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

Dynamic Learning Maps (DLM) Alternate Assessment System
Learning Objectives

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

Year-end Spring Assessment (Required):
March 12 - May 4, 2018

Instructionally Embedded Assessments (Optional):
September 19, 2017 - February 28, 2018
(ITI temporarily closed from December 20, 2017 – January 1, 2018)
Required Trainings

• The Guide to DLM Required Test Administrator Training 2017-18 can be found on the Oklahoma DLM website at http://dynamiclearningmaps.org/Oklahoma

🌟 Today’s training is an optional training and cannot replace the required training
MOODLE

- **Moodle** is the online training site used for required training found at http://training.dynamiclearningmaps.org/login/index.php

- A Moodle account will be created upon the activation of the Educator Portal account.

- Usernames in the Moodle site are the same email address used for Educator Portal. When a user first logs in, the temporary password is the first part of their email address, up to the “@”. For example, educator Jane Jones will use her email of jjones@email.com as her login name and a temporary password of jjones on her first login to Moodle. She will then be prompted to change her password.
Returning Teacher Training

1. Receive Moodle account (must have Educator Portal account)
2. Update password
3. Log in to Moodle
4. Review training materials
5. Take post-test (four parts)

   - Successfully completed all four parts with a score of 80% or better on first attempt. Training is complete.
   - Did not complete all four parts with a score of 80% or better on first attempt. Additional training is necessary.

6. Complete additional training modules and post-tests.
New Teacher Training

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

1. Receive Moodle account (must have Educator Portal account first)
2. Update password
3. Attend facilitated training session
4. Return to Moodle and select facilitated version of module(s) covered in training session
5. Complete post-test for first module
6. Continue to post-test for second module in training, or return to facilitated training session to receive training on next module

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

1. Receive Moodle account (must have Educator Portal account first)
2. Update password
3. Log in to Moodle
4. Select self-directed version of module
5. Complete training
6. Successfully complete post-test (80% or higher)
7. Continue to next module
Every Student Succeeds Act (ESSA)

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

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

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

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

• HB 3218 eliminated non-federally required tests except U.S. History in high school
• High school US History will no longer be assessed through portfolio. It will now be assessed through DLM
  • Assessments now include:
    • ELA & Math each year in grades 3-8, and once in grade 11
    • Science in grades 5, 8, and 11
    • U.S. History field testing for 11th and 12th graders if needed for graduation requirements
<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School (grade 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA/Reading</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
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<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>DLM</td>
<td></td>
<td>DLM</td>
<td>DLM</td>
<td>DLM</td>
</tr>
<tr>
<td><strong>US History</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DLM – field test only</td>
</tr>
</tbody>
</table>
1% Cap on Participation

Every Student Succeeds Act (ESSA)

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

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

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.

<table>
<thead>
<tr>
<th>PARTICIPATION CRITERIA CHECKLIST</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student have a significant intellectual disabilities AND significant adaptive behavior deficits?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Does the student’s IEP require alternate achievement standards in ALL content areas?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize, and demonstrate knowledge of skills?</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

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.
Question 1

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

• IDEA Definition of Intellectual Disability: Intellectual disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance. [34 CFR §300.8(c)(6)]
Question 1
Diagnosing Intellectual Disabilities

• Intellectual disabilities are diagnosed by looking at two main criteria. These are:

1. The ability of a person’s brain to learn, think, solve problems, and make sense of the world (called IQ or intellectual functioning); and

2. Whether the person has the skills he or she needs to live independently (called adaptive behavior or adaptive functioning).
Question 1
Intellectual Disability

• There is not an IQ score to define this term for alternate assessment purposes.

• However, when the USDE first determined that states would be allowed to utilize alternate assessments, they almost put an IQ score requirement in place. The number they determined appropriate was 3 standard deviations below average!!!

• This assessment is not intended for students in the mild or moderate range of intellectual disability.
Question 1
Adaptive Behavior

• Deficits in adaptive skills must be in the significant range on all subscores of an adaptive behavior assessment.

• A limitation in adaptive skills must be assessed to be sure that it is a result of an adaptive behavior rather than the result of sensory, health or physical limitations.

• A comprehensive adaptive skills assessment is based on a body of evidence that reflects the child’s social, linguistic, and cultural background.
Question 1

Adaptive Behavior

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

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

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

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

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

Practical Academics
- Literacy and numeracy, etc

Community
- Accessing the community, transportation, shopping, safety, medical, etc.
Question 2 - The IEP

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

• Need for alternate achievement standards in ALL content areas.
• Present Levels of Performance (PLOP) indicate severe/profound disability.
• Annual goals and short-term objectives/benchmarks are present in IEP.
• Accommodations/Modifications and Related/Supplementary Services indicate severe disability and the need for intensive supports.
Does the IEP team feel extensive family/community supports (e.g. lifelong supported employment if student is capable of working, continuous caretaker required....) will be a requirement, regardless of modifications, accommodations or adaptations implemented in the student’s program?

