



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

2016-17 Oklahoma Alternate Assessment Program (OAAP) Administration Training

**Dynamic Learning Maps (DLM) & Portfolio
System**



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Agenda

- Oklahoma Alternate Assessment Program
 - OAAP Assessment Windows
 - ESSA and HB 3218
 - OAAP Participation Criteria
 - Portfolio
 - Dynamic Learning Maps (DLM)



OAAP Assessment Windows

Dynamic Learning Maps (DLM):

March 15 – May 12, 2017

Pearson Portfolio:

January 9 - May 12, 2017



Every Student Succeeds Act (ESSA)

“(E) ANNUAL MEASUREMENT OF ACHIEVEMENT.—(i) Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).

Alternate Sites of Instruction

Alternate sites of instruction include:

- special education consortiums,
- alternative education cooperatives and interlocals,
- hospital placement, and
- homebound placement.

(This is not an all-inclusive list.)



IEP Service Agreement Assessment Responsibility

It is the responsibility of the receiving district to complete the assessment unless otherwise stipulated in the IEP service agreement.

The district of official enrollment is accountable for the tests scores and ensuring the reporting of those scores to parents.



Participation of Move-In Students

Eligible students who enter or transfer into a school on or before the last day of the testing window, must be assessed by the new (receiving) school.



Non-Full Academic Year (NFAY)

A student shall be considered a FAY student if the student is enrolled within the first twenty (20) instructional days of the school's instructional year through and including the date of the administration of the exam, and has not experienced an enrollment lapse of ten (10) or more consecutive instructional days.

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;



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;



HB 3218

- Eliminates non-federally required tests except U.S. History in high school
- Requires State Board of Education (SBE) to adopt rules for assessments in compliance with Every Student Succeeds Act (ESSA) by December 31, 2016
 - Assessments include:
 - ELA & Math each year in grades 3-8, and once in high school (grades 9- 12)
 - Science in grades 5 and 8, and once in high school (grades 10-12)
 - U.S. History once in high school



2016-17 Oklahoma Alternate Assessment Program (OAAP) Test Vendors

Grades 3-8

Dynamic Learning Maps (DLM) – ELA, Math, and Science

High School

Dynamic Learning Maps (DLM) – ELA, Math, and Science

Pearson – Portfolio in high school US History

The alternate assessments cannot be mixed with any other type of state assessment within a given school year.



Grades & Courses Assessed through OAAP

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
ELA/Reading	X DLM						
Math	X DLM						
Science			X DLM			X DLM	X DLM
US History							X Pearson Portfolio



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

- Intellectual disabilities are diagnosed by looking at two main things. 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

- 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)
- Goals/objectives
- Accommodations/Modifications
- Historical assessment data
- Related/Supplementary Services



Question 3 - Lifelong Requirement

Does the IEP team feel extensive family/community supports will be a lifelong 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.
- The severity of the student's disability requires the use of alternate achievement standards in daily instruction for all areas.

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.



PORTFOLIO SYSTEM

(High school US History)



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What is the Portfolio?

- Electronic portfolio submission system through Pearson Inc.
- Consists of the best work samples and task descriptions of the work samples aligned to assessed standards in high school **US History** throughout the school year.



Where do I start?

Organize Student Evidence

Student Name

- US History
 - US.2 - Industrial Revolution
 - US.3 – Causes of World War I
 - US.4.1 - Events in the U.S. in the era between the World Wars – Automobiles...



Where do I start?

- Determine how your student learns best (auditory, visual, kinesthetic...)
- Determine how your student communicates best. (PECS, augmentative communication device, eye gaze, ...)
- Plan instruction utilizing Task specs/rubrics
- Instruct
- Assess and document progress
- Adapt instruction based on progress data

Continue this cycle until there is evidence the student is demonstrating at least 75% accuracy

in order for evidence to receive a score.



Task Specifications/Rubrics

Objective: Electricity

(US.4.2)

6 points	Identify TWO ways the use of electricity changed people's lives in 3 out of 4 trials.
5 points	Identify ONE way the use of electricity changed people's lives in 3 out of 4 trials.
4 points	Identify ONE source of power before electricity in 3 out of 4 trials.
3 points	Identify ONE way people use electricity in 3 out of 4 trials.
2 points	Respond when exposed to one use of electricity in 3 out of 4 trials.
1 point	React when exposed to one use of electricity in 3 out of 4 trials.
Total points possible	6



Portfolio Rubrics/Task Specifications

Portfolio Rubrics/Task Specs can be found at:

OSDE Website: <http://ok.gov/sde/assessment>

Pearson Website:

<https://ok.pearsonaccessnext.com/customer/index.action>



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Pearson Website

PearsonAccess^{next}



Home



Support

Documentation



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Examples of Supports and Accommodations

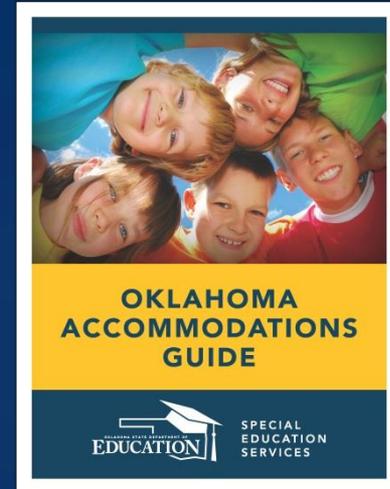
- Stamp with student's name
- Switches to operate equipment
- Speech output devices
- Recorded books
- Pictures and symbols with text

Supports should be provided only when needed.



Accommodations

- Accommodations reduce or even eliminate the effects of a student's disability.
- Accommodations **do not** change the construct that is being measured.
- Accommodations **do not** reduce learning expectations.
- Accommodations for instruction and assessment should be consistently administered and evaluated.



<http://ok.gov/sde/documents-forms>

Inappropriate supports/prompts = 0 Score



Allowable Types of Evidence

Example: This is just *ONE* example of how you may portray a data chart.

Date	Description	Accuracy (%)

Data Charts

At least 3 data points are required



Pictures

Final product must be shown



Work Samples

Can be photographed or scanned



Video

Remember to turn on the sound



Data Charts

Example: This is just ONE example of how you may portray a data chart.

Date	Description	Accuracy (%)



Photo Sequences

- Show each step of the activity. (The scorers need to see multiple pictures in order to envision what the student did.)
- Must show end result to receive a score.
- Insert photos into PowerPoint or Word document for easy upload.



