



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Overview of the 2017-18 **Oklahoma Alternate Assessment Program (OAAP)**

**Dynamic Learning Maps (DLM) Alternate
Assessment System**



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Learning Objectives

- Required DLM training
- Changes in the Oklahoma Alternate Assessment Program (OAAP)
 - ESSA and HB 3218
 - Discontinuation of portfolio
 - DLM high school US History field testing
- OAAP Participation Criteria
- DLM Assessment Windows
 - Instructionally embedded (IE) assessment window
 - Year-end (YE) testing window (Spring state/federal accountability tests)
- Dynamic Learning Maps (DLM)
 - Essential DLM Vocabulary
 - Locating important DLM information/resources
 - Getting started in the DLM system
 - Instructionally Embedded Assessments



OAAP Assessment Windows

Year-end Spring Assessment (Required):

March 12 - May 4, 2018

Instructionally Embedded Assessments (Optional):

September 19, 2017 - February 28, 2018

(ITI temporarily closed from December 20, 2017 – January 1, 2018)



Required Trainings

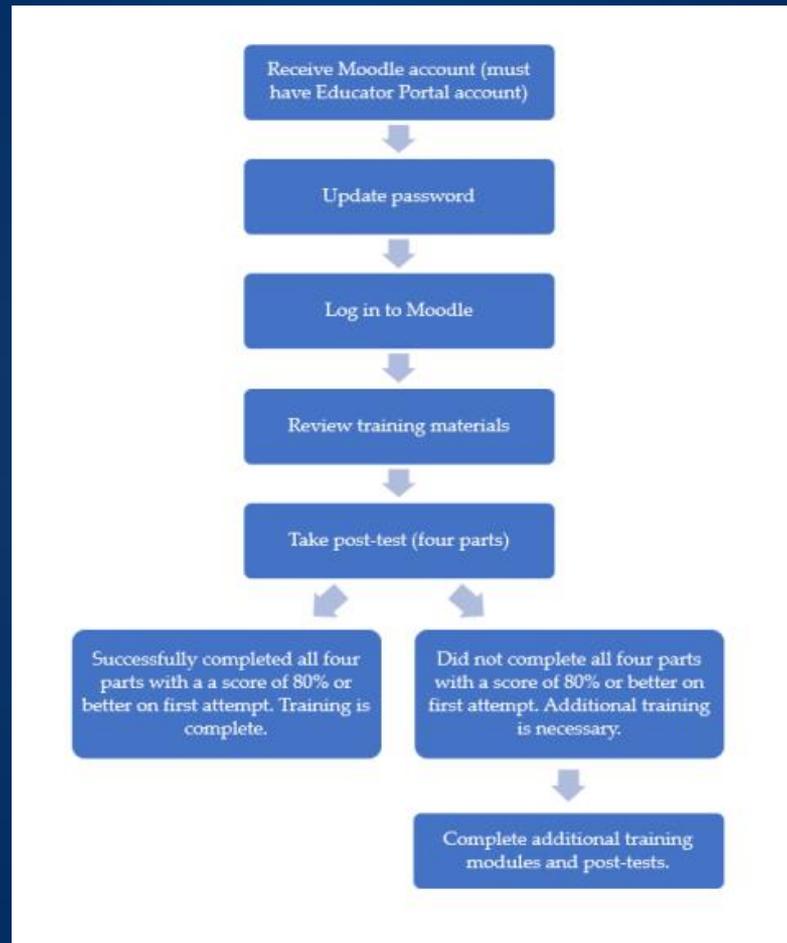
- The *Guide to DLM Required Test Administrator Training 2017-18* can be found on the Oklahoma DLM website at <http://dynamiclearningmaps.org/Oklahoma>
- ★ Today's training is an optional training and cannot replace the required training

MOODLE

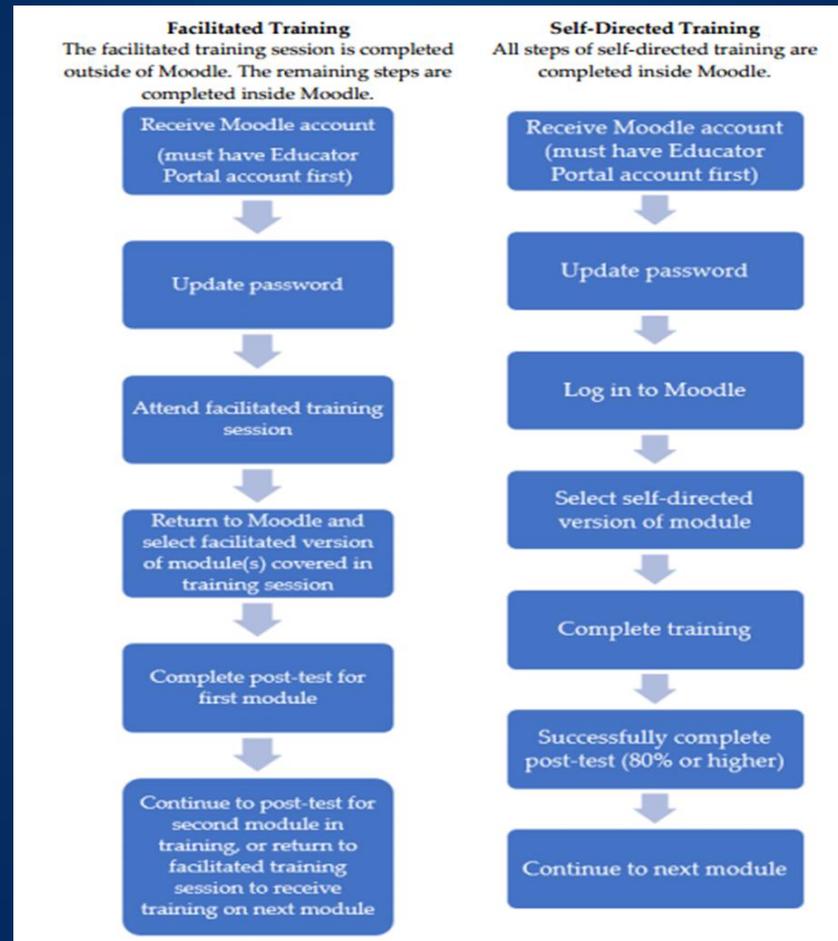
- **Moodle** is the online training site used for required training found at <http://training.dynamiclearningmaps.org/login/index.php>
- A Moodle account will be created upon the activation of the Educator Portal account.
- Usernames in the Moodle site are the same email address used for Educator Portal. When a user first logs in, the temporary password is the first part of their email address, up to the “@”. For example, educator Jane Jones will use her email of jjones@email.com as her login name and a temporary password of jjones on her first login to Moodle. She will then be prompted to change her password.



