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

When this manual is updated, the Publication Date will also be updated.
ABOUT THIS MANUAL

Although this manual contains a large amount of information, it is important to read it in its entirety. In an effort to effectively sort information for ease of use, the manual is organized in three categories, outlined in the table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Information Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Provides an orientation to the Dynamic Learning Maps® (DLM®) project, the assessment system, and the DLM testlets.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Provides information on the preassessment process, spring assessments, and preparation for future years.</td>
</tr>
<tr>
<td>Systems</td>
<td>Provides an overview of Kite® Student Portal, with step-by-step instructions and screenshots. See the EDUCATOR PORTAL USER GUIDE for detailed information on all Educator Portal processes.</td>
</tr>
</tbody>
</table>
**FINDING HELP**

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

**HINT: Print this page and keep it handy!**

<table>
<thead>
<tr>
<th>For these topics:</th>
<th>Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kite® Student Portal installation</td>
<td>Local technology representative</td>
</tr>
<tr>
<td>• General computer support</td>
<td></td>
</tr>
<tr>
<td>• Internet availability</td>
<td></td>
</tr>
<tr>
<td>• Display resolution</td>
<td></td>
</tr>
<tr>
<td>• Issues with sound, headphones, speakers, etc.</td>
<td></td>
</tr>
<tr>
<td>• How to use Student Portal and Educator Portal</td>
<td>Local assessment coordinator</td>
</tr>
<tr>
<td>• Training requirements</td>
<td></td>
</tr>
<tr>
<td>• Assessment questions</td>
<td></td>
</tr>
<tr>
<td>• Assessment scheduling</td>
<td></td>
</tr>
<tr>
<td>• Test invalidation requirements</td>
<td></td>
</tr>
<tr>
<td>• Student IEP requirements</td>
<td></td>
</tr>
<tr>
<td>• Assessment window dates, extensions, requirements, etc.</td>
<td></td>
</tr>
<tr>
<td>• Test resets (may take up to 72 hours)</td>
<td></td>
</tr>
<tr>
<td>• Data issues (rosters, enrollment, etc.)</td>
<td>Local assessment coordinator or data manager</td>
</tr>
</tbody>
</table>

When contacting the DLM Service Desk:

**Do not send any Personally Identifiable Information (PII) for a student via email.**

Sending PII is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes information such as a student’s name or state identification number. Each state has unique PII requirements. Check with your assessment coordinator to find out what student information can legally be emailed in your state.

Do send:
- your contact information (email address and name)
- your school name (include the district if contacting state-level personnel)
- error messages, including the testlet number if applicable to the problem
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AUDIENCE AND PURPOSE

The Test Administration Manual for the Dynamic Learning Maps® (DLM®) alternate assessment provides test administrators with the key knowledge and tools needed to prepare for and administer the assessment. Test administrators (e.g., educators, examiners, proctors, teachers) prepare students for and administer the assessment to students.

WHAT’S NEW IN THIS VERSION

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Starting page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated Access Profile to Personal Needs and Preferences (PNP) Profile</td>
<td>Throughout</td>
</tr>
<tr>
<td>Updated name KITE Client to Kite Student Portal</td>
<td>Throughout</td>
</tr>
<tr>
<td>Updates to reflect DLM website enhancements</td>
<td>Throughout</td>
</tr>
<tr>
<td>Updated screenshots to reflect Educator Portal enhancements</td>
<td>Throughout</td>
</tr>
<tr>
<td>New Section on No Response Option</td>
<td>39</td>
</tr>
<tr>
<td>New section on System Timeout</td>
<td>39</td>
</tr>
<tr>
<td>Enhanced section on Spoken Audio</td>
<td>66</td>
</tr>
<tr>
<td>Glossary: Updates and revisions to language in some entries</td>
<td>69</td>
</tr>
</tbody>
</table>

A comprehensive list of prior changes to this manual is included in the Appendix under Document History on page 81 of this manual.

To learn about updates to test administration resources such as this manual, subscribe to Test Updates on the DLM website under Assessments | Test Updates (http://dynamiclearningmaps.org/test-updates).
The following checklists detail the critical steps for test administrators to follow. Refer to the checklists while reading this manual and while preparing for the Dynamic Learning Maps® (DLM®) alternate assessment. Follow the provided links to quickly go to topics in this guide for more information or to access other resources. The checklists are organized into three sets of tasks for different parts of the school year.

1. Before Beginning Assessments
2. Spring Assessments
3. Preparing for Next Year

### 1. Before Beginning Assessments

<table>
<thead>
<tr>
<th>Step</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Confirm student eligibility to participate in the DLM alternate assessment.</td>
<td>See Participation Guidelines in the state appendix (if provided) in the TEST ADMINISTRATION MANUAL</td>
</tr>
<tr>
<td>2. Read this TEST ADMINISTRATION MANUAL.</td>
<td>How to Use the DLM Website, page 16 of this manual</td>
</tr>
<tr>
<td>3. Use the resources on your state’s DLM webpage to become familiar with the DLM system, the content assessed, and the procedures to prepare for the assessment.</td>
<td>Information for Parents page at <a href="http://www.dynamiclearningmaps.org/about/tests#parents">http://www.dynamiclearningmaps.org/about/tests#parents</a></td>
</tr>
<tr>
<td>4. Share information about the DLM alternate assessment with parents or guardians, preparing them for their students’ new assessment experience.</td>
<td>Activate Educator Portal Account in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>Step</td>
<td>Resource</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Complete the annual security agreement in your EP profile.</td>
<td><strong>Test administrators will not be able to administer testlets if they do not read, agree to, and sign the security agreement each year.</strong> See the section Complete Security Agreement in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>7. Complete the Required Test Administrator Training.</td>
<td>Complete Training and Professional Development, page 24 of this manual</td>
</tr>
<tr>
<td>8. Review your state’s guidelines on required and recommended professional development modules. Complete as needed.</td>
<td>TEST ADMINISTRATION MANUAL state appendix, if provided</td>
</tr>
<tr>
<td>9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine which accessibility supports are to be provided for each student taking the DLM alternate assessment. Record the chosen supports in each student’s Personal Needs and Preferences (PNP) Profile in Educator Portal.</td>
<td>ACCESSIBILITY MANUAL on the state DLM webpage</td>
</tr>
<tr>
<td>10. Confirm with your assessment coordinator your state’s requirements for documenting DLM accessibility supports. Make sure the supports in Student Portal align with the student’s IEP needs and preferences.</td>
<td>ACCESSIBILITY MANUAL state appendix, if provided</td>
</tr>
<tr>
<td>11. Review student demographic information in EP for accuracy and edit if needed.</td>
<td>View and Check Student Data in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>a) Ensure student data are correct.</td>
<td></td>
</tr>
<tr>
<td>b) Ensure roster data are correct.</td>
<td></td>
</tr>
<tr>
<td>12. Ensure each student’s PNP Profile is updated and complete.</td>
<td>See the section Complete PNP Profile in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td>13. Submit completed and updated First Contact (FC) survey in EP.</td>
<td>See the section Complete the First Contact Survey in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
</tbody>
</table>
### CHECKLISTS FOR TEST ADMINISTRATORS

<table>
<thead>
<tr>
<th>✓</th>
<th>Step</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Ensure your technology personnel have installed Student Portal on assessment devices.</td>
<td>Your assessment coordinator or technology personnel</td>
</tr>
</tbody>
</table>
| 15. | Familiarize yourself and your students with DLM testlets.  
   a) Test administrators must consider how students communicate and what tools they use to communicate.  
   b) Access practice activities and released testlets by using a demo login and the **Practice First** option in Student Portal.  
   c) Check compatibility of a student’s devices with Student Portal by using the practice activities and released testlets. | Guide to Practice Activities and Released Testlets on the state DLM website |

### 2. Spring Assessments

<table>
<thead>
<tr>
<th>✓</th>
<th>Step</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confirm student demographic information, PNP Profile settings, and FC survey responses.</td>
<td>Educator Portal &gt; View Students &gt; PNP Profile and First Contact survey</td>
</tr>
<tr>
<td>2.</td>
<td>Consider district and school assessment schedules to ensure students complete all DLM testlets during spring assessment.</td>
<td>Check with the Assessment Coordinator</td>
</tr>
<tr>
<td>3.</td>
<td>Schedule locations and times for assessment sessions.</td>
<td>Check with the Assessment Coordinator</td>
</tr>
<tr>
<td>5.</td>
<td>Retrieve student’s username and password from EP.</td>
<td>Educator Portal &gt; Manage Tests &gt; Select Test Management; See the View Student Username and Password in the EDUCATOR PORTAL USER GUIDE</td>
</tr>
</tbody>
</table>
### Checklist for Test Administrators

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7. As each remaining testlet becomes available, retrieve the TIP,</td>
<td>Educator Portal &gt; Manage Tests &gt; Select Test Management</td>
</tr>
<tr>
<td></td>
<td>gather materials, and assess the student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Use the Test Progress column in EP on the Test Management</td>
<td>Educator Portal &gt; Manage Tests &gt; Select Test Management; EDUCATOR PORTAL USER GUIDE</td>
</tr>
<tr>
<td></td>
<td>screen to confirm that all testlets are complete.</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Preparing for Next Year

<table>
<thead>
<tr>
<th></th>
<th>Step</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>1. Evaluate accessibility supports (under PNP Profile settings)</td>
<td>ACCESSIBILITY MANUAL on the state webpage</td>
</tr>
<tr>
<td></td>
<td>with IEP teams and make decisions about supports for next year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Plan academic IEP goals with IEP teams for the upcoming year.</td>
<td>Blueprints (state DLM webpage)</td>
</tr>
<tr>
<td></td>
<td>Review the test blueprints for the next grade for the student.</td>
<td></td>
</tr>
</tbody>
</table>
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ABOUT THE DYNAMIC LEARNING MAPS® ALTERNATE ASSESSMENT SYSTEM

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

STUDENTS

As defined by the U.S. Department of Education, students with the most significant cognitive disabilities have one or more disabilities that especially affect intellectual functioning and adaptive behaviors. When adaptive behaviors are significantly affected, the individual is unlikely to develop the skills needed to live independently and to function safely in daily life. The DLM alternate assessment is designed for students for whom general education assessments are not appropriate, even with accessibility supports.

Students taking the DLM alternate assessment require extensive, direct instruction and substantial supports to achieve measurable gains. These students learn academic content aligned to grade-level content standards but at reduced depth, breadth, and complexity.

Seek guidance from your assessment coordinator about your state’s participation guidelines and eligibility requirements.