Work Samples

- Work samples may be scanned into a file and uploaded OR photographed and uploaded as a photo sequence.
- If more than one page of evidence is needed to meet the expectation in a rubric, the documents can be combined and uploaded as one document in the PearsonAccess system.



Video

- When using eye gaze, answer choices should be far enough apart to be able to see where the student is looking.
- Demonstrate the answer choices.
- Sound is turned on.
- Good visibility of the activity.
- **Accommodations are appropriate and do not lead to a correct answer.**



Electronic Submission Details

- Only one piece of uploaded evidence (video, photo sequence, data chart, or work sample) is required for each objective.
- The same piece of evidence may be used for more than one objective across a standard.



File Guidelines for Electronic Submission

Requirement	File Types
Documents	doc, docx, pdf, docm, dotx, dotm, xls, xlsx, xlsx, xltm, xlsb, xlam, ppt, pptx, pptm, potx, potm, ppam, ppsm, odb, odc, odf, odg, odi, odm, odp, ods, odt, otc, otf, otg, oth, oti, otp, ots, ott, oxt
Photos	jpg, bmp*, png, gif, tiff
Videos	flv, asf, qt, mov, mpg, avi, wmv, mp4, 3gp, f4v, m4v, mpeg, mkv, rm

* Please note that bmp files greater than 10mb may not upload correctly. It is recommended that photos/images be saved in jpg format instead of bmp.

Uploading evidence requires Adobe Flash Player

Required Information in the Task Description

- Accuracy (75% is considered proficient)
- Number of trials (At least 3 proficient trials are required).
- What the student was asked to do.
- Accommodations and instructional materials used.
- Other pertinent information that describes the context of the learning activity.

EOI United States History

Standard Measured

Events in the U.S. in the era between the World Wars

US.4

Task Specification

The student will identify how automobiles and the expanded use of electricity changed people's lives in the United States.

Objective: Automobiles

(US.4.1)

6 points	Identify TWO ways the automobile (car) changed people's lives in 3 out of 4 trials.
5 points	Identify ONE way the automobile (car) changed people's lives in 3 out of 4 trials.
4 points	Identify ONE form of transportation people used before the automobile (car) in 3 out of 4 trials.
3 points	Identify ONE use of automobiles (cars) in 3 out of 4 trials.
2 points	Respond when exposed to one use of automobiles (cars) in 3 out of 4 trials.
1 point	React when exposed to one use of automobiles (cars) in 3 out of 4 trials.
Total points possible	6



Participation of Move-In Students

New (receiving) school responsibilities:

- Pearson must receive requests to move student portfolio evidence **no later than the last day of the testing window.**
- Once Pearson is notified, neither school should upload student evidence to that student's file for 5 days. Within five (5) days, Pearson will electronically move the student portfolio to the new (receiving) school and the new teacher's classroom view within the system.
- Pearson will notify the old (sending) and new (receiving) schools.

Old (sending) School Responsibilities

- Transfer the **physical** student portfolio in its then-current state of completion to the new (receiving) school. Inform the new (receiving) school whether the upload process into PearsonAccess has already begun or has been completed.



Pearson Access Next login info

If you do not currently have a PearsonAccess Next account, your DTC will have to create one for you.

DO NOT SHARE USERNAMES AND PASSWORDS, IT CAN RESULT IN ERRORS IN THE SYSTEM



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I'm ready to submit my student's portfolio. What do I do?

When test administrators log in to PearsonAccess Next the first time, they will be required to respond to the "Oklahoma Alternate Assessment Program Assurance of Test Security and Authenticity".



I'm ready to submit my student's portfolio.

What do I do?

- Find your student in the PearsonAccess system.
- Find the subject area and standard/objective you want to upload evidence into.
- Enter required information.
- Paste or type your description of activity into the text field provided.
- Upload your evidence.



Post Administration Feedback (Survey)

After the Spring 2017 testing window has closed, Pearson will email an online survey to all teachers. The survey will include general questions about the test administration as well as one question regarding SDE-provided training:

Did you attend the Portfolio Administration Training presented by the Oklahoma State Department of Education?

Dynamic Learning Maps (ELA, Math, and Science)



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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 in **Math, Science, and English Language Arts.**

- Not a portfolio system
- 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



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

For Example

Grade 4
Writing Standard 2

Essential Element L.4.2

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



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.

Example Testlet

Linkage level: Initial





DYNAMIC
LEARNING MAPS

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.

BACK ↩



NEXT →

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

- Install the new KITE client on the device you will be using to assess students.

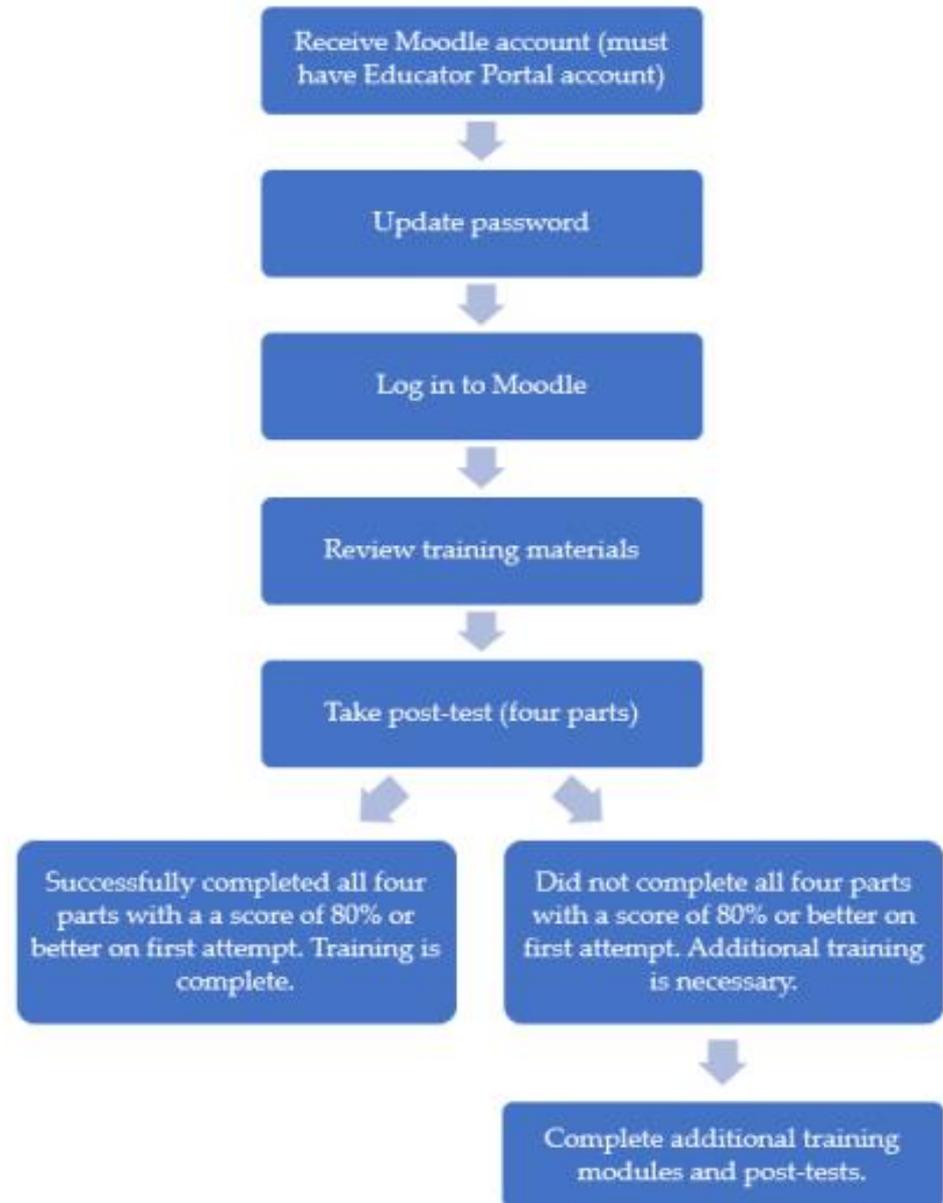
<http://www.dynamiclearningmaps.org/content/kite>

