

2015 Joint Federal Programs Summit

Updates for the Oklahoma Alternate Assessment Program (OAAP)



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STATE DEPARTMENT of EDUCATION

2015 Joint Federal Programs Summit

- Agenda
 - Dynamic Learning Maps (DLM)
 - Pearson (Portfolio)
 - Score Reports
 - Testing Windows
 - Retakes
 - Training
 - Teacher and Student Supports
 - Accessing Resources via OSDE webpage



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- Dynamic Learning Maps Alternate Assessment System (DLM)
 - Science, Mathematics and English/language arts
- Pearson (Portfolio)
 - Social Studies



PEARSON



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



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- 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.



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- 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.



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- 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.



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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

Learning Profile

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.C.1.1	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.C.1.1	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.C.1.1	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.C.1.1	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.C.1.1	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



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- 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.



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Performance Profile



Individual Student Year-End Report Performance Profile



NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 06-10-2015

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

YEAR: 2014 – 15
GRADE: 3
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:** 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

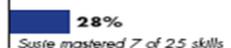
Determining critical elements of text



Integrating ideas and information from text



Constructing understandings of text



Using writing to communicate



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- Performance Levels
 - The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
 - The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching** the target.
 - The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
 - The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.



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DLM	Oklahoma
Emerging →	Unsatisfactory
Approaching Target →	Limited Knowledge
At Target →	Proficient
Advanced →	Advanced



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- 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	-



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- 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



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- 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



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- 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



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- 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



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- DLM Instructional Tools Interface
 - Available November 5th
 - 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



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- DLM 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



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- DLM 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



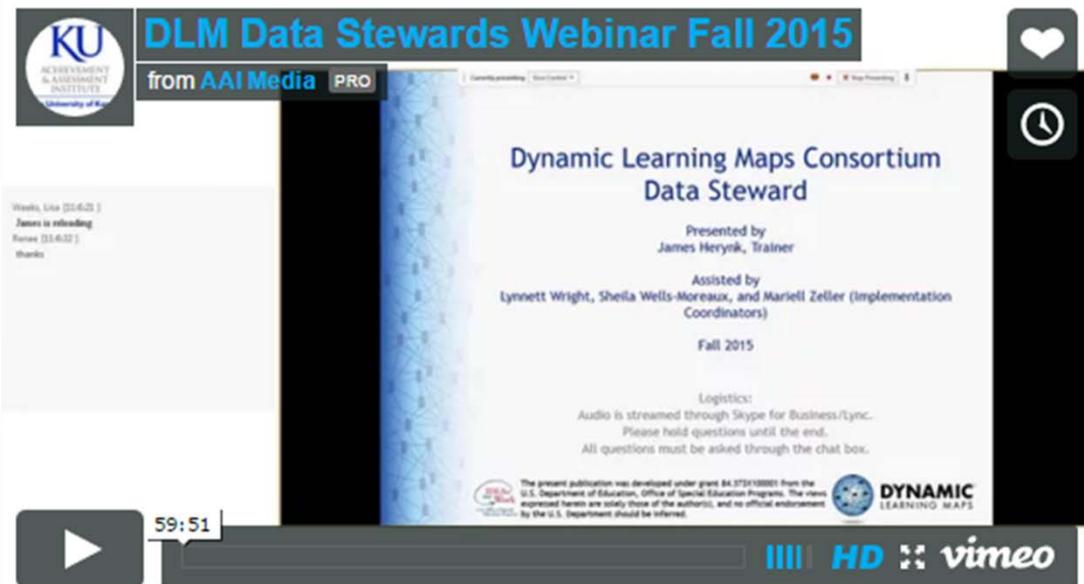
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- DLM Professional Development
 - District staff

<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. The main content is a slide from a webinar. The slide has a blue header with the text "DLM Data Stewards Webinar Fall 2015" and "from AAI Media PRO". The slide content includes the logo for the University of Kansas Assessment & Measurement Institute, the title "Dynamic Learning Maps Consortium Data Steward", the presenter "James Herynk, Trainer", and implementation coordinators "Lynnett Wright, Sheila Wells-Moreaux, and Mariell Zeller". It also lists the date "Fall 2015" and logistics information: "Audio is streamed through Skype for Business/Lync. Please hold questions until the end. All questions must be asked through the chat box." The slide footer contains a disclaimer and the "DYNAMIC LEARNING MAPS" logo. The video player interface includes a play button, a progress bar showing 59:51, and a Vimeo logo.



