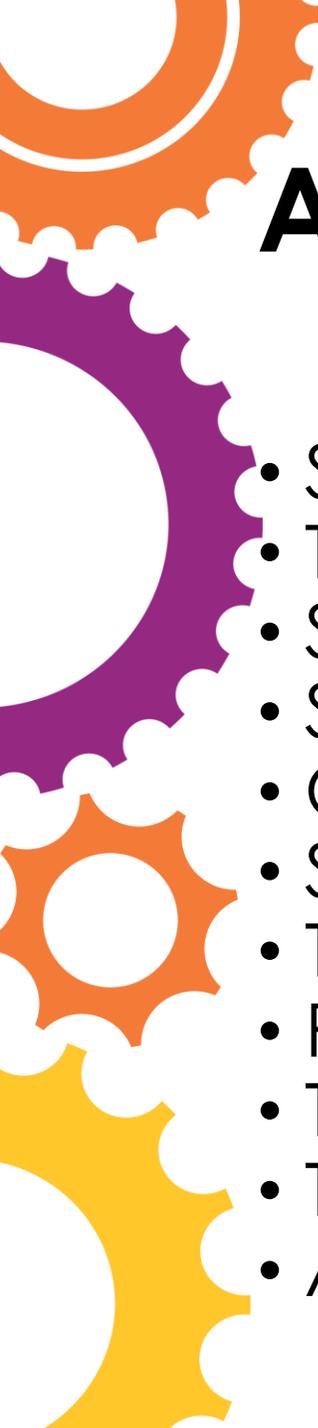


OAAP Update: DYNAMIC LEARNING MAPS

October 2015 Update





Agenda

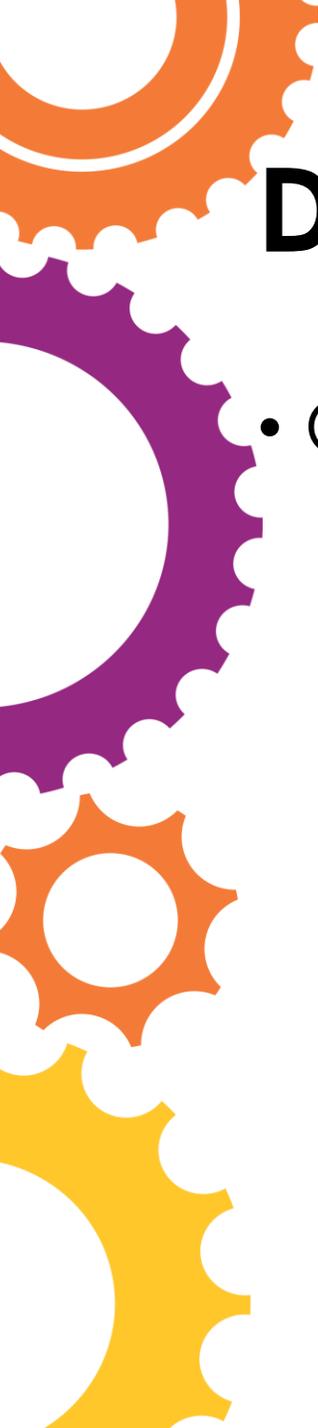
- Science
- Test Participation
- Scoring
- Standard Setting
- Cut Points and Impact Data
- Score Reports
- Testing Windows
- Retakes
- Training
- Teacher and Student Supports
- Accessing Resources via OSDE Webpage





DLM Science

- The Essential Elements (EEs) for science are specific statements of knowledge and skills linked to grade level expectations identified in *A Framework for K-12 Science Education* and represent the standards most frequently assessed across DLM science states.
- The purpose of the EEs is to build a bridge from those content standards to academic expectations for science.
- Learning map will be developed after 2018.



DLM Science

- Count of standards to address in EEs development:

	Physical Science	Life Science	Earth/Space Science
Elementary	4	2	3
Middle	4	4	6
High School	4	5	6
Biology 1	N/A	10	N/A

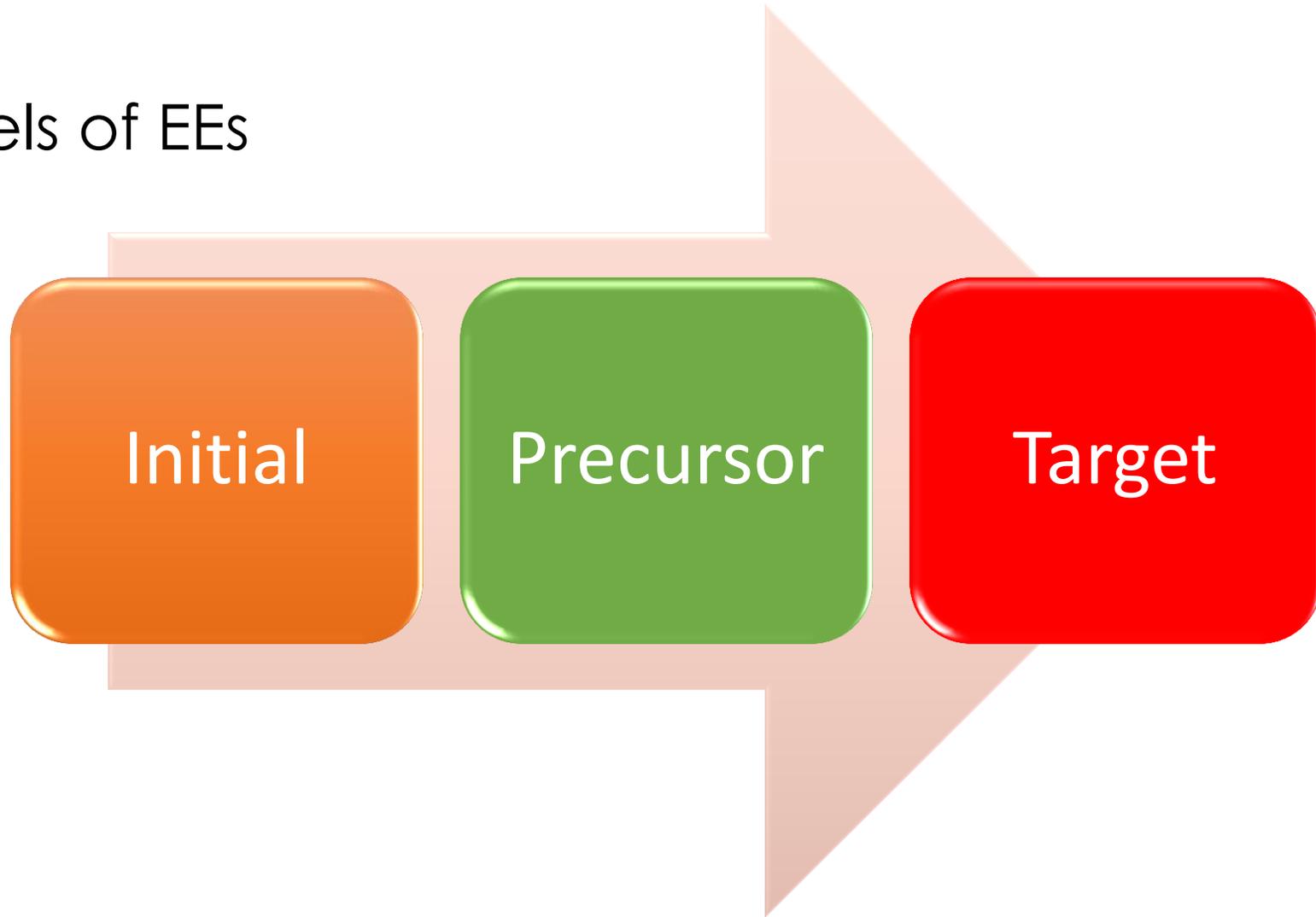


DLM Science

Draft	Development	Timeline
1	Essential Elements created by DLM and reviewed internally	8/28/14-8/29/14
2	Face to face state educator review	10/14/14-10/15/14
3	States conduct reviews in-state	10/27/14-11/07/14
4	Final state review of Essential Elements	11/18/14-12/03/14