SUBJECTS

The DLM alternate assessment is available for English language arts (reading and writing), mathematics, and science in grades 3 through 8 and high school. This manual
is specific to science and does not address English language arts or mathematics. Check with your assessment coordinator or look on your DLM state webpage for the grades assessed in your state.

**Essential Elements for Science**

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

Each grade-band assessment is designed to assess a specific set of EEs. EEs included in the blueprint for each grade band are listed in blueprint documents available on your state’s page on the DLM website.

**The Relationship Between the Science Blueprint, Essential Elements, and Linkage Levels**

In the DLM science blueprint, the major assessed science subjects are called domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science. Within each domain, three to four core ideas have been selected for use in instruction and assessment. Core ideas are the key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication. Each core idea is further narrowed into topics. EEs were developed from the content in the domains, core ideas, and topics.

EEs specify academic learning targets. In science, each EE has three linkage levels. The highest linkage level is the Target level and is aligned to the content of the EE. The Precursor and Initial linkage levels are less complex than the Target linkage level and provide access to the Target linkage level at reduced depth, breadth, and complexity. Testlets at the Initial level are typically intended for students who do not yet have symbolic communication. These testlets are teacher-administrated off the computer with the test administrator entering the response options in the testlet for the student in Student Portal. Testlets at the Precursor linkage level allow students to develop the knowledge, skills, and understanding needed to reach the target. Testlets at the Precursor linkage level and Target linkage level are computer-delivered and typically taken by the student on the computer. More information about teacher-administered and computer-delivered testlet types comes later in this manual, beginning on page 35.

Below is an example of a middle-school physical science EE with the corresponding linkage levels. Notice the reduced breadth, depth, and complexity of the expectation from level to level as well as the embedded practice, which focuses on carrying out investigations.
**Essential Element: EE.MS-PS2-2**

<table>
<thead>
<tr>
<th><strong>Target level:</strong></th>
<th>Investigate and predict the change in motion of objects based on the forces acting on those objects.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Precursor level:</strong></td>
<td>Investigate and identify ways to change the motion of an object (e.g., change an incline’s slope to make an object go slower, faster, farther).</td>
</tr>
<tr>
<td><strong>Initial level:</strong></td>
<td>Identify ways to change the movement of an object (e.g., faster, slower, stop).</td>
</tr>
</tbody>
</table>

**The Development of the Dynamic Learning Maps Alternate Assessment for Science**

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

Phase I of science development included a 2016 spring operational assessment based on alternate science–content standards at three levels of complexity for three grade bands. Phase II, which is in progress, includes the development of a learning map model for science to include nodes related to Disciplinary Core Ideas, Science and Engineering Practices, and foundational science skills. Also continuing to be developed are professional development products and instructionally embedded assessments. In addition, the three complexity levels of the alternate science–content standards will expand to five levels when the fine-grained learning map model for science is fully developed.
ABOUT KITE STUDENT PORTAL AND EDUCATOR PORTAL

The Kite system was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities, who often have multiple disabilities. Educators and students use two of the four applications in the Kite system.

Students have accounts in Kite Student Portal.

Kite Student Portal is the customized, secure interface test administrators use to deliver the assessment to students. Students log in with their own unique user name and password, which the test administrator provides. Once Student Portal is launched, students are prevented from accessing websites or other applications during the assessment. Practice activities and released testlets are also available through Student Portal with demo user names and passwords. Educators and staff do not have accounts in Student Portal.

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

Kite Educator Portal is the administrative application in which staff and educators manage student data and retrieve reports. Users can access EP via https://educator.kiteaai.org. For information on working within EP, see the DATA MANAGEMENT MANUAL or the EDUCATOR PORTAL USER GUIDE on the DLM website.

HOW TO USE THE DLM WEBSITE

Additional resources for test administrators are available on the DLM website. The DLM Consortium provides resources for all states. State-specific resources may also be available.

To access resources for your state, follow these steps:

2. Hover over the States tab to reveal a list of states.
3. Select your state.

HINT: Bookmark your state page for quick access later.
**RESOURCES ON THE DLM WEBSITE**

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEST ADMINISTRATION MANUAL (PDF)</strong></td>
<td>Supports test administrators in preparing themselves and students for assessment</td>
</tr>
<tr>
<td><strong>EDUCATOR PORTAL USER GUIDE (PDF)</strong></td>
<td>Supports test administrators in navigating EP to access assessment information including student data and reports</td>
</tr>
<tr>
<td><strong>ACCESSIBILITY MANUAL (PDF)</strong></td>
<td>Provides guidance to state leaders, districts, educators, and IEP teams on the selection and use of accessibility supports available in Student Portal</td>
</tr>
<tr>
<td>Science Resource Page (webpage)</td>
<td>Includes additional resources for educators and test administrators, such as tested EEs <a href="http://www.dynamiclearningmaps.org/sci_resources">http://www.dynamiclearningmaps.org/sci_resources</a></td>
</tr>
<tr>
<td><strong>Guide to DLM Required Test Administrator Training (PDF)</strong></td>
<td>Helps test administrators access the DLM Required Test Administrator Training on the DLM Moodle training website. Training modules are in Moodle <a href="http://training.dynamiclearningmaps.org/">http://training.dynamiclearningmaps.org/</a>.</td>
</tr>
<tr>
<td><strong>Guide to Science Practice Activities &amp; Released Testlets (PDF)</strong></td>
<td>Supports the test administrator in accessing science practice activities in Student Portal using student demo accounts</td>
</tr>
<tr>
<td><strong>Test Updates Page (webpage)</strong></td>
<td>Provides breaking news on test-administration activities. Sign up to receive alerts when new resources become available: <a href="http://dynamiclearningmaps.org/test-updates">http://dynamiclearningmaps.org/test-updates</a></td>
</tr>
</tbody>
</table>
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OVERVIEW

The Dynamic Learning Maps® (DLM®) alternate assessment is designed to help plan and track students’ learning. The assessment during the spring assessment window is required. Each state set their dates for the spring assessment window.

Each state determines the grades at which students are required to be assessed for science. During the spring assessment window, all students who are required to be assessed in science take testlets that cover the entire blueprint. The assessment results reflect students’ performance for the school year and are used for accountability purposes. The instructionally embedded assessment window occurs during the fall and winter months and is optional for science. Science testlets are available during this window, but results from those testlets do not contribute to the end-of-year Individual Student Score reports. Contact your assessment coordinator for the dates of both windows.

<table>
<thead>
<tr>
<th>Spring Science Assessment</th>
<th>Instructionally Embedded Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Required</td>
<td>• Optional</td>
</tr>
<tr>
<td>• Nine or 10 testlets cover the entire blueprint.</td>
<td>• The test administrator selects the science Essential Elements used for assessment.</td>
</tr>
<tr>
<td>• Assessment is adaptive.</td>
<td>• Assessment is adaptive.</td>
</tr>
<tr>
<td>• The system assigns the testlets.</td>
<td>• The system recommends the linkage level of each testlet; the test administrator can accept or override it.</td>
</tr>
<tr>
<td>• The linkage level of first testlet based on information in the First Contact survey; the test administrator cannot override the linkage level.</td>
<td>• Results are not used for end-of-year Individual Student Score Reports.</td>
</tr>
<tr>
<td>• Results are used for end-of-year Individual Student Score Reports.</td>
<td></td>
</tr>
</tbody>
</table>
SCIENCE TESTLETS

Kite Student Portal delivers the DLM alternate assessment in testlets. Each testlet assesses one Essential Element (EE) and contains an engagement activity and three to five items. The testlets are either computer-delivered or teacher-administered. For more information about the contents of testlets, see the sections Computer-Delivered Testlets on page 35 and Teacher-Administered Testlets on page 41 of this manual.

OPTIONAL SCIENCE TESTLETS DURING THE INSTRUCTIONALLY EMBEDDED ASSESSMENT WINDOW

During the instructionally embedded assessment window, the science assessment is available but optional, and scores from the testlets do not contribute to the end-of-year Individual Student Score Reports. Test administrators may select the science EEs for instruction, create instructional plans, provide instruction, and then test students. The system recommends a linkage level, which the test administrator may accept or override by choosing a different linkage level. Results from these testlets are reported in Student Progress Reports. However, only the required testlets taken during the spring assessment window are used to calculate a student’s end-of-year Individual Student Score Report. Step-by-step instructions are in the Using the Instruction Tools Interface section in the Educator Portal User Guide.

REQUIRED SPRING ASSESSMENT

All students take nine science testlets during the spring assessment window. In states administering a biology end-of-instruction assessment in high school, students will take a total of 10 testlets.

Each testlet bundles an engagement activity with three to five items, and assesses a single EE from the blueprint. The Kite system delivers the testlets separately, one at a time and assigns the linkage level of the first testlet according to the information the test administrator provided in the First Contact survey. After students complete the first testlet, the linkage level of the second testlet is based on student performance on the first testlet. The remaining testlets are based on student performance on the preceding testlet. After each testlet is completed, the system determines whether the next testlet will be delivered at the same linkage level, a higher level, or a lower level.

FIELD TEST TESTLETS

Students who test during the optional instructionally embedded assessment window may receive an embedded field test testlet. During the spring assessment window, after students complete all the required operational testlets in their grade band, a student may receive one field test testlet.
ASSESSMENT ADMINISTRATION DURATION

The spring assessment in science takes an average of 45–135 minutes to complete. The test administrator determines when to schedule the assessment of each testlet. Students may take testlets separately across multiple assessment sessions as long as they complete all testlets within the spring assessment window determined by your state. See Testlet Delivery Frequency During Spring Assessment on page 55 of this manual.

ASSESSMENT RESULTS

Assessments during the instructionally embedded assessment window are scored, and the results can be found in the Student Progress Report in Educator Portal. However, the results from the testlets administered during the instructionally embedded assessment window do not contribute to or impact the end-of-year Individual Student Score Reports. More about how results for the required spring assessments are calculated can be found in the section Access Individual Student Score Reports on page 57 of this manual.
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KEY STEPS

Test administrators are to prepare for the Dynamic Learning Maps® (DLM®) alternate assessments by completing the steps below. Gray-shaded steps are described in more detail in this section of this manual. Other steps are defined in the DLM resources listed in the Checklists for Test Administrators on page 9 of this manual.