Returning Teacher Training



New Teacher Training



Every Student Succeeds Act (ESSA)

“(v)(I) in the case of mathematics and reading or language arts, be administered—

“(aa) in each of grades 3 through 8; and “(bb) at least once in grades 9 through 12; “(II) in the case of science, be administered not less than one time during—

“(aa) grades 3 through 5; “(bb) grades 6 through 9; and
“(cc) grades 10 through 12; and

“(III) in the case of any other subject chosen by the State, be administered at the discretion of the State;



Changes in the OAAP

- HB 3218 eliminated non-federally required tests except U.S. History in high school
- High school US History will no longer be assessed through portfolio. It will now be assessed through DLM
 - Assessments now include:
 - ELA & Math each year in grades 3-8, and once in grade 11
 - Science in grades 5, 8, and 11
 - U.S. History field testing for 11th and 12th graders if needed for graduation requirements



Grades & Courses Assessed through OAAP

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School (grade 11)
ELA/Reading	X DLM						
Math	X DLM						
Science			X DLM			X DLM	X DLM
US History							X DLM – field test only

1% Cap on Participation

Every Student Succeeds Act (ESSA)

“(i) ALTERNATE ASSESSMENTS ALIGNED WITH ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS.—A State may provide for alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards described in paragraph (1)(E) for students with the most significant cognitive disabilities, if the State— “

(I) consistent with clause (ii), ensures that, for each subject, the total number of students assessed in such subject using the alternate assessments does not exceed 1 percent of the total number of all students in the State who are assessed in such subject;

Which students should be assessed with the OAAP Portfolio?



REFERENCE SYSTEM
123 PCG Way Oklahoma City, OK 12345

Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments

Name: Sandra Bullock Test

State Testing Number: 2342342343

The OAAP Portfolio Assessment is intended for a very small population of students with the most significant cognitive disabilities. Due to the severity of the cognitive disabilities of this population of students, alternate achievement of the content standards is required in daily instruction as well as statewide assessment and the performance expectations aligned with the statewide general assessment are not appropriate even with the accommodations. Assessment decisions are made on an annual basis by the IEP team and students must meet certain criteria to be eligible for an alternate assessment. Students who do not meet the eligibility criteria below SHOULD NOT take the alternate assessment.

PARTICIPATION CRITERIA CHECKLIST	Yes	No
Does the student have a significant intellectual disabilities AND significant adaptive behavior deficits?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the student's IEP require alternate achievement standards in ALL content areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the IEP team feel extensive family/community support will be a lifelong requirement, regardless of modifications, accommodations or adaptations implemented in the student's program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize, and demonstrate knowledge of skills?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The decision to place the student on an alternate assessment is based on the student's disability and NOT on excessive absences, language, social, cultural, or economic differences, OR administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer to ANY of the questions above is "NO", the student must participate in the regular assessment with or without accommodations. If ALL of the answers to the questions above are "YES", the student is eligible to participate in an alternate assessment.



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Question 1

Does the student have significant intellectual disabilities AND significant adaptive behavior deficits?

- **IDEA Definition of Intellectual Disability: Intellectual disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. [34 CFR §300.8(c)(6)]**



Question 1

Diagnosing Intellectual Disabilities

- Intellectual disabilities are diagnosed by looking at two main criteria. These are:
 1. The ability of a person's brain to learn, think, solve problems, and make sense of the world (called IQ or intellectual functioning); and
 2. Whether the person has the skills he or she needs to live independently (called adaptive behavior or adaptive functioning).

Question 1

Intellectual Disability

- There is not an IQ score to define this term for alternate assessment purposes.
- However, when the USDE first determined that states would be allowed to utilize alternate assessments, they almost put an IQ score requirement in place. The number they determined appropriate was **3 standard deviations below average!!!**
- This assessment is not intended for students in the mild or moderate range of intellectual disability.



Question 1

Adaptive Behavior

- Deficits in adaptive skills must be in the significant range on all subscores of an adaptive behavior assessment.
- A limitation in adaptive skills must be assessed to be sure that it is a result of an adaptive behavior rather than the result of sensory, health or physical limitations.
- A comprehensive adaptive skills assessment is based on a body of evidence that reflects the child's social, linguistic, and cultural background.

Question 1

Adaptive Behavior



Communication

- Interacting with others, using expressive and receptive language, writing, and listening, etc.



Self-Care

- Eating, dressing, hygiene, toileting, grooming, etc.



Home Living

- Caring for clothes, housekeeping, performing property maintenance, preparing food, cooking, budgeting, etc.



Social

- Getting along with others, being aware of other people's feelings, forming relationships.



Motor

- Fine motor, gross motor, sensory motor, etc.



Practical Academics

- Literacy and numeracy, etc



Community

- Accessing the community, transportation, shopping, safety, medical, etc.



Question 2 - The IEP

Does every section of the student's IEP reflect the severity of the students' disability?

- Need for alternate achievement standards in ALL content areas.
- Present Levels of Performance (PLOP) indicate severe/profound disability.
- Annual goals and short-term objectives/benchmarks are present in IEP.
- Accommodations/Modifications and Related/Supplementary Services indicate severe disability and the need for intensive supports.

Question 3 - Lifelong Requirement

Does the IEP team feel extensive family/community supports (e.g. lifelong supported employment if student is capable of working, continuous caretaker required....) will be a requirement, regardless of modifications, accommodations or adaptations implemented in the student's program?

- Related to significant adaptive behavior deficits.
- Students will need various supports throughout their lives.



Question 4 - Multiple Settings

Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize and demonstrate knowledge of skills?

- Relates to intellectual functioning and the ability to generalize knowledge.
- Frequent repetition and practice in multiple settings is required.



Question 5 - Based on Disability

The decision to place the student on an alternate assessment is based on the student's disability and NOT on excessive absences, language, social, cultural, or economic differences, OR administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.

What is Dynamic Learning Maps (DLM)?

Computer-based alternate assessment system that allows students with significant cognitive disabilities to demonstrate their learning of the academic standards.

- Dynamic assessment system.
- Allows the use of keyboard, mouse, and touch-screen technology.
- Allows the use of common assistive technologies.
- Allows the teacher to enter student answers if necessary.



Critical Vocabulary

*Criteria Checklist for Assessing
Students with Disabilities on
Alternate Assessments*

Moodle

Essential Elements (EE)

Linkage Level

Year-end Assessments

Instructionally Embedded
Assessment

First Contact Survey

Personal Needs Profile (PNP)

Instructional Tools Interface (ITI)

KITE Client

Educator Portal

Test Information Page (TIP) Sheet

Test ticket



Essential Elements (EEs)

- Students are assessed on their knowledge of the Essential Elements (EEs).
- The EEs are specific statements of knowledge and skills linked to grade level content standards.
- The purpose of the EEs is to build a bridge from grade level content standards to academic expectations for students with significant cognitive disabilities.



Essential Elements (EEs)

Example EE

Essential Element L.4.2

- A. Capitalize the first word in a sentence.
- B. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

Grade 4 Writing Standard 2

- 2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
 - a. Correctly capitalize the first word of a sentence, the pronoun, geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
 - b. Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.
 - c. Indent correctly at the beginning of each paragraph.
 - d. Observe left and right hand margins.