DLM Science

- Three levels of EEs



Grade Span (e.g., Elementary, Middle School, High School)

Format	Explanation
Domain: (e.g., Physical, Life, or Earth/Space)	<u>Science Framework</u> : This information shows how the Essential Element links to general education grade-level science standards, using linking codes from <i>A Framework for K-12 Science Education</i> (2012).
Core Idea:	
Topic:	
State Standard for General Education:	
Essential Element: Target Level Description:	<u>Essential Element</u> : These are the three levels of the EEs.
Precursor Level Description:	
Initial Level Description:	
Connections to Science Practices	<u>Connections</u> : Essential Elements are connected to specific science practices and concepts. In addition, some science Essential Elements have important connections to DLM Essential Elements in ELA and math, which are listed here when available.
Connections to Crosscutting Concepts	
Connections to DLM ELA Essential Elements	
Connections to DLM Mathematics Essential Elements	



Elementary

Domain:

Physical

Core Idea:

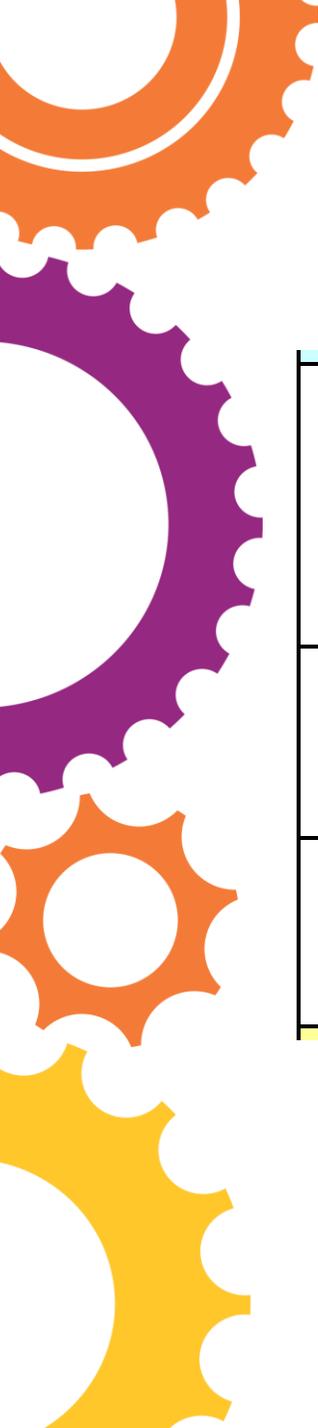
PS1: Matter and Its Interactions

Topic:

PS1.A: Structure and Properties of Matter

State Standard for General Education:

5-PS1-2: Measure & graph quantities to provide evidence that, regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.



Essential Element: EE.5-PS1-2

Target Level: Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.

Precursor Level: Compare the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid.

Initial Level: Recognize the change in state from liquid to solid or from solid to liquid of the same material.



Connections to Science Practices

Using Mathematics and Computational Thinking

Connections to Crosscutting Concepts

Scale, Proportion, and Quantity

Connections to ELA Essential Elements

EE.W.5.7: Conduct short research projects using 2 or more sources.

EE.W.5.8: Gather and sort relevant information on a topic from print or digital sources into given categories.

Connections to Mathematics Essential Elements

EE.5.NBT.1: Compare numbers up to 99 using base 10 models.

EE.5.NF.B.7: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

EE.5.MD.A.1.b: Use standard units to measure weight and length.



DLM Science

- Science Testlet Structure

Testlet Structure A	Testlet Structure B
Engagement Activity	Short Engagement Activity or Context
Presented Twice	Presented Once
Questions embedded within and/or at the end of activity	Questions at end of activity



Science Fall Field Test

- Roster students by November 2nd
- Purpose
 - Evaluate the new science testlet content.
 - Develop a method for using student information to determine which linkage level of test to deliver.
 - Gather feedback from educators about test content with respect to students' opportunity to learn, perceived difficulty, and general testlet structure.



Science Fall Field Test

- Testlet number – 3 (or 7 for Biology 1)
- Each testlet includes 3 or 4 items related to one Essential Element (EE) in the blueprint.
- The linkage level is chosen for the student based on information in the student's First Contact Survey.
- All testlets will be assigned to the student at once, but they do not need to be completed in one session.
- Total time: 15-45 minutes for 5 and 8; 35-105 minutes for Biology 1.
- Each testlet will take approximately 5 to 15 minutes.



Science Fall Field Test

- After giving the assessment, the Test Administrator *may* be asked to complete a survey.
- If a survey is assigned, the **Research Tab** will appear.
- If no survey is assigned, the **Research Tab** will *not* appear.
- Questions are asked about the quality of each student's testing experience, as well as the science instruction that each student has received, or will receive this school year.
- Survey results will be used to improve the testing experience of students and teachers.



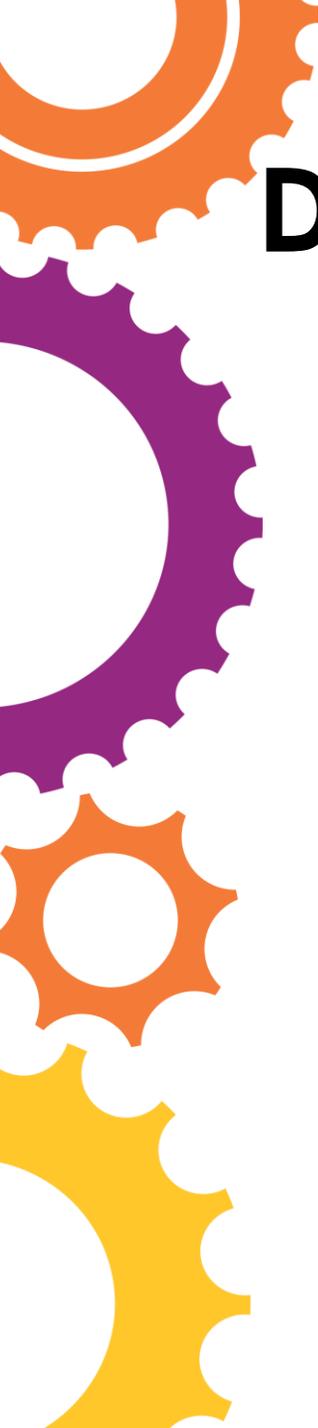
Science Activities

- The purpose of these activities is to help teachers expose students to topics and concepts that will be assessed in a selected group of Essential Elements.
- Similar to the familiar texts used in ELA, the science activities should help develop students' familiarity with typical contexts (activities/experiments) that could be engagement activities within the DLM Science testlets.
- Intended to mirror the kinds of activities that students engage in during science instruction.
- Will be available in February.