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Confirm student eligibility to participate in the DLM alternate assessment.</td>
</tr>
<tr>
<td>2. Share information about the DLM alternate assessment with parents or guardians, preparing them for their student’s assessment experience.</td>
</tr>
<tr>
<td>3. Read this TEST ADMINISTRATION MANUAL.</td>
</tr>
<tr>
<td>4. Use the resources on your state’s DLM webpage to become familiar with the DLM Consortium, the assessed content, and the procedures to prepare for the assessment.</td>
</tr>
<tr>
<td>5. Gain access to Educator Portal (EP).</td>
</tr>
<tr>
<td>Steps</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>6. Complete the security agreement in your EP profile.</td>
</tr>
<tr>
<td>7. Complete the Required Test Administrator Training.</td>
</tr>
<tr>
<td>8. Review your state-specific guidelines on required and recommended professional development modules. Complete as needed.</td>
</tr>
<tr>
<td>9. Use the ACCESSIBILITY MANUAL and work with IEP teams to determine which accessibility supports are to be provided for each student taking the DLM alternate assessment. Record the chosen supports in each student’s Personal Needs and Preferences (PNP) Profile.</td>
</tr>
<tr>
<td>10. Review state-specific requirements for documenting DLM accessibility supports. Adjust supports in students’ IEPs as necessary.</td>
</tr>
<tr>
<td>a) Ensure all student data are correct.</td>
</tr>
<tr>
<td>b) Ensure all roster data are correct.</td>
</tr>
<tr>
<td>12. Ensure that each student’s PNP Profile is updated and complete.</td>
</tr>
<tr>
<td>13. Ensure that each student’s First Contact (FC) survey is updated and complete.</td>
</tr>
<tr>
<td>14. Ensure that Kite Student Portal is installed on student assessment devices. See your technology personnel for help.</td>
</tr>
<tr>
<td>15. Become familiar with the DLM practice activities and released testlets.</td>
</tr>
<tr>
<td>a) Access practice activities and released testlets using student demo accounts.</td>
</tr>
<tr>
<td>b) Check compatibility of students’ devices with Student Portal by allowing students ample time with practice activities and released testlets.</td>
</tr>
</tbody>
</table>
COMPLETE THE SECURITY AGREEMENT

Test administrators are expected to deliver the DLM alternate assessment with integrity and to maintain the security of testlets. Each year, test administrators must renew the DLM security agreement through EP. The agreement expires the first week of August every year. For a step-by-step procedure, see the Complete Security Agreement section in the EDUCATOR PORTAL USER GUIDE. See the text of the Security Agreement below.

NOTE: If DLM staff discover that a user’s account has been accessed by someone other than the account owner, the user account will be considered compromised and will be locked until the state assessment administrator requests that the account be opened again.

Test administrators must read, agree to, and sign the security agreement annually. Test administrators who do not complete both this process and the Required Test Administrator Training will not have access to information in the Test Management section of EP and will not be able to administer any testlets to their students.

NOTE: See your assessment coordinator for additional guidance on test security in your state and district and for procedures for reporting assessment irregularities.
**COMPLETE TRAINING AND PROFESSIONAL DEVELOPMENT**

This section provides a brief overview of DLM training and professional development. See the Guide to DLM Required Test Administrator Training on the [DLM website](http://dlmwebsite) for complete information.

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

<table>
<thead>
<tr>
<th>Required Test Administrator Training</th>
<th>Professional Development for Instruction</th>
<th>Supplemental Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical content for managing and delivering the DLM alternate assessments is covered.</td>
<td>• The modules address topics to support academic instruction for students who take the DLM alternate assessment.</td>
<td>• The training includes a variety of topics to supplement use of the DLM materials and system navigation.</td>
</tr>
<tr>
<td>• Test administrators will not be able to deliver testlets until training is completed.</td>
<td>• The modules are strongly recommended.</td>
<td>• Supplemental training is strongly recommended.</td>
</tr>
<tr>
<td>• States decide which format(s) to offer for new test administrator training: self-directed or facilitated. All returning test administrator training is self-directed.</td>
<td>• States and districts may recommend or require specific modules.</td>
<td></td>
</tr>
<tr>
<td>• Successful completion is a score of 80% or higher on the post-test.</td>
<td>• States decide which format(s) to offer: self-directed or facilitated.</td>
<td></td>
</tr>
</tbody>
</table>

---

**NOTE:** See your district assessment coordinator for a training plan tailored to your state and for training beyond what is provided by the DLM Alternate Assessment® (DLM®) Consortium.
**REQUIRED TEST ADMINISTRATOR TRAINING**

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

State policy determines who takes required training courses, which courses to offer, and the format of the courses. In some states, other staff, such as building assessment coordinators, must take the required training. The first year a state administers the DLM alternate assessment, all new test administrators must take the Required Test Administrator Training course for new test administrators. During subsequent years, the state decides whether to require returning test administrators to complete the training course for new test administrators or the one for returning test administrators. In states offering the returning training course, a returning test administrator is identified from EP records. If you are a returning test administrator from 2017–2018 and mistakenly placed in the course for new test administrators, contact the local or state education agency. If a test administrator administered the DLM alternate assessment in the past but not in the preceding year, that test administrator will be placed in the new test administrator training again.

HINT: See the Guide to DLM Required Test Administrator Training located on the DLM website for complete information.

The training modules must be completed in order. Therefore, when first entering the course, only Part 1 is initially available. Each additional module becomes available after the previous module is successfully completed. Training for new test administrators includes four modules:

1. Overview of the Dynamic Learning Maps Alternate Assessment
2. Understanding and Delivering Testlets in the DLM Alternate Assessments
3. Test Administration and Scoring
4. Preparing to Administer the Assessment

Returning test administrators must pass one post-test module before administering student assessments. Training time is estimated to be approximately one hour. If a test administrator does not successfully complete the module on the first attempt, additional training will be required. The additional training may take 30 minutes to 2.5 hours, depending on the areas in which the test administrator was not successful on the first attempt.

States may make the required training for new test administrators available in a self-directed or facilitated format or both. Training for returning test administrators is available only in the self-directed format. Regardless of the training format, all post-tests for required training must be completed in Moodle. When all modules are successfully
completed, test administrators is advised to print and save their certificate of completion as it may be useful in the future.

More information about the contents of each module, training formats, and procedures for completing required training is provided in the Guide to DLM Required Test Administrator Training, located on the DLM website.

**PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL SUPPORT**

Professional development for instruction is strongly encouraged. Modules focusing on teaching and learning in the areas of English language arts, mathematics and science, while also providing important information regarding components of the Dynamic Learning Map® system are available. If wishing to incorporate professional development modules into a training plan, the DLM Consortium offers a variety of content and multiple methods to access the materials.

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

Most educators are required to participate in regular, ongoing professional development. Some states give continuing education credits for the DLM professional development modules. Print the certificate emailed to you upon completion of any module to provide documentation to your assessment coordinator to receive possible continuing education credits. The professional development website is [http://dlmpd.com/](http://dlmpd.com/).

**SUPPLEMENTAL TRAINING**

Supplemental training and materials include short helplet videos on common EP procedures and best practices for test administrators on the [Educator Resource Videos](http://dlmpd.com/) page on the DLM website (e.g., Getting Started in Educator Portal and View Test Tickets and TIPs).
EVALUATE AND CHOOSE ACCESSIBILITY SUPPORTS (PERSONAL NEEDS AND PREFERENCES PROFILE)

The DLM alternate assessment offers a variety of accessibility supports. The ACCESSIBILITY MANUAL describes a six-step process for evaluating and choosing appropriate supports for each student.

Most states provide guidelines that their IEP teams are required to use when making decisions about accessibility supports for a student during testing. Some states provide their state-specific guidelines on their DLM website as an appendix in the ACCESSIBILITY MANUAL. Accessibility supports in the student’s PNP Profile in EP include those required to meet the student’s needs in their IEP and other supports for which a student may show a preference but are not required in the IEP. The selected supports then become available during testing. Test administrators are to review accessibility supports with the IEP team at least once per year.

The test administrator may adjust the PNP Profile between testlets in an effort to provide more appropriate supports if the initial PNP Profile selections do not allow the student to fully access the content of the testlets. The assessment coordinator can provide further IEP guidance if needed. To change support setting during testing, see this section in the ACCESSIBILITY MANUAL, Changing PNP Profile Settings During Testing.

Procedures for choosing and saving the PNP supports in Educator Portal are in the section Complete the Personal Needs and Preferences Profile in the EDUCATOR PORTAL USER GUIDE.

REVIEW STUDENT DEMOGRAPHIC INFORMATION

Test administrators must have an accurate list of students for whom they are responsible. Before the assessment window opens, test administrators must review the student names that appear on their rosters in EP. Questions to ask include the following:

- Do all eligible students appear on my list of students?
- Are any students on my list who are not assigned to me or not eligible for the DLM alternate assessment?
- Is each student assigned to the correct grade level?
- Does each student have a roster record for science only?
- Are there any typos or misspellings?

If any errors are discovered, ask your assessment coordinator to make the corrections. Some of this student information will appear on the student’s Individual Student Score Report (e.g., the student’s name and grade). Having the information presented correctly will be important to the students and their parents or guardians.

Detailed procedures for checking this information are in the Manage Student Data section of the EDUCATOR PORTAL USER GUIDE.
HINT: The correct grade and subject must be provided for the system to deliver the appropriate testlets.

Check with your assessment coordinator for specific guidance on the deadlines to review student demographic information and the procedures for correcting records.

**COMPLETE OR UPDATE FIRST CONTACT SURVEY SETTINGS**

The FC survey gathers detailed information about learner characteristics that goes beyond basic demographics. The survey covers a variety of areas, including communication, academic skills, and attention. Test administrators must complete all required questions because the system assigns each student to a specific testlet linkage level for the first testlet in a subject based on responses to these questions in addition to other information about the student (e.g., student grade). The procedure for completing the FC survey is in the Complete the FC Survey section of the EDUCATOR PORTAL USER GUIDE. A complete list of FC survey questions is included in the Appendix of this manual on page 73.

The two sections of the FC survey used to provide an optimal match between student and testlet during the initial DLM assessment experience are Expressive Communication and Science Skills.

The FC survey must be completed, reviewed, and submitted at least once before the first assessment each year. If the test administrator does not submit the FC survey before the assessment window opens, delivery of the first testlet will occur 24 hours after submitting the FC survey. Only users with the EP role of District Test Coordinator, Building Test Coordinator, or Teacher can complete the FC survey. Review and update FC survey information as needed before the spring assessment. Test administrators can edit responses in the FC survey at any time a student experiences dramatic changes in expressive communication capacity. However, if testing during the spring assessment window has already begun, the change in the FC survey will not influence the linkage level of the next testlet assigned since a student’s performance on the previous testlet determines the linkage level of the next testlet being delivered. Check with your assessment coordinator for additional guidance on deadlines for reviewing and updating FC survey responses.

