014  
Date Administered: 08/08/2014  
Essential Element: [REDACTED]  
Level: [REDACTED]

Instructional Plan: [REDACTED]

6. Click **Pending**.

7. Click **Cancel Assignment**.

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

## ACCESS REPORTS AND DATA EXTRACTS

### *VIEW INSTRUCTIONAL PLAN PERFORMANCE REPORT*

This report summarizes the progress of a student in an individual subject area. It only includes information about assessments from instructional plans selected through ITI. This report will not have scores in 2014-15.

Teachers may find the report useful when planning or reviewing instruction for a student. The report displays the conceptual area(s) tested, the grade level expectation (EE), the level tested, and indicates if the student has been assessed at that level.

---

Note: The progress report contains sensitive information, including the student's name, school, grade, and ID number among other data. Treat this as a secure document and handle accordingly.

---

To view the Instructional Plan Performance Report for a student, follow these steps:

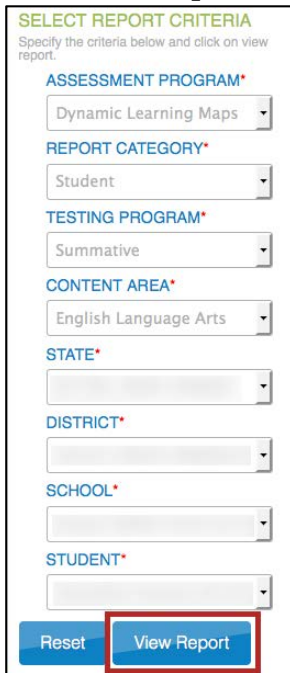
1. Click **Reports**.



2. On the **Performance Reports** tab, choose the following options in these fields.

Field	Choose
<b>Assessment Program</b>	Dynamic Learning Maps
<b>Report Category</b>	Student
<b>Testing Program</b>	Summative
<b>Content Area</b>	Choose the content area.
<b>State</b>	Choose your state.
<b>District</b>	Choose the appropriate district.
<b>School</b>	Choose the appropriate school.
<b>Student</b>	Choose the student.

3. Click **View Report**.

A form titled 'SELECT REPORT CRITERIA' with the instruction 'Specify the criteria below and click on view report.' It contains eight dropdown menus: ASSESSMENT PROGRAM\* (Dynamic Learning Maps), REPORT CATEGORY\* (Student), TESTING PROGRAM\* (Summative), CONTENT AREA\* (English Language Arts), STATE\* (blank), DISTRICT\* (blank), SCHOOL\* (blank), and STUDENT\* (blank). At the bottom are 'Reset' and 'View Report' buttons. The 'View Report' button is highlighted with a red border.

- On the screen, review the student's report.

Performance Reports **Data Extracts**

**SELECT REPORT CRITERIA**  
Specify the criteria below and click on view report.

**ASSESSMENT PROGRAM\***  
Dynamic Learning Maps

**REPORT CATEGORY\***  
Student

**TESTING PROGRAM\***  
Summative

**CONTENT AREA\***  
English Language Arts

**STATE\***

**DISTRICT\***

**SCHOOL\***

**STUDENT\***

Reset View Report

10-23-2014 Save

**Individual Student Progress Report for** (ID: )

English Language Arts

Claim: ELA.C1

Grade Level Expectation	Level 1	Level 2	Level 3	Level 4	Level 5
ELA.EE.RI.5.1		Assessed: 10/17			
ELA.EE.RI.5.5					

= current instruction goal 
 = assessed 
 = Target

- To save/print the report, click **Save**.

Performance Reports **Data Extracts**

**SELECT REPORT CRITERIA**  
Specify the criteria below and click on view report.

**ASSESSMENT PROGRAM\***  
Dynamic Learning Maps

10-23-2014

**Individual Student Progress Report for** (ID: )

**Save**

- Save the PDF so you may print the report.

**Individual Student Progress Report**

**Name:** \_\_\_\_\_

**Subject:** English Language Arts

**Report Date:** October 23, 2014

**School:** \_\_\_\_\_

**District:** \_\_\_\_\_

**State:** \_\_\_\_\_

**Year:** 2015

**Grade:** 5

**ID:** \_\_\_\_\_

\_\_\_\_\_’s current performance in 5 English Language Arts Essential Elements is summarized below. This information is based on all of the Dynamic Learning Maps tests taken between the beginning of the school year and October 23, 2014. The target level is the grade level expectation for students to have proficient understanding of and ability to apply the Essential Element.

This report does not show progress on all of \_\_\_\_\_’s instructional goals. \_\_\_\_\_ may be taught other academic concepts that have not yet been tested. This report does not show progress on IEP goals.

Claim: ELA.C1		Conceptual Area: _____			
Grade Level Expectation	Level 1	Level 2	Level 3	Level 4	Level 5
ELA.EE.RI.5.1		Assessed: 10/17			
ELA.EE.RI.5.5					

= Target  
 = Current Instructional Goal  
 = Assessed (Assessed date is the most recent)

Page 1 of 1

### VIEW ROSTER PROGRESS REPORT

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

To create a roster progress report, follow these steps:

- Click **Reports**.
- On the **Performance Reports** tab, choose the following options in these fields.

Field	Selection
<b>Assessment Program</b>	Dynamic Learning Maps
<b>Report Category</b>	Roster
<b>Testing Program</b>	Summative
<b>Content Area</b>	Choose the content area.
<b>State</b>	Choose your state.
<b>District</b>	Choose the appropriate district.
<b>School</b>	Choose the appropriate school.
<b>Roster</b>	Choose the appropriate roster.
<b>Student</b>	Use the checkboxes to choose the students. Hint: You can click <b>Check All</b> to select all of the students on a roster.

3. Click **View Report**.
4. View the progress report for the selected students.

5. To save/print the report, click **Save**.

Hint: The Save button creates a PDF of the report. Save the PDF to print the report.

#### ***VIEW ACCESSIBILITY PROFILE (ACCESS PROFILE OR PNP) DATA EXTRACT***

The Accessibility Profile report allows you to export a CSV file that lists the Access Profile (PNP) settings for the students enrolled in a particular school. Each time a new data extract is created, the old data extract will be unavailable.

Note: This data extract includes sensitive information. Treat this as a secure document and handle accordingly.