Linkage Levels

ELA.EE.RL.4.4 Determine the meaning of words in a text.	
Successor Node:	Can understand that words can have multiple meanings, that may include a concrete and psychological meaning (i.e. "sweet")
Target Node:	Can identify simple semantic definitions for unambiguous words in a text
Proximal Precursor:	Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.
Distal Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.
Initial Precursor:	Child can look at, show, or get an object as directed or can demonstrate understanding that objects or persons have names by responding to stimulus cues (verbal, signed, Brailled, or graphic images) by saying, signing, or keyboarding the name or when asked the location of an object or person, can respond by pointing, looking/gazing, verbalizing, signing, or writing a correct response can look at or point to person indicated through speech or gesture.



Types of DLM Assessments

Year-end assessment:

Oklahoma is considered a year-end (YE) state in the consortium. Make sure you are looking at resources labeled YE on the DLM website.

Instructionally embedded assessments:

Assessments in the DLM system utilized throughout the school year. These assessments are optional and must be assigned by the teacher in Educator Portal.

Learner Characteristics and Needed Supports

First Contact Survey:

Learner characteristics identified from the First Contact Survey inform the DLM system about accurate initial placement in the assessment system. Teachers will complete this survey for every student testing in the DLM system.

Personal Needs Profile (PNP):

The PNP identifies test accessibility needs/accommodations of the students. Teachers will complete a PNP for every student testing in the DLM system.

DLM Testing Applications and Interfaces

KITE Client:

KITE Client is the test interface used by students when taking tests. **This year we will be using KITE Client 5.0.** You must download KITE Client Suite on every device you plan to use for testing. If you already have an older version of KITE Client on your device, the system will automatically update to 5.0 the first time you open it this year. You can download KITE Suite at <http://dynamiclearningmaps.org/>

Educator Portal:

Educator Portal is an application that allows teachers to manage student data, assign instructionally embedded assessments, retrieve test tickets, access training modules, and a number of other tasks. The URL for Educator Portal is <https://educator.cete.us/>

Testlet

- Each DLM assessment is made up of several short testlets. Each testlet contains an unscored engagement activity and three to four scored items which are aligned to the essential elements.

Example

Testlet

Linkage Level: Precursor



Released Testlet – Precursor Linkage Level



DYNAMIC™
LEARNING MAPS

Released Testlet

HS.PS2-3.P

Subject: Science

Grade: High School

Linkage Level: Precursor

Essential Element: Use data to compare the effectiveness of safety devices to determine which best minimizes the force of a collision.

Read the text. After you read the text, you will answer some questions.

BACK

NEXT



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Released Testlet – Precursor Linkage Level

Tomas learns about safety devices. Tomas knows that safety devices lower forces.



BACK 

EXIT  DOES NOT SAVE

NEXT 

Tomas compares safety devices. Tomas wants to protect an egg from breaking.



BACK 

EXIT  DOES NOT SAVE

NEXT 



Released Testlet – Precursor Linkage Level

Tomas makes 3 egg safety devices.



Device 1 Device 2 Device 3

BACK   NEXT 

Tomas drops the egg safety devices from different heights. Tomas compares the 3 safety devices. Tomas makes a table.

Safety Devices

Device	Safe Drop Height
1	10 feet
2	15 feet
3	18 feet

BACK   NEXT 



Released Testlet – Precursor Linkage Level

Tomas compares the 3 safety devices. Tomas makes a table.

Safety Devices

Device	Safe Drop Height
1	10 feet
2	15 feet
3	18 feet

Which device has the biggest safe drop height?

- Device 1
- Device 2
- Device 3

BACK



NEXT

Tomas compares the 3 safety devices. Tomas makes a table.

Safety Devices

Device	Safe Drop Height
1	10 feet
2	15 feet
3	18 feet

Which device lowers the force on the egg the most?

- Device 1
- Device 2
- Device 3

BACK



NEXT



Released Testlet – Precursor Linkage Level

Tomas drops the egg onto 3 different materials. Tomas wants to keep the egg safe.



BACK   NEXT 

Tomas drops the egg onto 3 different materials. Tomas has foam. Tomas has tissues. Tomas has cardboard. Tomas keeps the thickness of the materials the same.



foam tissue cardboard

BACK   NEXT 

Example

Testlet

Linkage level: Initial





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Released Testlet

Math 7.NS.2a.IP

Subject: Mathematics

Grade: 7th

Linkage Level: Initial Precursor

Essential Element: Solve multiplication problems with products to 100.

Nodes Assessed: Recognize separateness and recognize set.

Math 7.NS.2.a IP

Choose BEGIN to start.

GO BACK

BEGIN

Educator Directions:

In this testlet you will present the student with objects that are separate and objects that are in sets. It is important that separate objects are clearly separated, and objects in sets are clearly in a group (e.g., stacked, connected, touching, etc.).

Gather seven cups and six erasers. You may substitute other objects if required.

For the first two items, you will use the cups. For the second two items, you will use the erasers.



Educator Directions:

Present the seven cups to the student in a way that captures the student's attention. For example:

- Draw the student's attention to the presence of the cups.
- Talk about how cups are used for drinking juice, water, etc.

Once the student has attended to the cups, stack five cups together and leave two cups separated. Indicate to the student that the stacked cups are in a group and the other cups are separate.

On the next screens, you will ask the student some questions about the cups.

BACK ↩



NEXT ➡



Educator Directions:

SHOW: the stacked cups.

SAY: "Here are some cups."

SHOW: the separate cups.

SAY: "Here are some more cups."

SHOW: the stacked cups and the separate cups.

SAY: "Show me the group of cups."

BACK ↩



NEXT ➔



Record student response:

- Indicates the group of stacked cups
- Indicates the separate cups
- Indicates one cup or all of the cups
- Attends to other stimuli
- No response

BACK 



NEXT 

Educator Directions:

SHOW: the stacked cups.

SAY: "Here are some cups."

SHOW: the separate cups.

SAY: "Here are some more cups."

SHOW: the stacked cups and the separate cups.

SAY: "Show me the separate cups."

BACK ↩



NEXT ➔

Record student response:

- Indicates the separate cups
- Indicates the group of stacked cups
- Indicates one cup or all of the cups
- Attends to other stimuli
- No response

BACK ↩



NEXT ➔

Getting Started

- Open KITE client to initiate the 5.0 update and install KITE client 5.0 on any new devices you will be using to assess students this year.

<http://www.dynamiclearningmaps.org/content/kite>

YOU CANNOT ASSESS STUDENTS WITHOUT KITE CLIENT 5.0



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Getting Started

- The OAAP DTC must set up user accounts in Educator Portal if it hasn't already been done in previous years. New users will receive an email from Educator Portal containing next steps.
- Complete or renew your DLM Security Agreement for the 2017-18 school year through Educator Portal under “My Profile”.
- Complete the required Training for Test Administrators: <http://training.dynamiclearningmaps.org/>.

Getting Started

- A statewide enrollment file pulled from EdPlan was loaded into Educator Portal on October 20, 2017.
- DTC enrolls and rosters any new students after October 20 (templates found on Oklahoma's DLM Webpage).
- Test Administrators check student rosters and demographic information.

