Dynamic Learning Maps Alternate Assessment

KSDE Annual Conference

October 20, 2014

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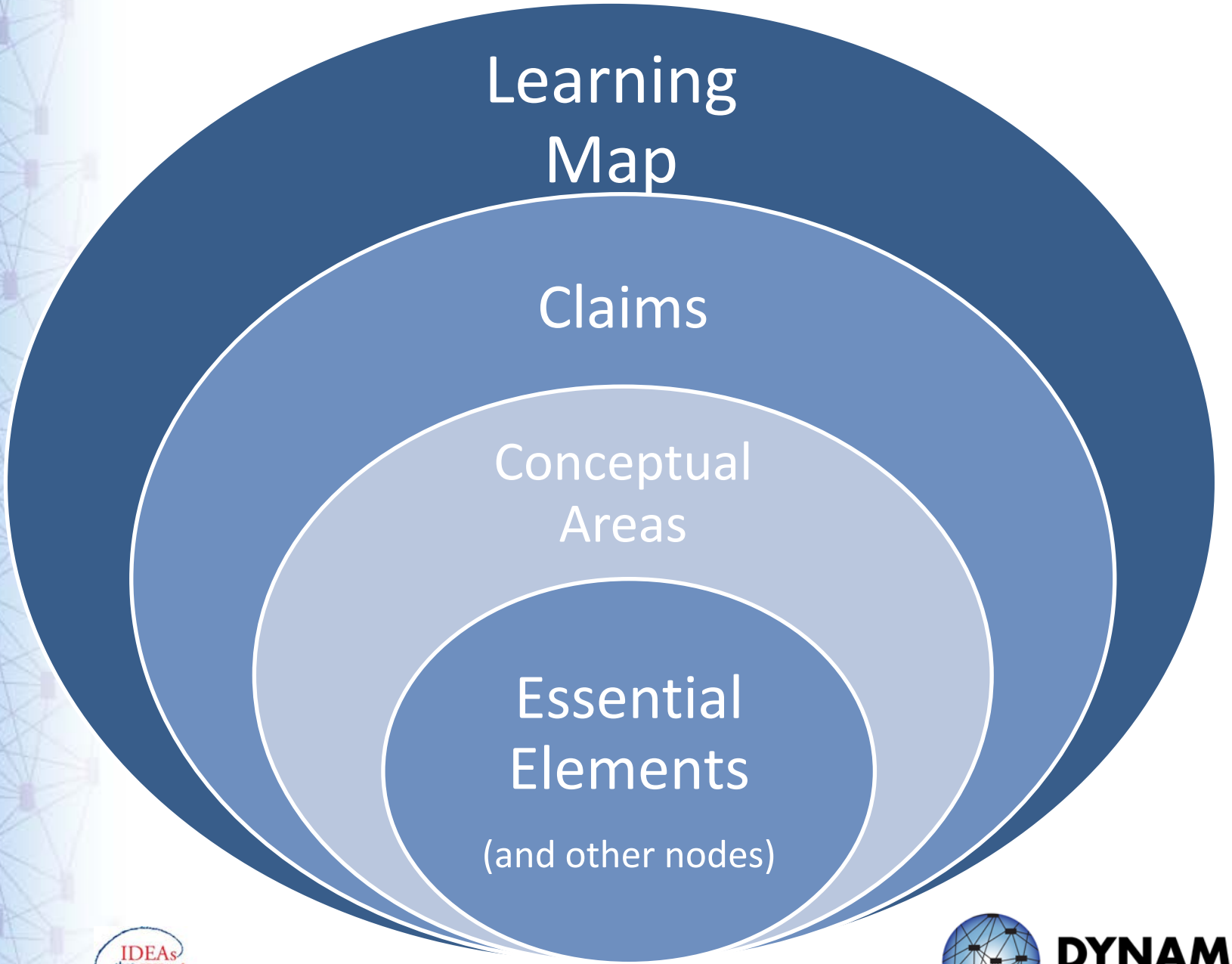
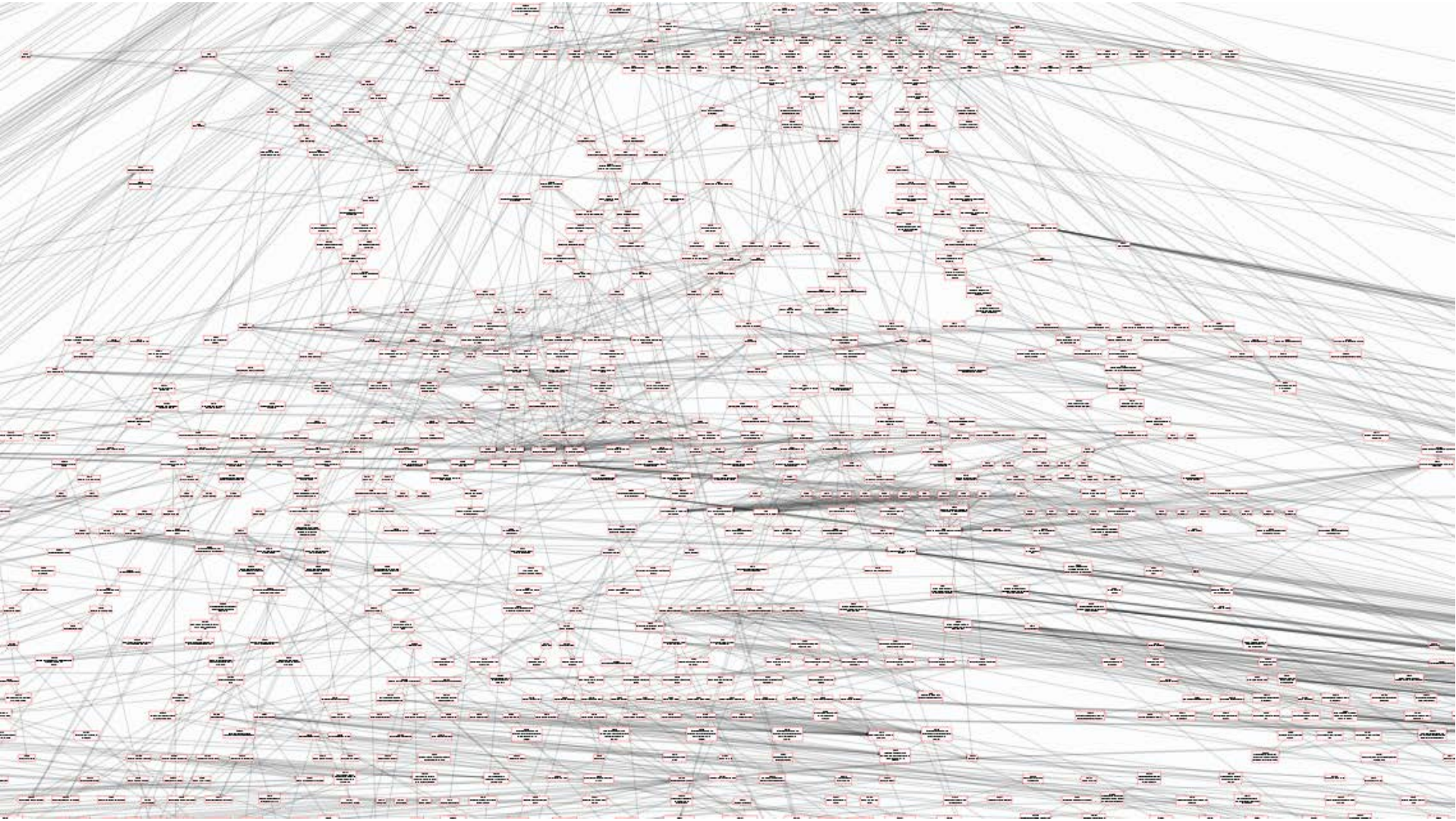
Overview of the Day

1. The Assessment System
2. Accessibility by Design
3. Assessment System Design
4. Score Reporting
5. Testing Window and Test Delivery
6. Checking Data in Educator Portal
7. Completing the First Contact Survey
8. Required Training vs. Professional Development

THE ASSESSMENT SYSTEM


Learning Map
Claims
Conceptual Areas
Essential Elements
(and other nodes)

A Portion of the Math Map



Quick Facts about the Map

ELA

- 141 foundational nodes
- 1,645 ELA nodes
  - 538 Essential Elements
- 3,982 edges/connections

Mathematics

- 141 foundational nodes
- 2,312 mathematics nodes
  - 172 Essential Elements
- 4,838 edges/connections

DLM Essential Elements

- Are the target for the grade level
- Reduced depth, breadth, complexity
- Provide appropriate level of rigor and challenge
- Focus on the skills (with multiple means of demonstration)
- Are not functional or pre-K skills or instructional descriptions