- Related to significant adaptive behavior deficits.
- Students will need various supports throughout their lives.
Question 4 - Multiple Settings

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

• Relates to intellectual functioning and the ability to generalize knowledge.

• Frequent repetition and practice in multiple settings is required.
The decision to place the student on an alternate assessment is based on the student’s disability and NOT on excessive absences, language, social, cultural, or economic differences, OR administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.
What is Dynamic Learning Maps (DLM)?

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

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

Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments

Moodle
Essential Elements (EE)
Linkage Level
Year–end Assessments
Instructionally Embedded Assessment

First Contact Survey
Personal Needs Profile (PNP)
Instructional Tools Interface (ITI)
KITE Client
Educator Portal
Test Information Page (TIP) Sheet
Test ticket
Essential Elements (EEs)

• Students are assessed on their knowledge of the Essential Elements (EEs).

• The EEs are specific statements of knowledge and skills linked to grade level content standards.

• The purpose of the EEs is to build a bridge from grade level content standards to academic expectations for students with significant cognitive disabilities.
Essential Elements (EEs)

Example EE

Essential Element L.4.2

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

Grade 4 Writing Standard 2

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.EE.RL.4.4</strong></td>
<td>Determine the meaning of words in a text.</td>
</tr>
<tr>
<td>Successor Node:</td>
<td>Can understand that words can have multiple meanings, that may include a concrete and psychological meaning (i.e. &quot;sweet&quot;)</td>
</tr>
<tr>
<td>Target Node:</td>
<td>Can identify simple semantic definitions for unambiguous words in a text.</td>
</tr>
<tr>
<td>Proximal Precursor:</td>
<td>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.</td>
</tr>
<tr>
<td>Distal Precursor:</td>
<td>Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different.</td>
</tr>
<tr>
<td>Initial Precursor:</td>
<td>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.</td>
</tr>
</tbody>
</table>
Types of DLM Assessments

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

**Instructionally embedded assessments:**
Assessments in the DLM system utilized throughout the school year. These assessments are optional and must be assigned by the teacher in Educator Portal.
Learner Characteristics and Needed Supports

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

**Personal Needs Profile (PNP):**
The PNP identifies test accessibility needs/accommodations of the students. Teachers will complete a PNP for every student testing in the DLM system.
DLM Testing Applications and Interfaces

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

**Educator Portal:**
Educator Portal is an application that allows teachers to manage student data, assign instructionally embedded assessments, retrieve test tickets, access training modules, and a number of other tasks. The URL for Educator Portal is [https://educator.cete.us/](https://educator.cete.us/)
Each DLM assessment is made up of several short testlets. Each testlet contains an unscored engagement activity and three to four scored items which are aligned to the essential elements.
Example

Testlet

Linkage Level: Precursor
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.
Tomas learns about safety devices. Tomas knows that safety devices lower forces.

Tomas compares safety devices. Tomas wants to protect an egg from breaking.
Released Testlet – Precursor Linkage Level

Tomas makes 3 egg safety devices.

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

### Safety Devices

<table>
<thead>
<tr>
<th>Device</th>
<th>Safe Drop Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 feet</td>
</tr>
<tr>
<td>2</td>
<td>15 feet</td>
</tr>
<tr>
<td>3</td>
<td>18 feet</td>
</tr>
</tbody>
</table>
Released Testlet — Precursor Linkage Level

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

**Safety Devices**

<table>
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<tr>
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<td>18 feet</td>
</tr>
</tbody>
</table>

Which device has the biggest safe drop height?

- Device 1
- Device 2
- Device 3

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

**Safety Devices**

<table>
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<tr>
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<th>Safe Drop Height</th>
</tr>
</thead>
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<td>2</td>
<td>15 feet</td>
</tr>
<tr>
<td>3</td>
<td>18 feet</td>
</tr>
</tbody>
</table>

Which device lowers the force on the egg the most?

- Device 1
- Device 2
- Device 3
Released Testlet – Precursor Linkage Level

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

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.
Example
Testlet
Linkage level: Initial
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.

Choose BEGIN to start.
Educator Directions:

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

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

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

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

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

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

On the next screens, you will ask the student some questions about the cups.
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."
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
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.”
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
Getting Started

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

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

YOU CANNOT ASSESS STUDENTS WITHOUT KITE CLIENT 5.0
Getting Started

• The OAAP DTC must set up user accounts in Educator Portal if it hasn’t already been done in previous years. New users will receive an email from Educator Portal containing next steps.