**FIRST CONTACT SURVEY DRIVES FIRST TESTLET**

The system selects the linkage level of the first testlet that best matches a student’s knowledge, skills, and understandings according to student information provided in the FC survey. As the student takes more testlets, the system determines linkage levels for the next testlet based on responses to previous testlet items.
PREPARE FOR ASSESSMENT WITH PRACTICE ACTIVITIES AND RELEASED TESTLETS

The DLM Consortium provides two practice activities and many released testlets to support test administrators and students preparing for the assessment. (See the Glossary on page 69 of this manual for the definition of released testlets.)

- Practice activities are designed to familiarize users with the way testlets look in Student Portal. One practice activity is for test administrators, and the other is for students.
- Released testlets are similar in content and format to real DLM testlets.

Access practice activities and released testlets through Student Portal in the practice section. Use login information provided in this manual to complete both types of activities as many times as desired.

HINT: Some released testlets are available in PDF format on the DLM website. Student Portal does not have to be installed on a computer to view these items.

If you have questions or technical problems with the practice activities or released testlets, contact your assessment coordinator or local technology personnel.

RELEASED TESTLETS

Released testlets are similar to real testlets. They are selected from a variety of EEs, linkage levels, and grade bands. New released testlets are added periodically.

Remember that testlets contain items that align to a linkage level. The linkage levels in science are:

- Initial (I)
- Precursor (P)
- Target (T)

Test administrators administer testlets at the Initial linkage level. Computer-delivered testlets are at the other linkage levels.

In Student Portal, released testlets are labeled by subject, EE, and linkage level.
The table explains the labels.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Content Domain</th>
<th>Core Idea</th>
<th>Linkage Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>5</td>
<td>ESS (Earth and Space Science)</td>
<td>Represent and Interpret data on a picture, line, or bar graph to show seasonal patterns in the length of daylight hours.</td>
<td>Proximal</td>
</tr>
</tbody>
</table>

To view the EEs for science, go to the Science Resource Page on the DLM website.

The following sections describe the step-by-step procedure for accessing practice activities and released testlets.

**PRACTICE ACTIVITIES**

Access practice activities by selecting Other after logging into Student Portal with the practice account credentials.

**TEACHER PRACTICE ACTIVITY**

The teacher practice activity is a tutorial on 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, the test administrator reads the instructions aloud on the testlet screens and follows them. The test administrator enters the student’s responses to activities or exchanges that occur outside the system. The test administrator may go forward and backward within a testlet as much as needed before submitting the responses.
Most teacher-administered testlets require test administrators 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) of the testlet.

HINT: The practice activities do not include Testlet Information Pages (TIPS); however, all operational testlets do have TIPs. Information about a teacher-administered testlet, including materials needed, are listed in the (TIP) for each testlet.

**STUDENT PRACTICE ACTIVITY**

The student practice activity is a tutorial on testlets that are administered directly to the student. Computer-delivered testlets are used when the content can be assessed directly by computer, and students can interact with the system, selecting their own responses, using assistive devices or other supports as needed.

Students may navigate using a mouse, Tab and Enter keys on a keyboard, or switches. If students can engage with the content but cannot advance the screens or input responses independently, teachers may navigate the screens and record student responses on their behalf. Specific practices not allowed are described further in Practices Not Allowed on page 53 of this manual.

The student practice activity contains multiple-choice items in which the student selects one correct response. Students may go forward and backward within a testlet as needed before submitting responses.

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

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

Each practice account below is enrolled in all available science practice activities and released testlets.
<table>
<thead>
<tr>
<th>Name</th>
<th>Password</th>
<th>PNP Profile Supports Turned On</th>
</tr>
</thead>
<tbody>
<tr>
<td>demo.lisa.40</td>
<td>quite</td>
<td>None’</td>
</tr>
<tr>
<td>demo.lisa.41</td>
<td>inch8</td>
<td>Color overlay (green)</td>
</tr>
<tr>
<td>demo.lisa.42</td>
<td>self5</td>
<td>Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false&lt;br&gt;Contrast color = green on white</td>
</tr>
<tr>
<td>demo.lisa.43</td>
<td>cast9</td>
<td>Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false</td>
</tr>
<tr>
<td>demo.lisa.44</td>
<td>toss8</td>
<td>Switch: scan speed = 4 seconds, autoscan = manual override, autorepeat scan frequency = infinity</td>
</tr>
<tr>
<td>demo.lisa.45</td>
<td>cusp4</td>
<td>Switch: scan speed = 5 seconds, initial delay = 5 seconds, autorepeat scan frequency = 2</td>
</tr>
<tr>
<td>demo.lisa.46</td>
<td>daze4</td>
<td>2x magnification</td>
</tr>
<tr>
<td>demo.lisa.47</td>
<td>brave</td>
<td>4x magnification and invert color choice</td>
</tr>
<tr>
<td>demo.lisa.48</td>
<td>toner</td>
<td>5x magnification</td>
</tr>
</tbody>
</table>

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

For the supporting procedure in Student Portal, see Access Practice Activities and Released Testlets on page 60 of this manual.

**TROUBLESHOOT ACCESS IN EDUCATOR PORTAL**

**Avoid Common Pitfalls**

Save time and avoid errors by making sure you have completed these steps before beginning to assess students.

**NO TEST MANAGEMENT ACCESS**

Access to the Test Management tab in EP is restricted until you do the following:

- Complete all Required Test Administrator Training modules with a passing score on each post-test.
- Read, agree to, and sign the security agreement in EP.

Users who have not completed each requirement will receive one of the following error messages:

- Access to Test Management is restricted due to incomplete Required Test Administrator Training. You must complete all Required Test Administrator Training before receiving access to Test Management.
- Access to Test Management is restricted because the user has not accepted and completed the annual security agreement. All previously accepted security
agreements expire during the first week of August. You must read, sign, and accept this year’s security agreement in EP before receiving access to Test Management.

- Access to Test Management is restricted due to missing annual requirements. All previously accepted security agreements expire during the first week of August. You must read, sign, and accept this year’s security agreement in EP and complete all Required Test Administrator Training before receiving access to Test Management.

**NO STUDENT TESTLETS**

During the spring assessment, a student is not assigned testlets until the following steps are completed correctly:

- The student is listed on the test administrator’s roster
- The student is rostered to science. In states where students also take the end-of-instruction biology assessment, the student also will be rostered to a course: biology.
- The FC survey is complete and submitted.

HINT: In EP, ensure each student is assigned to the correct grades tested in your state within each grade band, e.g., 5, 8, and 11.

The assessment coordinator can help with any of the above issues.
INTRODUCTION TO DYNAMIC LEARNING MAPS
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COMPUTER-DELIVERED TESTLETS

OVERVIEW

Testlets delivered directly to students via computer are designed with the assumption that students can interact independently with a computer, using special devices (e.g., alternate keyboards, touch screens, switches) as necessary. Computer-delivered testlets in the Dynamic Learning Maps® (DLM®) science alternate assessment are at the Precursor and Target linkage levels, where the assessed content is appropriate for computer delivery. Some students may function at upper linkage levels but cannot interact directly with the computer because of physical limitations. In these cases, test administrators may navigate the testlet screens for a student and enter the student’s responses.

HINT: Screenshots in the following sections of this manual demonstrate how a testlet should appear on an assessment device. If a testlet is difficult to view on the assessment device, check the device’s display settings and the screen resolution. The screen resolution is recommended to be 1024 by 768. Also, check the student’s PNP Profile settings to ensure the most appropriate settings have been selected. After doing this, if the issues cannot be resolved, contact your technology personnel or your assessment coordinator.

Computer-Delivered Science Testlet Structure

Delivery of science testlets is based on research about effective instructional practices for students with the most significant cognitive disabilities. Science testlets begin with an engagement activity. These engagement activities are designed to motivate students, provide a context, and activate prior knowledge. Science testlets may be designed around a science story featuring an experiment or classroom activity. The story is presented twice; items are either embedded within the second presentation or presented at the end of it. For shorter science testlets, stories may simply provide a context for the items. In this case, the science story is presented a single time, and all items appear at the conclusion of the engagement activity. An example of a science story begins below. The instructions at the beginning of the testlet tells students what they will be doing in the testlet. In this science story, the student is to read the text and answer some questions.
The image below is from a testlet in which a short story is presented only once to the student. The items in the testlet, although not shown in this image, follow the story on the next screen of the testlet.

Max sets a dinner table. Max uses paper plates and cloth napkins. Max wants to protect Earth’s resources when cleaning up.

**Video-Based Testlets**

Some science testlets in the upper grade bands and the upper linkage levels may include a video in the engagement activity. Students will view a short (less than 30 seconds) video and will then respond to three items that include still-frame photos from the video.
**COMPUTER-DELIVERED ITEM TYPES**

Students will respond to single-select multiple-choice items when taking computer-delivered testlets. Most testlets are designed for students to interact directly with the computer.

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

Max cleans up after dinner. Max puts the paper plates in the recycling bin. How does this protect trees?

- More trees will be used to make paper plates.
- Fewer trees will be used to make paper plates.
- The same amount of trees will be used to make paper plates.
Students may also see single-select multiple-choice items with image response choices, as shown below.

**COMPUTER-DELIVERED TESTLET COMPLETION**

When a student first views an item, the responses will appear as shown in the item below.
Once a student selects a response, a box appears around the response choice. The student is able to select NEXT or BACK to navigate through the testlet screens. The response choice will stay selected.

If the student wants to change a response at any time during the testlet, they may go back to the screen that displays that item and simply select another response option.

**No Response Option**

All testlets at the lowest linkage level and a few teacher-administered testlets at higher linkage levels include No response as a response option. However, not all testlets include No response as one of the options. If an item does not offer the No response option, and the student does not respond to the item in the testlet, the test administrator leaves the item unanswered. Whether No response is available for selection or if the item is left unanswered, the item is scored as a zero. When a student has not responded to any items in a testlet, the testlet is still be submitted for the student. If the student is capable of producing an intentional response but does not do so (e.g., due to distractions or behavior problems), if state policy allows, the test administrator could use the EXIT DOES NOT SAVE button and begin the testlet again when the student is more engaged.