Example for English Language Arts

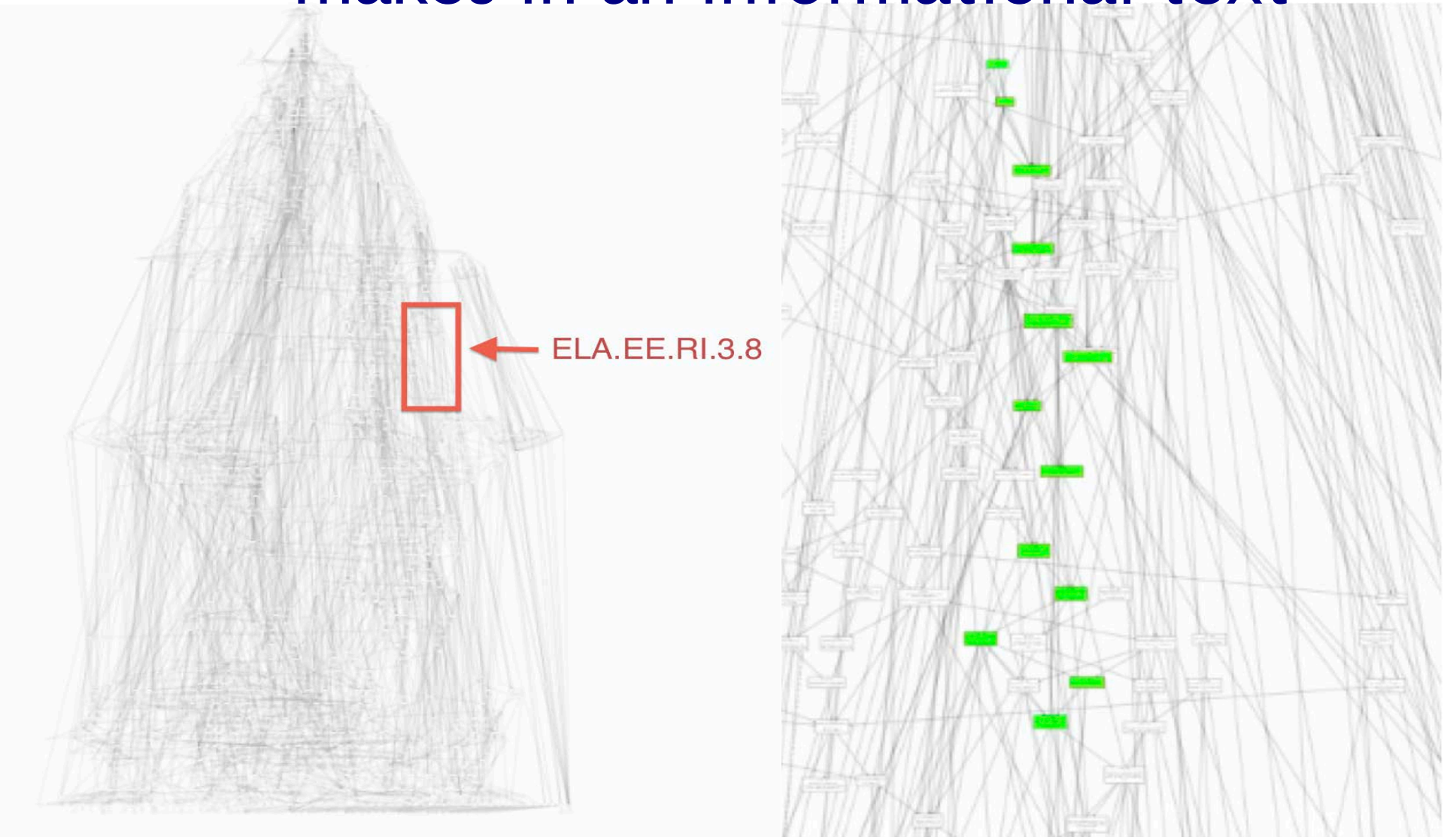
College and Career Ready Standards

- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Essential Element

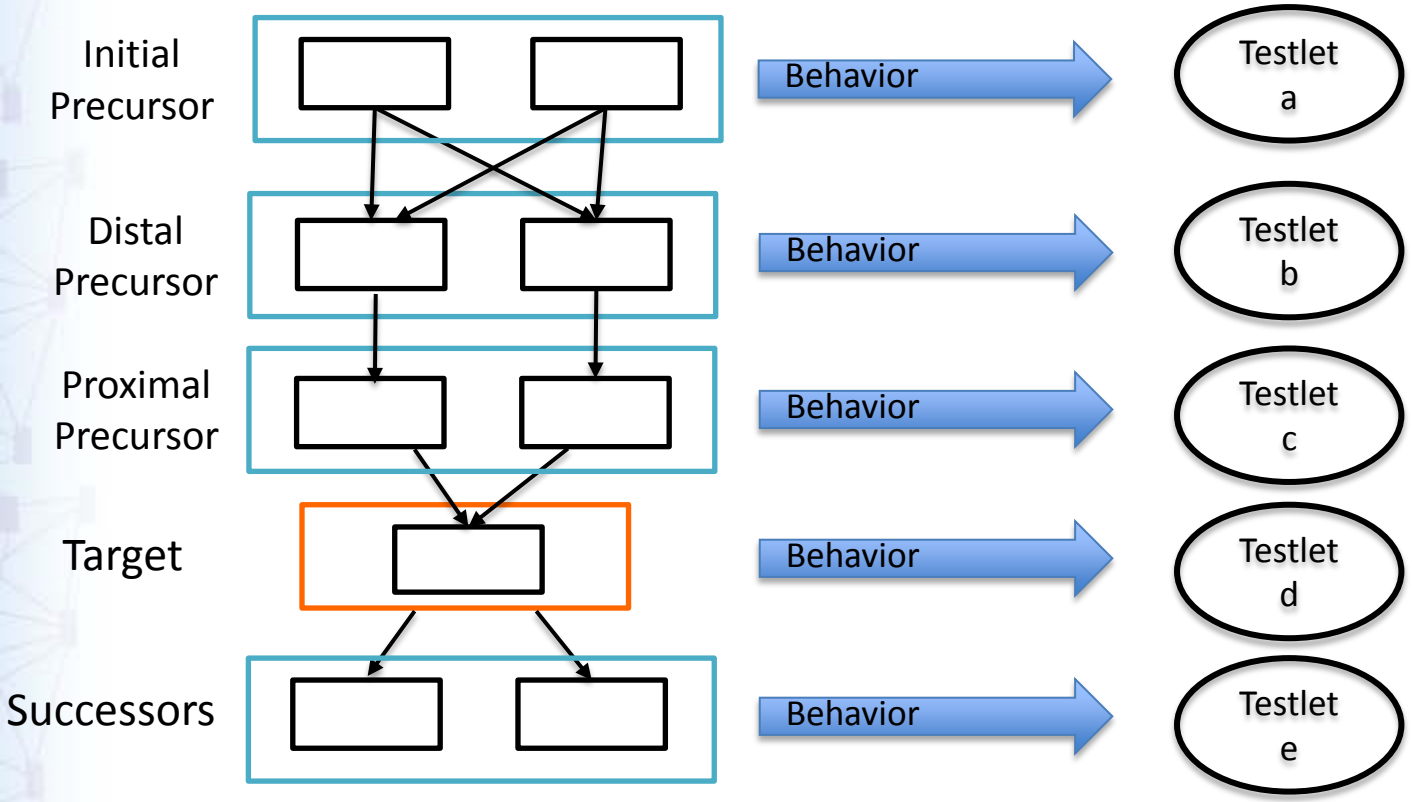
- EE.RL.6.2 Determine the theme or central idea of a familiar story and identify details that relate to it.

Identify two related points the author makes in an informational text



Testlets in Linkage Levels

Connect the map… …to the items developed.