Getting Started

- IEP teams must use the **ACCESSIBILITY MANUAL** to determine what accessibility supports should be recorded in the access profile in Educator Profile. Make sure the accommodations in the access profile are added to the student's IEP (could be an external attachment in EdPlan).
- Submit completed and updated First Contact (FC) survey in EP. **Students will NOT receive testlets if the FC survey is not submitted.**

Link Between First Contact Survey and Linkage Levels

- The system chooses the linkage level of the first testlet based on the student's First Contact (FC) survey information.
- This survey covers a variety of areas, including communication, academic skills, and attention.
- You will complete this for each student.

First Contact Survey

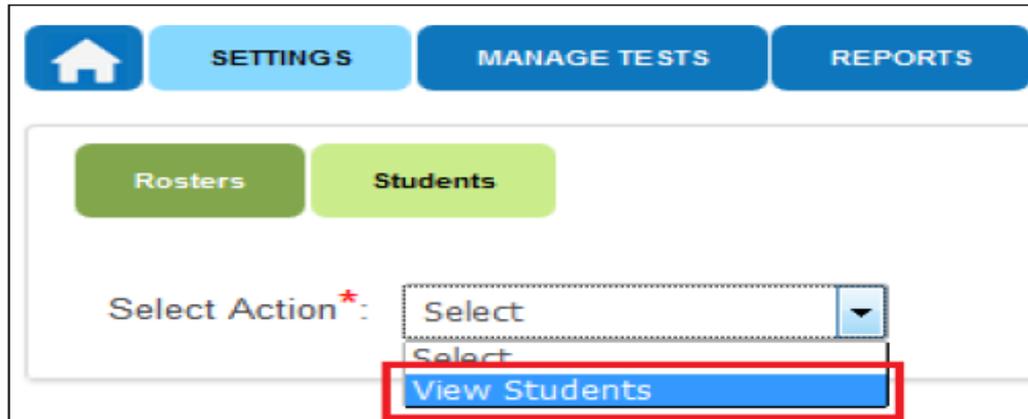
1. Click **Settings**.



2. Click **Students**.



3. In the **Select Action** drop-down menu, choose **View Students**.



First Contact Survey

4. Apply filters in the **Select Organization** fields to choose the level needed.
5. Click **Search**.

Select Action * :

SELECT ORGANIZATION
Specify organization level and click on search

STATE: 

DISTRICT: 

SCHOOL: 

State ID	First Name	Last Name	Current School Year	Local Id

  Page 0 of 0   10  No records to view



First Contact Survey

6. To view a student, click the student's State ID number.

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

Page 1 of 1 10 View 1 - 3 of 3



First Contact Survey

7. There are four status options in the First Contact survey column:

- **Not Started:** no fields have been completed.
- **In Progress:** some fields are completed and saved. Survey has not been submitted.
- **Ready to Submit:** all required fields are completed. Survey has not been submitted.
- **Complete:** all required fields are completed and survey has been submitted.

Select Action*: View Students

SELECT ORGANIZATION
Specify organization level and click on search

STATE*:
DLM QC State

DISTRICT*:
DLM West District

SCHOOL:
DLM West School

Search

School Id	School Name	Grade	Access Profile	First Contact
DLM_WSCH	DLM West School	Grade 6	CUSTOM	In Progress
DLM_WSCH	DLM West School	Grade 6	NO SETTINGS	In Progress
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Completed
DLM_WSCH	DLM West School	Grade 6	CUSTOM	In Progress
DLM_WSCH	DLM West School	Grade 6	CUSTOM	In Progress
DLM_WSCH	DLM West School	Grade 6	NO SETTINGS	NOT STARTED
DLM_WSCH	DLM West School	Grade 6	NO SETTINGS	NOT STARTED
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Ready to Submit
DLM_WSCH	DLM West School	Grade 6	CUSTOM	NOT STARTED
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Ready to Submit

Page 1 of 9 View 1 - 10 of 88

HINT: In this view (Students) you should only see each student once. If you see a student more than once, contact the assessment coordinator or



First Contact Survey

8. On the View Student Record screen, click the link next to First Contact Survey.

View Student Record - [redacted] [Close]

Student

Student State ID: [redacted] Date of Birth: [redacted]

Demographic

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

Profile

Primary Disability: [redacted] Access Profile (PNP): [No Settings](#)
Assessment Program: [redacted] **First Contact Survey: [Not Started](#)**

School Enrollment

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

NOTE: Once you have started and saved the FC survey, you can go back and edit it at any time.

9. Click **First Contact** to be directed to the Welcome page.
10. Read the information on the welcome screen. Verify the student's name. Click **Start Survey**.

Welcome to the First Contact Survey

Start Survey

Progress indicators for: Welcome, Special education, sensory capabilities, Motor Capabilities and health, Computer instruction, Communication, Language, Academic, Complete.



Student Access Profile (PNP)

- Test administrators enter each student's personal needs and preferences in the Access Profile so that students may receive customized access to their assessments.
- You will complete this for each student.

Student Access Profile (PNP)

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

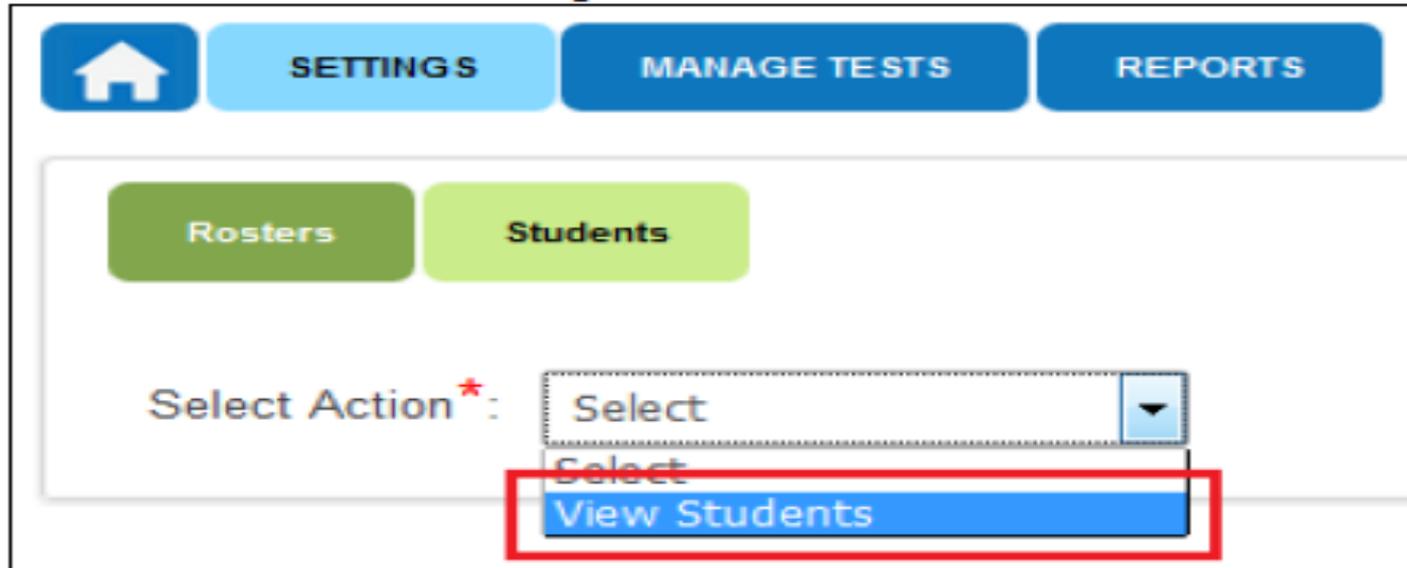
1. Click Settings.