To create a data extract, follow these steps:

1. Click **Reports**.



2. Click **Data Extracts**.



3. Locate the Accessibility Profile line.
4. In the **Action** column, click **New File**.



A table with five columns: Extract, Description, Requested, File, and Action. The 'Accessibility Profile' row is highlighted with a red border. The 'Action' column for this row contains a 'New File' button.

Extract	Description	Requested	File	Action
Current Enrollment	Student enrollment information. File may also be used to upload enrollment information.			New File
Accessibility Profile	Student Personal Needs Profile (PNP) for students with any PNP selections.			New File
Roster	Student assignment specific to educator and subject.			New File
Users	Educator Portal users and their role(s) by organization.			New File

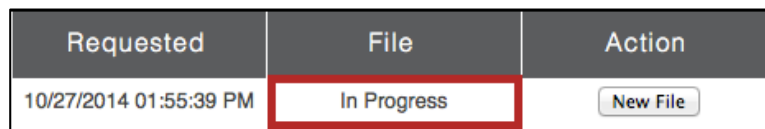
5. On the window that displays, use the drop down menus to select information.

Hint: In most cases, you will need to select a school and district.

6. Click **OK**.

Note: If a report exists, a message appears asking you to confirm replacing the report with a new one. Click **Yes**.

Hint: While the system is processing the report, the **File** column will display "In Progress".



A table showing the 'Requested', 'File', and 'Action' columns. The 'File' column contains the text 'In Progress' and is highlighted with a red border. The 'Action' column contains a 'New File' button.

Requested	File	Action
10/27/2014 01:55:39 PM	In Progress	New File

7. When the file is generated, click the CSV icon.



A table showing the 'Requested', 'File', and 'Action' columns. The 'File' column contains a CSV icon and is highlighted with a red border. The 'Action' column contains a 'New File' button.

Requested	File	Action
10/27/2014 01:55:39 PM	CSV	New File

8. Open or save the CSV file.



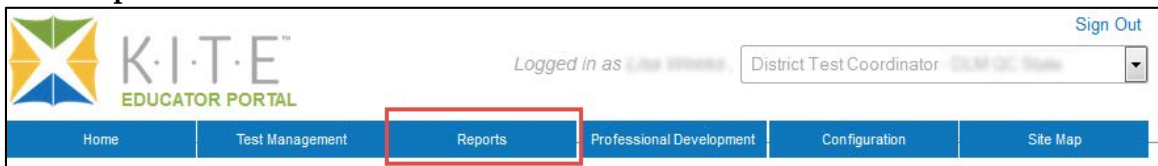
## VIEW A DATA EXTRACT

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

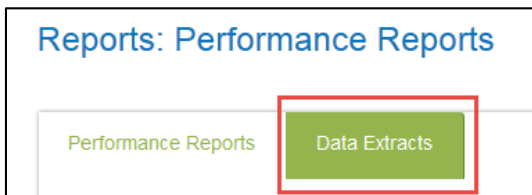
Name of Data Extract	Summary
Current Enrollment	Enrollment data for your organization
Accessibility Profile	Access (PNP) settings for your organization
Roster	Roster data for your organization
Test Records	Test records for students in your organization
DLM Test Administration Monitoring	Testlets assigned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

To view a data extract, follow these steps:

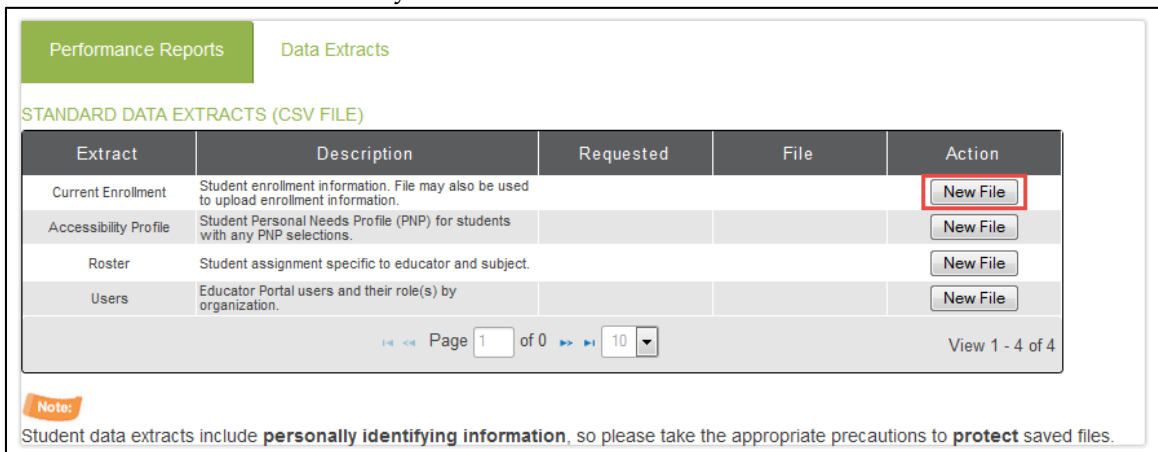
1. Click **Reports**.



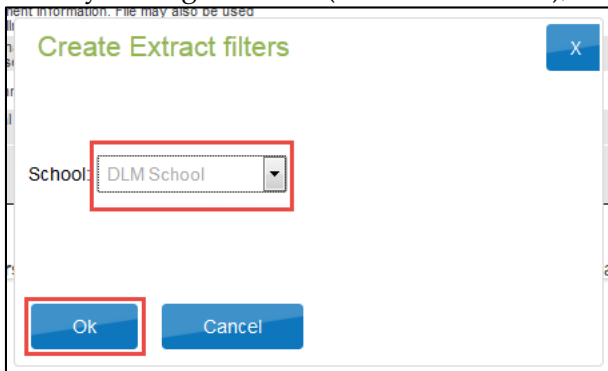
2. Click **Data Extracts**.