**YOU CANNOT ASSESS STUDENTS UNTIL
YOU HAVE INSTALLED THE NEW KITE
CLIENT**

Getting Started

- DTC must set you up an account in Educator Portal. You will receive an email from Educator Portal containing next steps.
- Complete or renew your DLM Security Agreement for the 2016-17 school year through Educator Portal under “My Profile”.
- Complete the required Training for Test Administrators:
<http://training.dynamiclearningmaps.org/>.

Required Returning Test Administrator Training



Required New Test Administrator Training

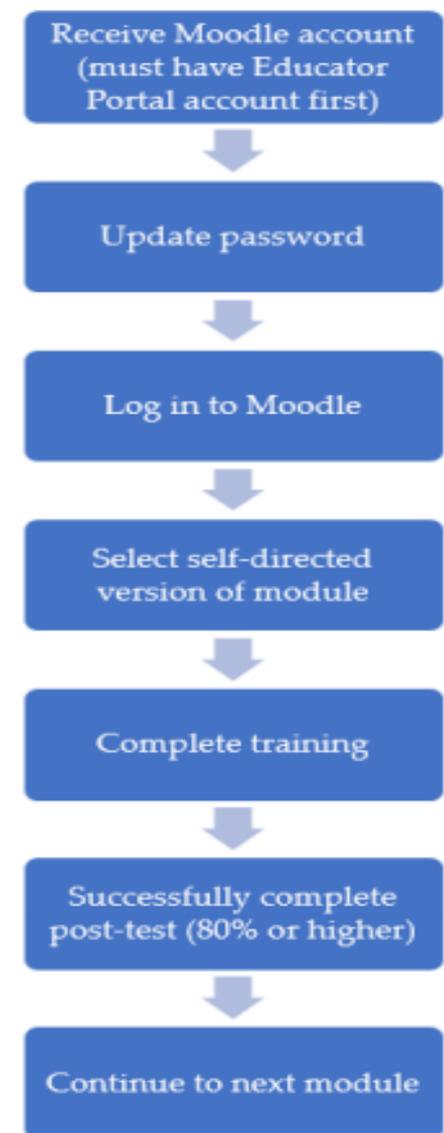
Facilitated Training

The facilitated training session is completed outside of Moodle. The remaining steps are completed inside Moodle.



Self-Directed Training

All steps of self-directed training are completed inside Moodle.



Getting Started

- DTC enrolls and rosters students in the system (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 supports in KITE Client align with the student's IEP.
- Submit completed and updated First Contact (FC) survey in EP. **Students do 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.

Completing First Contact Survey

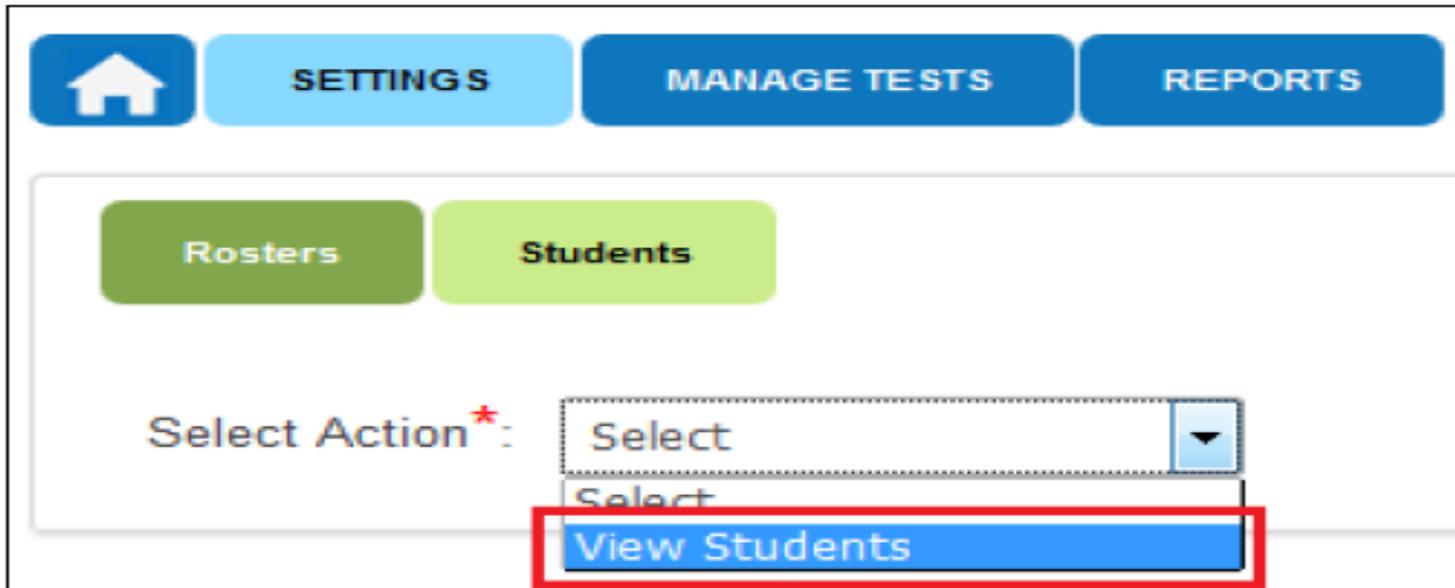
1. Click Settings.