2. Click Students.



3. In the Select Action drop-down menu, choose View Students.



Student Access Profile (PNP)

4. Select the organization information; click Search.

The screenshot shows the 'Students' tab in the PNP interface. A red box highlights the 'SELECT ORGANIZATION' section, which includes dropdown menus for 'STATE' (DLM QC State), 'DISTRICT' (DLM West District), and 'SCHOOL' (DLM West School). A 'Search' button is located below these dropdowns. To the right, a table header is visible with columns: State ID, First Name, Last Name, Current School Year, and Local Id. The table currently shows 'No records to view'.

5. In the list of students, click the state ID number for the student.

The screenshot shows a table with the following columns: State ID, First Name, Last Name, Current School Year, and Local Id. The first row of data has the State ID '99z123456' highlighted with a red box. The table footer shows 'Page 1 of 1' and 'View 1 - 3 of 3'.

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



Student Access Profile

6. On the View Student Record window, click the link next to Access Profile.

View Student Record - [redacted] X

Student [Edit](#)

Demographic

Student State ID: [redacted] Date of Birth: [redacted]

Gender: [redacted] Comprehensive Race: [redacted]

First Language: [redacted] Hispanic Ethnicity: [redacted]

Profile

Primary Disability: [redacted] Access Profile (PNP): Custom

Assessment Program: [redacted] First Contact Survey: [Complete](#)

School Enrollment

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

HINT: If you are creating an Access Profile, the link will read No Settings. If you are editing an Access Profile, the link will read Custom.



Instruction – Practice Student Log-ins

Name	Password	Access Profile Features Turned On
demo.sue28	sand3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false. Contrast color: Green text on white background 
demo.sue29	wall3	None*
demo.sue30	swept	Switch: scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity
demo.sue31	topic	2x magnification
demo.sue33	void7	4x magnification and reverse contrast
demo.sue34	nine7	Color overlay (green)
demo.sue35	jar71	Switch: scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2
demo.sue36	stop3	Spoken audio: voice source = synthetic, read at start = false, spoken preference = NonVisual, audio for directions only = false.
demo.sue37	after	5x magnification

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



Instruction – Practice Activities

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



2. Enter the practice student's **Username** and **Password**; click **Sign In**.

A screenshot of the KITE login interface. At the top, the KITE logo (a yellow and blue compass rose) is followed by the text "K·I·T·E™". Below the logo, the text "Welcome Back!" is displayed. There are two input fields: the first is labeled "USERNAME" and contains the text "demo.sue28"; the second is labeled "PASSWORD" and contains six black dots. At the bottom, there is a blue button with the text "SIGN IN" and a white right-pointing arrow icon.

Instruction – Practice Activities

3. Click Practice First.



Instruction – Practice Activities

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

Please select a practice test to take.

Practice

English Language Arts	ELA.RI.3.2.S	Take Test ⇌
Mathematics	ELA.RI.3.8.S	Take Test ⇌
Other	ELA.RI.5.8.T	Take Test ⇌

« Page 1 of 4 »

5. Click **Begin**.



Instruction – Practice Activities

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



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



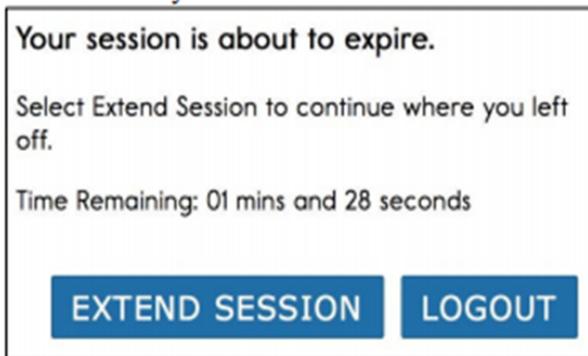
Taking a Break During Assessment

TAKE A BREAK DURING ASSESSMENT

There are no time limits set on DLM testlets and no limits on the use of breaks during assessment. There are three ways a student may take a break during assessment.

1. **Take a short break (90 minutes or less).**

The KITE system will warn you that you have 90 seconds to click **EXTEND SESSION** or **LOGOUT**. After the 90 seconds expire, KITE Client closes the session automatically.



2. **Take a break between testlets.**

After clicking **END** at the conclusion of a testlet, log out of the KITE system. Log back in when the student is ready to take the next testlet.



Instructional Tools Interface (ITI)

- The Instructional Tools Interface (ITI) in Educator Portal (EP) allows teachers to create a targeted instructional plan for teacher selected Essential Elements. Instructionally Embedded assessments are assigned once the instructional plan is confirmed. Only students who have First Contact data entered can be assigned an instructional plan.

Instructional Plans

CREATE AN INSTRUCTIONAL PLAN

To choose an EE for instruction, follow these steps:

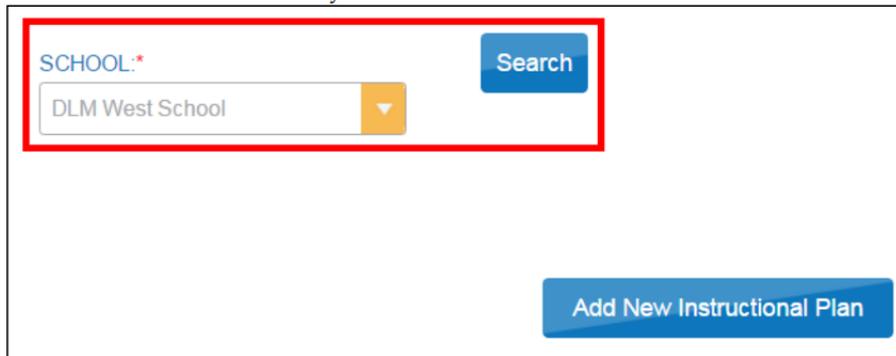
1. Click **Manage Tests**.



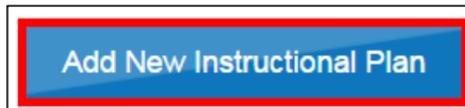
2. Click **Instructional Tools**.



3. District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click **Search**. Teachers will not see the drop-down menu(s) because their school is already known.

A search form with a label 'SCHOOL:*' and a 'Search' button. Below the label is a dropdown menu showing 'DLM West School' with a downward arrow. The entire search area is highlighted with a red border. Below the search area is a blue button labeled 'Add New Instructional Plan'.