3. Click **New File** for the extract you wish to view.

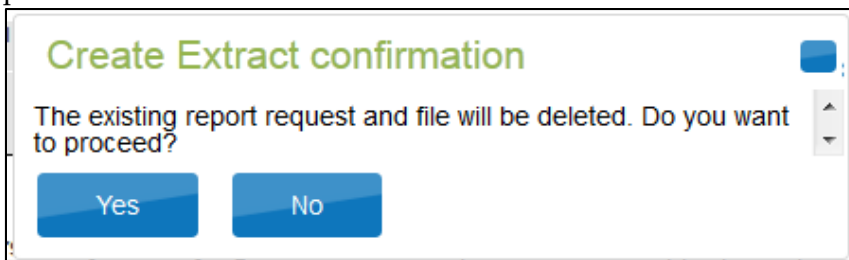


- Select your organization (district or school); click **Ok**.



Hint: After March 20, some extracts will allow you to choose begin and end dates.

- If you accessed the report previously, you will receive this message. Click **Yes** to proceed.



Hint: Each request for an extract replaces the previous extract. You may save extracts to your computer if you require an archive.

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

Performance Reports      Data Extracts

STANDARD DATA EXTRACTS (CSV FILE)

Extract	Description	Requested	File	Action
Current Enrollment	Student enrollment information. File may also be used to upload enrollment information.	12/04/2014 03:31:32 PM		<a href="#">New File</a>
Accessibility Profile	Student Personal Needs Profile (PNP) for students with any PNP selections.			<a href="#">New File</a>
Roster	Student assignment specific to educator and subject.			<a href="#">New File</a>
Users	Educator Portal users and their role(s) by organization.			<a href="#">New File</a>

Page 1 of 1      View 1 - 4 of 4

**Note:** Student data extracts include **personally identifying information**, so please take the appropriate precautions to **protect** saved files.

7. Click the CSV icon.

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

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

#### ***UNDERSTANDING THE DLM TEST ADMINISTRATION MONITORING EXTRACT***

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

- A student will not appear on this extract until they are enrolled and rostered to at least one subject in the current school year.
- Data is available for testing activity beginning August 1, 2014.
- The last date to view data for the 2014-15 academic year is July 31, 2015.

Hint: Please wait until March 23, when data will be accurate AND you will be able to choose **Begin** and **End** dates which will apply to two subsections of the extract: the Instructional dates apply to the four columns of Instructional testlets; the End of Year dates apply to the four columns of End of Year testlets.

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

KITE\_DLM\_Test\_Administration\_Status\_Extract\_MM-DD-YY\_HH-MM-SS.csv

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

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

Hint: The Instructional Begin and End dates you chose when downloading the report, impact the data in these columns. In 2014-15, field test data and operational data are included in these four columns.

Column Heading	Definition
<b>Instructional # Testlets Not Started</b>	The number of instructional plans confirmed for a student but which the student has not started.
<b>Instructional # Testlets In Progress</b>	The number of instructionally embedded testlets which are in progress. Any number in this field means a testlet is in progress or the browser was closed without using the Exit Does Not Save button.
<b>Instructional # Testlets Completed</b>	The number of instructionally embedded testlets completed by the student.
<b>Instructional # Testlets Required</b>	Will always show N/A.

These four columns include data from the spring testing window.

Hint: The End of Year Begin and End dates you chose when downloading the report, impact the data in these columns. To view ONLY data related to your spring testing window, choose a begin date of March 16 or later.

Column Heading	Definition
<b>End of Year # Testlets Not Started</b>	The number of testlets assigned by the system for the spring testing window but which the student has not yet started.  Hint: The system assigns testlets one at a time, not all at the beginning of the window.
<b>End of Year # Testlets In Progress</b>	The number of spring window testlets which are in progress.
<b>End of Year # Testlets Completed</b>	The number of testlets from the spring testing window which have been completed by the student. By the end of the state's spring testing window, the numbers in this column should equal the number in the "End of Year # Testlets Required" column.

<b>End of Year # Testlets Required</b>	<p>The number of required testlets based on the blueprint for the subject.</p> <div data-bbox="761 302 1382 464" style="border: 1px dashed black; padding: 5px;"><p>Hint: See the section titled Number of Testlets for Spring Testing on page 174.</p></div>
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## KITE USER GUIDE

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Students access KITE with a username and password.  
Staff and educators do not have accounts in KITE.

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### *KITE TESTING DEVICES*

DLM tests may be administered on:

Windows PC desktop	Via KITE client
Mac desktop	
Laptops (PC or Mac)	
iPads	Via KITE client and iPad instructions (app expected in October 2014)
Chromebooks <sup>10</sup> (if your district supports them)	Via KITE client or Google app

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

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<sup>10</sup> Districts may need to take extra steps to use Chromebooks. Technical Liaisons may Contact the Help Desk to see if Chromebooks are right for further assistance with configuration.

## ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

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

---

To access the practice activities and released testlets using demo student logins provided in the Student Accounts for Practice Activities and Released Testlets section on page 65, follow these steps:

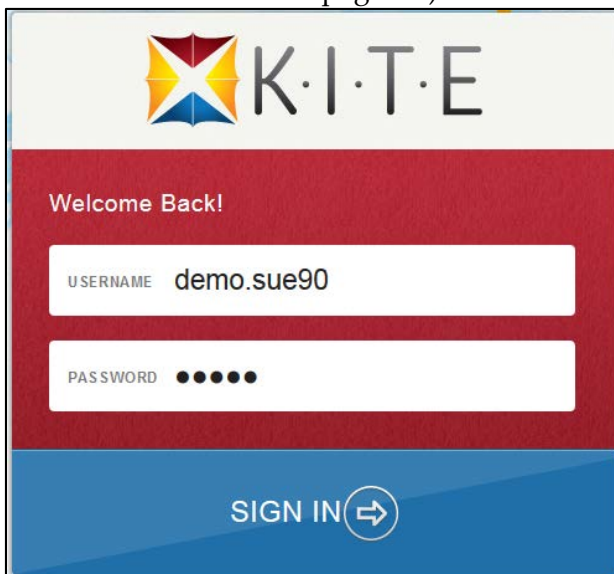
1. Click the **KITE Client** icon on the testing device.