**System Timeout**

The DLM alternate assessment is administered individually and are not timed. Students may take as much time as needed and may work in settings that are most appropriate for them. In other words, any flexibility in location and assessment time that the student needs is permissible. For example, the student may take as many breaks as needed.
throughout the completion of a testlet. During the administration of a testlet, Student Portal can sit inactive for as long as 90 minutes before timing out.

After 88 minutes and 30 seconds of inactivity in the testlet, the system provides the student with this warning message.

- If the student does nothing and no activity occurs before the countdown reaches 0, the system logs the student out of the testlet and returns to the login screen. The testlet status returns to Unused, and the system retains no answers.
- If the student selects Extend Session, the system disregards the idle time, closes the prompt, and returns to the screen where the student had been working.
- If the student selects Logout, the system logs the student out of the testlet and returns to the login screen. The testlet status returns to Unused, and the system retains no answers.

Students with the most significant cognitive disabilities who qualify for the DLM alternate assessment require extensive, repeated, and individualized instruction and ongoing supports that are not temporary or transient. These students often have difficulty retaining information in working memory for extended periods of time. Therefore, testlets were created to be brief: containing only a few items, each testlet begins with an engagement activity designed to activate prior knowledge, motivate the students, and provide a context. While DLM test-administration procedures are designed to be flexible and allow students to take breaks during a testlet, most students who experience an extended interruption during test administration have difficulty retaining information in working memory after the interruption. Research has shown that an extended interruption during test administration can adversely affect student performance (Sinharay et al., 2014). Thus, Student Portal was designed to time out after an extended period of inactivity without retaining the responses, allowing the student to begin the assessment afresh when ready.

**COMPUTER-DELIVERED ASSESSMENT ARRANGEMENT**

Prior to test administration, evaluate how to arrange the computer or other assessment devices for the student and test administrator. All arrangements for computer-delivered testlets are to do two things, maximize both student interaction and student independence.
Assessing students in a familiar environment is helpful, but the test administrator must ensure that the student is able to concentrate without distractions from other students. Assessing students with the most significant cognitive disabilities is to be individualized and not to be conducted in a group setting, as is done with standardized assessment for students who take general education assessments.

**Maximize Student Interaction with the Computer-Delivered Testlet**
The arrangement is to maximize student interaction with the testlet through the computer or other assessment devices based on the student’s needs. For instance, if the test administrator sits with a student, the student is to sit directly in front of the computer and the test administrator is to sit off to the side, as shown in the image.

If the test administrator sits next to a student who is able to use the mouse without assistance, the test administrator is to sit on the side of the student opposite from the mouse so the student has space to move the mouse and the test administrator is not tempted to move the mouse for the student. A student who takes the assessment on an iPad may be able to hold the iPad and respond to 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 are to monitor students at all times, the assessment arrangement is to maximize student independence and minimize test administrator involvement. For students who may need assistance during the assessment, the test administrator is to sit close to the student to monitor the assessment. On the other hand, if the student is able to work independently, the test administrator can keep more distance while making sure the student takes enough time and responds to all items.
TEACHER-ADMINISTERED TESTLETS

OVERVIEW

All testlets at the lowest linkage level are designed to be administered directly by the test administrator. The testlets are still delivered in Student Portal, 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 off the computer, and recording responses in the testlet in Student Portal.

GENERAL STRUCTURE OF TEACHER-ADMINISTERED TESTLETS

All teacher-administered testlets have some common features.

- A Testlet Information Page (TIP) is provided with each testlet, which the teacher must review before beginning the assessment. Since the test administrator must gather the needed materials to be ready for test administration, the TIP can be reviewed several hours or even days before testing.
- The TIP will have pictures that need to be printed ahead of time. Best practice is to print pictures in color.
- Directions and scripted statements guide the test administrator through the administration process.
- The testlet includes an engagement activity and items.
- The test administrator enters responses for the student.

TEACHER-ADMINISTERED SCIENCE TESTLETS

In science, teacher-administered testlets are at the Initial linkage level. Initial linkage level science testlets are structured as a series of statements that the teacher reads to the student and are often accompanied by picture-response cards. Picture response cards must be printed from the TIP before test administration, and best practice is to print them in color. Some Initial testlets specify the use of other materials.

Structure of Teacher-Administered Science Testlets

All teacher-administered science testlets are similar in structure. Teacher-administered testlets include instructions to the test administrator called Educator Directions. An example of Educator Directions for an Initial linkage level science testlet is below. First, the directions tell the test administrator, in a general way, what will happen in the testlet. The directions will specify any materials that must be collected. More information about the specific materials needed and recommended substitutions are located on the TIP. The test administrator may substitute materials as long as the substitutions do not change what the testlet measures. The last part of the directions page outlines the needed materials, which items need the materials, and in what order the item presents the materials.
First, the directions tell the test administrator, in a general way, what will happen in the testlet. If necessary for the item type, the directions will specify any materials that need to be collected. More information about the materials and recommended substitute objects are provided in the TIP. Test administrators may substitute objects as long as the new objects do not change what the testlet measures. The last part of the directions page outlines the needed objects, which items need the objects, and in what order the item presents the objects.

Also, teacher-administered science testlets contain an engagement activity during which a test administrator presents picture response cards or objects used in the testlet and engages a student in exploring the materials. An example of an engagement activity in a teacher-administered science testlet is shown below.
**TEACHER-ADMINISTERED TESTLET ADMINISTRATION**

Teacher-administered testlets are standardized. Anything in quotes and bold print is to be presented verbatim to the student. There are two exceptions to this rule. The first is when the student uses sign language interpretation or language translation supports as allowable and as described in the ACCESSIBILITY MANUAL and on the TIP. The second exception is when a substitution has been made for a particular material. The test administrator must then use the name of the substituted materials when reading the item to avoid confusing the student.

The two specific instructions for presenting items or directions to students are SHOW and SAY. However, because of 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 means that an educator is to present the materials to the student, using sensory modalities appropriate for that student. SAY may require nonverbal communication appropriate for the student’s sensory modalities, such as signing.

Below is an example of an item screen that may be embedded in a science testlet. The Educator Directions tell how to interact with the student. The test administrator must read the lines presented in bold after SAY directly to the student. The administrator also must perform the actions described after SHOW for the student.

---

**Educator Directions:**

Present the pictures to the student in a way that captures the student's attention. For example,

- draw the student's attention to the presence of the pictures.
- talk about what people do with the pictures.
- encourage the student to touch the pictures.

Once the student has attended to the pictures, set all of the pictures aside and continue to the next screen.
All teacher-administered items include response options that reflect possible student responses to the statement or questions in the item. Test administrators evaluate a student’s response, choose the best description of what they observed, and record the choice in the testlet. Test administrators must be familiar with a student’s typical modes of expressive communication because any mode for communicating a response is acceptable.

All testlets at the Initial linkage level include No response as a response option. If a student is capable of producing an intentional response but does not do so (e.g., due to distractions or behavior problems), it is better to use the EXIT DOES NOT SAVE button (if allowed in your state) and return to the testlet when the student is more engaged.

**TEACHER-ADMINISTERED ASSESSMENT ARRANGEMENT**

In teacher-administered testlets, students and test administrators interact together. Only the test administrator interacts with Student Portal; the student works outside the Kite system and interacts with the test administrator.

**ACCESSIBILITY SUPPORTS**

Accessibility supports that are appropriate for use during teacher-administered and computer-delivered testlets are fully described in the **ACCESSIBILITY MANUAL**. Some supports are described in more detail below.

**Language Translation**

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

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

Some states do not allow language translation. Check with your district assessment
coordinator about language translation.

Unless exceptions are noted, test administrators may do the following:

• translate the text
• simplify testlet instructions
• translate words on demand
• provide synonyms or definitions. (Student Portal does not offer a digital dictionary.
  Students may use their version of a dictionary if needed, such as word lists and
  communication symbols. This dictionary is to be familiar to the student and have
  been used during instruction.)
• accept responses in either English or the student’s native language

**Sign Interpretation**

Students who are deaf or hard of hearing and who participate in the DLM alternate
assessment may require additional supports beyond those available via the PNP Profile.
Support needs may be different for computer-delivered testlets than for teacher-
administered testlets.

Teacher-administered testlets direct the test administrator how to organize and present
the content to the student. Scripted directions tell the test administrator what to say or
sign. 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, advance planning may be necessary. Test administrators may
log in to Student Portal before beginning the assessment to plan and prepare for
appropriate procedures to use with students who are Deaf or Hard of Hearing. If the
need for interpretation is likely, test administrators logs in to Student Portal, launches
the test, and reviews the screens to evaluate the need for interpretation. If administration
will take place later, the test administrator uses the **EXIT DOES NOT SAVE** button (if
allowed in your state) to leave the testlet.

For teacher-administered testlets, test administrators may do any of the following:

• translate the text (American Sign Language, Signed Exact English, or individualized)
• translate words on demand (e.g., English to American Sign Language)
• provide synonyms and definitions except when specifically forbidden on the TIP (e.g., when the item assesses knowledge of vocabulary)
• accept responses in the student’s sign language system (American Sign Language, Signed Exact English, or individualized) or through the student’s communication device
• reread the text if the student indicates a need

**OTHER PRACTICES ALLOWED**

Students who participate in the DLM alternate assessment have access to many accessibility supports. Test administrators may also be flexible with some aspects of testlet delivery. However, testlet delivery must be standardized in certain ways. This section describes general principles for additional allowable practices when the accessibility supports included in the PNP Profile do not meet the student’s needs. When possible, the additional supports must be consistent with the student’s current needs as documented in the IEP.

When making decisions about additional supports for computer-delivered testlets, test administrators must follow IEP team decisions and these two general principles.

• **Provide flexibility in student access and response mode.** For example, standard administration procedures define typical arrangements for the test administrator, student, and computer across different types of testlets. However, the test administrator may need to adapt the physical arrangement based on a student’s physical needs and use of special equipment. Another example of this flexibility is the substitution of materials as needed for the testlet.

• **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 all students do complete the same cognitive or linguistic task. Therefore, test administrators cannot rephrase questions or rearrange items. Simplified instructions, definitions, and flexible response modes are allowable supports for all students except when specifically excluded by the TIP. TIPs provide specific instructions for materials substitution to help the test administrator maintain this consistency.

To determine whether a support or practices is allowed see Practices Allowed and Practices Not Allowed, beginning on page 51 of this manual. Also, additional help can be found using the following tables in the ACCESSIBILITY MANUAL:
• Practices not Allowed in Administering Testlets
• Allowable Practices and Accessibility Supports for Students with Individualized Student Response Modes
TESTLETS FOR STUDENTS WHO ARE BLIND OR HAVE VISUAL IMPAIRMENTS

FORM TYPES

The DLM Alternate Assessment System supplies braille forms for some testlets during the spring assessment window. These forms are available in uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student’s PNP Profile. DLM braille forms also include Nemeth code as needed for any mathematics. Braille forms are not currently available during the instructionally embedded assessment window.