DLM Test Participation





DLM Test Participation

Spring Participation

- Test sessions: 749,901
- Students: 66,299
- Teachers: 18,425
- Schools: 10,605
- Districts: 3,494



DLM Test Participation

Oklahoma

	English Language Arts	Mathematics
Grade 3	851	849
Grade 4	861	862
Grade 5	769	771
Grade 6	789	788
Grade 7	694	695
Grade 8	700	700
Grade 9	34	297
Grade 10	620	450
Grade 11	301	188
Grade 12	44	50
Total	5663	5650

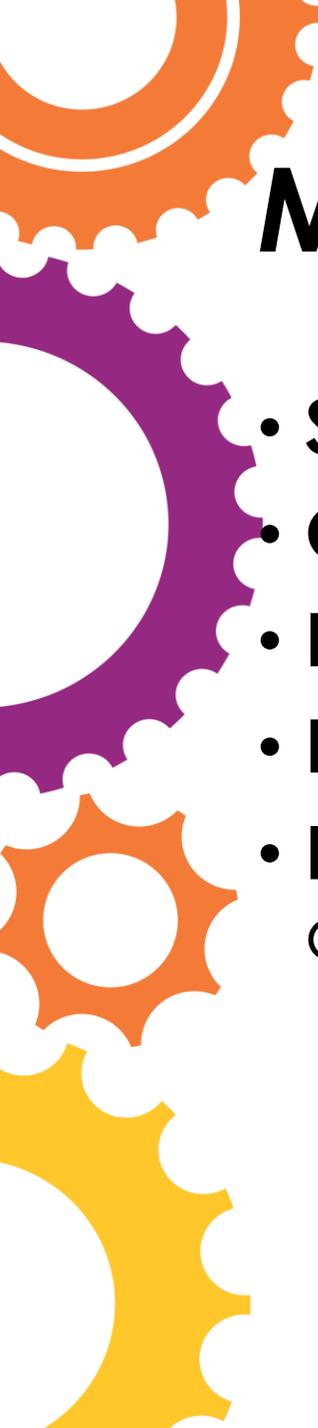


Scoring



Score Calculation

- DLM results are not based on raw or scale scores.
- All results are calculated using an approach called diagnostic classification modeling, or cognitive diagnostic modeling.
- This approach determines whether the student showed mastery of specific skills.
- Based on the evidence from the DLM assessments, the student either mastered or did not master the skill (that they were tested on).
- For each Essential Element tested, a student may master up to five skills at different levels, called linkage levels.
- The student's overall performance in the subject is based upon the number of linkage levels mastered across the tested Essential Elements.



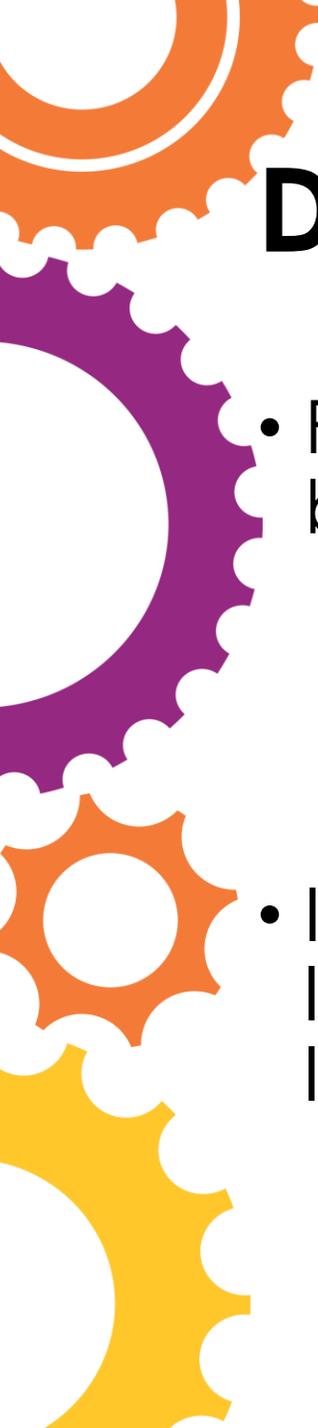
Math Testlet Example

- **Subject:** Mathematics
- **Grade:** 4th
- **Linkage Level:** Distal Precursor
- **Essential Element:** Identify angles as larger and smaller
- **Linkage Level Descriptor:** Recognize same and different amounts.



ELA Testlet Example

- **Subject:** English Language Arts
- **Grade:** 8th
- **Linkage Level:** Initial Precursor Level
- **Essential Element:** Determine connotative meanings of words and phrases in a text.
- **Linkage Level Descriptor:** Can make judgments about the meaning of word(s).



Determining Linkage-Level Mastery

- For each linkage level, a mastery status of 1 (mastered) is based on one of two criteria:
 - If cognitive diagnostic modeling indicated the student's probability of mastering the skills at that linkage level was ≥ 0.8 .
 - If the student answered $\geq 80\%$ of items correct for that EE/linkage level.
- If there was evidence that a student mastered a higher linkage level, they also were considered a master of lower linkage levels for the same EE.



Developing Profiles of EE/Linkage Level Mastery

- Student ***learning profiles*** summarize linkage level mastery by EE.
- Each profile lists all the Essential Elements from the blueprint, along with the conceptual area for each.
- Profiles contain between 8 and 20 Essential Elements, depending on the blueprint.
- The five levels of mastery were included as columns on the profile, ranging from the initial precursor linkage level up to the successor level.
- Green shading indicated that a linkage level was mastered (the threshold was met).

Area	Essential Element	Level Mastery				
		Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
C1.2	RL.7.1	Differentiates between text and pictures	Identifies the characters, setting, and major events of a story	Identifies words in a narrative to answer a question about explicit information	Analyzes a narrative to identify where information is explicitly stated and where inferences should be drawn	Determines what a narrative states explicitly and implicitly
C1.2	RL.7.2	Matches a picture with the real object	Identifies concrete details in a familiar story (characters, objects)	Identifies the overall goal or main idea of a single episode	Identifies events that are related to the theme of a narrative	Identifies the relevant events contributing to the theme or central idea of a narrative
C1.2	RL.7.4	Demonstrates understanding of words for absent objects and persons	Relies on syntactic clues to determine the meaning of an unknown word when the definition is directly stated in the sentence	Determines the meaning of multiple meaning words in text (support of context)	Determines the meaning of simple idioms and figures of speech	Determines the connotative meaning of words and phrases in a text
C1.2	RI.7.1	Differentiates between text and pictures	Identifies illustrations that go with a familiar text	Identifies words in the text to answer a question about explicit information	Analyzes text to identify where information is explicitly stated and where inferences must be drawn	Determines the difference between explicit and implicit information in an informational text
C1.2	RI.7.2	Matches a picture with the real object	Identifies a concrete detail in early informational texts	Identifies the implicit main idea of a paragraph in an informational text	Identifies multiple main ideas in an information text	Creates a summary for a familiar informative text