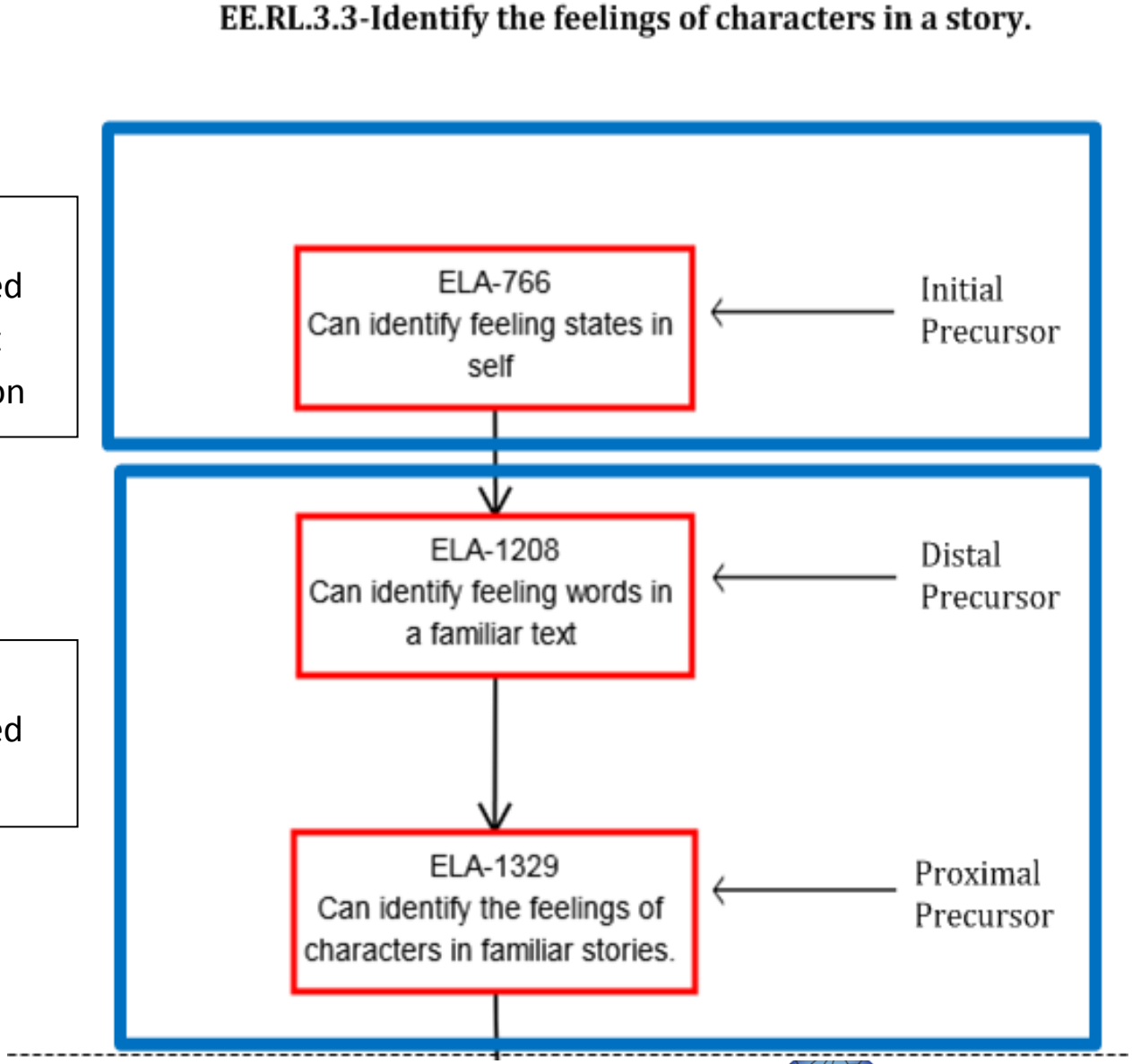


Feelings of Characters

ELA.EE.RL.3.3 Identify the feelings of the characters in a story

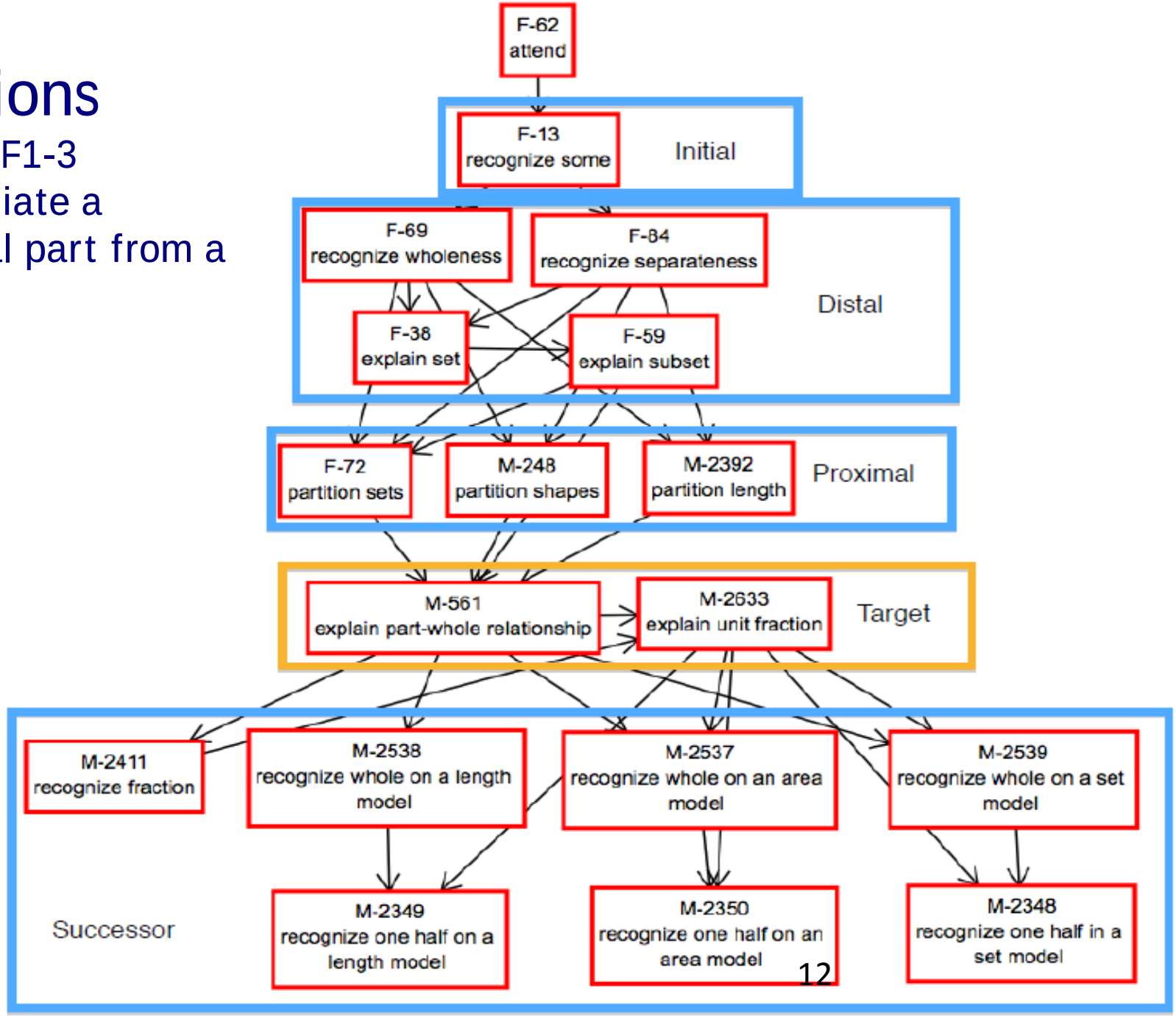
Items Embedded and/or at Conclusion

Items Embedded in Text



Fractions

M.EE.3.NF1-3
Differentiate a fractional part from a whole



Assessment System Design

Instructionally Embedded

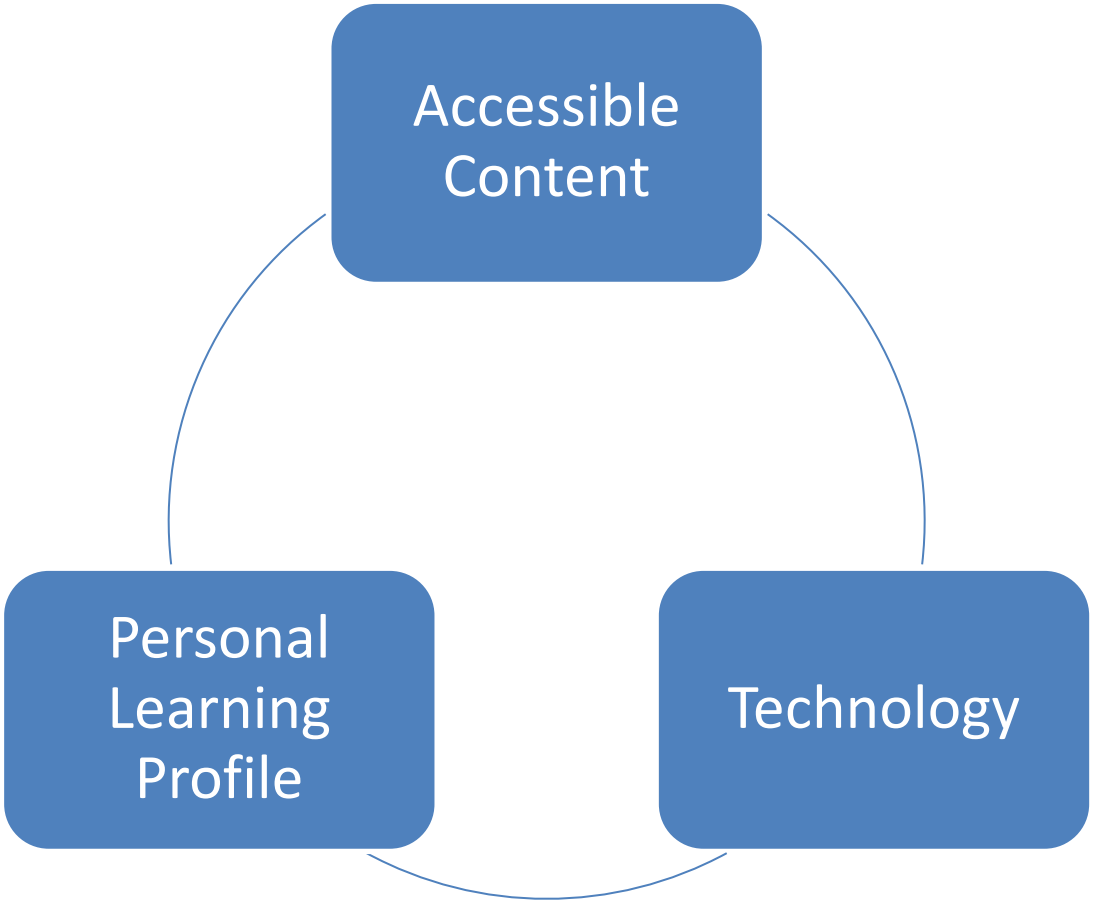
- Blueprint provides range of choices & minimum expected coverage
- One testlet per EE chosen in ITI
  - Teacher chose linkage level
- Each testlet assigned separately

Spring (End of Year)

- 5 testlets per subject
  - System chooses EEs from within original set of teacher choices
  - System chooses linkage levels
- Each testlet assigned separately

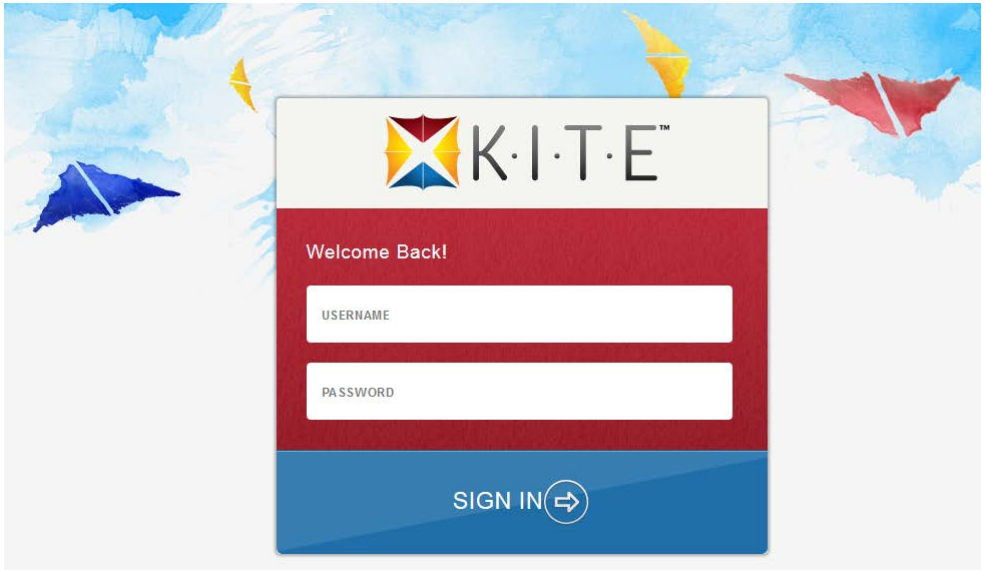
ACCESSIBILITY BY DESIGN

Accessibility



Technology

- Special user interface
- Enriches the interaction between the students and the content



Personal Learning Profile

Personal Needs and Preferences (PNP)

- Display
- Language & Braille
- Audio & Environment
- Other Supports

First Contact

- Sensory characteristics
- Motor characteristics
- Computer access
- Communication
- Academics
- Attention

PNP Profile

Configuration: Students - View Students

Rosters | Students | Organization | Roles | Instructional Tools Support | Users

Select Action*: View Students

SELECT ORGANIZATION

specify organization level and click on Search

STATE:*

DLM QC State

DISTRICT:*

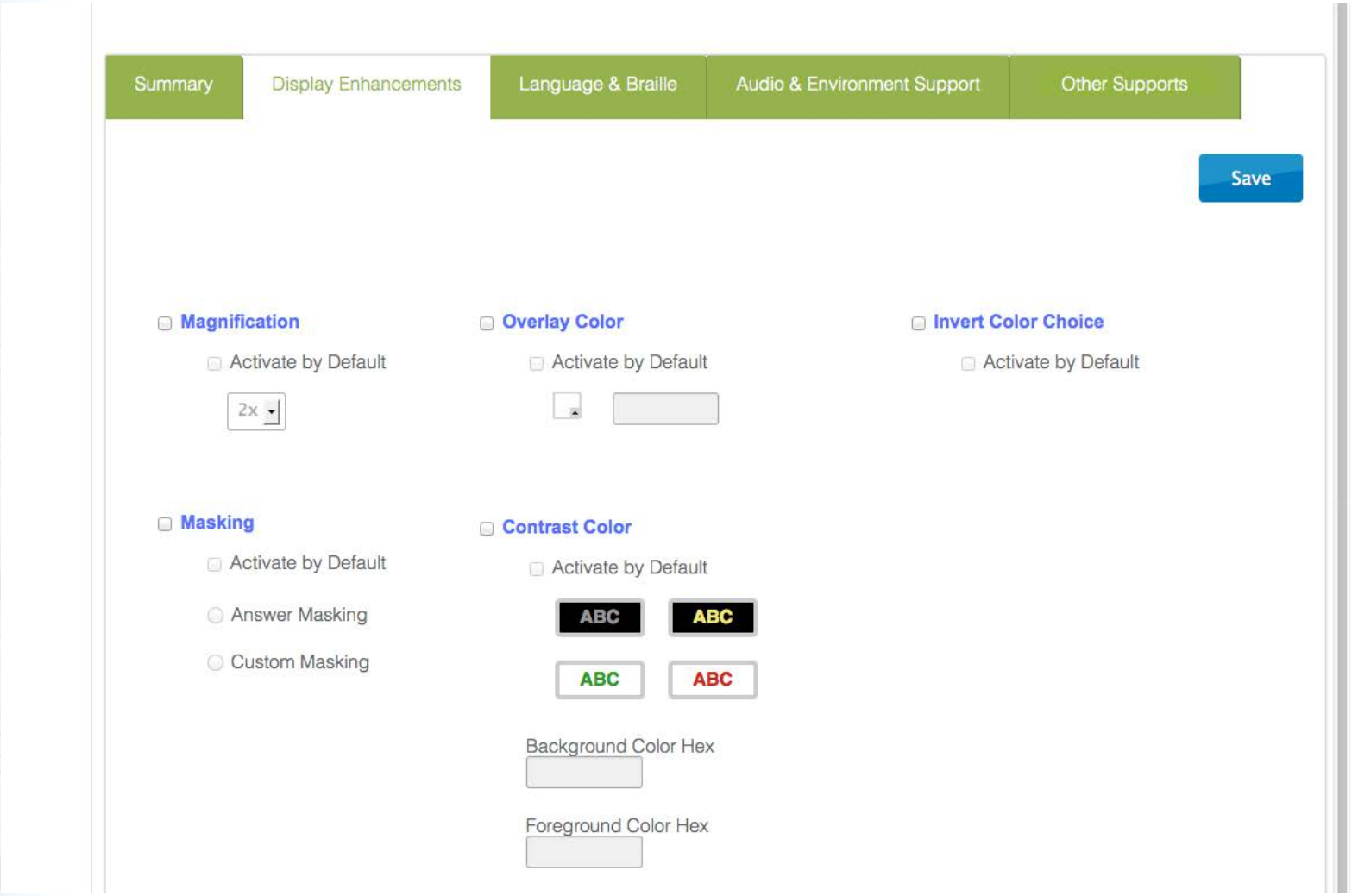
DLM West District

SCHOOL:

Select

School Id	School Name	Grade	Access Profile	First Contact
			All	All
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	Not Started
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Not Started
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Not Started
DLM_WSCH	DLM West School	Grade 6	NO SETTINGS	Not Started

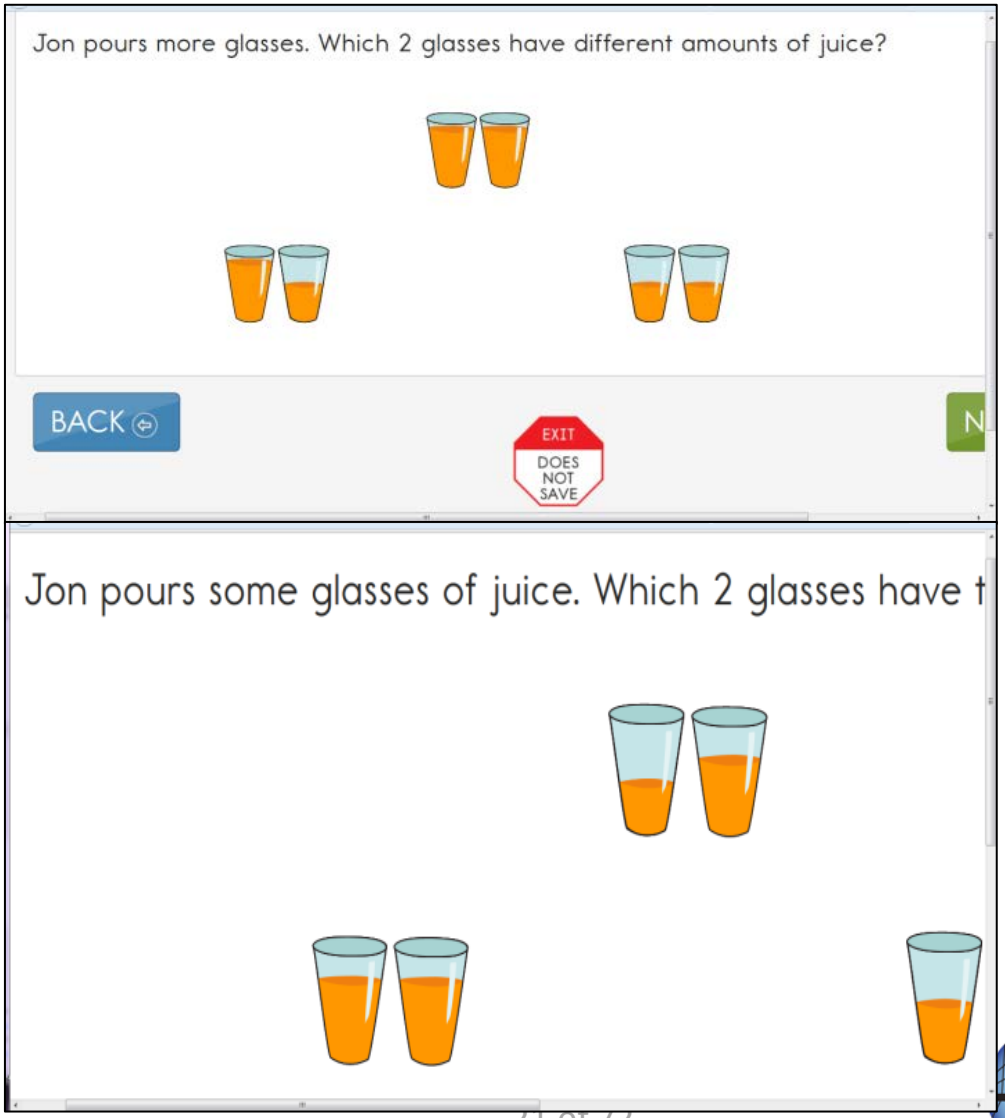
Personal Needs and Preferences



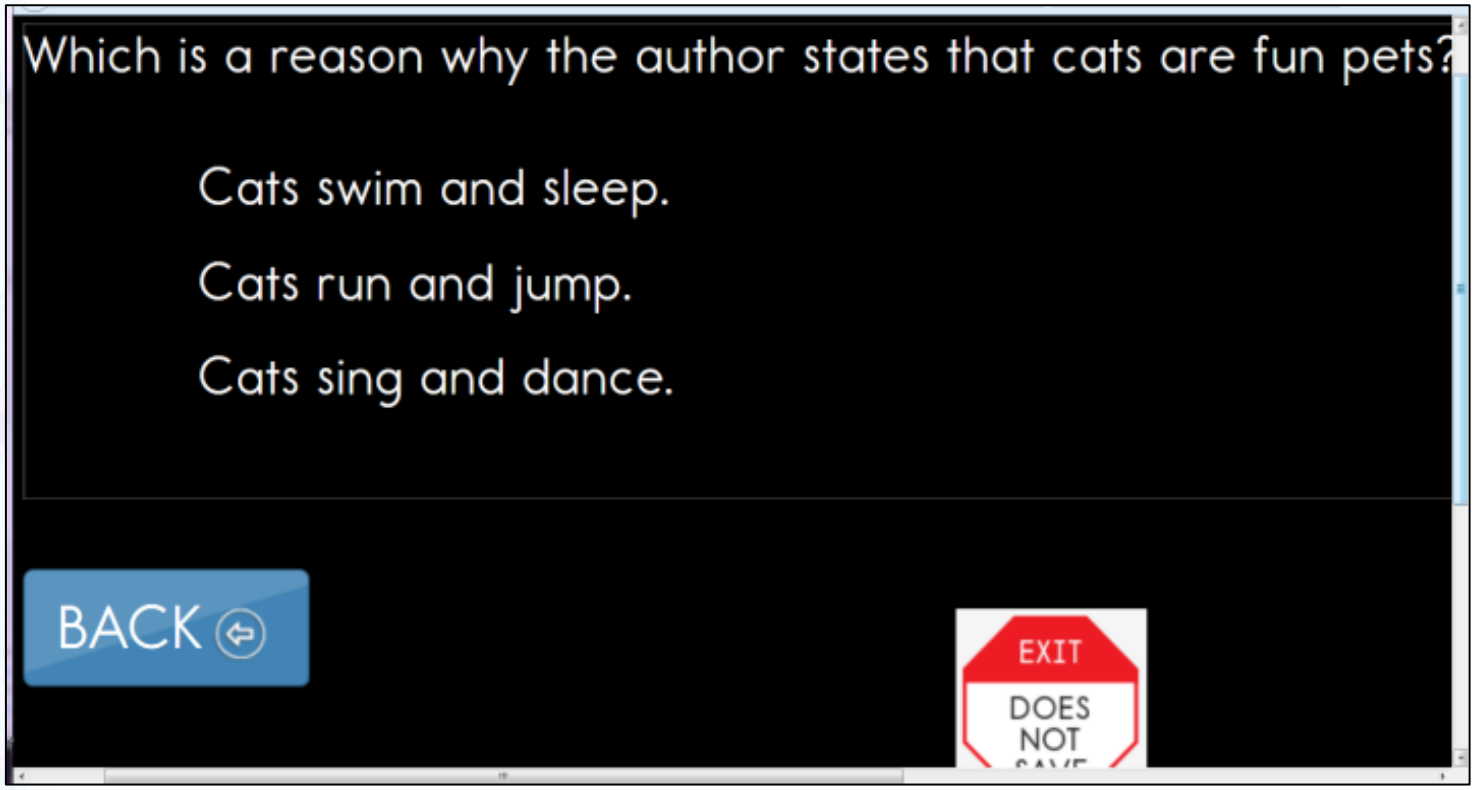
Category 1: Supports Provided Within DLM via the PNP

Accessibility Feature	Supports Provided Within DLM via PNP
Category 1	
Magnification	X
Invert Color Choice	X
Color Contrast	X
Overlay Color	X
Read Aloud with highlighting – Text to Speech (TTS)	
• Text Only	X
• Text & Graphics	X
• Graphics Only	X
• Nonvisual	X