4. Click **Add New Instructional Plan**.



Instructional Plans

5. On the **Student Roster** tab, click the radio button for a student.

Next

State ID	Last Name	First Name	Subject	Grade	Access Profile	First
			Math	Grade 7	Custom	In f
<input checked="" type="radio"/>			English Language Arts	Grade 6	Custom	In f
<input type="radio"/>			English Language Arts	Grade 6	Custom	Co

Page 1 of 1 10 View 1 - 10 of 1

6. Click **Next**.

Next

State ID	Last Name	First Name	Subject	Grade	Access Profile	First
			Math	Grade 7	Custom	In f
<input checked="" type="radio"/>			English Language Arts	Grade 6	Custom	In f
<input type="radio"/>			English Language Arts	Grade 6	Custom	Co

Page 1 of 1 10 View 1 - 10 of 1

Instructional Plans

7. On the **Select Content** tab, specify the Essential Element.

Back Selected Student: | Grade: | Roster: | Subject: Next

Select Essential Element

Level section will be available once Essential Element Chosen.

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



Instructional Plans

8. Select the appropriate linkage level for the student.

Back Selected Student: | Grade: | Roster: | Subject: Next

Essential Element
ELA.EE.L.5.4.a Use sentence level conte

Essential Element: ELA.EE.L.5.4.a

Claim: ELA.C1

Conceptual Area: ELA.C1.2

	Available	Level	Level Description
<input type="radio"/>	Yes	Initial Precursor	
<input type="radio"/>	Yes	Distal Precursor	
<input type="radio"/>	No	Proximal Precursor	
<input type="radio"/>	No	Target*	
<input type="radio"/>	No	Successor	

*Recommended level for

HINT: "Yes" in the Available column means that testlets are available at the specified linkage level. "No" means that there are no testlets available at that linkage level.



Instructional Plans

9. Click **Next**.

10. The Theme field allows test administrators to choose one or more sensitive topics to allow on a student's reading testlets. This is an optional step for English language arts plans.

Back Selected Student: | Grade: | Roster: | Subject:

The instructional plan is

Essential Element: ELA.EE.L.5.4.a -

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

Theme: Select

- Accidents
- Body Image/Obesity
- Death
- Disability

Save Plan Continue

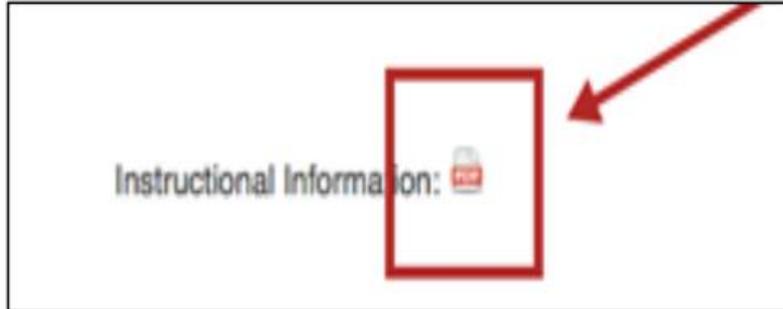
Choose Save Plan to save this plan and instruct your student. Choose Continue if you have completed instruction and are ready to assign an assessment to your student.

HINT: The selections made in the Themes field indicate acceptable themes for a particular student. For guidance on acceptable themes, contact an assessment coordinator or IEP team.



Instructional Plans

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



HINT: More about Instructional Information is included in the TEST ADMINISTRATION MANUAL section called Retrieve Instructional Information.

12. When finished setting up the plan, click **Save Plan**. The plan will save, and the window will close, allowing the test administrator to provide instruction to the student.



Instructional Plans

13. Once student instruction is complete, go to the procedure titled Confirm an Instructional Plan on page 64.

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

Once a testlet is assigned, the student must complete it before another instructional plan can be created for the same EE and linkage level.

The **Cancel Plan** button will close the plan without saving the new information.



Confirming Instructional Plan

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

Once a testlet is assigned, the student must complete it before another instructional plan can be created for the same EE and linkage level.

The **Cancel Plan** button will close the plan without saving the new information.

CONFIRM AN INSTRUCTIONAL PLAN

When instruction is complete and the student is ready to test, confirm the Instructional Plan in EP through ITI by following these steps:

1. Click **Manage Tests**.



2. Click **Instructional Tools**.



NOTE: If a list of students does not appear, click Search.

3. District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click **Search**. Teachers will not see the drop-down menu(s) because their district and school are already known.



Confirming Instructional Plan

4. Locate the student on the list.
5. In the History column, click **History**.

SCHOOL:*

[Add New Instructional Plan](#)

State ID	Last Name	Middle Name	First Name	Access Profile	First Contact	History	Roster Name
				No Settings	Complete	History	

[View Test Session Detail](#) Page 1 of 1 View 1 - 1 of 1



Confirming Instructional Plan

HINT: To see the History column, scroll to the right. In the View Instructional Plan History window, locate the plan for the EE being tested. It will be in **Pending** status.

View Instructional Plan History

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

Print Plans

Select All to Print

Instructional Plan: [REDACTED]

Status: Pending

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

Print

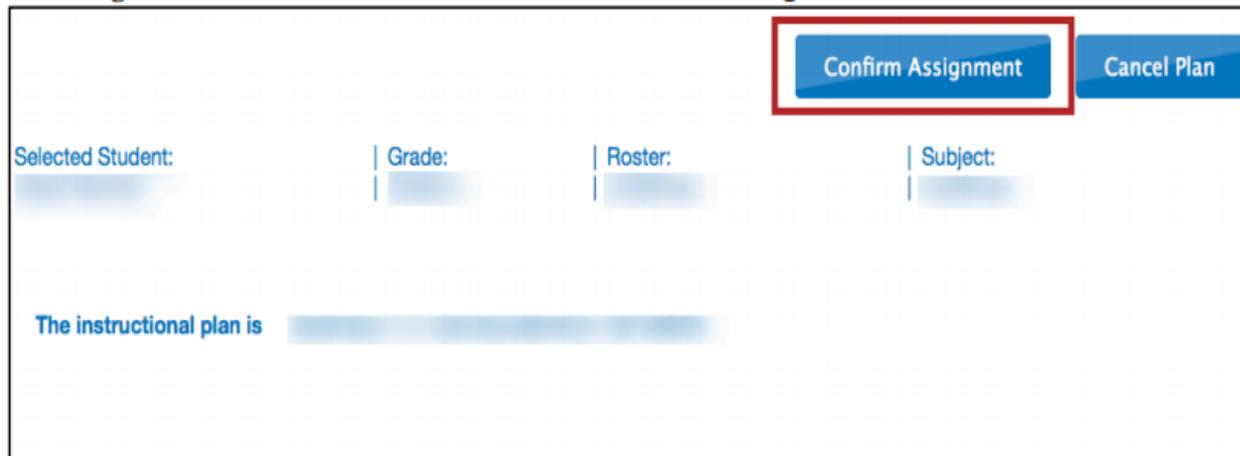
Instructional Plan: [REDACTED]

6. Click **Pending**. The Confirmation tab appears.



Confirming Instructional Plan

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



The screenshot shows a window titled "Confirm Assignment" with a "Cancel Plan" button. Below the title bar, there are four fields: "Selected Student:", "Grade:", "Roster:", and "Subject:". Each field has a blurred input area. Below these fields, there is a label "The instructional plan is" followed by a blurred text area. The "Confirm Assignment" button is highlighted with a red border.