The DLM alternate assessment is designed to assess students’ knowledge, skills, and understanding of the EEs, not their ability to use braille. Therefore, braille is to be selected only if the student is proficient in reading braille. Braille is not to be selected for emerging braille readers. Other options, such as alternate forms, are suitable for a student with a visual impairment who does not read braille.

For a student who reads braille, choosing braille and Alternate Form—Visual Impairment in the PNP Profile in EP provides the widest range of access. For a student with a visual impairment who does not read braille, choose only Alternate Form—Visual Impairment.

FORM AVAILABILITY

Braille forms and alternate forms are not available for all EEs and are not at all linkage levels. Based on availability, a student will receive one of three forms of a testlet as shown in the following list:

1. A limited number of braille forms are available during the spring assessment window. See the table below for the grades, linkage levels and subject.
2. A limited number of alternate forms are available during the spring assessment window.
3. Standard forms are always available for the assessment.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grades</th>
<th>Linkage level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>3–8 and high school</td>
<td>Target only</td>
</tr>
</tbody>
</table>

HINT: When braille or Alternate Form—Visual Impairment are selected in the PNP Profile, other supports may also be used, such as Spoken Audio, magnification, and human read aloud.

The table below provides information about the availability of braille forms.
**FORM DELIVERY**

The test administrator marks options in the PNP Profile to have the system deliver a braille or alternate form when available. In the PNP Profile, braille is selected under the Language and Braille tab, while Alternate Form—Visual Impairment is marked under Other Supports.

When the PNP Profile is marked with both braille and Alternate Form—Visual Impairment, the forms are delivered as follows:

1. If a braille form is available, the system will deliver it.
2. If a braille form is not available, the system will check for an alternate form to deliver, if Alternate Form – Visual Impairment was selected in the student’s PNP Profile.
3. If neither a braille form nor an alternate form is available, the system will deliver a standard form.

**HINT:** When appropriate, TIPs contain information about appropriate adaptations for delivering the testlet, including alternate text descriptions of pictures and/or graphics for the test administrator to read to the student.

When the system delivers a braille form, it arrives in Educator Portal as a Braille Ready File (BRF) for the test administrator to emboss. See Retrieve Braille Ready File in the EDUCATOR PORTAL USER GUIDE for the steps to retrieve the BRF.

Braille forms are transcribed to be as similar as possible to online standard testlets, but they contain the below minor changes to help students best access or understand the information.

- Page numbers are included on all testlets to help with organization.
- Response options are lettered to help students communicate their responses so that test administrators can input the responses in Student Portal.
- Science texts are double-spaced to help students whose braille-tracking skills are not yet strong.

**TACTILE GRAPHICS**

Tactile graphics are a means of conveying non-textual information to people who are blind or have visual impairments and may include tactile representations of pictures, maps, graphs, diagrams, and other images. Tactile graphics are not included with the DLM braille forms. Instead, the DLM alternate assessment typically uses objects for concrete representations of content. The test administrator may use familiar objects or create tactile graphics to represent graphics that appear on screen. See the TIP for each testlet to learn about allowable objects.
**Response Scoring**

When the system assigns a testlet, the braille form will need to be embossed locally and provided to the student. Student Portal will also have a computer-based version of the testlet equivalent to the braille version the student receives. As students take the braille testlet on the embossed paper version, they indicate each response to the test administrator as they normally would on braille assignments during instruction. The test administrator inputs each student response into the testlet in Student Portal. Responses are scored by the system, in the same way as non-braille forms.

When an alternate form is delivered, the testlet name will contain the letters BVI (Blind Visual Impairment) in both the test ticket and Student Portal testlet name (e.g., SP BVI SCI MS.PS1-2 P 10455).

To make a change regarding braille or alternate forms during assessment, consult the Customization for Each Student section in the Accessibility Manual.

**Alternate Forms for Students Who Are Blind or Have Visual Impairments**

Most standard testlets designed for students taking the DLM alternate assessment are accessible for students who are blind or have visual impairments. However, certain EEs are difficult to assess online for students who have visual impairments, even with supports such as Spoken Audio. For these specific EEs and linkage levels, the system will assign an alternate testlet form. Alternate forms are assigned only for certain EEs and linkage levels and only when the test administrator selects Alternate Form—Visual Impairment in the PNP Profile.

Alternate form testlet names also include BVI in the prefix (e.g., BVI Math 9.b.1 T 8711 or BVI FT ELA RL.3.8 IP 4048).

**Teacher-Administered Alternate Form Testlets**

Teacher-administered testlets require the test administrator and student to complete tasks outside of Student Portal, with the test administrator recording responses in the testlet in Student Portal. These testlets will use materials that may require some advanced preparation by the test administrator. Special materials for use with students who are blind or have visual impairments are recommended, but other familiar materials may be substituted as described Materials on page 57 of this manual. Those details are provided on the TIP.

**Computer-Delivered Alternate Form Testlets**

Computer-delivered testlets for students who are blind or have visual impairments begin with an instruction screen for the test administrator and continue with content for the student to access. These testlets may require test administrators to use materials to represent the onscreen content directly to the student. Needed materials are listed on the TIP, and substitutions are allowed as directed on the TIP.
**Administration of Alternate Form Testlets**

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

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

**Practices Allowed**

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

**Breaks**

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

**Individualized Student Response Mode**

The items 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 technology to communicate, test administrators may represent the response options in an alternate format or layout to ensure the student can indicate a clear response.

**Special Equipment for Positioning**

Some students may need special equipment to access the assessment material, such as a slant board for positioning or hook-and-loop objects on a communication board. Test
administrators are to use the equipment to maximize the student’s ability to provide a clear response.

**NAVIGATION ACROSS SCREENS**

For students who have difficulty interacting directly with the computer because of a lack of experience, limited fine motor skills, or use of interactive devices, the test administrator may help students navigate across screens or enter the responses that students selected during the assessment.

**TEST ADMINISTRATOR RESPONSE ENTRY FOR STUDENTS**

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

**INTERACTIVE WHITEBOARDS**

If a student has a severe visual impairment and needs larger presentation of content than provided by the 5x-magnification setting, 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.

Some students do not have the fine motor skills they need to be able to select a response option on the screen of a typical average-sized computer device. When this occurs, the test administrator may project the testlet on a large whiteboard screen. Using the large display on the whiteboard screen allows students to use their gross motor skills to indicate their response options.

**ALTERNATE REPRESENTATIONS OF RESPONSE OPTIONS**

Representing the response options in an alternate format is allowed, as long as the representation does not favor one response over another. For instance, the correct response cannot always be closest to the student or in the same position each time.

Text-based response options may not be represented by pictures or objects. For example, if the onscreen response options are pictures of a circle, a square, and a triangle, the educator may represent the response options using shapes on a communication board or objects that are shapes. However, response options that are words (i.e., text) may **not** be represented by pictures or objects. See Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL.

**GRAPHIC ORGANIZERS**

If the student is accustomed to using specific graphic organizers, manipulatives, or other supports during instruction, the use of those supports is allowable during the DLM alternate assessment.
BLANK PAPER
If the student requires blank lined or unlined paper, it may be provided to the student. However, once the student has written anything on it, the paper then becomes a secure assessment document. At the conclusion of the assessment session, the paper must be turned in to the assessment coordinator along with the TIP used during the testing session. The assessment coordinator will securely dispose of or shred the secure materials.

USE OF REINFORCEMENT
Natural or direct reinforcement may be used to promote appropriate participation in the administration of the assessment. Tangible reinforcement (e.g., stickers, tokens) or social reinforcement (e.g., praise, high fives) may be used to promote appropriate on-task behavior. These types of reinforcement are to be used only for appropriate and continued participation and must not be used to sway or lead the student to the correct response.

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

PRACTICES NOT ALLOWED
Although many supports and practices are allowable for computer-delivered and teacher-administered testlets, some practices are not allowed. These practices include the following:

- repeating the item activity after a student has responded or in any other way prompting the student to choose a different response
- using physical prompts or hand-over-hand guidance to direct the student to the correct response
- removing response options or giving hints to the student
- rearranging objects to prompt the correct response (e.g., putting the correct response closer to the student)

For questions regarding whether a support is allowable, test administrators must contact their assessment coordinator. If supports outside of those that the DLM Consortium has listed are provided for a student, some states require that a description of those supports be provided through a state reporting system. To avoid invalidating the student’s assessment, follow state-specific guidelines and get approval from the assessment coordinator before using other supports.
SPRING ASSESSMENTS

Key Steps

Recheck Student Information

Schedule and Arrange Assessment Sessions

Retrieve Testlet Information Page and Gather Materials

Monitor Student Progress

Access Individual Student Score Reports

KEY STEPS

Test administrators prepare for the Dynamic Learning Maps® (DLM®) spring assessment by completing the steps below. Gray-shaded steps are described in more detail in this section. The other steps are defined in other DLM resources listed in the Checklists for Test Administrators on page 9 of this manual.

See your state’s DLM webpage or appendix in this manual for the dates of your spring assessment window.

<table>
<thead>
<tr>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recheck student demographic information, PNP Profile setting, and survey responses.</td>
</tr>
<tr>
<td>2. Consider district and school assessment schedules to ensure students complete all DLM testlets during the spring assessment.</td>
</tr>
<tr>
<td>3. Schedule locations and times for assessment sessions.</td>
</tr>
<tr>
<td>4. Retrieve the Testlet Information Page (TIP) for the first testlet. Gather needed materials before beginning the assessment.</td>
</tr>
<tr>
<td>5. Retrieve student’s username and password from EP.</td>
</tr>
<tr>
<td>6. Using Student Portal, assess student on the first testlet.</td>
</tr>
<tr>
<td>7. As other testlets become available, retrieve the TIP, gather materials, and assess the student in Student Portal.</td>
</tr>
</tbody>
</table>

RECHECK STUDENT INFORMATION

Before your state’s spring assessment window opens, confirm that you have the correct students on your roster, that each student is assigned to the correct grade, and that their
FC surveys and PNP Profiles are up to date. Contact your assessment coordinator for help editing student information.

**SCHEDULE AND ARRANGE ASSESSMENT SESSIONS**

Test administrators will likely need to schedule several assessment sessions, including additional make-up sessions in case students are absent or not engaged in the assessment on the days originally scheduled.