Standards Setting



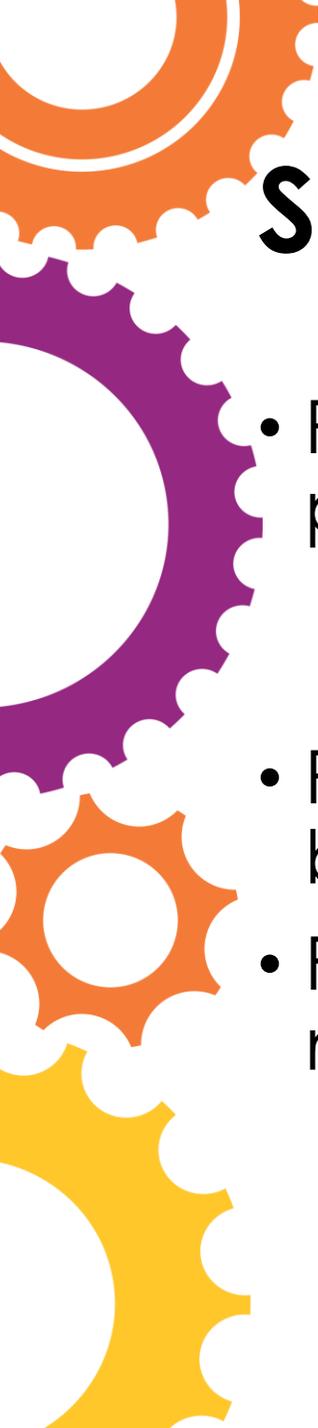
Standards Setting

- Panelists were assigned to one table and set standards for one grade level subject area, e.g. 3rd grade math.
- Those tables were composed of 7-8 individuals across various states.
- EOI tables were composed of 5-6 individuals using the same format.
- SEAs who observed include Oklahoma, Iowa, Wisconsin, Missouri, Kansas, and Vermont.



Standards Setting

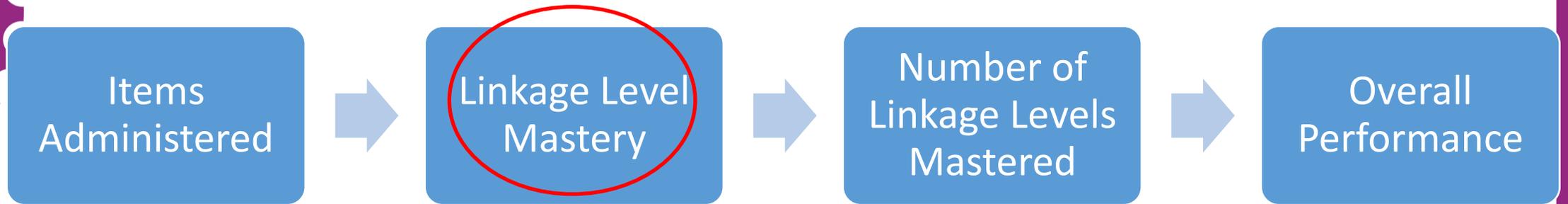
- On-site standard setting meeting in Kansas City, MO on June 15-18, 2015
- 112 panelists from the consortium states
- Training in Advance
 - 4 modules in self-directed course
 - Self-assessment of comfort with key concepts
 - Opportunity to submit questions
- On-site
 - Focus primarily on standard setting methods
 - Some recap of key points and questions from advance training
 - Reminders & updates the morning of day 2 and day 3



Standard Setting Methods

- Panels of educators evaluated profiles of student performance.
 - Several rounds of ratings and evaluations
 - Systematic processes using established procedures
- Panels recommended cut points for each threshold between performance levels.
- Four performance levels based on cut points between number of linkage levels (LLs) mastered.
 - Number of LLs possible varies by grade and subject

Linkage Level Mastery



Unit of mastery considered in DLM standard setting procedure

Standard Setting/ Learning Profile

Essential Element		Level Mastery				
		1	2	3	4 (Target) 	5
Area						
Determining Critical Elements of Text	RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, and events	Answer who and what questions and identify details in a familiar story	Answer who and what questions about story details	Answer who, what, when, and where questions about story details
	RL.3.2	Seek absent objects	Identify familiar people, objects, places, and events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
	RL.3.3	Identify feeling states in self	Identify feeling words	Identify the feelings of characters in familiar stories	Identify the feelings of characters in a story	Identify character feelings and relate to actions
	RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify details and beginning and end of a familiar story	Determine the beginning, middle, and end of a familiar story with a logical order	Identify beginning and end of a story
	RI.3.1	Attend to object characteristics	Identify familiar people, objects, places, and events	Identify concrete details in an informational text	Answer who and what questions to demonstrate understanding of details in a text	Identify words related to explicit information

Identify Cut Points

⇐ # of LLs Mastered ⇒

EM

AP

T

ADV



DLM Performance Levels

1

Unsatisfactory

Emergent

The student demonstrates *emerging* 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 *approaching* 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 *target*.

4

Advanced

Advanced

The student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.



Cut Points and Impact Data



Mathematics

Grade	App +	T +	Adv +
3	12	21	37
4	20	30	56
5	15	32	48
6	13	28	38
7	19	37	53
8	17	40	53



Cut Points – Math (Percentage)

- Oklahoma

Grade	3rd	4th	5th	6th	7th	8th
Students	850	866	775	792	698	700
Emerging	24.0%	22.2%	20.6%	26.6%	29.2%	26.6%
Approaching	15.4%	14.8%	18.5%	19.6%	24.1%	32.1%
Target	34.0%	24.6%	26.7%	23.7%	24.5%	30.7%
Advanced	26.6%	38.5%	34.2%	30.1%	22.2%	10.6%
Target/Adv	60.6%	63.0%	60.9%	53.8%	46.7%	41.3%

English Language Arts

Grade	App +	T +	Adv +
3	36	50	71
4	38	57	75
5	35	53	76
6	27	46	65
7	27	52	73
8	23	48	72

Cut Points – ELA (Percentage)

- Oklahoma

Grade	3rd	4th	5th	6th	7th	8th
Students	852	866	773	793	698	700
Emerging	29.1%	23.1%	21.2%	22.3%	20.9%	20.0%
Approaching	17.8%	15.5%	16.6%	16.3%	17.6%	16.6%
Target	47.1%	49.1%	50.2%	29.0%	25.5%	40.4%
Advanced	6.0%	12.4%	12.0%	32.4%	36.0%	23.0%
Target/Adv	53.1%	61.4%	62.2%	61.4%	61.5%	63.4%

End of Instruction Assessments

Course	App +	T +	Adv +
Alg1	18	25	33
Alg2	17	25	34
Geom	14	20	30
Eng 2	21	45	54
Eng 3	23	38	53

Cut Points – EOI (Percentage)