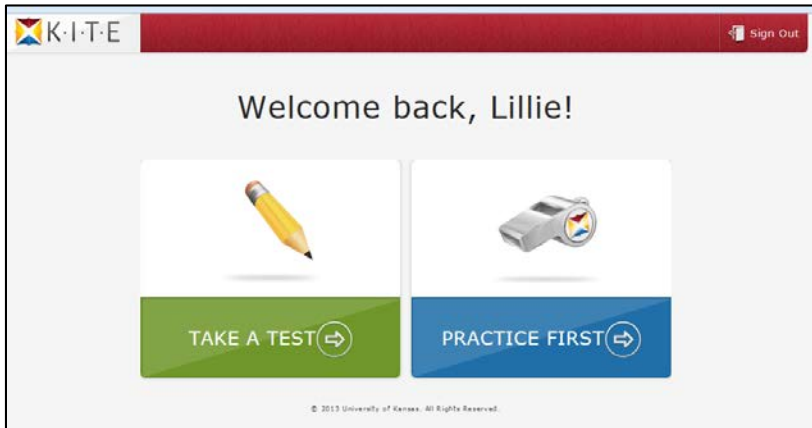
2. Click **Other Assessments**.



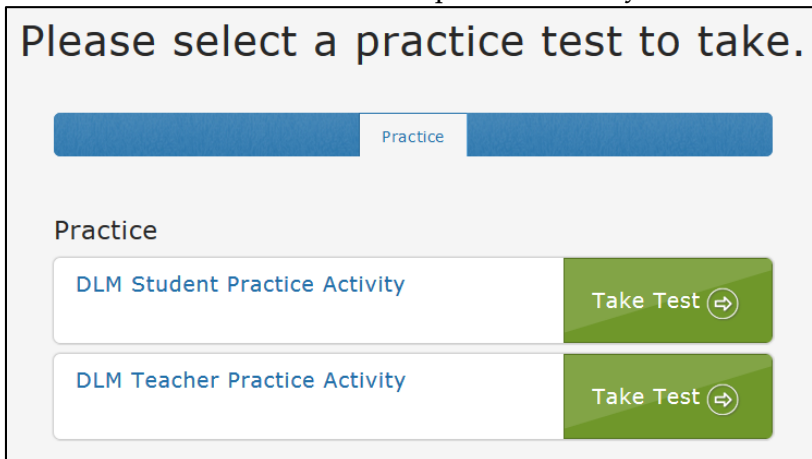
3. Enter the practice student's **Username** and **Password**; click **Sign In**. (See table of demo student names on page 65.)

A screenshot of the KITE Client login screen. At the top, there is a logo consisting of a stylized kite with yellow, red, and blue sections, followed by the text "K·I·T·E". Below the logo, the text "Welcome Back!" is displayed. There are two input fields: the first is labeled "USERNAME" and contains the text "demo.sue90"; the second is labeled "PASSWORD" and contains five black dots. At the bottom, there is a blue button with the text "SIGN IN" and a right-pointing arrow.

4. Click **Practice First**.



5. Click **Take a Test** for the desired practice activity or released testlet.



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



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



## START A TEST

**Hint:** Before you can proceed, please confirm that you have the student username and password to log in. If the student username and password does not appear in Educator Portal, then tests have not been assigned to that student.

**Hint:** The student's user name and password are the same FOR ALL DLM TESTS. If you have the student's username and password from a test administered after September 2014, you may use this information to log the student in to KITE and administer tests without printing new tickets. However, having the student's login information does not guarantee that testlets have been assigned for every testing window.

To administer a DLM assessment, follow these steps:

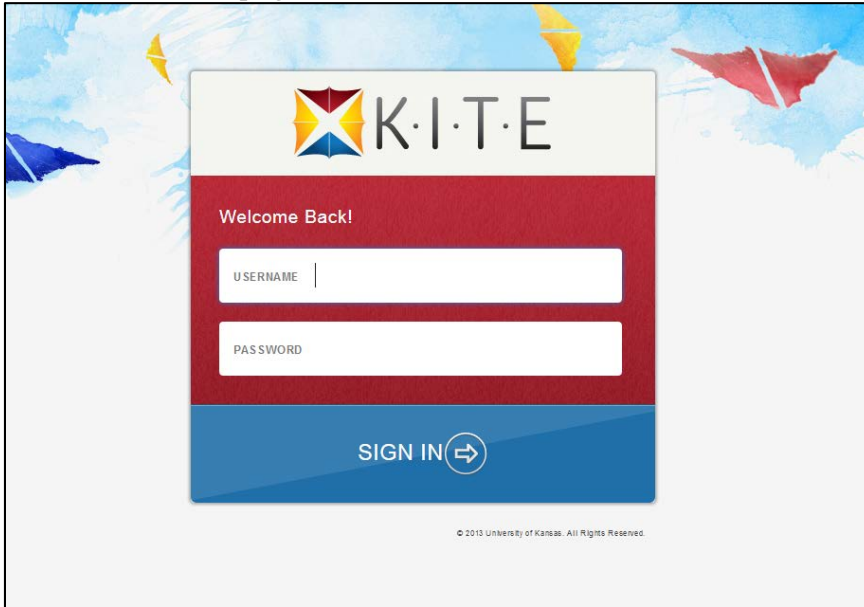
1. Click the **KITE Client** icon on the testing computer.



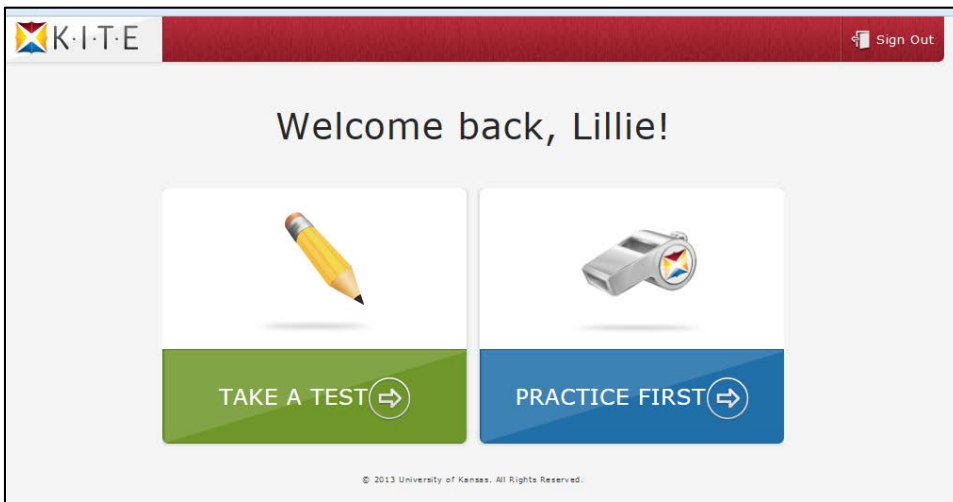
2. Click **Other Assessments**.