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- DLM Professional Development
 - 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



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- 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](#)



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- 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](#)



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- Familiar Texts

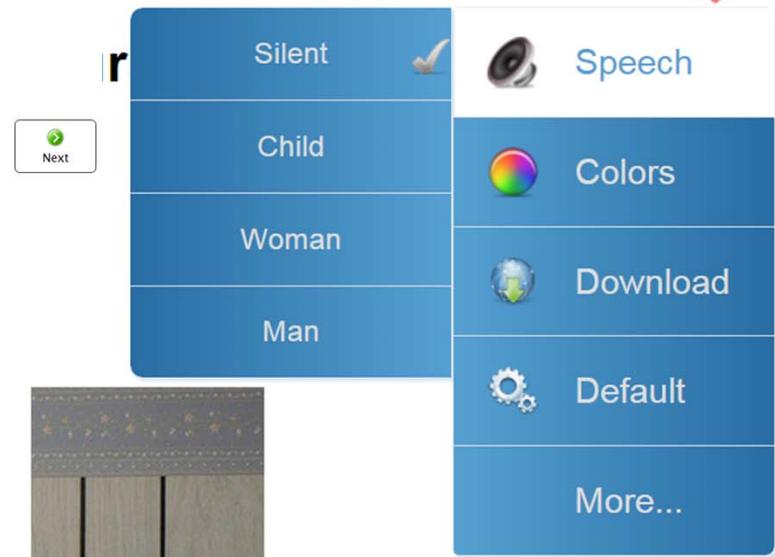
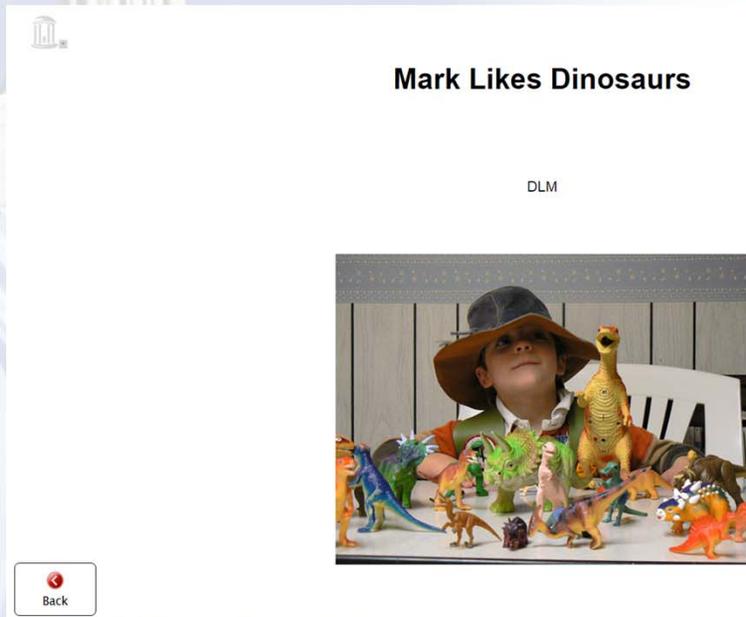
- Texts can be accessed at any time and are available for use in classroom instruction.
- Texts are available prior to testing to help teachers familiarize students with the content of the texts.

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			



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- Guide to Practice Activities
 - Designed to familiarize users with the way testlets look in the KITE system (teachers and 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



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– 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.



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- 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 →

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



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ALTERNATE ASSESSMENT

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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 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 a criteria for alternate assessments, and the types of alternate assessments available.

2015-16 Oklahoma Alternate Assessment Program

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



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