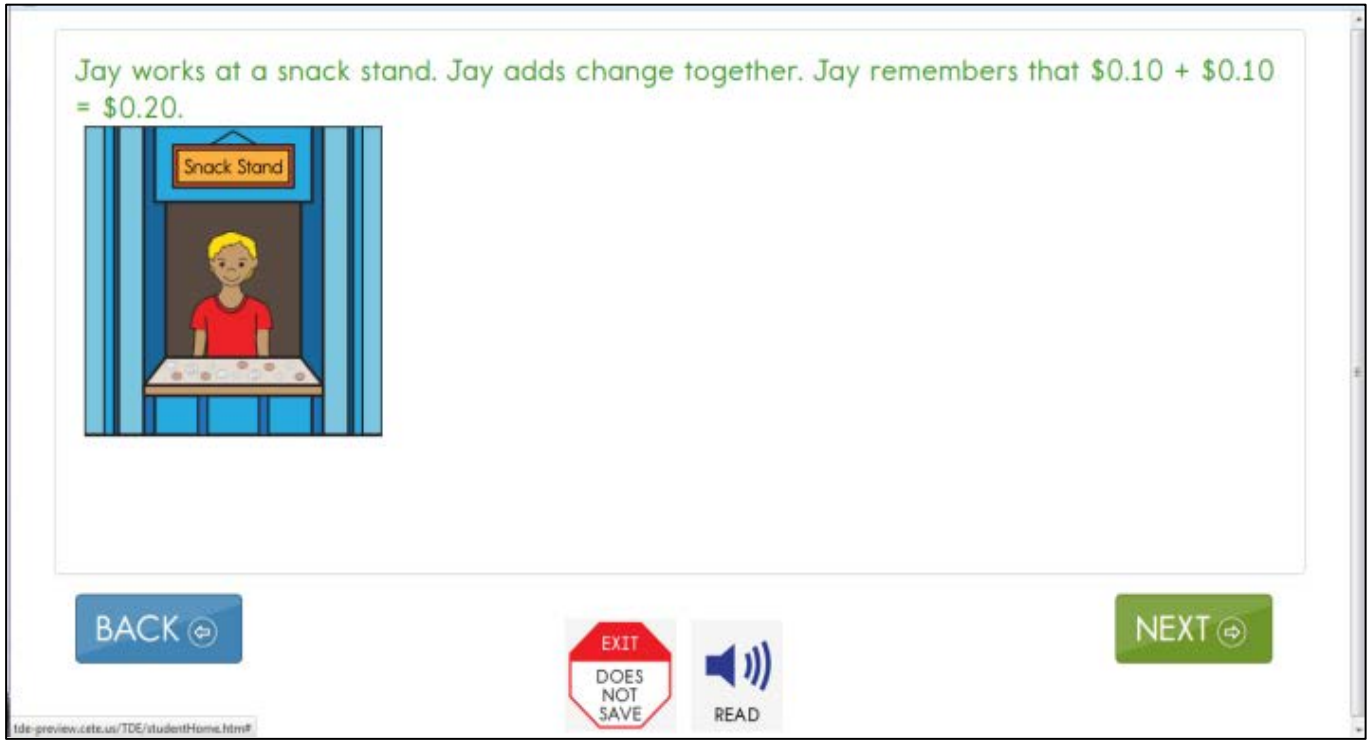
Category 1: Magnification



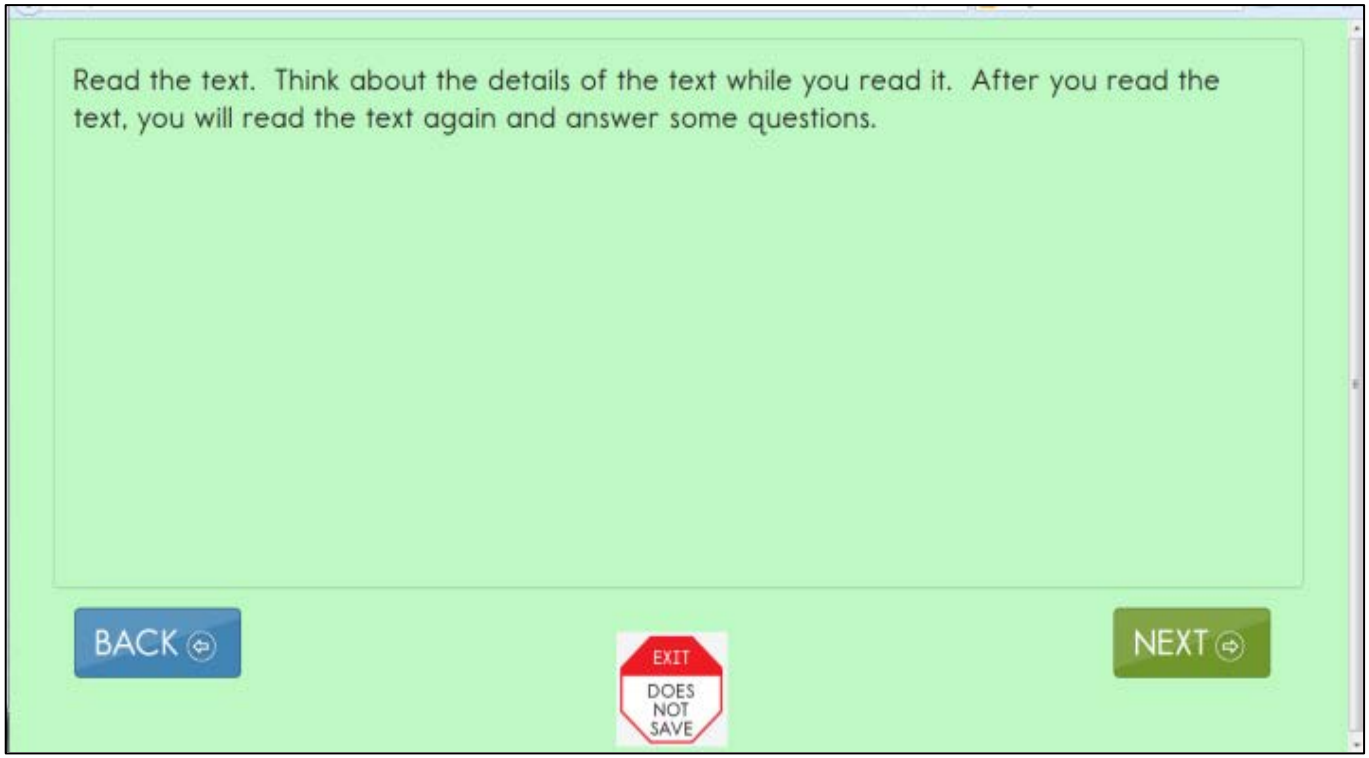
Category 1: Invert Color Choice



Category 1: Color Contrast



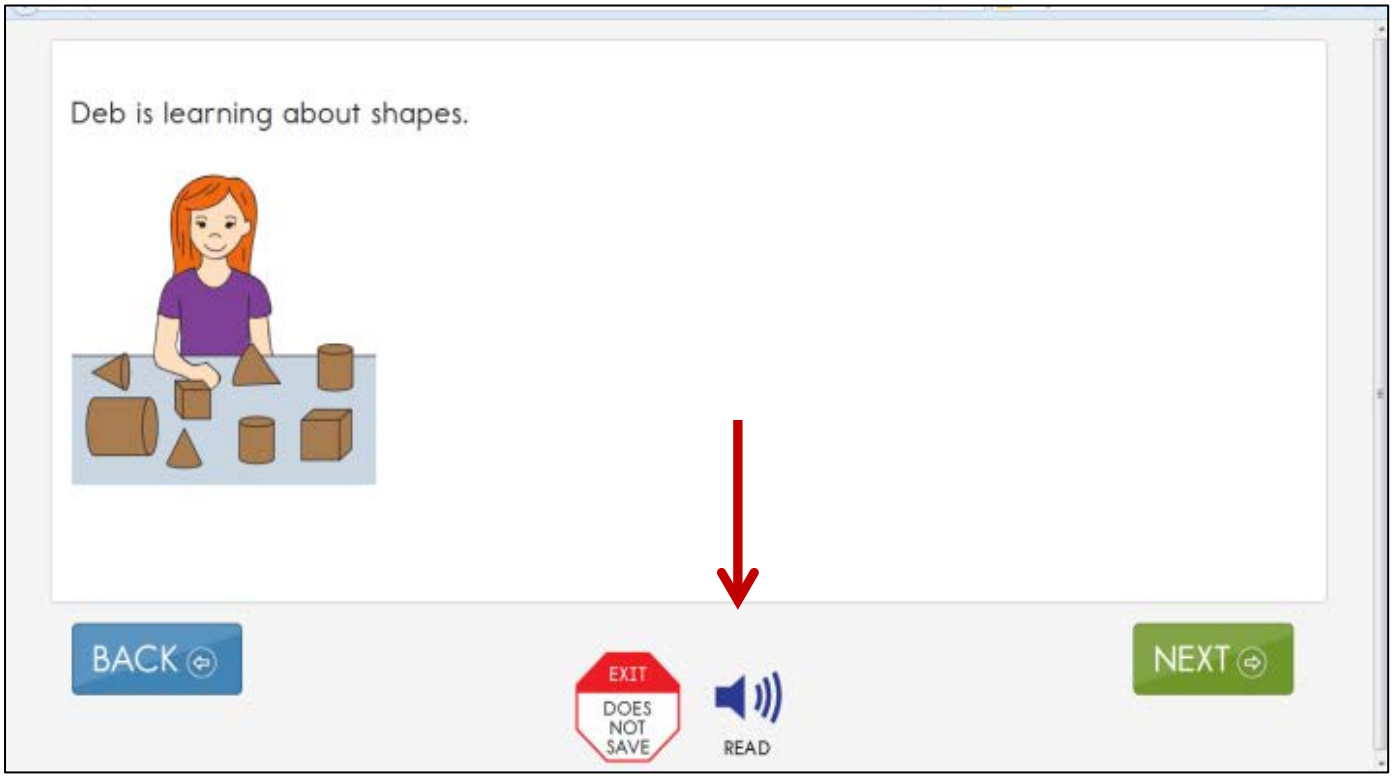
Category 1: Overlay Color



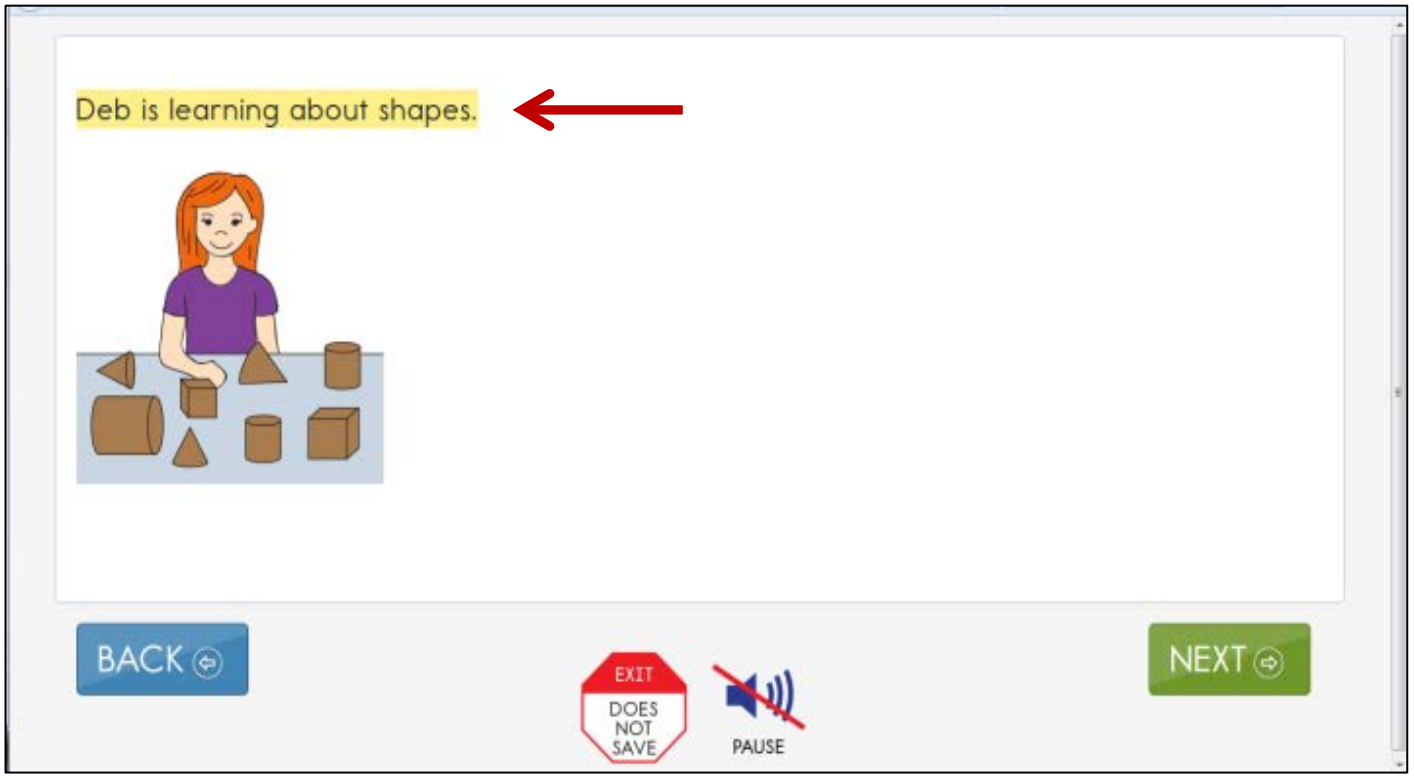
Category 1: Read Aloud (TTS)