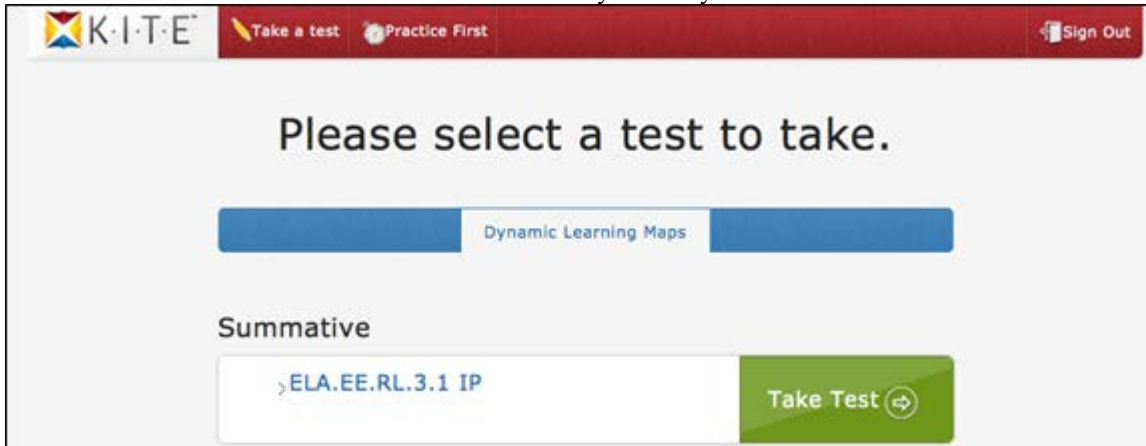
3. Enter the student's **Username** and **Password**; click **Sign In**. (See table of demo student names on page 65.)



4. Click **Take A Test**.







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





- Click **Begin**.

### NAVIGATION


Navigate KITE with these buttons.


Button	Action
Buttons visible on each test screen. See Figure 1: Test Screen on page 156.	
	Return to the previous screen.
	Go to the next screen.
	Read text aloud. (Note: This button appears when the student has spoken audio enabled in PNP.)  <div style="border: 1px dashed gray; padding: 10px; margin: 10px 0;">Hint: Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window. Students who need read aloud may still use human read-aloud delivered by the test administrator.</div>
	Exit the test without saving your work. When you return the student will start at the beginning of this test.


Button	Action
Buttons available on the review screen. See Figure 2: Review Screen on page 159.	
	Go back to review or change answers for this test.
	Save answers for this section and end this test .

What does this text tell about?

- how to pet a nice dog
- how to feed a hungry dog
- how to find a lost dog







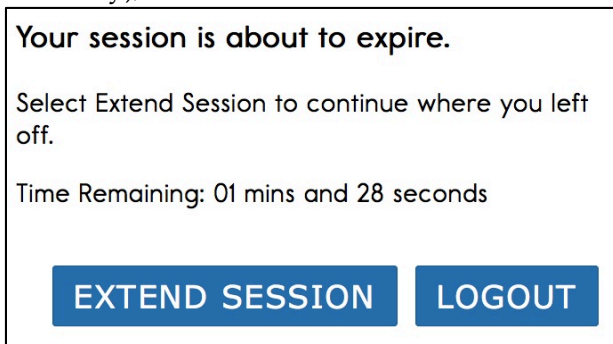
*Figure 1: Test Screen*

### ***TAKE A BREAK DURING TESTING***

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

1. **Take a short break (28 minutes or less).**

After 28.5 minutes of inactivity, KITE will warn you that you have 90 seconds to click **Extend Session** or **Logout**. After the 90 seconds expires (30 minutes of total inactivity), KITE closes the session automatically.



2. **Take a break between tests.**

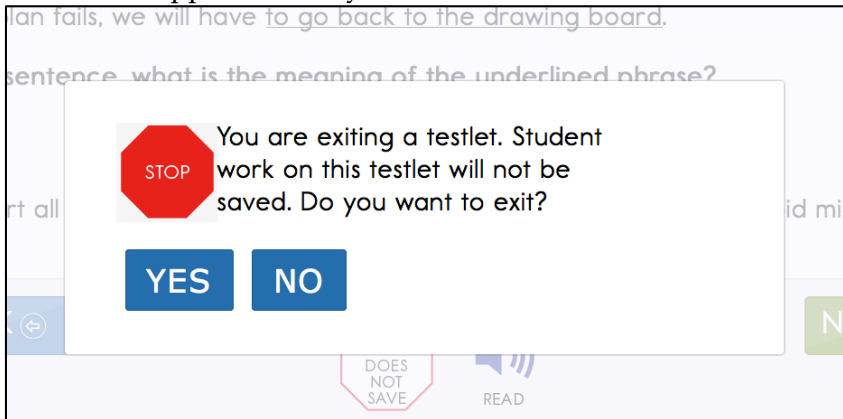
After clicking **End** at the conclusion of a test log out of KITE. Log back in when the student is ready to take the next test.

3. **Stop in the middle of a test using the EXIT DOES NOT SAVE button.**

This option is available on every test screen.



This screen appears when you choose **EXIT, DOES NOT SAVE**.



- Click **YES** to exit the test without saving the student's work. When the student returns to this test they will start at the beginning.
- Click **NO** to continue with the test rather than exiting. If you continue, you can save the work at the end of this test by clicking **End** on the review screen.

## COMPLETE THE TEST

This screen appears when you reach the end of a test.