• Complete or renew your DLM Security Agreement for the 2017-18 school year through Educator Portal under “My Profile”.

• Complete the required Training for Test Administrators: http://training.dynamiclearningmaps.org/.
Getting Started

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

• IEP teams must use the ACCESSIBILITY MANUAL to determine what accessibility supports should be recorded in the access profile in Educator Profile. Make sure the accommodations in the access profile are added to the student’s IEP (could be an external attachment in EdPlan).

• Submit completed and updated First Contact (FC) survey in EP. Students will NOT receive testlets if the FC survey is not submitted.
Link Between First Contact Survey and Linkage Levels

• The system chooses the linkage level of the first testlet based on the student’s First Contact (FC) survey information.

• This survey covers a variety of areas, including communication, academic skills, and attention.

• You will complete this for each student.
First Contact Survey

1. Click Settings.

2. Click Students.

3. In the Select Action drop-down menu, choose View Students.
4. Apply filters in the Select Organization fields to choose the level needed.
5. Click Search.
6. To view a student, click the student's State ID number.
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.

<table>
<thead>
<tr>
<th>School Id</th>
<th>School Name</th>
<th>Grade</th>
<th>Access Profile</th>
<th>First Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLM_WSCH</td>
<td>DLM West School</td>
<td>Grade 6</td>
<td>CUSTOM</td>
<td>In Progress</td>
</tr>
<tr>
<td>DLM_WSCH</td>
<td>DLM West School</td>
<td>Grade 6</td>
<td>NO SETTINGS</td>
<td>In Progress</td>
</tr>
<tr>
<td>DLM_WSCH</td>
<td>DLM West School</td>
<td>Grade 6</td>
<td>CUSTOM</td>
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<td>DLM West School</td>
<td>Grade 6</td>
<td>CUSTOM</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

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

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

View Student Record:

- **Student**
  - Student State ID
  - Date of Birth
- **Demographic**
  - Gender
  - First Language
  - Comprehensive Race
  - Hispanic Ethnicity
- **Profile**
  - Primary Disability
  - Assessment Program
  - Access Profiles (PNP): No Settings
  - First Contact Survey: Not Started
- **School Enrollment**
  - District
  - State Entry
  - School Entry
  - AYP School ID
  - Gifted Student
  - Subject
  - Course
  - Educator
  - Roster

**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.
Student Access Profile (PNP)

• Test administrators enter each student’s personal needs and preferences in the Access Profile so that students may receive customized access to their assessments.

• You will complete this for each student.
To enter data in the Access Profile, follow these steps:

1. Click Settings.

2. Click Students.

3. In the Select Action drop-down menu, choose View Students.
Student Access Profile (PNP)

4. Select the organization information; click Search.

5. In the list of students, click the state ID number for the student.
On the View Student Record window, click the link next to Access Profile.

HINT: If you are creating an Access Profile, the link will read No Settings. If you are editing an Access Profile, the link will read Custom.
Instruction — Practice Student Log-ins

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

*No special settings are required for two-switch users. Use Tab to navigate, and Enter to select.
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**.
Instruction — Practice Activities
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
- Mathematics
- Other

ELA.RI.3.2.S
ELA.RI.3.8.S
ELA.RI.5.8.T

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

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

**TAKE A BREAK DURING ASSESSMENT**

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

1. **Take a short break (90 minutes or less).**
   The KITE system will warn you that you have 90 seconds to click EXTEND SESSION or LOGOUT. After the 90 seconds expire, KITE Client closes the session automatically.
   - Your session is about to expire.
   - Select Extend Session to continue where you left off.
   - Time Remaining: 01 mins and 28 seconds

2. **Take a break between testlets.**
   After clicking END at the conclusion of a testlet, log out of the KITE system. Log back in when the student is ready to take the next testlet.
Instructional Tools Interface (ITI)

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

To choose an EE for instruction, follow these steps:

1. Click Manage Tests.

2. Click Instructional Tools.

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

4. Click Add New Instructional Plan.
Instructional Plans

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

6. Click **Next**.
Instructional Plans

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

```
<table>
<thead>
<tr>
<th>Available</th>
<th>Level</th>
<th>Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
Instructional Plans

8. Select the appropriate linkage level for the student.

<table>
<thead>
<tr>
<th>Available</th>
<th>Level</th>
<th>Level Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Initial Precursor</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Distal Precursor</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Proximal Precursor</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Target</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Successor</td>
<td></td>
</tr>
</tbody>
</table>

HINT: “Yes” in the Available column means that testlets are available at the specified linkage level. “No” means that there are no testlets available at that linkage level.
9. Click Next.

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

   The instructional plan is

   Essential Element: EL.A.EE.L.5.4.a -

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

Theme:

- Accidents
- Body Image/Obesity
- Death
- Disability

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

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

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

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

12. When finished setting up the plan, click Save Plan. The plan will save, and the window will close, allowing the test administrator to provide instruction to the student.
13. Once student instruction is complete, go to the procedure titled Confirm an Instructional Plan on page 64.

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

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

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

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

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

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

CONFIRM AN INSTRUCTIONAL PLAN

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

1. Click Manage Tests.

2. Click Instructional Tools.

3. District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click Search. Teachers will not see the drop-down menu(s) because their district and school are already known.
4. Locate the student on the list.
5. In the History column, click **History**.
Confirming Instructional Plan

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

6. Click **Pending**. The Confirmation tab appears.
Confirming Instructional Plan

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

   ![Image of the Confirm Assignment window]

   **Selected Student:** | **Grade:** | **Roster:** | **Subject:**
   
   The instructional plan is ...

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

8. On the Confirm window, click **Yes**.
Confirming Instructional Plan

9. Download or print the Testlet Information Page.

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

The instructional plan is

Download or print the Testlet Information Page.
Testlet Information Page

Done

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

10. Click Done.
Sample TIP Sheet

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.
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
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

<table>
<thead>
<tr>
<th>Actions</th>
<th>Test Session Name</th>
<th>Tickets</th>
<th>Assessment Name</th>
<th>Grade</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DLM-VanDonsola-SP M 3.MD.4 DP-DistalPrecursor-1234567</td>
<td></td>
<td>SP M 3.MD.4 DP</td>
<td>Grade 2</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>DLM-VanDonsola-SP ELA RL.4.4 IP-InitialPrecursor-1234567</td>
<td></td>
<td>SP ELA RL.4.4 IP</td>
<td>Grade 4</td>
<td>English Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 10</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 10</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 5</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 11</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 5</td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>
7. Click the PDF in the Test Information column to view or open the TIP.
Locate the TIP Sheet

8. Click Open with; choose Adobe Acrobat.

9. Click OK.
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**.
Administering the Assessment

3. Click **TAKE A TEST**.

Welcome back, Lillie!

- [TAKE A TEST](#)
- [PRACTICE FIRST](#)
Administering the Assessment

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

   **Please select a test to take.**

   - **Summative**
     - English Language Arts
     - Mathematics

   - Take Test
   - Continue

5. Click **Begin**.
Administering the Assessment

**TAKE A BREAK DURING ASSESSMENT**

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

1. **Take a short break (90 minutes or less).**
   The KITE system will warn you that you have 90 seconds to click **EXTEND SESSION** or **LOGOUT**. After the 90 seconds expire, KITE Client closes the session automatically.

   Your session is about to expire.
   
   Select Extend Session to continue where you left off.
   
   Time Remaining: 01 mins and 28 seconds

   ![Extend Session or Logout Button]

2. **Take a break between testlets.**
   After clicking **END** at the conclusion of a testlet, log out of the KITE system. Log back in when the student is ready to take the next testlet.
Administering the Assessment

3. **Stop in the middle of a testlet using the EXIT DOES NOT SAVE button.** This option is available on every testlet screen.

This screen appears when you choose EXIT DOES NOT SAVE.

![Exit Screen]

You are exiting a testlet. Students work on this testlet will not be saved. Do you want to exit?

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

### Spring Assessment Times

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time in Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>35–60</td>
</tr>
<tr>
<td>ELA</td>
<td>70–90</td>
</tr>
<tr>
<td>Science</td>
<td>45–135</td>
</tr>
</tbody>
</table>

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 embedded assessment times are as follows:

<table>
<thead>
<tr>
<th>Optional Instructionally Embedded Assessment Times</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
</tbody>
</table>
## Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Emergent</td>
<td>The student demonstrates <em>emerging</em> understanding of and ability to apply content knowledge and skills represented by the Essential Elements.</td>
</tr>
<tr>
<td>Limited Knowledge</td>
<td>Approaching</td>
<td>The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is <em>approaching</em> the target.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Target</td>
<td>The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at <em>target</em>.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Advanced</td>
<td>The student demonstrates <em>advanced</em> understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.</td>
</tr>
</tbody>
</table>
Instruction - DLM Professional Development Webpage

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

http://dlmpd.com/
Thank You!

Complete the survey to document participation in this optional training.
https://docs.google.com/forms/d/e/1FAIpQLSc35Ux-38NVcGeyWRgcu_hhzHyohzanZ2ZWm5eaIsp9jK8Bjg/viewform?usp=sf_link

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

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