- Oklahoma

Grade	Eng 2	Eng 3	Alg1	Alg2	Geom
Students	740	273	793	85	148
Emerging	20.3%	24.2%	51.7%	68.2%	56.1%
Approaching	53.1%	22.3%	26.2%	16.5%	30.4%
Target	21.9%	38.8%	22.1%	15.3%	13.5%
Advanced	4.7%	14.7%	0.0%	0.0%	0.0%
Target/Adv	26.6%	53.5%	22.1%	15.3%	13.5%

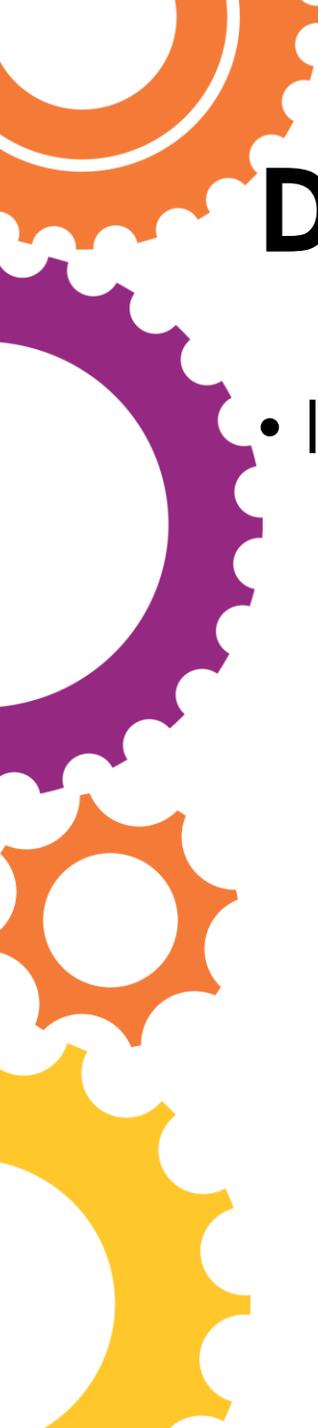


Score Reports



Score Reports

- DLM Score Reports
 - Delivered via secure DVD on Sept. 28th, 2015.
- Pearson Portfolio Score Reports
 - Delivered August 17th and 18th, 2015.



DLM Score Reports

- Individual student score reports have two parts:
 - (1) the Learning Profile, which reports specific skills mastered for each tested Essential Element, and
 - (2) the Performance Profile, which summarizes skill mastery for each conceptual area and for the subject overall.
- There is one score report per student per subject.



DLM Learning Profile

- The Learning Profile shows one row for each Essential Element in that subject.
- For every Essential Element, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target and Successor.
- These levels are shown in columns. The target level represents the grade-level expectation for all students with significant cognitive disabilities.



DLM Learning Profile

- Each student is assessed on one linkage level for each Essential Element on the blueprint. Each student is not assessed at every level for every Essential Element.
- On the Learning Profile below, green shading shows skills that were mastered, and blue shows skills that were attempted but not mastered.

DLM Learning Profile

Learning Profile



Individual Student Year-End Report Learning Profile



NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 08-23-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014-15
GRADE: 4

Susie's performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Jason took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

Levels mastered this year
No evidence of mastery on this Essential Element
Essential Element not tested



DLM Performance Profile

- The Performance Profile provides a report of the student's performance across Essential Elements from the 2014-2015 blueprints.
- The number of skills that must be mastered in order to reach a certain performance level was determined at the consortium level by a group of educators from the consortium states, including content experts and experts in teaching students with the most significant cognitive disabilities.

DLM Performance Profile

Performance
Profile



**Individual Student Year-End Report
Performance Profile**



NAME: Susie Smith	SCHOOL: DLM School	YEAR: 2014 — 15
SUBJECT: English Language Arts	DISTRICT: DLM District	GRADE: 3
REPORT DATE: 06-10-2015	STATE: DLM State	STATE ID: 08691

Overall Results

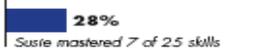
Grade 3 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Susie has mastered 32 of those 85 skills during the 2014-15 school year. Overall, Susie's mastery of English language arts fell into the second of four performance categories: **approaching the target**. The specific skills Susie has and has not mastered can be found in her Learning Profile.



emerging approaching the target at target advanced

-  **EMERGING:** The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
-  **APPROACHING TARGET:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
-  **AT TARGET:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
-  **ADVANCED:** The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

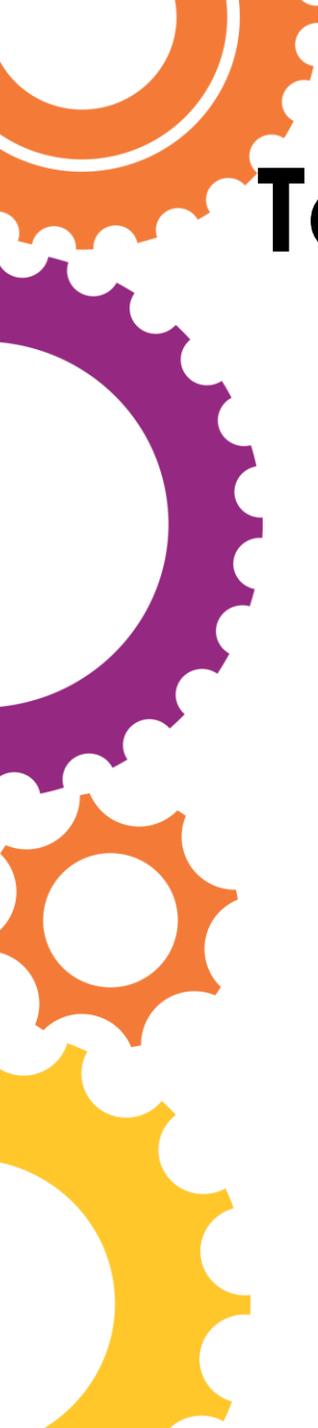
Conceptual Areas

Determining critical elements of text	 43% Susie mastered 17 of 40 skills	Integrating ideas and information from text	 40% Susie mastered 4 of 10 skills
Constructing understandings of text	 28% Susie mastered 7 of 25 skills	Using writing to communicate	 40% Susie mastered 4 of 10 skills