NOTE: To return to the Instructional Plan list, click the **Cancel Plan** button. The unconfirmed plan will remain in Pending status.

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



Confirming Instructional Plan

9. Download or print the Testlet Information Page.

Selected Student: | Grade: | Roster: | Subject:

The instructional plan is

Download or print the Testlet Information Page.
Testlet Information Page 

Done

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

10. Click **Done**.



Sample TIP Sheet

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



DYNAMIC[™]
LEARNING MAPS

Sample Science TIP

Testlet Information Page: Science10885

Testlet Type: Teacher-administered

Number of Items: 3

Materials Needed: Item 1: picture of solid stick of butter, picture of melting stick of butter; Item 2: picture of cup of melting ice cubes, picture of cup of steaming water; Item 3: picture of pot of water, picture of pot of boiling water

Materials Substitution Suggestions: None

Accessibility supports NOT allowed:

Follow your state's guidance on the use of language translation.
Definitions (see "Other comments")

Other comments: (1) The following pages include images that are used during the administration of the testlet. Print the images and cut along the dotted lines. You will be prompted in the testlet when and how to use the images. Record the student's response to the item in the computer. (2) Test administrator should not define the following word(s) and concept(s): state of matter (solid, liquid, gas); property changes.



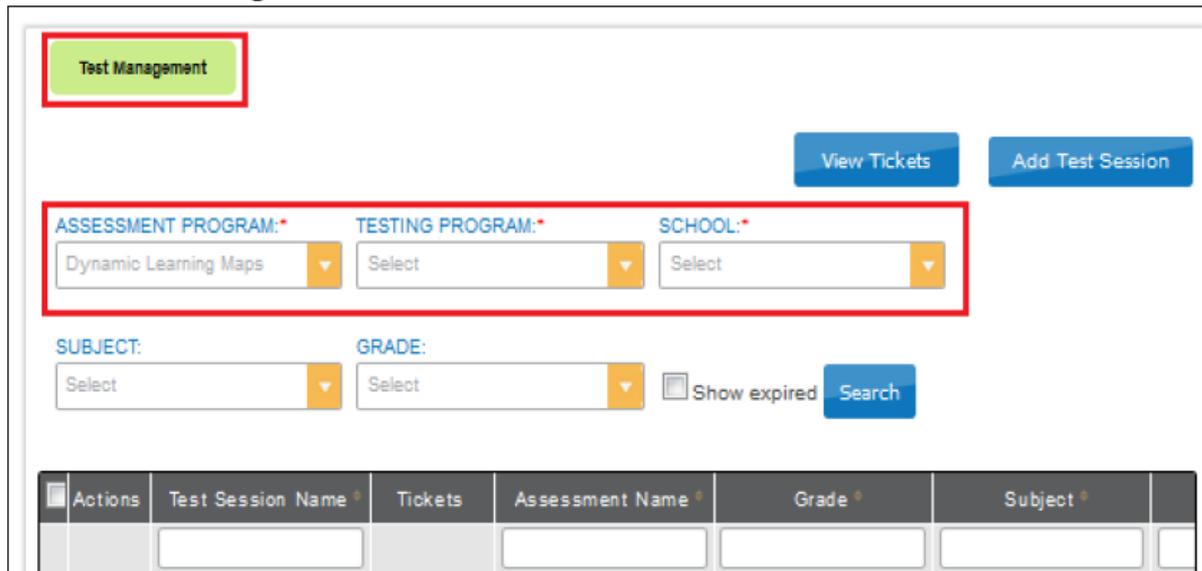
OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Locate the TIP Sheet

1. Click **Manage Tests**.



2. Click **Test Management**.



Locate the TIP Sheet

3. Complete the following required fields:

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

4. Complete these optional fields:

- ◆ Subject
- ◆ Grade



Locate the TIP Sheet

5. Click **Search**. A list of test sessions display.
6. Click the desired **Test Session Name**.

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

DLM-VanDonsola-SP ELA RL.4.4 IP-InitialPrecursor-1234567

DLM-VanDonsola-SP M 3.MD.4 DP-DistalPrecursor-1234567

Actions	Test Session Name	Tickets	Assessment Name	Grade	Subject
	DLM-VanDonsola-SP M 3.MD.4 DP-DistalPrecursor-1234567		SP M 3.MD.4 DP	Grade 3	Mathematics
 	DLM-VanDonsola-SP ELA RL.4.4 IP-InitialPrecursor-1234567		SP ELA RL.4.4 IP	Grade 4	English Language Arts
 	[blurred]		[blurred]	Grade 10	Mathematics
 	[blurred]		[blurred]	Grade 10	Mathematics
 	[blurred]		[blurred]	Grade 9	Mathematics
 	[blurred]		[blurred]	Grade 11	Mathematics
 	[blurred]		[blurred]	Grade 9	Mathematics



Locate the TIP Sheet

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

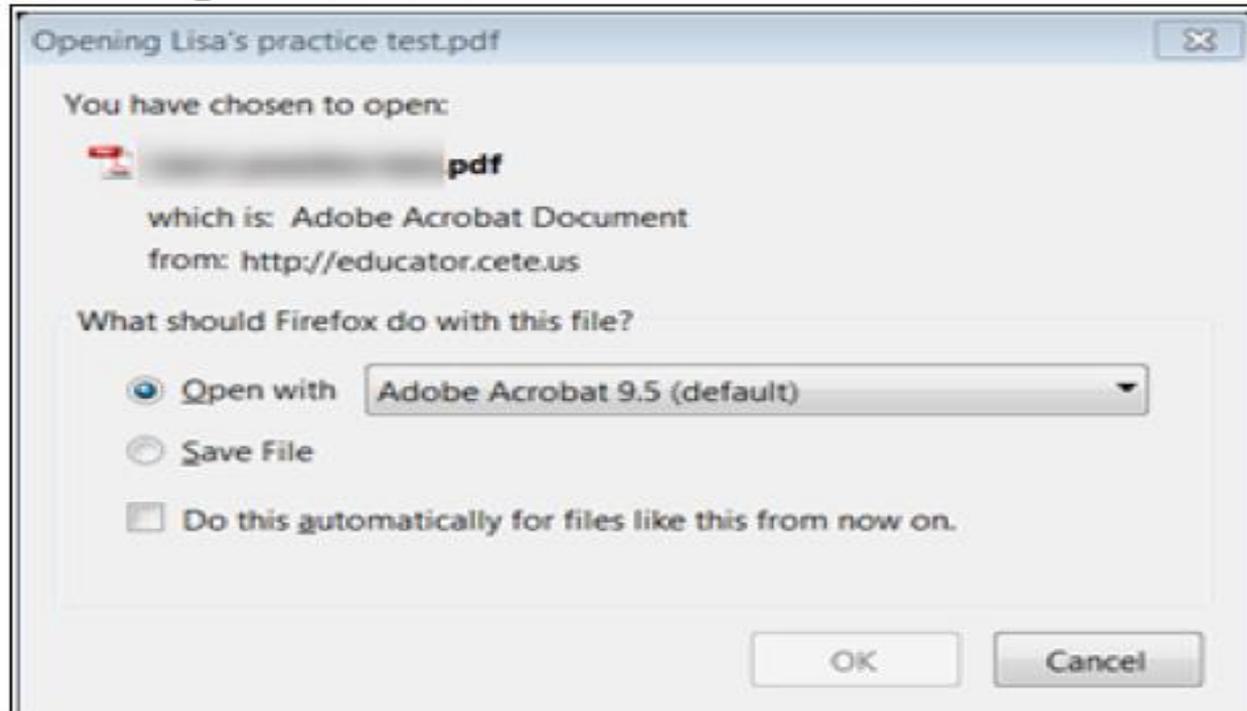
	Current School Year	Educator ID	Educator First Name	Educator Last Name	DLM Student	Test Information
	2015	Not Available	Aletra	Johnson	Yes	