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

Testlets may be administered in a classroom, computer lab, multipurpose room, or other school setting. However, the space must be quiet, free from distractions, and located where other students cannot see the testlet.

Recommendations for configuration of the computer, test administrator, student, and other materials are provided in Computer-Delivered Testlets on page 35 and in Teacher-Administered Testlets on page 42 of this manual.

For assessment time estimates, see Assessment Administration on page 20 of this manual.

**TESTLET DELIVERY FREQUENCY DURING SPRING ASSESSMENT**

Student Portal delivers only one testlet at a time in each subject. After the student takes the first testlet, Student Portal delivers the next testlet, usually within 15 minutes.

**RETRIEVE TESTLET INFORMATION PAGE AND GATHER MATERIALS**

**TESTLET INFORMATION PAGES**

TIPs provide test administrators with information specific to each testlet. Test administrators receive a TIP after each testlet is assigned to a student. Review the TIP before beginning the student’s assessment.

**HINT:** During spring assessment, TIPs appear in the Test Management section of Educator Portal (EP). For a step-by-step procedure, see the **EDUCATOR PORTAL USER GUIDE** section Retrieve Testlet Information Page.

The testlet form name is included on the TIP (outlined in red in the image below).
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**: This field contains a list of the materials needed to administer the testlets. A description of any necessary attributes of the materials will be provided. For example, the materials may be three different small objects that are familiar to the student, each of which has a single word name (e.g., ball, pencil, and bag).

- **Materials Use**: This field contains a description of how the materials are used in the testlet to assess the skill. For example, the student will be able to indicate a specific object when the object’s name is used.

- **Suggested Substitute Materials**: Substitute materials are often allowed. This section indicates whether materials may be substituted and sometimes recommends key attributes of substitute materials.

- **Accessibility Supports Not Allowed**: Although a test administrator may usually use all PNP Profile supports and take advantage of the flexibility described in the Practices Allowed and Practices Not Allowed sections of this manual, see the list of Supports: Allowed and Not Allowed in the ACCESSIBILITY MANUAL for more information. Also, the TIP will indicate when a particular support is not allowed (e.g., calculator or if other limits are included like when definitions or translation are not allowed).

- **Other Comments**: If a testlet has other unique instructions, they will appear here (e.g. testlets that require special setup before test administration).

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

- **Picture Response Cards**: The TIPs for teacher-administered testlets at the Initial linkage level are often accompanied by picture response cards. Picture response cards are to be printed in color before test administration. Printing in color is best practice.
**Materials**

Materials used in testlets are typically easily available and are familiar to the student; therefore, the TIP includes descriptions of the general material properties that are needed to correctly assess the Essential Elements (EEs) at a linkage level. Materials that are not listed may be substituted as long as they meet the general requirements for that EE. Also, if a testlet assigned to the student contains materials that are not appropriate for that student, substitutions can be made.

Materials for the testlet must be collected prior to the assessment session. However, if the student has begun a testlet and the materials are not working as anticipated, you may retrieve alternate materials. The testlet can be inactive up to 90 minutes before timing out. See System Timeout on page 39 of this manual for more information about the 90-minute time-out.

The DLM website provides lists of common materials used in testlets during the instructionally embedded window. These lists are called Materials Collections.

**Monitor Student Progress**

During the spring assessment, students will receive nine or ten testlets, depending upon the grade and subject and whether end-of-instruction biology is being administered in your state.

On the Test Management screen in EP, the Test Progress column allows the test administrator to monitor a student’s testing progress for each subject. For each test ticket, the Test Progress column will indicate a specific testlet (e.g., “Testlet 3 of 5”), indicating the testlet available is the third of five required for the subject area for the grade.

**Access Individual Student Score Reports**

Testlets administered exclusively during the spring assessment generate Individual Student Score Reports. The system chooses the EEs from the full range of EEs in the blueprint.

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

Results for each linkage level are determined by the probability that the student has mastered the skills at that linkage level. If the student participated in instructionally embedded assessments earlier in the year, responses to those testlets are not factored into final results. End-of-year results are determined from the linkage-level mastery data only for testlets taken during the spring assessment window.
The information about each linkage level leads to a summary of the student’s mastery of skills in each domain and for science overall. Science testlets cover the entire science blueprint during the spring assessment window. Summative results are based on all the blueprint EEs.

The EDUCATOR PORTAL USER GUIDE contains information about how to access Individual Student Score Reports. Access to these reports is determined by the state. Test administrators in most states receive their student reports from their district or building assessment coordinators. Contact your assessment coordinator for more information about Individual Student Score Reports.
PREPARE FOR NEXT YEAR

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

<table>
<thead>
<tr>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate accessibility supports (PNP Profile settings) with IEP teams and make decisions about supports for next year.</td>
</tr>
<tr>
<td>2. Plan academic IEP goals with IEP teams. Use sources of information and resources when planning a student’s IEP goals such as the blueprints for the next grade in which the student will be enrolled.</td>
</tr>
</tbody>
</table>

REVIEW BLUEPRINT

IEP teams are to review the provided blueprints for the next grade level as one source of information to plan the academic goals and prioritize the Essential Elements that will be taught the following year. Blueprints are available through your state’s DLM webpage.
KITE® STUDENT PORTAL USER GUIDE

HINT: Print the following pages and keep them handy!

Kite Student Portal Assessment Devices ................................................................. 60
Internet Connectivity ............................................................................................. 60
Kite Student Portal Procedures .............................................................................. 61
  Access Practice Activities and Released Testlets ................................................ 61
Begin Operational Assessment ............................................................................. 63
  Start a Testlet ........................................................................................................ 63
  Navigate in Student Portal .................................................................................. 65
  Spoken Audio ...................................................................................................... 66
  Take a Break During Assessment ..................................................................... 67
  Complete a Testlet ............................................................................................... 68
  Troubleshoot in Kite Student Portal ................................................................ 68

HINT: Students access Kite Student Portal with their own username and passwords. Staff and educators do not have accounts in Student Portal.

KITE STUDENT PORTAL ASSESSMENT DEVICES

The Dynamic Learning Maps® (DLM®) alternate assessment may be administered on several different devices. See the Kite Suite page on the DLM website for specific information.

Using multiple assessment devices to administer a single testlet is not recommended. This means is that a student is not to begin testing on one device and then attempt to complete the testlet on another device.

INTERNET CONNECTIVITY

An Internet connection is required to deliver assessments using Kite Student Portal. Contact your assessment coordinator or technology personnel for help with Internet connectivity.
KITE STUDENT PORTAL PROCEDURES

ACCESS PRACTICE ACTIVITIES AND RELEASED TESTLETS

HINT: Student Portal must be installed before you can access practice activities or released testlets. Previous versions of KITE Client must be uninstalled before the new Student Portal is installed. Download information is available on the Kite page on the DLM website http://dynamiclearningmaps.org/kite.

To access the DLM practice activities and released testlets, follow these steps.

1. Click the **Student Portal** icon on the testing device.

2. Enter the practice student’s username and password. Click **SIGN IN**.
3. Click **PRACTICE FIRST**.

4. Select the appropriate subject and scroll through the pages to select a test. Click **Take Test** for the desired practice activity or released testlet.

5. Click **BEGIN**.

6. Continue with the testlet, using the **BACK** and **NEXT** buttons to navigate. To stop in the middle of a testlet, click **EXIT DOES NOT SAVE**.
7. To try a different student profile or a different released testlet or practice activity, complete a testlet or click **EXIT DOES NOT SAVE** to return to the welcome screen. Then sign out and sign back in with a different username and password.

**BEGIN OPERATIONAL ASSESSMENT**

To begin the operational assessment, first confirm that you have the student’s username and password to log in to Student Portal. Each student’s username and password are the same for all of their DLM alternate assessments. These are available in two places:

1. The first place a test administrator can view the student’s user name and password is in Educator Portal on the View Student screen. The test administrator gains this access as soon as the security agreement is signed and the Required Test Administrator Training is successfully completed. However, testlets will not be available until the assessment window opens.
2. The second place a test administrator can view the student’s user name and password is in Educator Portal on the Test Management screen in the Test Ticket Column. The student’s login information will be available here once the assessment window opens and the first testlet is assigned.

**START A TESTLET**

To administer a DLM alternate assessment, follow these steps.

1. Click the **Kite Student Portal** icon on the testing device.

2. Enter the student’s username and password. Click **SIGN IN**.
3. Click **TAKE A TEST**.

![Welcome back, First1095593!](image)

4. Click **Take Test** for the desired testlet. Only one testlet is visible at a time.

![Take Test](image)

5. Click **BEGIN**.

![BEGIN](image)

**HINT:** iPads have an auto-lock feature preventing users from using other apps while Student Portal is in use.
**NAVIGATE IN STUDENT PORTAL**

Navigate in Student Portal with these buttons.

<table>
<thead>
<tr>
<th>Button</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible on each test screen (See the example below.)</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="BACK" /></td>
<td>Return to the previous screen.</td>
</tr>
<tr>
<td><img src="image" alt="NEXT" /></td>
<td>Go to the next screen.</td>
</tr>
<tr>
<td><img src="image" alt="READ" /></td>
<td>Read the text aloud. This button appears when the student has Spoken Audio enabled in the Personal Needs and Preferences (PNP) Profile.</td>
</tr>
<tr>
<td><img src="image" alt="EXIT" /></td>
<td>Exit the testlet without saving responses. Upon return, the student will start at the beginning of this testlet.</td>
</tr>
<tr>
<td>Available on the review screen at the end of the testlet. (See the review screen under Complete a Testlet on page 68 of this manual.)</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="GO BACK" /></td>
<td>Go back to review or change responses for this testlet.</td>
</tr>
<tr>
<td><img src="image" alt="END" /></td>
<td>Save responses and end this testlet.</td>
</tr>
</tbody>
</table>
The following image shows the buttons available on each testlet screen.

**SPOKEN AUDIO**

When Spoken (i.e., synthetic) Audio is enabled in a student’s PNP Profile, a READ button and icon will appear at the bottom of the screen next to the EXIT DOES NOT SAVE button. To start the Spoken Audio, students may click either READ or the icon to start the Spoken Audio, since they work in unison.

As soon as Spoken Audio is enabled, a diagonal red line appears across the icon, and the word READ changes to PAUSE, as shown below.

The synthetic voice continues reading until all sentences or response options on the screen have been read or the student clicks PAUSE.