Testing Windows





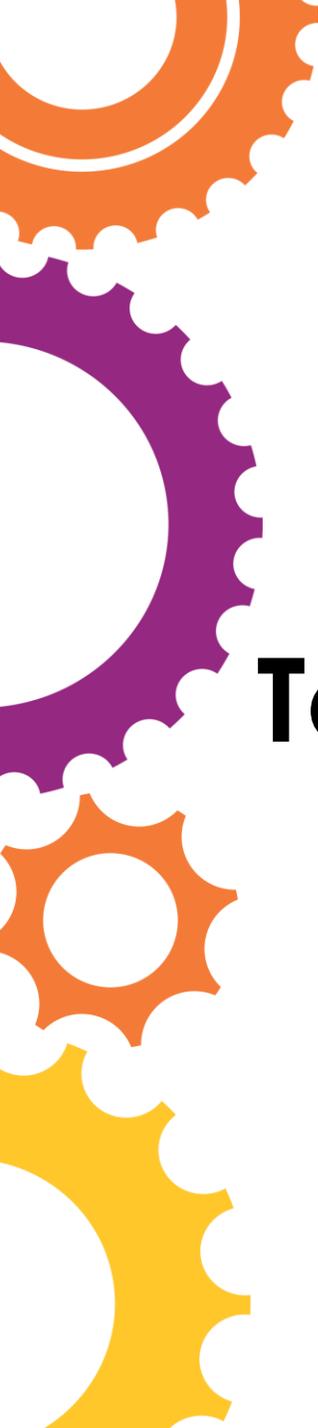
Testing Windows

Window	Dynamic Learning Maps	Pearson Portfolio
SCIENCE FIELD TEST	Nov. 9, 2015 to Dec. 2, 2015	-
WINTER	Dec. 3, 2015 to Jan. 8, 2016	Nov. 16, 2015 to Jan. 8, 2016
SPRING	Mar. 28, 2016 to May 13, 2016	Jan. 11, 2016 to May 13, 2016
SUMMER	May 30, 2016 to Jul. 29, 2016	-



Winter Window

- DLM
 - All students who need to test during the winter window should be rostered to their course by November 16, 2015.
 - Students who are testing in the spring or summer windows should NOT be rostered to courses until after January 8th, 2016.
- Pearson Portfolio
 - Test Coordinators begin updating OAAP Pearson Access Next user accounts as needed on November 9th.
 - Test Coordinators register OAAP students in Pearson Access Next via Student Data Upload (SDU) or manually beginning November 16th.



Test Retakes



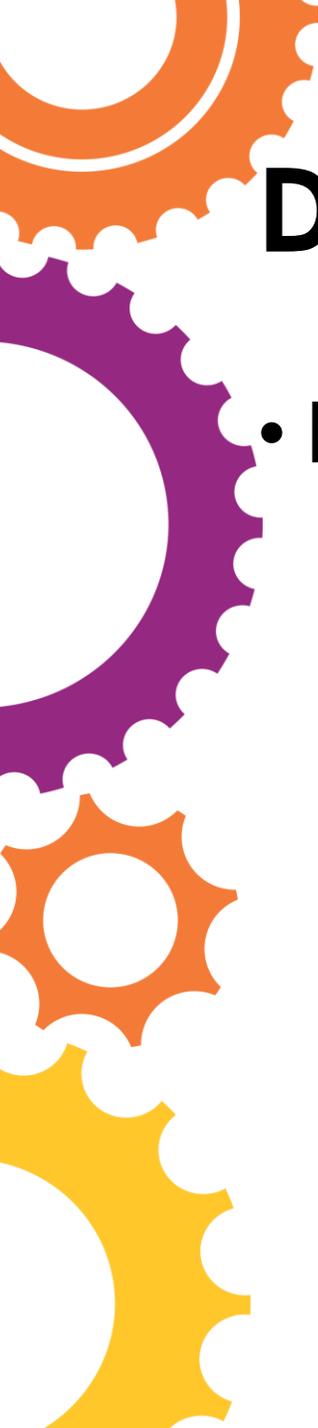
Test Retakes

- Students with significant cognitive disabilities normally utilize three options when not achieving proficiency on EOIs.
 - 1) Retake the EOI and achieve proficiency or utilize a modified proficiency score
 - 2) Complete a Category C ACE End of Course Project
 - 3) Utilize the ACE Alternate Determination
- Information regarding modified proficiency for DLM is forthcoming.



Training





DLM Training

- Required training for test administrators:
 - 1 module for returning test administrators
 - 4 modules for new test administrators
 - Completed online at training.dynamiclearningmaps.org
 - Training memo - <http://ok.gov/sde/sites/ok.gov.sde/files/DLM%20Required%20Training.pdf>
 - Must complete training to administer tests



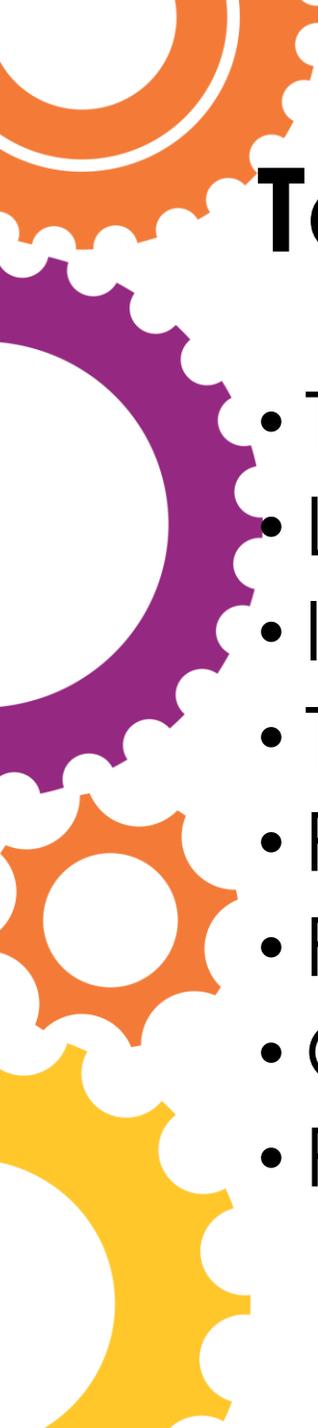
Pearson Portfolio Training

- OSDE Training
 - Available October 30th via webcast at <http://www.ok.gov/sde/oaap-training>
- Pearson Technical Training
 - Training 1: November 9th, 2015 – 7am to 8am
 - Register by 11/6/15
 - Training 2: November 11th, 2015 – 10am to 11am
 - Register by 11/9/15
 - Training 3: November 13th, 2015 – 4pm to 5pm
 - Register by 11/11/15



Teacher and Student Supports





Teacher and Student Supports

- Testing Blueprints
- Learning Profile
- Instructional Tools Interface (ITI)
- Testlet Information Pages (TIPs)
- Professional Development
- Familiar Texts
- Guide to Practice Activities
- Released Testlets

English II EOI Blueprint

Conceptual Area	EE	Description
ELA.C1.2		
	EE.RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
	EE.RL.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
	EE.RL.9-10.2	Recount events related to the theme or central idea, including details about character and setting.
	EE.RL.9-10.5	Identify where a text deviates from a chronological presentation of events.
	EE.RI.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
	EE.RI.9-10.2	Determine the central idea of the text and select details to support it.
ELA.C1.3		
	EE.RL.9-10.3	Determine how characters change or develop over the course of a text.
ELA.C2.1		
	EE.W.9-10.2.c	Use complete, simple sentences as appropriate.
	EE.W.9-10.2.d	Use domain-specific vocabulary when writing claims related to a topic of study or text.
	EE.W.9-10.2.f	Provide a closing.
ELA.C2.2		
	EE.W.9-10.2.a	Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.
	EE.W.9-10.2.b	Develop the topic with facts or details.