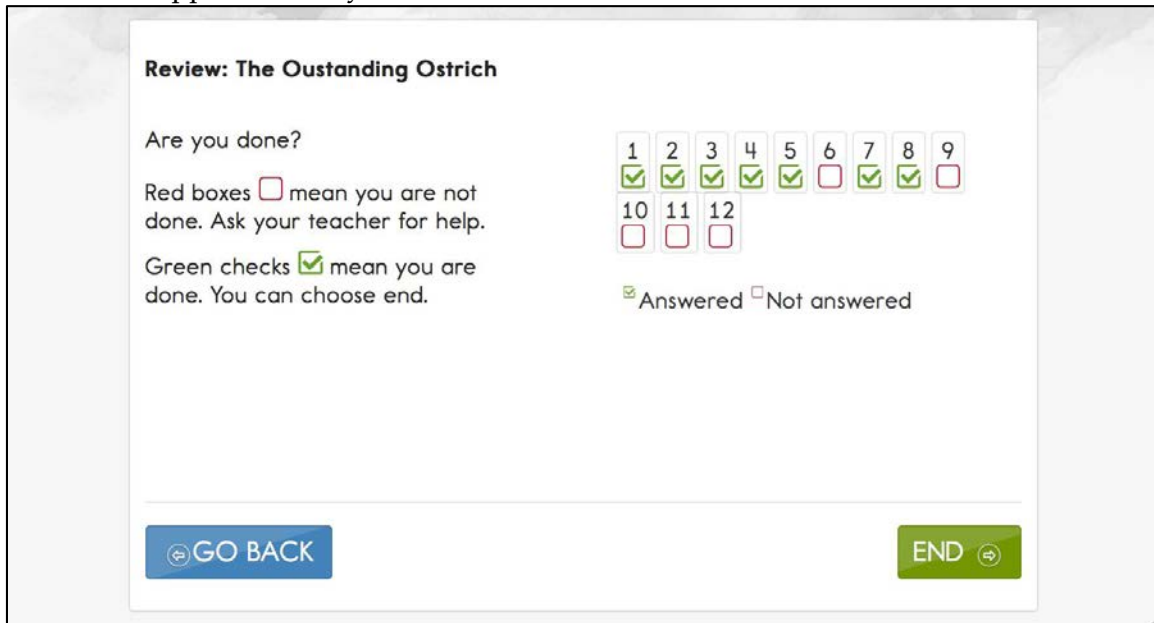


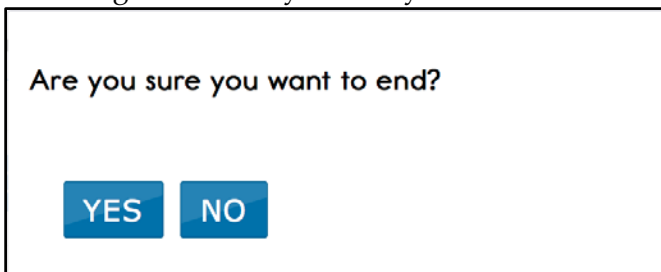
Figure 2: Review Screen

To complete the test, follow these steps:

1. Click **End** at the end of the test.



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



Note: You will not be able to return to the test after you click **Yes**. Click **Yes**.

3. Click **Close KITE**.
4. Click **Yes** to answer "Are you sure you want to exit?"

### *CHANGE AN ACCESSIBILITY SUPPORT DURING TESTING*

Teachers are able to log into Educator Portal and change Access (Personal Needs and Preferences) Profile information for students at any time. Once the student logs back into the system, the changes will appear. For procedure details see Complete Access (Personal Needs and Preferences) Profile on page 96.

### *TROUBLESHOOTING IN KITE*

With magnification turned OFF in the PNP, if you see scroll bars, that is a hint that there is a problem with the display. Try using a different display to see if that corrects the situation.

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



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## GLOSSARY

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This glossary compiles definitions and acronyms relevant to testing for the Dynamic Learning Maps alternate assessment.

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

<b>First Contact (FC)</b>	A survey used to collect background information about students who are eligible for DLM assessments. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. Some questions from the First Contact survey are used to determine a student's entry point, or initialization, into the assessment.
<b>initialization</b>	The process by which existing information about a student is used to determine the point in the map where the student enters the assessment for the first time.
<b>instructional plan</b>	A plan, created through the Educator Portal Instructional Tools Interface, which includes a choice of Essential Element and linkage level and leads to assignment of an instructionally embedded assessment.
<b>instructionally embedded assessment</b>	An assessment that occurs throughout instruction during the year.
<b>Instructional Tool Interface (ITI)</b>	A tool in Educator Portal which allows a Test Administrator to select an Essential Element and linkage level for a student with the goal of providing instruction and instructionally embedded assessment on the Essential Element.
<b>linkage level</b>	A small section of the learning map that contains one or more nodes that represent critical concepts or skills needed to learn the Essential Element. Linkage levels are always related directly to grade level Essential Elements but extend back to foundational skills at the initial precursor level. There are typically five levels: initial precursor, distal precursor, proximal precursor, target, and successor. The nodes at the target level are most closely related to the expectation in the Essential Element.
<b>node</b>	Specifies individual skills and understandings that were drawn from the research in Mathematics and English Language Arts.
<b>Personal Needs and Preferences (PNP) Profile</b>	Also called Access Profile. Student-specific information that tells the DLM test delivery system what the needs are for individual users. The PNP includes information the system needs to make the student's user interface compatible with his or her accessibility needs. In DLM, the PNP profile includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.

<b>testlet</b>	Short for Instructionally Relevant Testlet, a testlet is a set of 3–5 items and an engagement activity. Combining multiple items and beginning with an engagement activity increases the instructional relevance of the assessment, and provides a better estimate of the students’ knowledge, skills and abilities than can be achieved by a single test item. Thus, testlets are more reliable and valid indicators of the student’s performance.
<b>Testlet Information Page (TIP)</b>	A PDF which is unique to each testlet and provides specific information to guide the Test Administrator in delivering the assessment.