If the student clicks PAUSE, the Spoken Audio stops. The icon changes back to READ, and the icon becomes uncrossed again. To begin the synthetic voice reading again, the student clicks READ and the Spoken Audio resumes.

Additionally, while the synthetic voice is reading, the sentences or response options on the screen are highlighted in yellow, one sentence or one response option at a time. If the student wants to hear the sentences or response options again or see the highlighting of them, the students may select READ repeatedly to reactivate Spoken Audio on any
individual screen as many times as needed. Once the student is ready to move on, the student clicks the NEXT button to move to the next screen and begin the process again.

**TAKE A BREAK DURING ASSESSMENT**

DLM testlets have no time limits or limits on the use of breaks during assessment. A student may take a break during assessment in one of three ways:

1. **Take a short break (up to 90 minutes).**
   After 88 minutes and 30 seconds of inactivity in the testlet, the system provides this warning message: EXTEND SESSION or LOGOUT. After the 90 seconds expire, Student Portal closes the session automatically and does not save responses.

   ![Your session is about to expire.](image)
   Select Extend Session to continue where you left off.
   Time Remaining: 01 mins and 28 seconds
   
   **EXTEND SESSION**  **LOGOUT**

2. **Take a break between testlets.**
   After clicking END at the conclusion of a testlet, log out of Student Portal. Log back in when the student is ready to take the next testlet. **Stop in the middle of a testlet using the EXIT DOES NOT SAVE button (allowed only in some states).**
   When available, this button appears on every testlet screen.

   ![EXIT DOES NOT SAVE](image)
   This screen appears when choosing EXIT DOES NOT SAVE.

3. Click **YES** to exit the testlet without saving the student’s work. When the student returns to the testlet, the testlet will start at the beginning.
4. Click NO to continue with the testlet rather than exiting. If you continue, you can save the work at the end of the testlet by clicking END on the review screen.

**COMPLETE A TESTLET**

This review screen appears at the end of a testlet.

To complete the test, follow these steps:

1. Click END.

2. A message asks, “Are you sure you want to end?”

3. Click YES. (You will not be able to return to the testlet after you click YES.)

4. Click Close Kite.

5. Click YES in response to “Are you sure you want to exit?”

**TROUBLESHOOT IN KITE STUDENT PORTAL**

If you see scroll bars when magnification is not selected in the PNP Profile, the student’s display has technology issues. Try using a different device to correct the situation or contact your district technology staff for help.

For more help with common Student Portal problems, see the Troubleshooting Kite Errors page at [http://dynamiclearningmaps.org/kite-troubleshooting](http://dynamiclearningmaps.org/kite-troubleshooting).
GLOSSARY

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

**core idea**
Core ideas are the key organizing principles in science and are taught and learned over multiple grades at increasing levels of depth and sophistication.

For science, within each domain, three or four core ideas have been selected to use for instruction and assessment. Each of the core ideas is narrowed further into topics.

**domain**
The major science content areas assessed are domains. The domains assessed across all grade bands are physical science, life science, and Earth and space science.

**Educator Portal (EP)**
Educator Portal (EP) is the administrative application where staff and educators manage student data and retrieve reports. Users can access EP via [https://educator.cete.us](https://educator.cete.us). For information on working within EP, see the DATA MANAGEMENT MANUAL and the EDUCATOR PORTAL USER GUIDE on the DLM website.

**engagement activity**
An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts (ELA) reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items. Some science testlets at the upper linkage levels have a short video.

**Essential Elements (EEs)**
Specific statements of knowledge and skills linked to the grade-level expectations identified in K-12 grade-level standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K-12. Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Contact (FC) survey</strong></td>
<td>A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. Core questions from the FC are used to determine a student’s first testlet, or initialization, into the assessment.</td>
</tr>
<tr>
<td><strong>Kite Student Portal</strong></td>
<td>A secure customized interface used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in Kite Student Portal. Test administrators do not accounts in Student Portal. See the TEST ADMINISTRATION MANUAL for more information about Student Portal.</td>
</tr>
<tr>
<td><strong>linkage level</strong></td>
<td>An incremental level of complexity toward the learning target where an assessment was developed for that particular EE. Science has three linkage levels: Initial, Precursor, and Target. Linkage levels are always related directly to grade-level EEs but at different levels of cognitive complexity. The Target level is most closely related to the grade-level expectation.</td>
</tr>
<tr>
<td><strong>Personal Learning Profile</strong></td>
<td>This is a collective term used to describe a student’s personal needs and preferences settings entered in the PNP Profile in addition to information about the student entered in the First Contact survey in Educator Portal.</td>
</tr>
<tr>
<td><strong>Personal Needs and Preferences (PNP) Profile</strong></td>
<td>Student-specific information that informs Kite Student Portal about an individual student’s personal needs and preferences. The PNP Profile includes information the system needs to make the student’s user interface compatible with their accessibility needs. In Educator Portal, the PNP Profile includes information about display enhancements, language and braille, and audio and environmental supports. Educators who know the student provide the information in the profile.</td>
</tr>
<tr>
<td><strong>stem</strong></td>
<td>The stem is the beginning part of the item that presents a problem to solve or an item to respond to. The stem may also include other relevant information in the item. A multiple choice item is a common example in the DLM alternate assessment, consisting of a stem and a set of response options from which to choose.</td>
</tr>
<tr>
<td><strong>testlet</strong></td>
<td>Short for <em>instructionally relevant testlet</em>. A testlet begins with an engagement activity and is followed by several items that together increase the instructional relevance of the assessment and provide a better estimate of a student’s knowledge, skills, and understandings than can be achieved by a single assessment item.</td>
</tr>
<tr>
<td><strong>Testlet Information Page (TIP)</strong></td>
<td>A PDF that is unique to each testlet and that provides specific information to guide the test administrator in delivering the assessment.</td>
</tr>
</tbody>
</table>
FIRST CONTACT SURVEY (ALL QUESTIONS)

Current. No changes since 3/10/16.

The questions asked in the First Contact (FC) survey are included here. The FC survey is completed in Educator Portal (EP) by the test administrator. Only users with the EP role of District Test Coordinator, Building Test Coordinator, or Teacher have access to a student’s FC survey.

Asterisks indicate items that are required for all states. Other questions may be required depending on state-specific directions.

HINT: The status Not Applicable is possible in the FC survey column, but it is not common. However, because this option is so rare, check to ensure that you are logged in as a DLM user and that the student’s information has been properly loaded into the system.

SPECIAL EDUCATION

Special Education Services

Select the student’s Primary Disability

- Autism
- Deaf-blindness
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness
- Non-categorical
- Eligible Individual
Educational Placement: Chose the option that best describes the student’s educational placement. “Regular Class” means a typical classroom, not a resource room or separate class.

- 80% or more of the day in Regular Class
- 40% - 79% of the day in Regular Class
- Less than 40% of the day in Regular Class
- Separate School: includes public or private separate day school for students with disabilities, at public school expense
- Residential Facility: includes public or private separate residential school for students with disabilities, at public school expense
- Homebound/Hospital Environment: includes students placed in and receiving special education in a hospital or homebound program

**SENSORY CAPABILITIES**

**Hearing**

Hearing

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

Classification of Hearing Impairment

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

Hearing: Mark all that apply-

- Uses personal or classroom amplification (e.g., personal FM device)
- Uses unilateral hearing aid
- Uses bilateral hearing aid
- Has cochlear implant
- Uses oral language
- Uses sign language
Vision

Vision

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

Classification of Visual Impairment (select all that apply)

- Low Vision (acuity of 20/70 to 20/200 in the better eye with correction.)
- Legally Blind (acuity of 20/200 or less or field loss to 20 degrees or less in the better eye with correction.)
- Light Perception Only
- Totally Blind
- Cortical Visual Impairment

Vision: Mark all that apply-

- Requires enlarged print
- Requires tactile media (objects, tactile graphics, and tactile symbols)
- Requires or uses Braille
  - Uncontracted Braille
  - Contracted Braille
  - UEB

Technological Visual Aids: Mark all that apply-

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

**Motor Capabilities and Health**

**Arm/ Hand Control and Health**

Arm and hand control: Mark all that apply-

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

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

• No
• Yes

**COMPUTER INSTRUCTION**

Computer Use and Instruction

Computer Use: Select the student’s primary use of a computer during instruction

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

Why has this student not had the opportunity to access a computer during instruction?

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

Computer access during instruction: Mark all that apply-

• Standard computer keyboard
• Keyboard with large keys or alternative keyboard (e.g., Intelliekeys)
• Touch screen (e.g., touch screen computer, tablet, iPad, iPod touch)
• Standard mouse or head mouse
• Eye gaze technology (e.g., Tobii, EyeGaze Edge)
• Scanning with switches (one or two-switch scanning)

Level of attention to computer-directed instruction

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

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

**COMMUNICATION**

Expressive Communication

*Does the student use speech to meet expressive communication needs?*

- Yes
- No

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

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

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

- Yes
- No

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

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

Select the student’s primary sign system

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

Alternate Communication

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

• Yes
• No

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

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

Augmentative or alternative communication

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

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

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

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

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

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

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

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

Receptive Communication

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

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

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

**LANGUAGE**

**Primary Language**

Is English the student’s primary language?
- Yes
- No

Is English the primary language spoken in the student’s home?
- Yes
- No
- Unknown

Is English the primary language used for the student’s instruction?
- Yes
- No

**ACADEMIC**

*Science Skills Entire Section is required*

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

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

A. Sorts objects or materials by common properties (e.g., color, size, shape)
B. Identifies similarities and differences
C. Recognizes patterns
D. Compares initial and final conditions to determine if something changed.
E. Uses data to answer questions.
F. Identifies evidence that supports a claim.
G. Identifies cause and effect relationships.
H. Uses diagrams to explain phenomena.

**End of Survey**
## DOCUMENT HISTORY

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Section Name/Summary of Changes</th>
<th>Starting Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>Updated Access Profile to Personal Needs and Preferences (PNP) Profile</td>
<td>Throughout</td>
</tr>
<tr>
<td></td>
<td>Updated name KITE Client to Kite Student Portal</td>
<td>Throughout</td>
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<td>Updates to reflect DLM website enhancements</td>
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<td></td>
<td>Updated screenshots to reflect Educator Portal enhancements</td>
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<tr>
<td></td>
<td>New Section on No Response Option</td>
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<td>New section on System Timeout</td>
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<tr>
<td></td>
<td>Enhanced section on Spoken Audio</td>
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<tr>
<td></td>
<td>Glossary: Updates and revisions to language in some entries</td>
<td>69</td>
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