2. Click Students.



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



Completing 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 ↕
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Page 0 of 0 10

Completing 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				

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Completing 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*:

SELECT ORGANIZATION
Specify organization level and click on search

STATE*

DISTRICT*

SCHOOL:

School Id	School Name	Grade	Access Profile	First Contact
			All	All
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

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

Completing First Contact Survey

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

View Student Record - [blurred] [Close]

Student

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

Demographic

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

Profile

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

School Enrollment

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

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

Student Access Profile

- 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.



Complete Student Access Profile

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

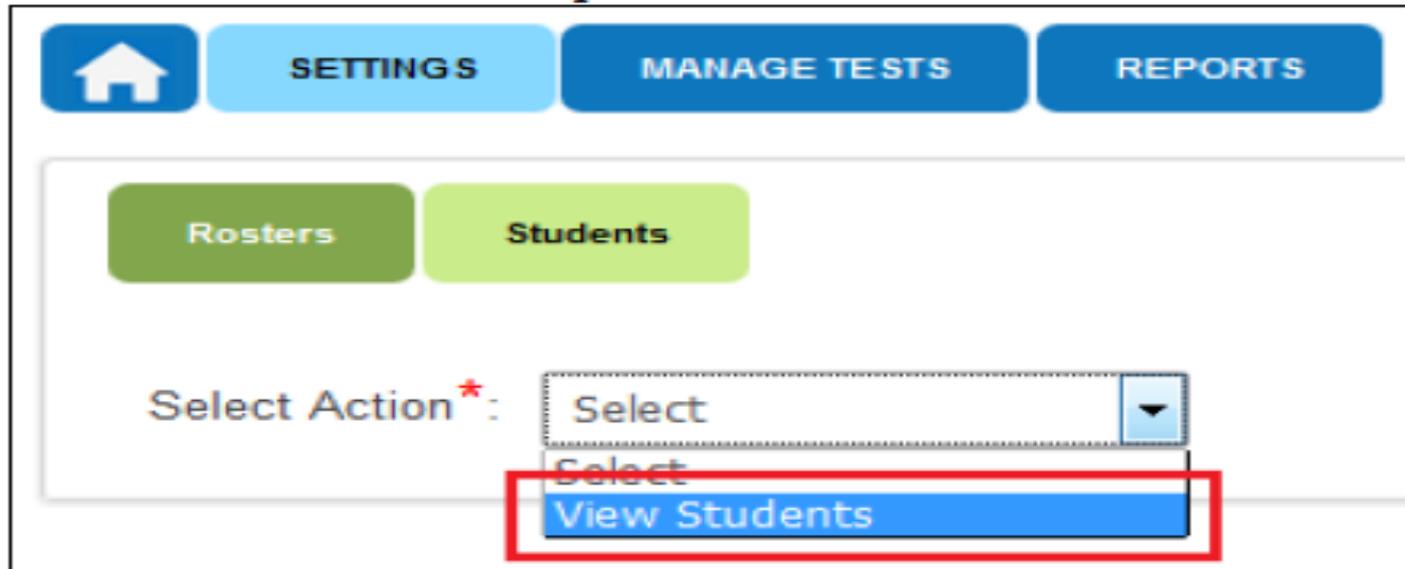
1. Click Settings.



2. Click Students.



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



Complete Student Access Profile

4. Select the organization information; click Search.

Home SETTINGS MANAGE TESTS REPORTS

Rosters Students

Select Action*:

SELECT ORGANIZATION
Specify organization level and click on search

STATE*

DISTRICT*

SCHOOL*

Search

State ID	First Name	Last Name	Current School Year	Local Id
Page 0 of 0 No records to view				

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

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

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Complete Student Access Profile

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

The screenshot shows a web interface titled "View Student Record - [blurred]". It contains several sections of student information:

- Student**: Includes "Student State ID" and "Date of Birth".
- Demographic**: Includes "Gender", "First Language", "Comprehensive Race", and "Hispanic Ethnicity".
- Profile**: Includes "Primary Disability", "Assessment Program", "Access Profile (PNP): [Custom](#)", and "First Contact Survey: [Complete](#)". The "Access Profile (PNP): Custom" link is highlighted with a red box.
- School Enrollment**: Includes a table with columns for "District", "Student Local ID", "AYP School ID", "Gifted Student", "State Entry", "School Entry", "District Entry", "Subject", "Course", "Educator", and "Roster". The "Subject" row shows "English Language Arts".

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 - 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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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, there is a logo consisting of a stylized kite icon 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 five black dots. At the bottom of the form, there is a blue button with the text "SIGN IN" and a white right-pointing arrow icon inside a circle.

Instruction – Practice Activities

3. Click Practice First.



The screenshot displays the K-I-T-E user interface. At the top left is the K-I-T-E logo. At the top right are links for 'Sign Out' and 'Class K11E'. The main content area features a personalized greeting: 'Welcome back, Sue 28!'. Below the greeting are two large buttons: a green 'TAKE A TEST' button with a pencil icon above it, and a blue 'PRACTICE FIRST' button with a calculator icon above it. Both buttons include a right-pointing arrow icon. At the bottom center, there is a small copyright notice: '© 2018 University of Texas. All Rights Reserved.'

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.



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.

Your session is about to expire.

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 the KITE system. Log back in when the student is ready to take the next testlet.

OPTIONAL INSTRUCTIONALLY EMBEDDED ASSESSMENTS

- Instructionally embedded testlets are available in the ITI in Educator Portal.