- Read and highlighted from left to right and top to bottom
- Four preferences:
  - Text only
  - Text & graphics
  - Graphics only
  - Nonvisual

Category 1: Read Aloud (TTS)



Category 1: Read Aloud (TTS)



Category 2: Supports Requiring Additional Tools/Materials

Accessibility Feature	Supports Requiring Additional Tools/Materials
Category 2	
Uncontracted Braille	X
Single-switch system/PNP enabled	X
Two-switch system	X
Administration via iPad	X
Adaptive equipment used by student	X
Individualized Manipulatives	X

Category 3: Supports Provided Outside the DLM System

Accessibility Feature	Supports Provided Outside the DLM System
Category 3	
Human Read Aloud	X
Sign interpretation of text	X
Language translation of text	X
Test administrator enter responses for student	X
Partner-Assisted Scanning (PAS)	X

ASSESSMENT SYSTEM DESIGN

Content of the Assessment

- Grades 3-8 and 10
  - English Language Arts (ELA)
  - Mathematics

- Blueprints:
  - Consortium approved a subset of Essential Elements
  - Consortium set minimum requirements for breadth of coverage

ELA Content Coverage Example

3rd grade:

- At least three EEs in C1.1 including RL and RI (8 available)
- At least two EEs in C1.2 from different strands (5 available)
- At least one EE in C1.3 (2 available)
- All students take one writing assessment (1 available)

Math Content Coverage Example

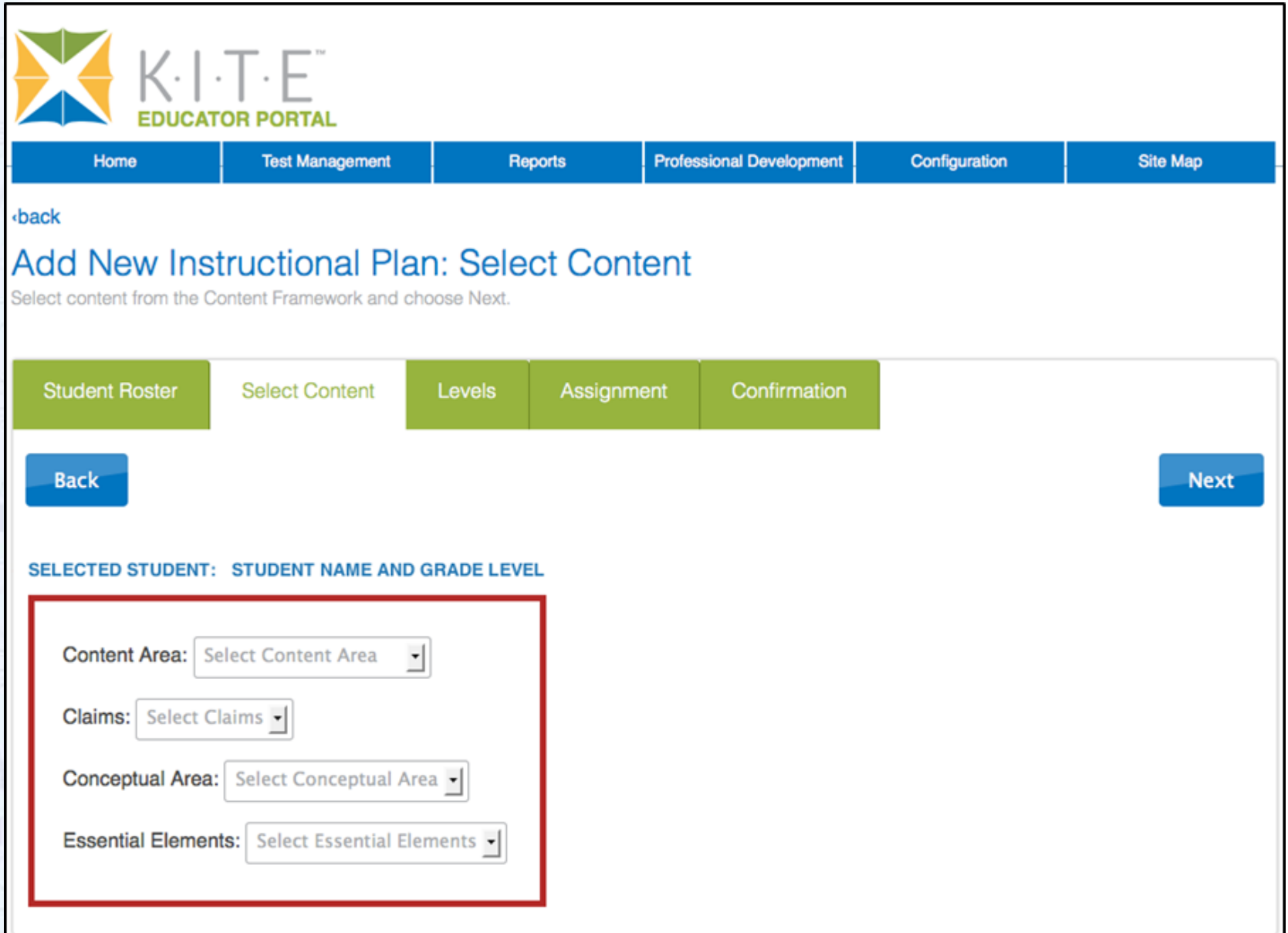
3rd grade:

- At least two EEs from two conceptual areas in claim 1 (4 available)
- One EE in claim 2 (1 available)
- At least two EEs in claim 3 (3 available)
- At least one EE in claim 4 (3 available)

Recording Content Choices

- Teachers create instructional plans in the Instructional Tools Interface (ITI) in Educator Portal
- Confirm assignment and once ready to test
- System delivers a testlet and testlet information

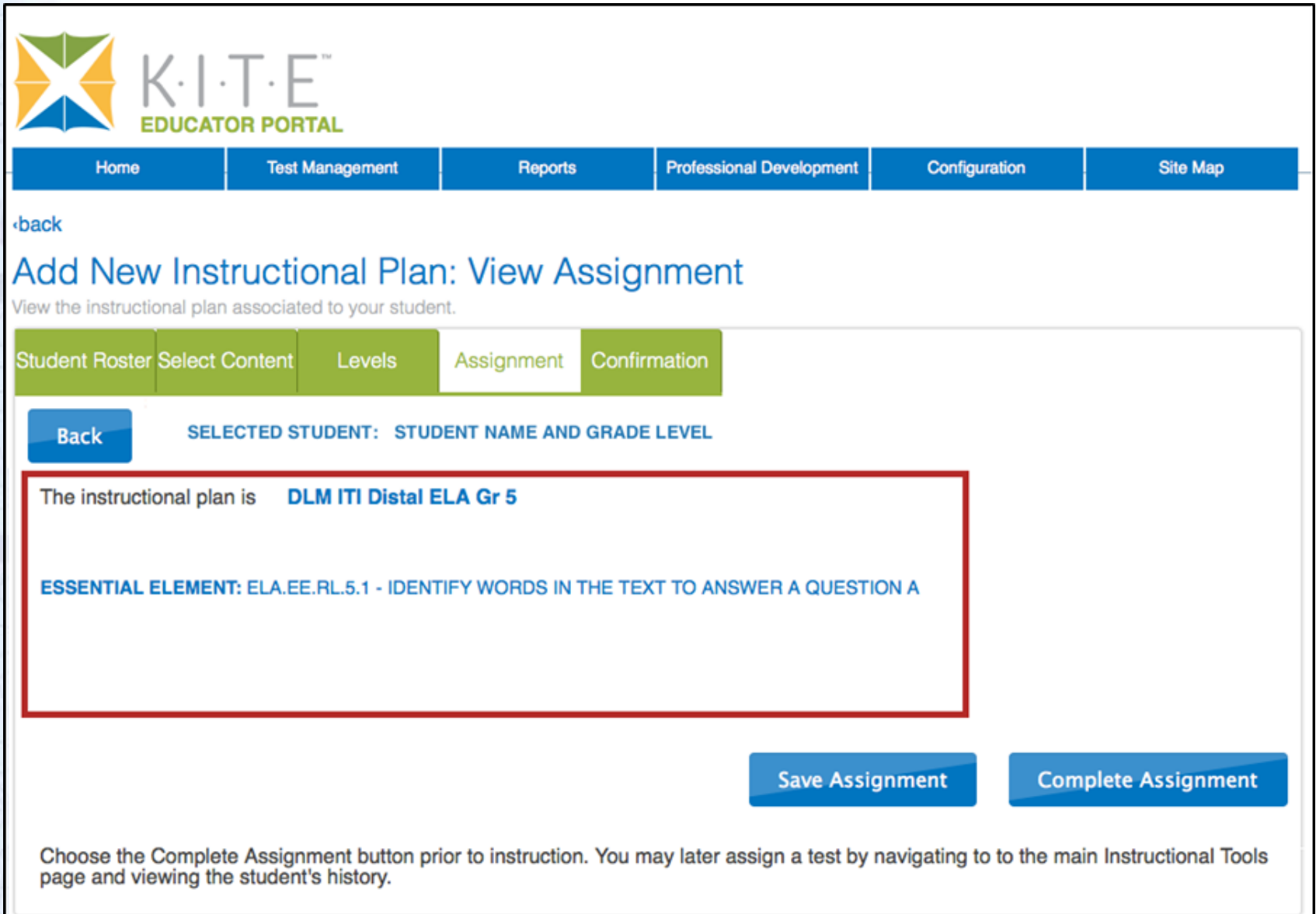
Instructional Tools



Choose Linkage Level

- System makes recommendation
- Teacher can accept or override
- Review linkage level descriptors to find best match for the student

Instructional Tools



Test Design

Instructionally Embedded

- One testlet per EE chosen in ITI
  - Teacher chose linkage level
- Each testlet assigned separately
- Test administrator schedules sessions within testing windows

Spring (End of Year)

- 5 testlets per subject
  - System chooses EEs from within original set of teacher choices
  - System chooses linkage levels
- Each testlet assigned separately
- Test administrator schedules sessions within window

What a testlet looks like

- Reading and math
  - Each testlet aligns to a single EE
  - 3-5 items per testlet
  - Engagement activity
    - ELA: Built around a grade level appropriate text; first read is engagement activity
    - Engagement activity sparks prior knowledge
- Writing
  - Structured activity with several steps
  - Single testlet measuring multiple EEs

SCORE REPORTING

Goals for Score Reporting

- Scores should convey real meaning to parents
- Information should be actionable by educators and parents

Score Reporting (Draft)

- Mastery and growth
- On-demand reports by Essential Element
- Reports to help teachers plan instruction
- Year-End Reports – 3 levels of information

Progress Report

- Available when the teacher assesses throughout the year
- Can be produced at any time – not just at the end of a marking period
- Similar to year-end learning profile

NAME: Susie Smith | SCHOOL: DLM School | YEAR: 2014 – 15

SUBJECT: English Language Arts | DISTRICT: DLM District | GRADE: 3

REPORT DATE: 01-23-2015 | STATE: DLM State | ID: 08691

Susie's current performance in 3rd grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests she has taken between the beginning of the school year and **January 23, 2015**.