Algebra I EOI Blueprint

Conceptual Area	EE	Description
M.C1.3		
	N-CN.2.a	Use the commutative, associative, and distributive properties to add, subtract, and multiply whole numbers.
	N-CN.2.b	Solve real-world problems involving addition and subtraction of decimals, using models when needed.
	N-CN.2.c	Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.
	S-CP.1-5	Identify when events are independent or dependent.
M.C3.1		
	N-Q.1-3	Express quantities to the appropriate precision of measurement.
	S-ID.1-2	Given data, construct a simple graph (table, line, pie, bar, or picture) and interpret the data.
	S-ID.3	Interpret general trends on a graph or chart.
M.C4.1		
	A-SSE.1	Identify an algebraic expression involving one arithmetic operation to represent a real-world problem.
	A-SSE.3	Solve simple algebraic equations with one variable using multiplication and division.



Learning Profiles

- The Learning Profile shows one row for each Essential Element in that subject.
- For every Essential Element, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target and Successor.
- These levels are shown in columns. The target level represents the grade-level expectation for all students with significant cognitive disabilities.
- Each student is assessed on one linkage level for each Essential Element on the blueprint. Each student is not assessed at every level for every Essential Element.
- On the Learning Profile below, green shading shows skills that were mastered, and blue shows skills that were attempted but not mastered.

Learning Profiles

Individual Student Year-End Report Learning Profile



NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 08-23-2015

SCHOOL: DLM School
DISTRICT: DLM District
STATE: DLM State

YEAR: 2014-15
GRADE: 4

Susie's performance in 4th grade English Language Arts Essential Elements is summarized below. This information is based on all of the DLM tests Jason took during Spring 2015. Susie was assessed on 17 out of 17 Essential Elements expected in 4th grade. Susie was assessed on 4 out of 4 Conceptual Areas expected in 4th grade.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. No shading indicates the Essential Element was not assessed this year.

Area	Essential Element	Level				
		1	2	3	4 (Target)	5
ELA.C1.1	ELA.RL.4.1	Identify familiar people, objects, places, or events	Identify character actions in a familiar story	Identify character actions	Recount events in a story using details	Recount the key details of a story
ELA.C1.1	ELA.RL.4.3	Understand object names	Identify concrete details in a familiar story	Identify characters, setting, and major events	Describe characters in a narrative	Describe characters, setting, and events
ELA.C1.1	ELA.RL.4.5	Identify familiar people, objects, places, or events	Name or identify objects in pictures	Identify the beginning, middle, and end of a familiar story	Identify story characteristics	Identify story elements that change
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text

Levels mastered this year
No evidence of mastery on this Essential Element
Essential Element not tested



Instructional Tools Interface (ITI)

- Available November 9th
- Used during instructionally embedded assessment
- Choose Essential Elements to test
- Each EE choice is an “instructional plan”
- Testlets are assigned when the instructional plan is confirmed
- Information for the process of utilizing the ITI is forthcoming

Testlet Information Pages (TIPs)

- Testlet Information Pages provide test administrators with information specific to each testlet.
- Test Administrators receive a TIP after each testlet is assigned to a student.
- The TIP should be reviewed before beginning the student's assessment.

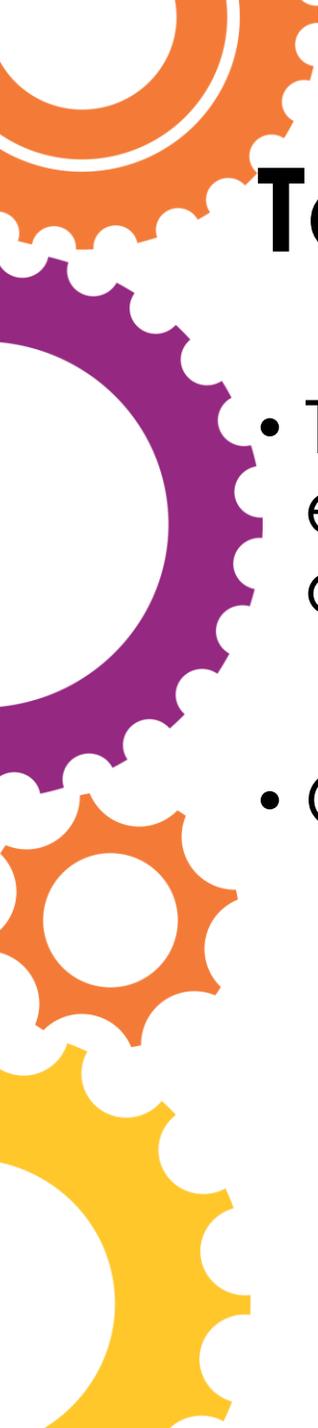
This is a secure testing document. Do not reproduce or redistribute. Shred after use.

 **DYNAMIC™**
LEARNING MAPS

ELA RI.11-12.8 IP 7125

Testlet Information Page: ELA7125

Testlet Type: Teacher-administered Number of Items: 3



Testlet Information Pages (TIPs)

- The TIP states whether a testlet is computer-delivered or educator-administered and indicates the number of items on the test.
- Other information on the TIP:
 - Materials needed
 - Material substitute suggestions
 - Exceptions to allowable supports
 - Other comments (unique instructions)
 - Alternate text

Professional Development

- For District Staff

<http://dynamiclearningmaps.org/content/district-staff-training-resources-ye>

Data Steward Webinar (pdf)

- Sept. 3, 11:00 a.m.–noon Central time
- Sept. 8, 2:00–3:00 p.m. Central time



The screenshot shows a video player interface. At the top left is the KU logo (The University of Kansas). The main title is "DLM Data Stewards Webinar Fall 2015" in blue text, with "from AAI Media PRO" below it. The slide content includes:

- Dynamic Learning Maps Consortium Data Steward**
- Presented by James Herynk, Trainer
- Assisted by Lynnett Wright, Sheila Wells-Moreaux, and Mariell Zeller (Implementation Coordinators)
- Fall 2015
- Logistics:** Audio is streamed through Skype for Business/Lync. Please hold questions until the end. All questions must be asked through the chat box.

At the bottom of the slide, there is a small logo for the U.S. Department of Education and the text: "The present publication was developed under grant #E-073110001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred." The video player controls at the bottom show a play button, a progress bar at 59:51, and the Vimeo logo.

Professional Development

- For Test Administrators
- <http://dlmpd.com/>
- Each of the interactive online modules are short (30-45 minutes on average) and focus on a single topic.



DYNAMIC
LEARNING MAPS
PROFESSIONAL DEVELOPMENT





Professional Development

- Organized by DLM Claim and Alphabetically

All Modules Organized by Claim

DLM Fundamentals

ELA Claim 1: Students will comprehend text in increasingly complex ways

ELA Claim 2: Students can produce writing for a range of purposes and audiences

ELA Claim 3: Students can communicate for a range of purposes and audiences

ELA Claim 4: Students can engage in research/inquiry to investigate topics and present information

Math Claim 1: Students demonstrate increasingly complex understanding of number sense

Shared Reading

This module describes shared reading, a reading approach that emphasizes interaction and engagement with books. In the DLM assessment, students frequently engage in a shared reading of a text before rereading a text to respond to questions.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Teaching Text Comprehension: Anchor-Read-Apply

Participants will learn to identify the components of an Anchor-Read-Apply text comprehension lesson, match purposes for reading with anchor activities, and describe the difference between asking question to assess comprehension and teaching students to understand text in increasingly complex ways.