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## DLM APPENDIX

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### FIRST CONTACT SURVEY (ALL QUESTIONS)

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

#### First Contact Survey 2014-15

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

#### Special Education Services

Select the student's Primary Disability-Primary Disability

- Autism
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Noncategorical
- Deaf-blindness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Eligible individual (for Iowa only)

Classroom setting: Choose the option that best describes the student's class placement

- Regular Class: includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day
- Resource Room: includes students who receive special education and related services outside of the regular classroom for at least 21 percent but no more than 60 percent of the school day
- Separate Class: includes students who receive special education and related services outside the regular class for more than 60 percent of the school day
- Separate School: includes students who receive special education and related services in a public or private separate day school for students with disabilities, at public expense, for more than 50 percent of the school day
- Residential Facility: includes students who receive special education in a public or private residential facility, at public expense, for more than 50 percent of the school day
- Homebound/hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

## Hearing

### Hearing

- No known hearing loss
- Deaf or hard of hearing

Hearing: Mark all that apply\*

- Uses personal or classroom amplification (e.g., personal FM device)
- Uses animated signing software (e.g., Sign for Me)
- Uses oral language
- Uses sign language

## Vision

### Vision

- No known vision loss
- Normal vision with glasses or contact lenses
- Blind or low vision, including vision that is not completely corrected with glasses or contact lenses

Vision: Mark all that apply\*

- Requires enlarged print
- Requires tactile graphics and symbols
- Requires or uses Braille

## Braille & Visual Aid

If the student reads Braille, select all options used for assessment purposes\*

- Uncontracted Braille
- Contracted Braille
- Nemeth Code for mathematics or science

If the student reads Braille, select the primary type of Braille used for assessment purposes\*

- Uncontracted Braille
- Contracted Braille

Technological Visual Aids: Mark all that apply-

- Magnifier
- Computer screen magnifier (fits over standard monitor)
- Screen magnification software (e.g., Closeview for Mac, ZoomText)
- CCTV
- Screen reader
- Scanner with talking word processor
- Manual Braille writing device (e.g., Perkins Braille)
- Electronic Braille writing device (e.g., Mountbatten Braille)
- Device with refreshable Braille display
- Light box

## Arm and head control

Arm and hand control: Mark all that apply-

- Uses two hands together to perform tasks
- Uses only one hand to perform tasks
- Requires physical assistance to perform tasks with hands
- Cannot use hands to complete tasks

## Computer Use

Computer Use: Select the student's primary use of a computer

- Accesses a computer independently
- Uses a computer with support (human or assistive technology)
- This student has not had the opportunity to access a computer

Why has this student not had the opportunity to access a computer? \*

- Student's disability prevents the student from accessing a computer
- The equipment is unavailable at the school level
- Student refuses to try to use a computer
- I (or other educators) at this school have not had the opportunity to instruct the student on computer usage

## Access & Switches

Computer access: Mark all that apply-

- Standard computer keyboard using fingers
- Standard computer keyboard using pointer
- Keyboard with large keys
- Alternative keyboard (e.g., Intellikeys)
- Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
- Standard mouse
- Head mouse
- Eye gaze technology
- Sip and puff technology
- Scanning with switches

If the student uses switches to access a computer, please indicate how many switches and what body part the student uses to access the switches\*

	0 switches	1 switch	2 switches	3 or more switches
Head				
Hand or arm				
Knee, foot or leg				

## Expressive Communication

Does the student use speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with speech \*

- Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Does the student use sign language in addition to or in place of speech to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with sign language \*

- Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, and commenting)
- Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

Select the student's primary sign system \*

- American Sign Language (ASL)
- Signed Exact English (SEE)
- Hybrid or idiosyncratic/personalized signing system

## Alternate Communication

Does the student use augmentative or alternative communication in addition to or in place of speech or sign language to meet expressive communication needs?

- Yes
- No

Choose the highest statement that describes the student's expressive communication with augmentative or alternative communication \*

- Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, commenting)
- Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)

Augmentative or alternative communication: Mark all that apply-

- Symbols offered in groups of 1 or 2
- Low-tech communication board(s) with 8 or fewer symbols
- Low-tech communication board(s) with 9 or more symbols
- Low-tech communication book with multiple pages each containing 8 or fewer symbols
- Low-tech communication book with multiple pages each containing 9 or more symbols
- Eye gaze board (eye gaze communication) with 4 or fewer symbols
- Eye gaze board (eye gaze communication) with 5 or more symbols
- Simple voice output device (e.g., BIGmack, Step by Step, Cheap Talk, Voice-in-a-Box, Talking Picture Frame) with 9 or fewer messages or multiple messages in sequence
- Simple voice output device with 10 to 40 messages
- Voice output device with levels (e.g., 6 level Voice-in-a-box, Macaw, Digivox, DAC)
- Voice output device or computer/tablet with dynamic display software (e.g., DynaVox, Mytobii, Proloquo2Go, Speaking Dynamically Pro, Vantage)
- Voice output device with icon sequencing (e.g., ECO, ECO2, Springboard Lite, Vanguard)



## Receptive Communication

Receptive communication: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 0% (student does not exhibit this skill), 1% to 20% of the time, 21% to 50% of the time, 51% to 80% of the time, More than 80% of the time

- A) Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
- B) Can perform simple actions, movements or activities when asked (e.g., comes to teacher's location, gives an object to teacher or peer, locates or retrieves an object)
- C) Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")
- D) Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed
- E) Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
- F) Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)

## Reading Skills

Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 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)
- B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)
- C) Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)
- D) Reads words, phrases, or sentences in print or Braille when symbols are provided with the words
- E) Identifies individual words without symbol support (e.g., recognizes words in print or Braille; can choose correct word using eye gaze)
- F) Reads text presented in print or Braille without symbol support but WITHOUT comprehension
- G) Reads text presented in print or Braille without symbol support and WITH comprehension (e.g., locates answers in text, reads and answers questions, retells after reading, completes maze task)
- H) Explains or elaborates on text read in print or Braille

Students approximate instructional reading level in print or Braille: Mark the highest one that applies

- Above third grade level
- Above second grade level to third grade level
- Above first grade level to second grade level
- Primer to first grade level
- Reads only a few words or up to pre-primer level
- Does not read any words when presented in print or Braille (not including environmental signs or logos)

### **Math Skills**

Math skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 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) Creates or matches patterns of objects or images
- B) Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)
- C) Sorts objects by common properties (e.g., color, size, shape)
- D) Counts more than two objects
- E) Adds or subtracts by joining or separating groups of objects
- F) Adds and/or subtracts using numerals
- G) Forms groups of objects for multiplication or division
- H) Multiplies and/or divides using numerals
- I) Uses an abacus
- J) Uses a calculator
- K) Tells time using an analog or digital clock
- L) Uses common measuring tools (e.g., ruler or measuring cup)
- M) Uses a schedule, agenda, or calendar to identify or anticipate sequence of activities