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.

This report does not show progress on all of Susie's instructional goals. She may be taught other academic concepts that have not yet been tested. This report does not show progress on her IEP goals.

			Level Mastery				
Area		Grade Level Expectation	1	2	3	4 (Target)	5
Determining Critical Elements of Text	RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.	Attend to object characteristics 10/2/14	Identify familiar people, objects, places, and events	Answer who and what questions and identify details in a familiar story	Answer who and what questions about story details	Answer who, what, when, and where questions about story details
	RL.3.2	Associate details with events in stories from diverse cultures.	Seek absent objects 10/12/14	Identify familiar people, objects, places, or events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
	RL.3.3	Identify the feelings of characters in a story.	Identify feeling states in self	Identify feeling words 11/7/14	Identify the feelings of characters in familiar stories	Identify the feelings of characters in a story	Identify character feelings and relate to actions
	RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.	Express interest in book sharing 8/12/14	Differentiate between text and pictures	Identify details and beginning and end of a story	Determine the beginning, middle, and end of a familiar story with a logical order	Identify beginning and end of a story
	RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.	Attend to object characteristics 10/31/14	Identify familiar people, objects, places, or events	Identify concrete details in an informational text	Answer who and what questions to demonstrate understanding of details in a text	Identify words related to explicit information

= mastered = current instructional goal = not taught or assessed

Date in green cells reflects date of mastery

Individual Student Progress Report

DYNAMIC™ LEARNING MAPS

NAME: Susie Smith
SUBJECT: English Language Arts
REPORT DATE: 01-23-2015

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

YEAR: 2014 – 15
GRADE: 3
ID: 08691

Area		Grade Level Expectation	Level Mastery 1	2	3	4 (Target)	5
	RI.3.2	Identify details in a text.	Seek absent objects	Attend to object characteristics 10/8/14	Identify illustrations for familiar text	Identify concrete detail in informational text	Identify explicit details in informational texts
	RI.3.5	With guidance and support, use text features including headings and key words to locate information in a text.	Seek absent objects	Identify familiar people, objects, places, or events 8/18/14	Identify illustrations that go with a familiar text	Use basic text features to find information	Use specific text features to locate information
Constructing Understandings of Text	RL.3.4	Determine words and phrases that complete literal sentences in a text.	Attend to object characteristics 9/22/14	Understand words for absent objects and people	Identify similar or opposite word meanings	Use words to complete a sentence from a story	Identify the meaning of an unknown word using basic context
	EE.L.3.5.a	Determine the literal meaning of words and phrases in context.	Attend to object characteristics 9/22/14	Identify familiar people, objects, places, or events	Identify similar or opposite meaning words	Determine literal meaning of words and phrases	Use words to complete meaningful sentences
	L.3.5.c	Identify words that describe personal emotional states.	Identify feeling states in self	Understand common feeling words 8/22/14	Understand and identify feeling words	Identify feeling words for personal state	Describe internal and external character traits
Using Writing to Communicate	W.3.2.a	Select a topic and write about it including one fact or detail.	Seek absent objects	Displays interest in making marks on paper	Can select a topic from familiar choices	Write about a topic by producing facts and details	Independently selects a topic and produces relevant facts and details
	W.3.4	With guidance and support produce writing that expresses more than one idea.	Directs attention to objects or people	Displays interest in making marks on paper	Produce writing that expresses one idea	Produce writing that expresses more than one idea	Independently produces writing with multiple ideas

= mastered = current instructional goal = not taught or assessed

Date in green cells reflects date of mastery

Individual Student Year-End Report
Learning Profile

DYNAMIC™ LEARNING MAPS

NAME: Mark Williams | SCHOOL: DLM School | YEAR: 2014 – 15
SUBJECT: Mathematics | DISTRICT: DLM District | GRADE: 8
REPORT DATE: 06-10-2015 | STATE: DLM State | STATE ID: 07703

Marks's performance in 8th grade Mathematics Essential Elements is summarized below. This information is based on all of the DLM tests he took during the 2014-15 school year. Green shading shows levels he mastered this year. Blue shading shows levels assessed but not mastered this year. The target level is the grade level expectation for students to have proficient understanding of and ability to apply the Essential Element.

Area	Essential Element	Level 1	Level 2	Level 3	Level 4 (Target)	Level 5	Did student grow by at least one level this year?
Understand number structures	8.NS.2.a	Recognize separateness as objects that are not joined together. Identify set as a group of objects sharing an attribute.	Understand the unit fraction as the quantity formed by one part when a whole is partitioned into equal parts; divide sets into two or more equal subsets.	Understand that the decimal point is a dot used to separate the whole number part from the fractional part of a number. Identify a fraction with a denominator of 10 and match it with the corresponding decimal.	Identify a fraction with a denominator of 100 and match it with a corresponding decimal from a set of fractions and decimals.	Compare two decimals to tenths or hundredths, and communicate the decimal <, >, or = the other decimal.	YES
Compare, compose, and decompose numbers and sets	8.NS.2.b	Recognize separateness as objects that are not joined together.	Identify a set model that represents one tenth, and recognize multiple tenths, such as two-tenths, five-tenths, eight-tenths, etc.	Choose a fraction from a set of three fractions that accurately represent a given decimal (tenths or hundredths).	Compare two decimals to hundredths, and communicate the decimal <, >, or = the other decimal.	Compare two decimals to thousandths, and communicate the decimal <, >, or = the other decimal.	YES

= Shows levels Mark mastered this year

= Shows levels Mark was assessed on but did not master

Individual Student Year-End Report
Learning Profile

DYNAMIC™ LEARNING MAPS

NAME: Mark Williams
SUBJECT: Mathematics
REPORT DATE: 06-10-2015

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

YEAR: 2014 – 15
GRADE: 8
STATE ID: 07703

Area	Essential Element	Level 1	2	3	4 (Target)	5	Did student grow by at least one level this year?
Calculate accurately and efficiently using simple arithmetic operations	8.EE.1	Combine two shapes to form a new shape and two sets to form a new set. Understand addition as combining two sets.	Show the concept of repeated addition. Show repeated addition by using a model such as array, set, number line, etc. Solve problems involving repeated addition.	Arrange objects into two or more equal groups to show multiplication as the number of groups times the number of objects in each group. Show that product is the quantity obtained by multiplying two factors: the number of elements in a group and the number of groups.	Identify or name an exponent as a real number that indicates how many times a number (the base) is to be multiplied by itself.	Communicate understanding about product of powers property of exponents, quotient of powers property of exponents, power of product property of exponents, and zero exponent property.	NO
	8.NS.1	Recognize separateness as objects that are not joined together; and subsets as parts of a set.	Recognize parts of a given whole or a unit.	Decompose a given fraction into sum of unit fractions with same denominator. Describe addition and subtraction of fractions as combining or separating different parts of the whole.	Subtract two fractions with the same denominator.	Subtract fractions with unlike denominators. Add or subtract fractions with denominators 10 or 100. Subtract mixed fractions with common denominators.	YES

= Shows levels Mark mastered this year

= Shows levels Mark was assessed on but did not master

Individual Student Year-End Report
Learning Profile

DYNAMIC™ LEARNING MAPS

NAME: Mark Williams
SUBJECT: Mathematics
REPORT DATE: 06-10-2015

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

YEAR: 2014 – 15
GRADE: 8
STATE ID: 07703

Area	Essential Element	Level 1	2	3	4 (Target)	5	Did student grow by at least one level this year?
Understand and use geometric properties of two- and three-dimensional shapes	8.G.1	Recognize attribute values of an object (e.g., color, orientation, length, width, weight, etc.).	Communicate the defining attributes (e.g., number of sides or angles), and non-defining attributes (e.g., color, size, or orientation) of a given shape.	Communicate understanding that transformation involves changes in the position (i.e., translation) and orientation (i.e., rotation or reflection) of a geometrical shape.	Recognize translations, rotations, and reflections of shapes.	Recognize attribute values of an object (e.g., color, orientation, length, width, weight, etc.).	NO
	8.G.2	Choose an object that is same or different from a given object.	Match shapes with same size and same orientation, and shapes with different size and same orientation.	Identify shapes that are congruent.	Choose an object that is same or different from a given object.	Match shapes with same size and same orientation, and shapes with different size and same orientation.	NO
	8.G.4	Choose an object that is same or different from a given object.	Match a 2-dimensional or a 3-dimensional shape with a shape shown in a different size but same orientation.	Identify a figure that is turned from the original view as rotation. Recognize similar figures.	Show that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.	Describe a sequence of transformations to prove that two figures are similar.	YES

= Shows levels Mark mastered this year

= Shows levels Mark was assessed on but did not master

Performance Profile Part 1: Overall Results

Individual Student Year-End Report
Performance Profile

DYNAMIC™ LEARNING MAPS

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

Overall Results

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

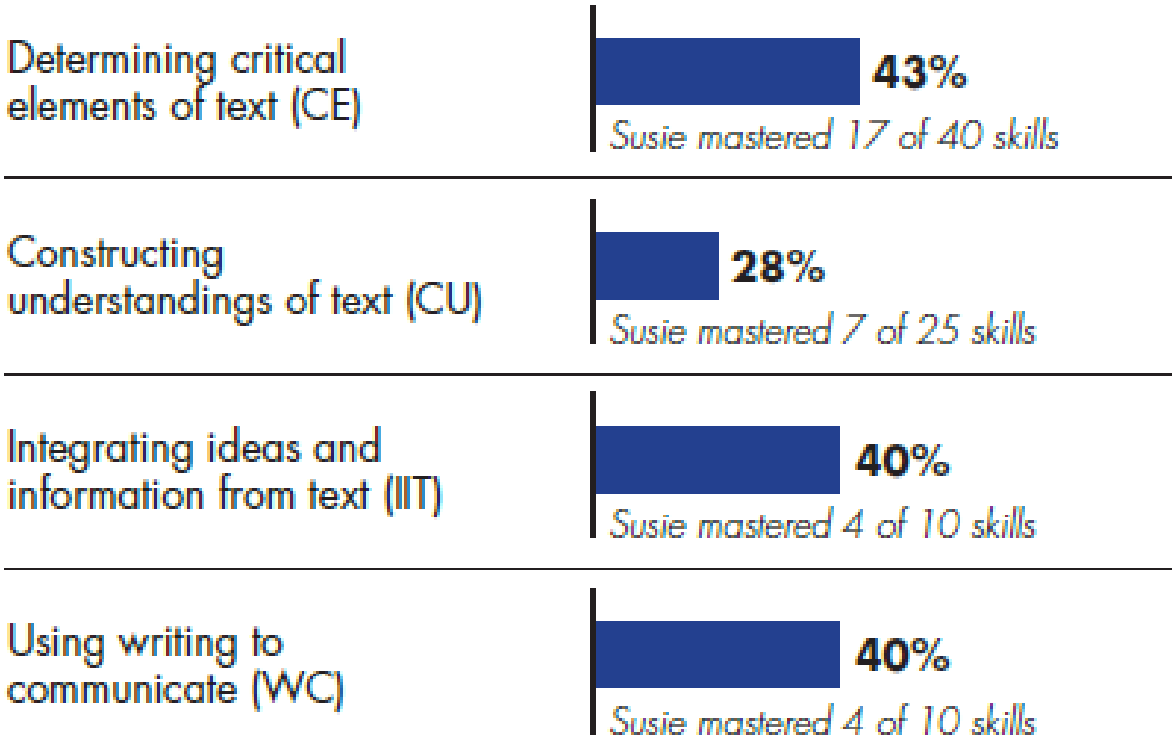
Conceptual Areas

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

Education Programs

AIC™ MAPS

Performance Profile
Part 2: Conceptual Areas



Performance Profile Part 3: Narrative

Individual Student Year-End Report
Performance Profile

DYNAMIC™ LEARNING MAPS

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

Performance Profile Continued

More information about Susie's performance on each Essential Element, that make up the Conceptual Areas, is located in her Learning Profile.