[Online Self-directed Module](#)

[Facilitated Module Materials for Groups](#)

Professional Development

- Self-Directed
- Facilitated

Shared Reading



Video for the Shared Reading Module (with breaks) [YouTube Link](#) [Download](#)

Facilitators Guide (includes all guides and handouts) [pdf](#)

Agenda [pdf](#) [docx](#)

Handout 1 [pdf](#) [docx](#)

Handout 2 [pdf](#) [docx](#)

Handout 3 [pdf](#) [docx](#)

Familiar Texts

- Using DLM familiar texts to prepare for spring testing
 - Texts can be accessed at any time and are available for use in classroom instruction.
 - Texts are available prior to testing to help teachers familiarize students with the content of the texts.

Grade 3

Level	Section 1 (S)	Section 2 (S)	Section 3 (S)	Section 4 (I)	Section 5 (I)	Section 6 (I)
Initial Precursor	Fran's Favorite Book	A Favorite Toy	Mark Likes Dinosaurs	Inviting Friends Over	School Time	Things in a Classroom
Distal Precursor	Buddy's Nose	New Baby Sister	Ben's Puppy	The Library	Going on a Field Trip	Books are Great
Proximal Precursor	Feed the Ducks	A Cat for Ana & Rock Hunting	The Case of the Missing Doll	Bus Drivers	How to Get a New Pet	American Symbols
Target			A New School			

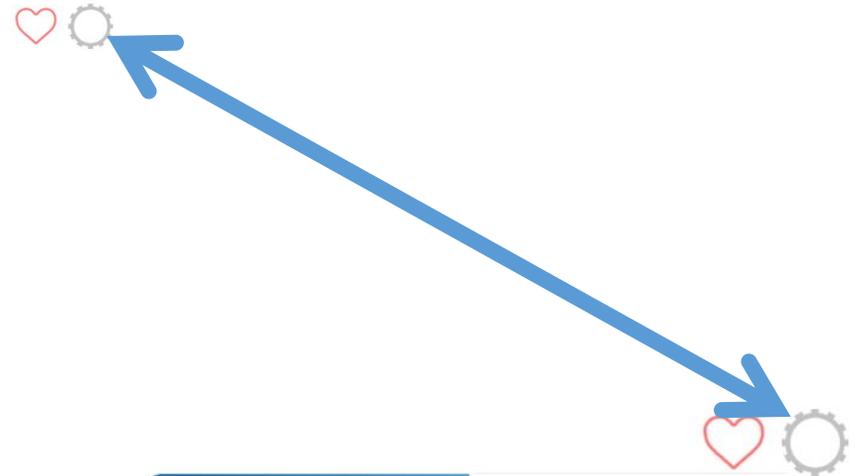
http://dynamiclearningmaps.org/content/familiar_texts_multi_ee_ye

Familiar Texts



Mark Likes Dinosaurs

DLM

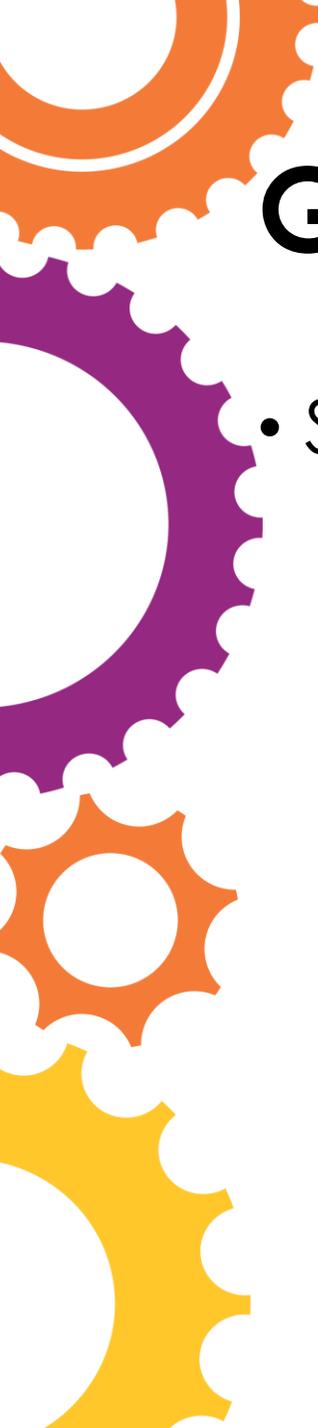


Silent	Speech
Child	Colors
Woman	Download
Man	Default
	More...



Guide to Practice Activities

- The practice activities are designed to familiarize users with the way testlets look in the KITE system.
- One is for teachers and the other is for students.
- Teacher Practice Activity
 - A tutorial about testlets that are administered directly by the teacher.
 - Teacher administered testlets are used when
 - the content is difficult to assess on the computer or
 - the student has presymbolic communication and cannot interact directly with the computer



Guide to Practice Activities

- Student Practice Activity
 - A tutorial about testlets that are administered directly to the student.
 - Student-administered testlets are used when:
 - the content can be assessed directly by computer, and
 - the student can interact with the system directly and select his or her own answer, using assistive devices or other supports as needed.
 - There are several types of items in the student practice activity:
 - multiple-choice items, sorting items (click the selection and the destination/drag and drop an image), and matching items.

http://dynamiclearningmaps.org/sites/default/files/guide_to_practice_and_released_ye_0.pdf

Released Testlets

- Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3 through high school. New released testlets are added periodically.
- In KITE, released testlets are labeled by their subject, grade, section & level codes, and linkage level.

ELA 5.5.A IP Take Test

Math 8.NS.2.a.PP Take Test

http://dynamiclearningmaps.org/content/releasedtestlets_im

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

Alternate Assessment Webpage

ALTERNATE ASSESSMENT

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



- OAAP
- DLM
- Pearson
- Windows
- Updates
- Resources

Oklahoma Alternate Assessment Program (OAAP)

Students with disabilities on an Individualized Education Plan (IEP) must be included in all state and district determinations annually how the student will participate in state and district wide assessments - with or without alternate assessment.

- **Oklahoma Alternate Assessment Program (OAAP)** Alternate assessment based on alternate achievement standards for students who could not participate in the general assessment, even with accommodations.

The OAAP measures academic achievement of alternate achievement standards; these standards are based on the state curriculum. Students accessing these standards will have an IEP containing rigorous and measurable objectives/short-term benchmarks. The OAAP is intended for a very small population of students with intellectual disabilities who meet the state-established [Criteria Checklist](#). For federal accountability purposes, reporting of students who score proficient on the OAAP.

- **In order for a student to participate in the OAAP:**

- The IEP team must determine annually that the alternate assessment is most appropriate for the student.
- The student must meet the state-established [Criteria Checklist](#) .

[Criteria Checklist FAQ](#) 

[Click here](#) for an overview of the alternate assessment. Particular emphasis is placed on the purposes of alternate assessments, and the types of alternate assessments available.

2015-16 Oklahoma Alternate Assessment Program