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")

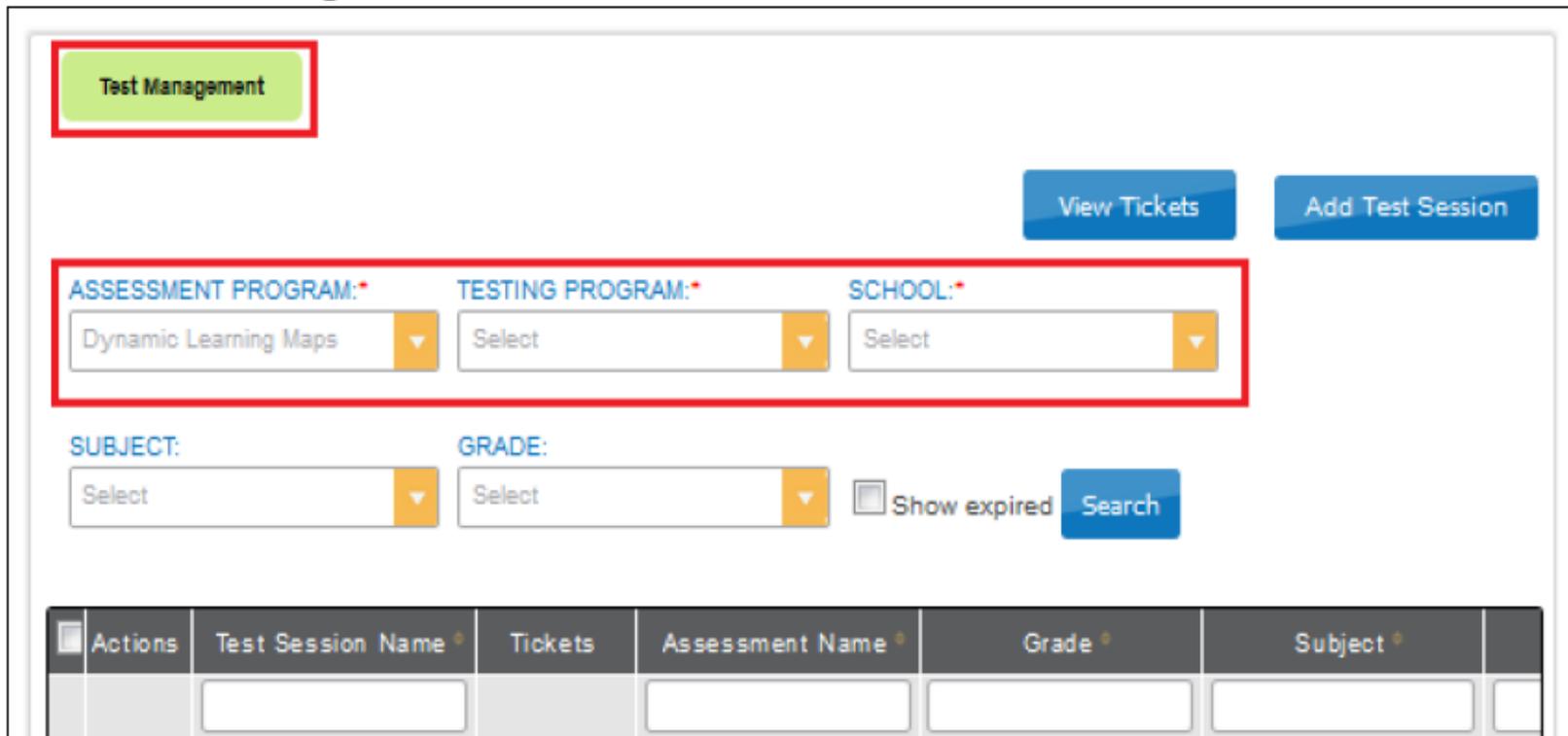
Other comments: (1) The following pages include images that are used during the administration of the testlet. Print the images and cut along the dotted lines. You will be prompted in the testlet when and how to use the images. Record the student's response to the item in the computer. (2) Test administrator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

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
				Grade 10	Mathematics
				Grade 10	Mathematics
				Grade 9	Mathematics
				Grade 11	Mathematics
				Grade 9	Mathematics

Locate the TIP Sheet

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

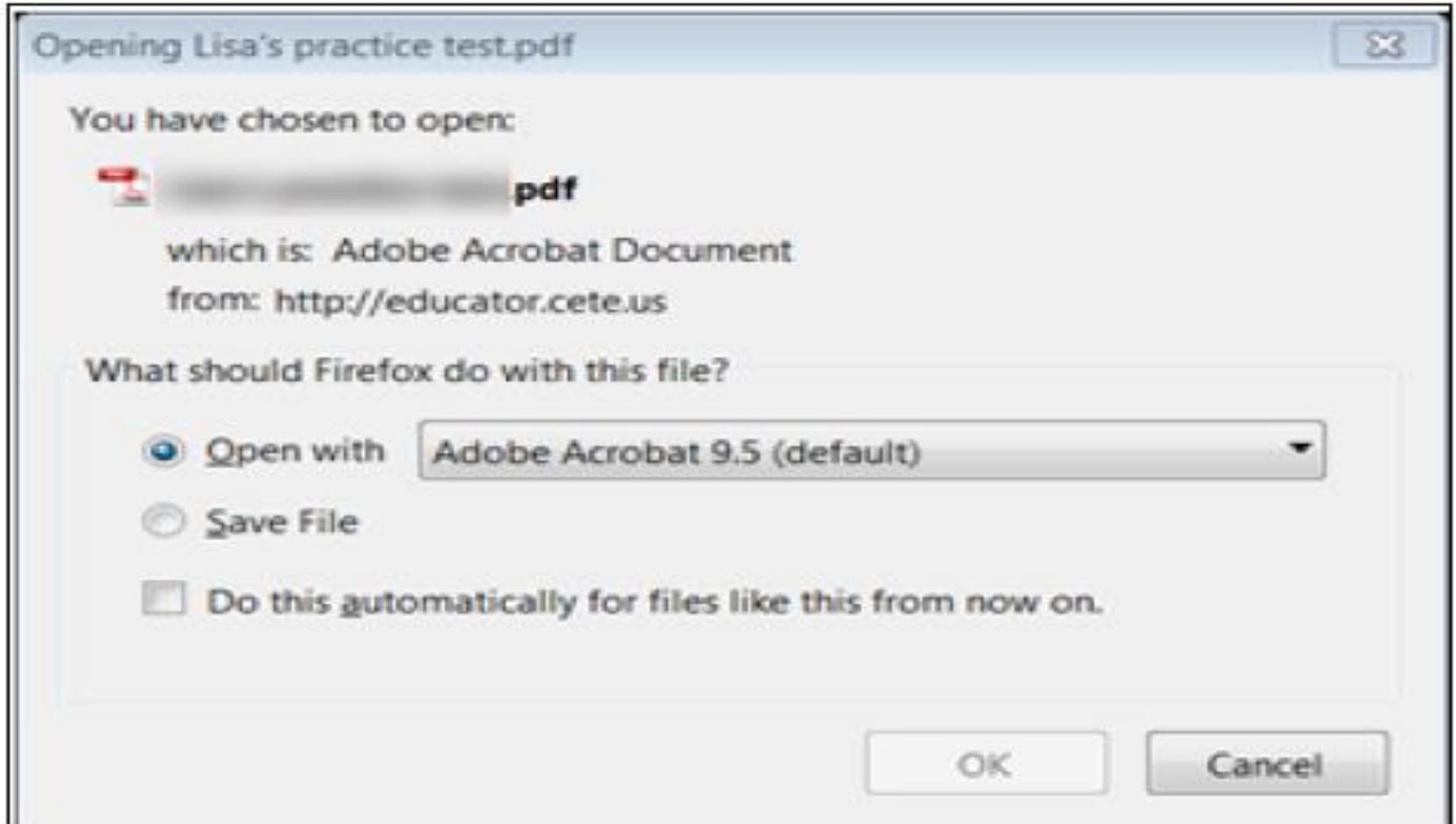
	Current School Year :	Educator ID :	Educator First Name :	Educator Last Name :	DLM Student :	Test Information
	2015	Not Available	Aletra	Johnson	Yes	