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Locate the TIP Sheet

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



9. Click **OK**.



Locate the TIP Sheet

10. View the TIP.

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

11. Use the TIP to prepare for testlet administration.

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



Administering the Assessment

- Log in with your student's username and password in KITE.
- Find the testlet you want to administer in KITE.
- Locate the TIP sheet.
- Gather materials identified in the TIP sheet.
- Administer the assessment.
- **Shred the TIP sheet if printed.**
- Repeat above process for the next testlet.

Administering the Assessment

START A TESTLET

To administer a DLM alternate assessment, follow these steps:

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



2. Enter the student's **USERNAME** and **PASSWORD**; click **SIGN IN**.

A screenshot of the KITE login interface. The background is a light blue sky with white clouds and colorful kites. In the center, there is a white box with a red and blue border. At the top of the box is the KITE logo (a stylized kite) followed by the text "K·I·T·E". Below the logo, it says "Welcome Back!". There are two white input fields: the first is labeled "USERNAME" and the second is labeled "PASSWORD". Below the input fields is a blue button with the text "SIGN IN" and a white right-pointing arrow icon. At the bottom of the box, there is a small copyright notice: "© 2012 University of Kansas. All Rights Reserved."

Administering the Assessment

3. Click **TAKE A TEST**.



Administering the Assessment

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

The screenshot shows the K-I-T-E assessment interface. At the top, there is a red navigation bar with the K-I-T-E logo, 'Take a test', 'Practice First', and 'Sign Out' options. The main content area has a white background with the text 'Please select a test to take.' in the center. Below this is a blue horizontal bar with 'Dynamic LearningMass' in the middle. Underneath, the word 'Summative' is displayed in orange. To the left, there are two buttons: 'English Language Arts' (highlighted) and 'Mathematics'. To the right, there are three rows of testlet options, each with a corresponding button: a green 'Take Test' button for the first row, and two yellow 'Continue' buttons for the second and third rows. At the bottom right, there is a pagination control showing 'Page 1 of 2'.

5. Click **Begin**.



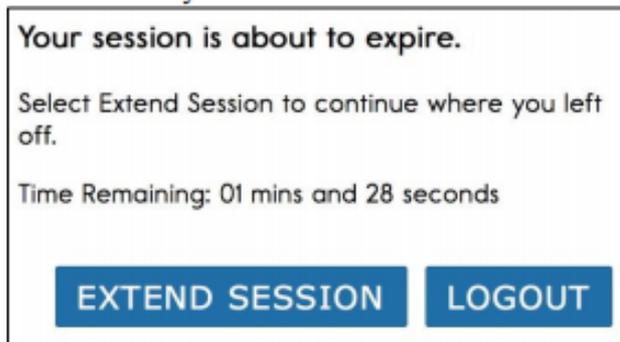
Administering the Assessment

TAKE A BREAK DURING ASSESSMENT

There are no time limits set on DLM testlets and no limits on the use of breaks during assessment. There are three ways a student may take a break during assessment.

1. **Take a short break (90 minutes or less).**

The KITE system will warn you that you have 90 seconds to click **EXTEND SESSION** or **LOGOUT**. After the 90 seconds expire, KITE Client closes the session automatically.



2. **Take a break between testlets.**

After clicking **END** at the conclusion of a testlet, log out of the KITE system. Log back in when the student is ready to take the next testlet.



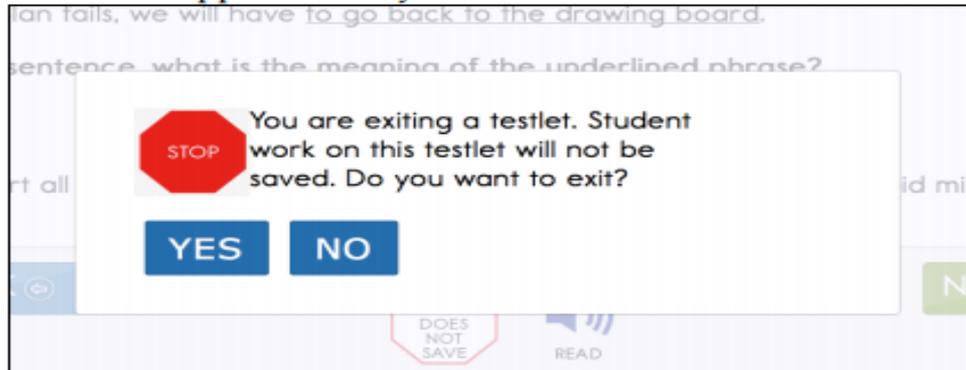
Administering the Assessment

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

This option is available on every testlet screen.



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



- Click **YES** to exit the testlet without saving the student's work. When the student returns to the testlet, it will start at the beginning.
- 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.



Time Needed for Assessments

Spring Assessment Times	
Subject	Time in Minutes
Math	35–60
ELA	70–90
Science	45–135

The testlets may be taken separately across multiple assessment sessions as long as they are all completed within the assessment window dates that are designated by your state.

Optional instructionally embedded⁶ assessment times are as follows:

Optional Instructionally Embedded Assessment Times	
Subject	Time in Minutes
Math	10–15
Reading	10–15
Writing	10–20



Performance Levels

1	Unsatisfactory	Emergent	The student demonstrates <i>emerging</i> understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
2	Limited Knowledge	Approaching	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is <i>approaching</i> the target.
3	Proficient	Target	The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at <i>target</i> .
4	Advanced	Advanced	The student demonstrates <i>advanced</i> understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.



Instruction - DLM Professional Development Webpage

- Materials exchange
- Instructional resources
- Training resources
- Exemplar text supports
- Dynamic Learning Maps
- Blog
- Discussion
- Groups

<http://dlmpd.com/>



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Thank You!

Complete the survey to document participation in this optional training.

https://docs.google.com/forms/d/e/1FAIpQLSc35Ux-38NVcGeyWRgcu_hhzHyohzanZ2ZWm5ealsP9jK8Bjg/viewform?usp=sf_link

Links to everything relating to the DLM Alternate Assessment System can be found at <http://dynamiclearningmaps.org/oklahoma> and <http://sde.ok.gov/sde/assessment>

Christie Stephenson
Director of Alternate Assessment
Oklahoma State Dept of Education
Special Education Services
Christie.Stephenson@sde.ok.gov
(405) 522-3246



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