## Writing Skills

Writing skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill - 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) Makes random marks or scribbles with pencil or marker
- B) Randomly selects letters or symbols when asked to write, with or without requiring use of pencil or marker (e.g., writes single letters or numbers with crayon, randomly selects letters from alphabet or on keyboard, randomly selects symbols from communication board)
- C) Copies letters and words with pencil, pen, marker, or keyboard, but cannot produce independent writing
- D) Selects symbols to express meaning when asked to write (e.g., writes letters with pencil or pen, chooses letters on keyboard, selects symbols on communication board)
- E) Writes using word banks to select or copy words (e.g., copies words with pencil or pen, copies words using keyboard, selects words on communication board)
- F) Uses letters to accurately reflect sounds in words when writing (e.g., writes own name using pencil or keyboard, writes letters without copying, uses keyboard or other technology to select letters without copying)
- G) Uses spelling (not always correct) to write simple phrases and sentences (e.g., writes phrases and sentences independently without copying, uses keyboard or other technology to produce phrases and sentences without copying)
- H) Uses spelling (not always correct) to write paragraph-length text (e.g., produces text by writing or using keyboard or other technology without copying)

## Attention

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
- Demonstrates little or no attention to computer-directed instructional activities

## Understanding Instruction

General level of understanding instruction: Choose the highest one that applies

- Applies understanding of skills and concepts to novel instructional activities (e.g., generalizes learning to new settings, uses previously learned skills in unfamiliar problems or situations with no more than minimal prompting and support)
- Demonstrates understanding of previously instructed skills and concepts in similar situations without prompting and support (e.g., uses previously learned skills in familiar problems or situations without prompting or support)
- Demonstrates understanding of previously instructed skills and concepts with prompting and support (e.g., uses previously learned skills only with prompting and support)
- Participates in instructional activities with prompting and support (e.g., participates but does not apply previously learned skills to familiar situations even with prompting and support)
- Does not participate in instructional activities even with prompting and support

## Health

Does the student have any health issues (e.g., fragile medical condition, seizures, therapy or treatment that prevents the student from accessing instruction, medications, etc.) that interfere with instruction or assessment?

- No
- Yes

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

## End of Survey

## TEACHERS WHO WORK IN TWO OR MORE DLM STATES

Teachers who work in two or more DLM states will need to take special steps regarding the Required Test Administration Training to ensure that:

- you will have access to the Test Management tab in Educator Portal
- you have access to students in all states in which you work
- your training progress is accurately reported to all states in which you work

To manage two or more accounts, follow these steps:

1. Choose a state as your “primary” state.
2. Log into Educator Portal as a user in the primary state.
3. Complete all training modules.
4. Validate that you can see the **Test Management** tab.
5. Validate that you can see your students for that state (provided your Data Steward has uploaded students at this date).
6. Contact the Help Desk to request that your required training from your primary state be logged as complete for your secondary state. Have your login information handy so the Help Desk can verify both accounts.
7. Log into Educator Portal with your secondary account.
8. Validate that the required training modules appear complete.
9. Validate that you can see the **Test Management** tab.
10. Validate that you can see your students for that state (provided your Data Steward has uploaded students at this date).

## NUMBER OF TESTLETS FOR SPRING TESTING

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

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

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## STATE APPENDICES

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

TEST ADMINISTRATION MANUAL APPENDIX ST (where ST is the two-letter abbreviation for your state). See Access Additional Resources on page 57 to get started.

### DOCUMENT HISTORY

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Page numbers are valid ONLY for the date and version noted.

They may change in future versions.

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Date	Section Name/ Summary of Changes	Starting Page
02/25/2015	Reflects information that Spoken Audio (synthetic read aloud) is not available in the Spring Testing Window.	throughout
	Teacher-Administered Reading Testlets Updated	39
	Human Read Aloud Support New sections	34
	Use of Blank Paper New section	54
	Student Accounts For Practice Activities And Released Testlets Demo accounts have been updated	65
	Frequency of Testlet Delivery during Spring Testing Added new section	73
	Retrieve Testlet Information Page Where/how to find it for spring testing	122
	Understanding the DLM Test Administration Monitoring Extract New section	147
01/05/2015	Merged Release Notes into this document. Future changes will be documented directly into this manual, eliminating the need for a separate Release Notes document.	
	Updated the Teacher-Administered Testlets section <ul style="list-style-type: none"> <li>▪ Added information about writing testlets</li> </ul>	39

Date	Section Name/ Summary of Changes	Starting Page
	Directed users to Braille information on the Educator Resource Page	51
	Updated the Required Software section	78
	Updated procedures in the Manage Student Data section <ul style="list-style-type: none"> <li>▪ View and Check Student Data</li> <li>▪ View And Check Roster</li> <li>▪ Complete Access (Personal Needs And Preferences) Profile</li> </ul>	90
	Updated procedures in the Manage Assessments section <ul style="list-style-type: none"> <li>▪ View Student Username And Password</li> <li>▪ Retrieve Testlet Information Page</li> </ul>	117
	Updated procedures in the Use the Instructional Tools Interface section <ul style="list-style-type: none"> <li>▪ Create An Instructional Plan</li> <li>▪ Confirm An Instructional Plan</li> <li>▪ View Instructional Plan History</li> <li>▪ Print Instructional Plan History</li> <li>▪ Cancel an Instructional Plan</li> </ul>	125
	Added procedures to the Access Reports section <ul style="list-style-type: none"> <li>▪ View Instructional Plan Performance Report</li> <li>▪ View Roster Progress Report</li> <li>▪ View Accessibility Profile (Access Profile Or PNP) Report</li> <li>▪ View A Data Extract</li> </ul>	139
11/06/2014	Screen shot change; column was labeled Content Area, now Subject.	80-81
	Changes to text and screen shots to match new Educator Portal screens and steps.	111, 112, 114
	Change to Note section due to changes in ITI (replaced click Accept with click Confirm Assignment).	119
	New procedures: <ul style="list-style-type: none"> <li>▪ View Instructional Plan Performance Report</li> <li>▪ View Accessibility Profile (Access Profile or PNP) Report</li> </ul>	120-124