Page 1 of 1 30 View 1 - 1 of 1



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

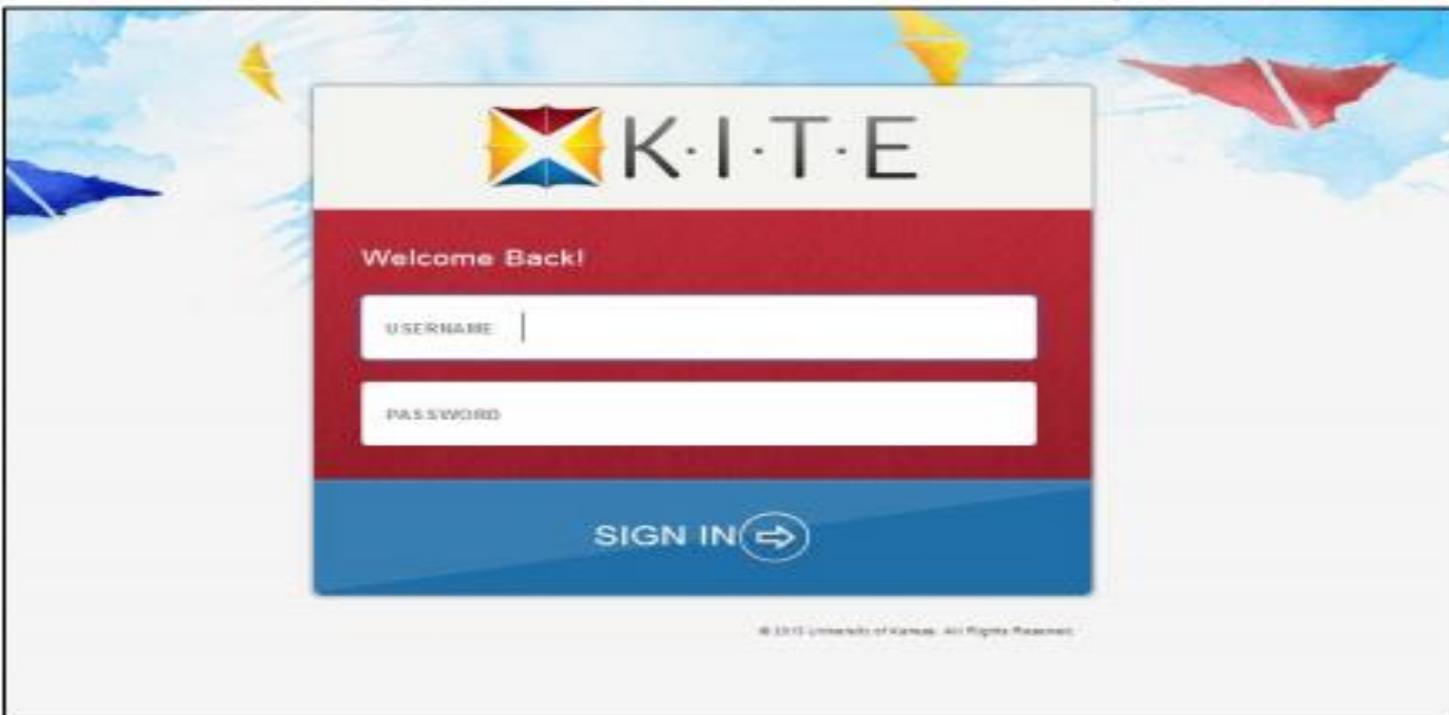
START A TESTLET

To administer a DLM alternate assessment, follow these steps:

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

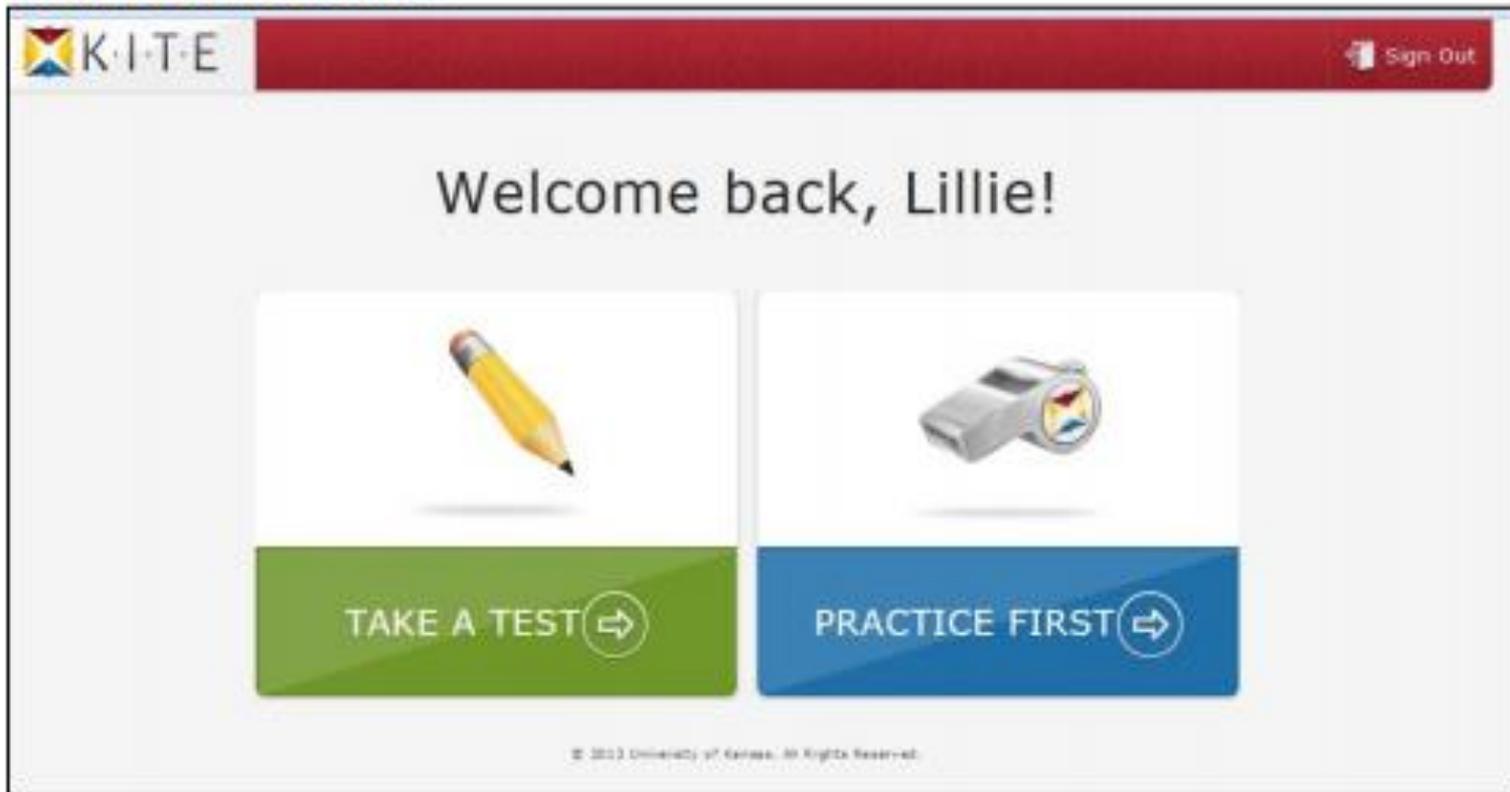


2. Enter the student's **USERNAME** and **PASSWORD**; click **SIGN IN**.

A screenshot of the KITE login interface. The background is a light blue sky with white clouds and several colorful kites (yellow, red, blue) flying. In the center, there is a white rectangular box with a red horizontal band across the middle and a blue horizontal band at the bottom. At the top of the white box is the KITE logo (a stylized kite) followed by the text "K·I·T·E". Below the logo, the text "Welcome Back!" is displayed in red. There are two white input fields: the first is labeled "USERNAME" and the second is labeled "PASSWORD". At the bottom of the blue band, the text "SIGN IN" is written in white, followed by a white circular button with a right-pointing arrow. At the very bottom of the screen, there is a small copyright notice: "© 2013 University of Kansas. All Rights Reserved."

Administering the Assessment

3. Click **TAKE A TEST**.

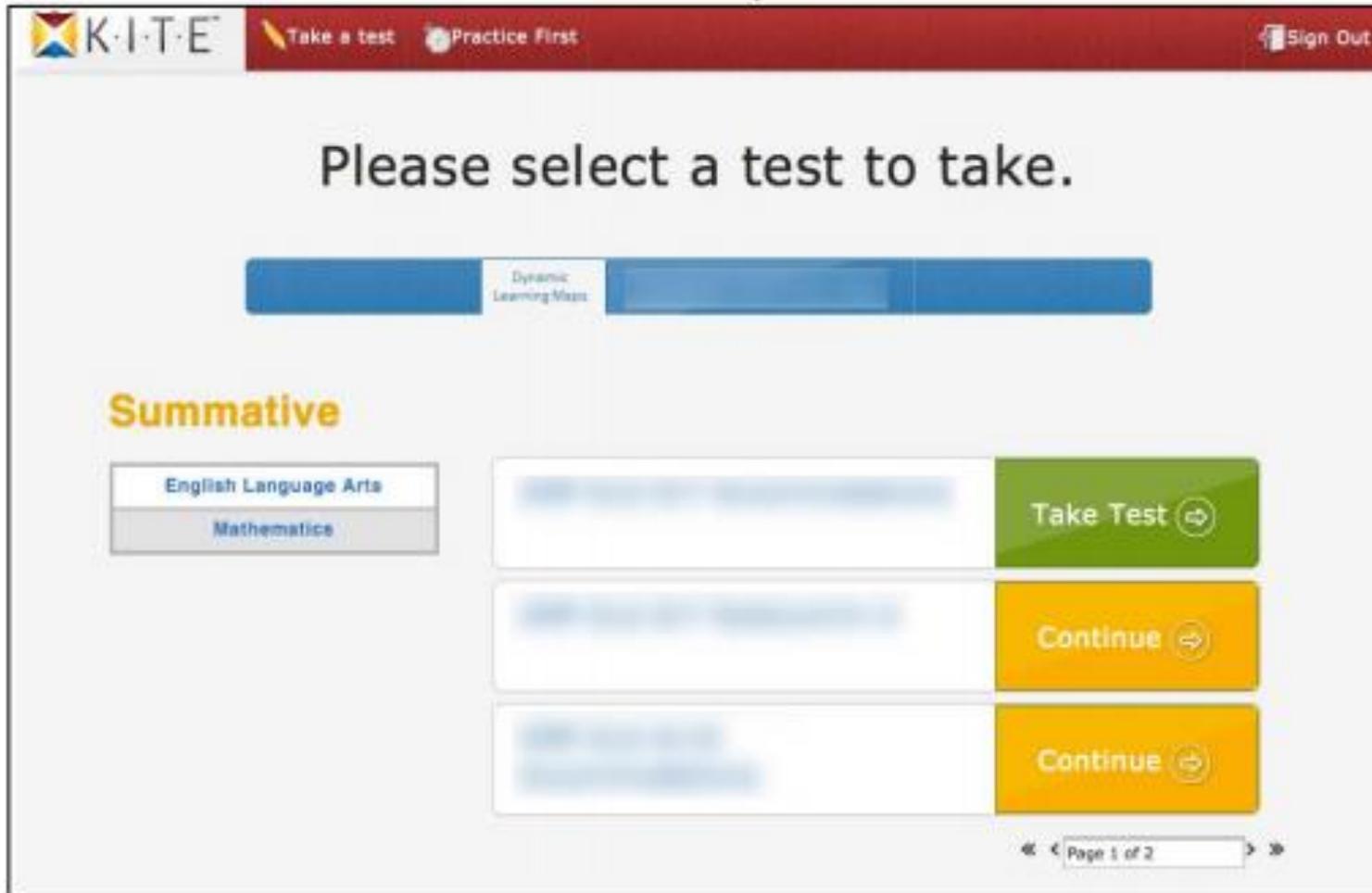


The screenshot shows the K-I-T-E assessment interface. At the top left is the K-I-T-E logo, and at the top right is a "Sign Out" button. The main content area displays the text "Welcome back, Lillie!". Below this are two buttons: a green "TAKE A TEST" button with a pencil icon above it, and a blue "PRACTICE FIRST" button with a calculator icon above it. At the bottom center, there is a small copyright notice: "© 2013 University of Kansas. All Rights Reserved."



Administering the Assessment

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



The screenshot displays the K-I-T-E assessment interface. At the top, there is a red navigation bar with the K-I-T-E logo on the left, a "Take a test" button with a pencil icon, a "Practice First" button with a play icon, and a "Sign Out" button with a user icon. The main content area has a white background with the text "Please select a test to take." centered. Below this text is a blue horizontal bar with the text "Dynamic Learning Mass" in the center. Underneath the bar, the word "Summative" is written in orange. To the left of the testlet selection area, there are two buttons: "English Language Arts" (highlighted in light blue) and "Mathematics" (in light grey). To the right, there are three rows of testlet selection options. Each row consists of a white box containing a blurred testlet name and a colored button with a right-pointing arrow icon. The top row has a green "Take Test" button, the middle row has an orange "Continue" button, and the bottom row has an orange "Continue" button. At the bottom right of the interface, there is a pagination control showing "Page 1 of 2" with left and right navigation arrows.

5. Click **Begin**.

Administering the Assessment – Taking a Break

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.

Your session is about to expire.

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.**

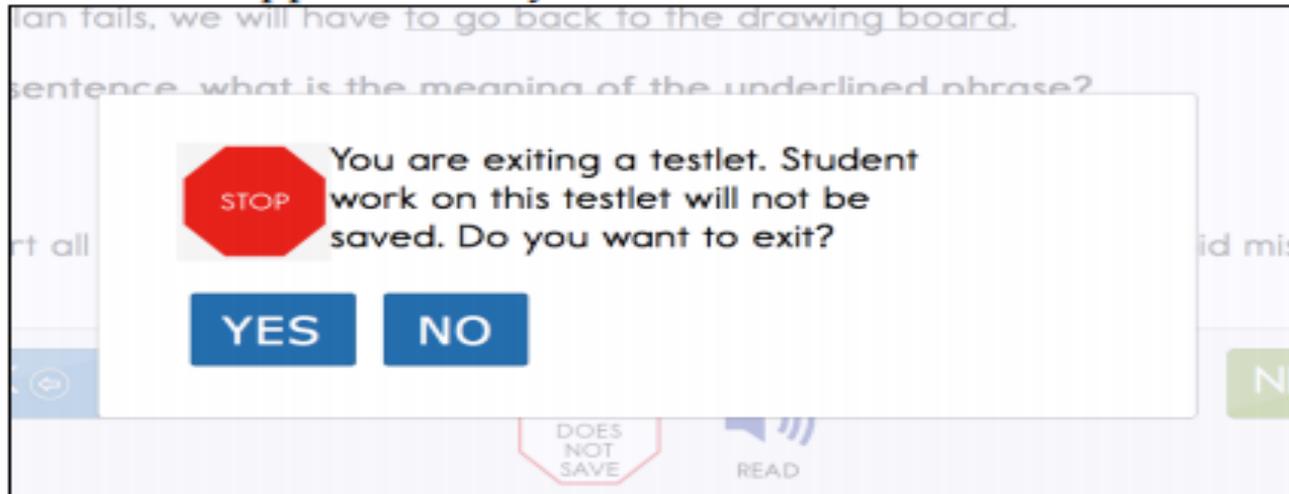
After clicking **END** at the conclusion of a testlet, log out of the KITE system. Log back in when the student is ready to take the next testlet.

Administering the Assessment – Taking a Break

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.

Example

Testlet

Linkage Level: Precursor



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Released Testlet

HS.PS2-3.P

Subject: Science

Grade: High School

Linkage Level: Precursor

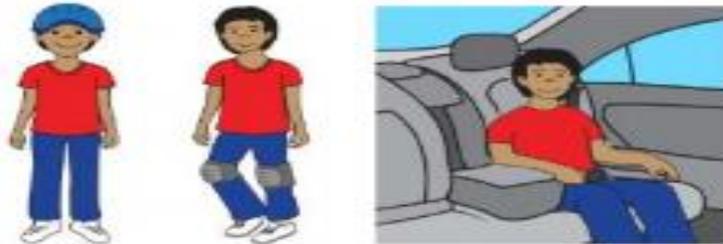
Essential Element: Use data to compare the effectiveness of safety devices to determine which best minimizes the force of a collision.

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

BACK 

NEXT 

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



BACK



NEXT

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



BACK



NEXT

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

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

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 ↻

Tomas drops the egg onto each of the materials from the same height.



BACK ↩



NEXT ➡

Tomas drops the egg onto each of the materials. Tomas checks to see if the egg is safe. Tomas makes a table.

Safety Materials

Material	Safety
Foam	Safe
Tissue	Not Safe
Cardboard	Not Safe

Which material protects the egg the best?

- foam
- tissue
- cardboard

BACK ↩



NEXT ➡

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



DLM 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.



Important Links

Educator Portal login page:

<https://educator.cete.us/AART/login.htm>

DLM Oklahoma specific page

<http://dynamiclearningmaps.org/oklahoma>

KITE Client

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



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Important Links

Released Testlets page

http://dynamiclearningmaps.org/content/releasedtestlets_im

Educator Resource Videos

<http://dynamiclearningmaps.org/content/erp/videos#ELAOverviewVideo>

Educator Resource Page for Science

http://dynamiclearningmaps.org/content/erp_sci



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Important Links

Guide to DLM Test Administrator Training

http://dynamiclearningmaps.org/sites/default/files/gtrt_2016-17_0.pdf

Educator Resource Page for ELA and Math

http://dynamiclearningmaps.org/content/erp_ye

Guide to Practice Activities and Released Testlets

http://dynamiclearningmaps.org/sites/default/files/documents/Required_Training_Guides/DLM_16-17_Guide_to_Practice_Activities_and_Released_Testlets_YE.pdf



Thank You!

Complete the survey to document OAAP Portfolio Training:
https://docs.google.com/forms/d/e/1FAIpQLSczuFnM2ZNv4EMHwxBB8I-bjQMnMVMKjNvGzOrYFNHQobtdLg/viewform?usp=send_form

Links to everything relating to the 2016-17 OAAP Portfolio and DLM Assessment System can be found at <http://ok.gov/sde/assessment>

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