Determining Critical Elements of Text

Susie is interested in shared reading. Susie understands actions that are part of routines familiar to her. Susie understands that words have meanings that relate to people and objects around her. Susie can identify characters' feelings and illustrations in familiar texts.

Constructing Understandings of Text

Susie has shown that she can identify objects based on words that describe objects. Susie notices new things in her environment. Susie understands some feeling words.

Integrating Ideas and Information from Text

Susie can identify familiar people, places objects and events.

Using Writing to Communicate

Susie has shown interest in making marks on paper in order to write.

Growth Profile
Part 1: Overall Results

Individual Student Year-End Report
Growth Profile

DYNAMIC™ LEARNING MAPS

NAME: Susie Smith ID: 08691 YEAR: 2014—15
SUBJECT: English Language Arts GRADE: 3
REPORT DATE: 06-10-2015

Overall Results

Grade 3 English language arts allows students to show growth in 17 Essential Elements. Susie showed expected growth in 11 of 17 (73%) Essential Elements during the 2014-15 school year. Overall, Susie's growth in English language arts this year fell into the fifth of five growth categories: **exemplary.**

Compared to all students at her grade level who took the DLM assessment, Susie showed more growth than:

-- % of DLM test takers in the district*
79% of DLM test takers in the state
75% of DLM test takers nationwide

*District percents are only reported for districts with at least 10 students at the appropriate grade level.

IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC™ LEARNING MAPS

Growth Profile
Part 2: Conceptual Areas

Conceptual Areas	Number of Essential Elements for which Susie met or exceeded expected growth		
Determining critical elements of text (CE)	**5**	of	**8**
Constructing understandings of text (CU)	**2**	of	**5**
Integrating ideas and information from text (IIT)	**2**	of	**2**
Using writing to communicate (WC)	**2**	of	**2**

IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC LEARNING MAPS

TESTING WINDOWS & TEST DELIVERY

Instructionally Embedded Windows

- Begins in November 2014
  - Multiple windows
- Combination of operational and field test content in 2014-15

Instructionally Embedded Windows

Steps:

1. Return to ITI and confirm content choices
2. Retrieve testlet information
3. Administer testlet

Spring Window

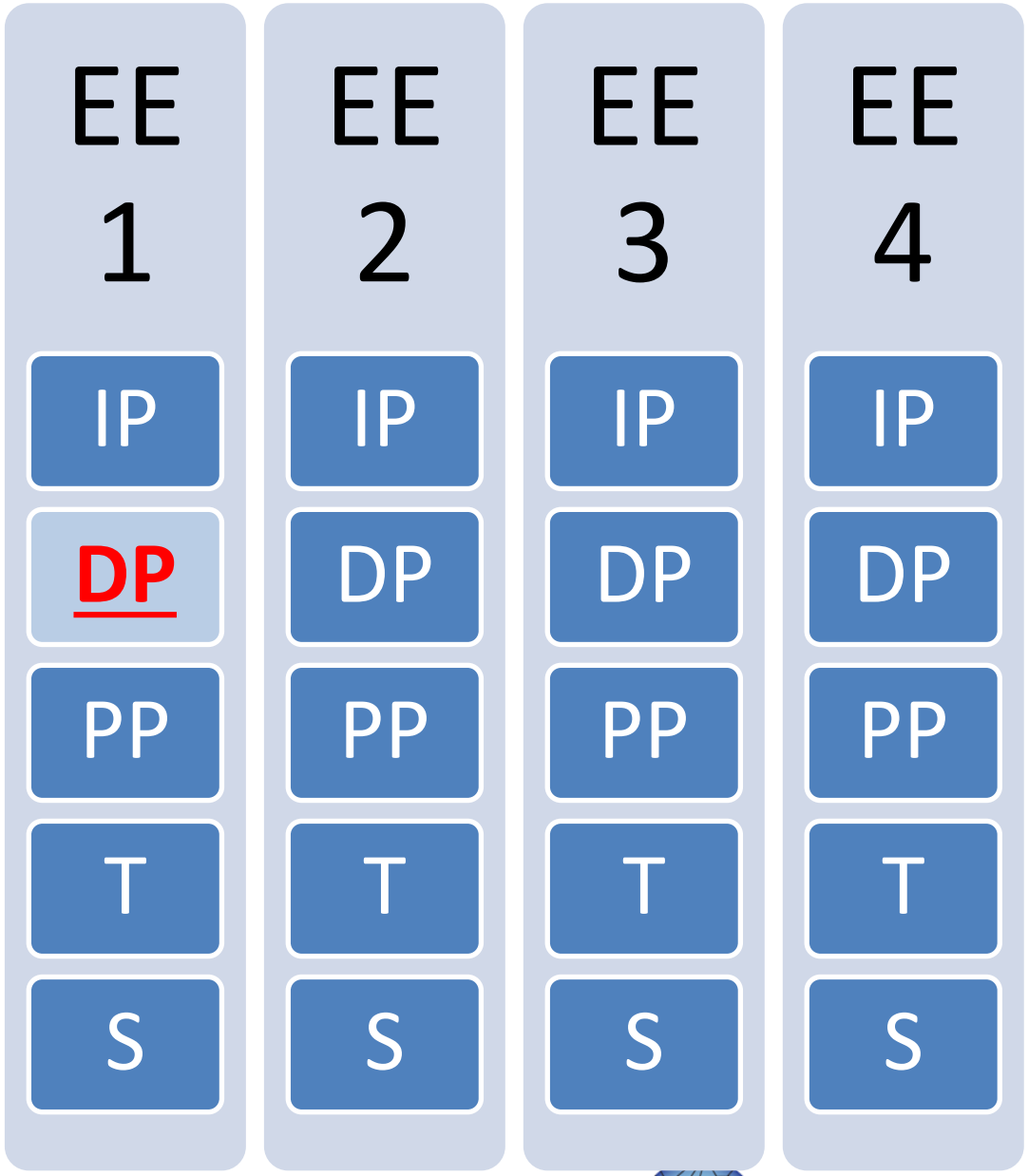
- Purpose: to update and validate information about student performance
- States choose window within the consortium window
- 5 testlets per subject
  - Subset of teacher's choices from blueprint
  - System chooses linkage levels

Testlet Delivery

System has testlets available at all 5 linkage levels for every EE

Students take one testlet from one level for each EE

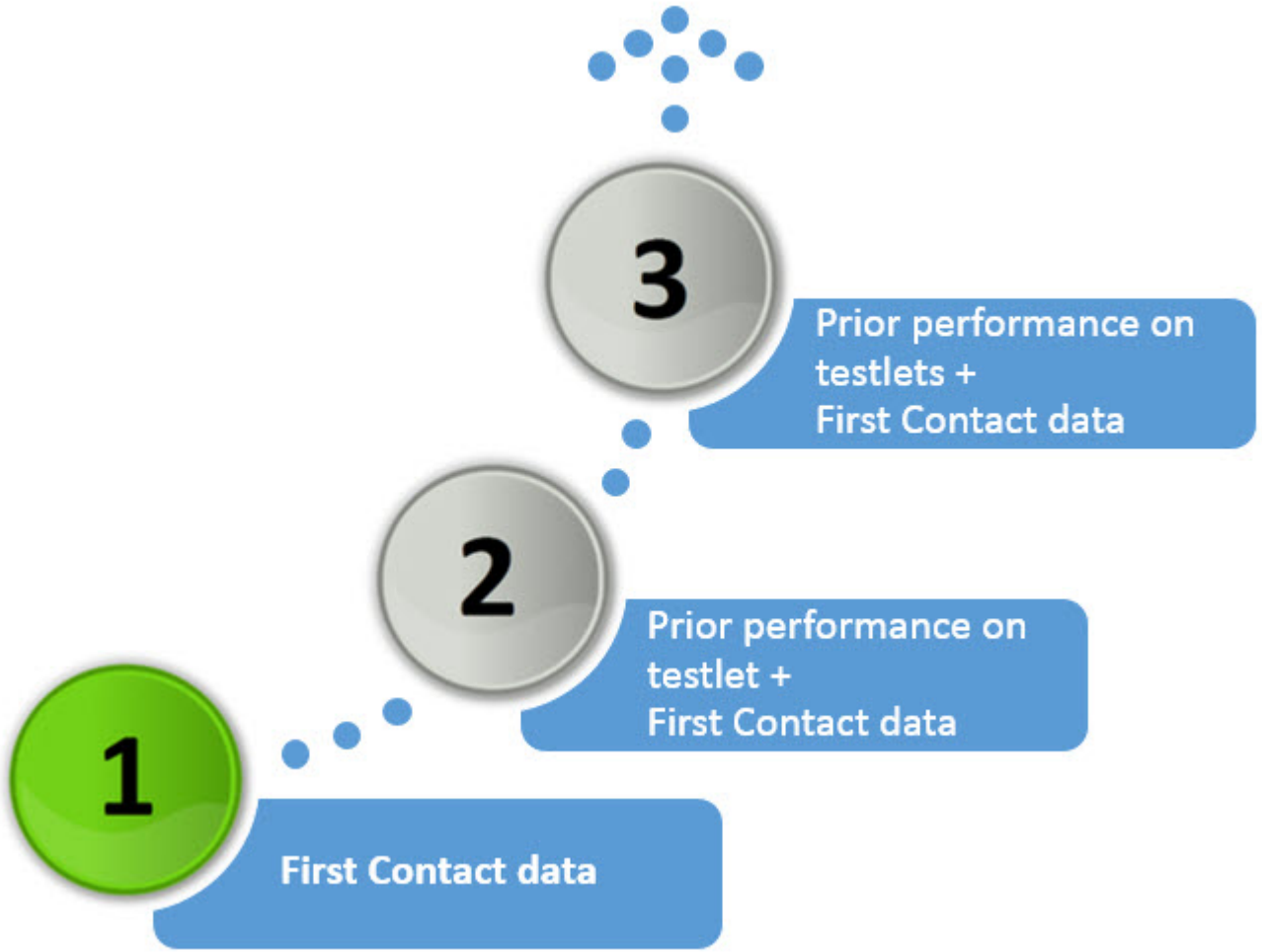
System determines which level to deliver to the student



Testlet Delivery

EE 1	EE 2	EE 3	EE 4
IP	IP	IP	IP
DP	**DP**	DP	DP
PP	PP	PP	PP
T	T	T	T
S	S	S	S

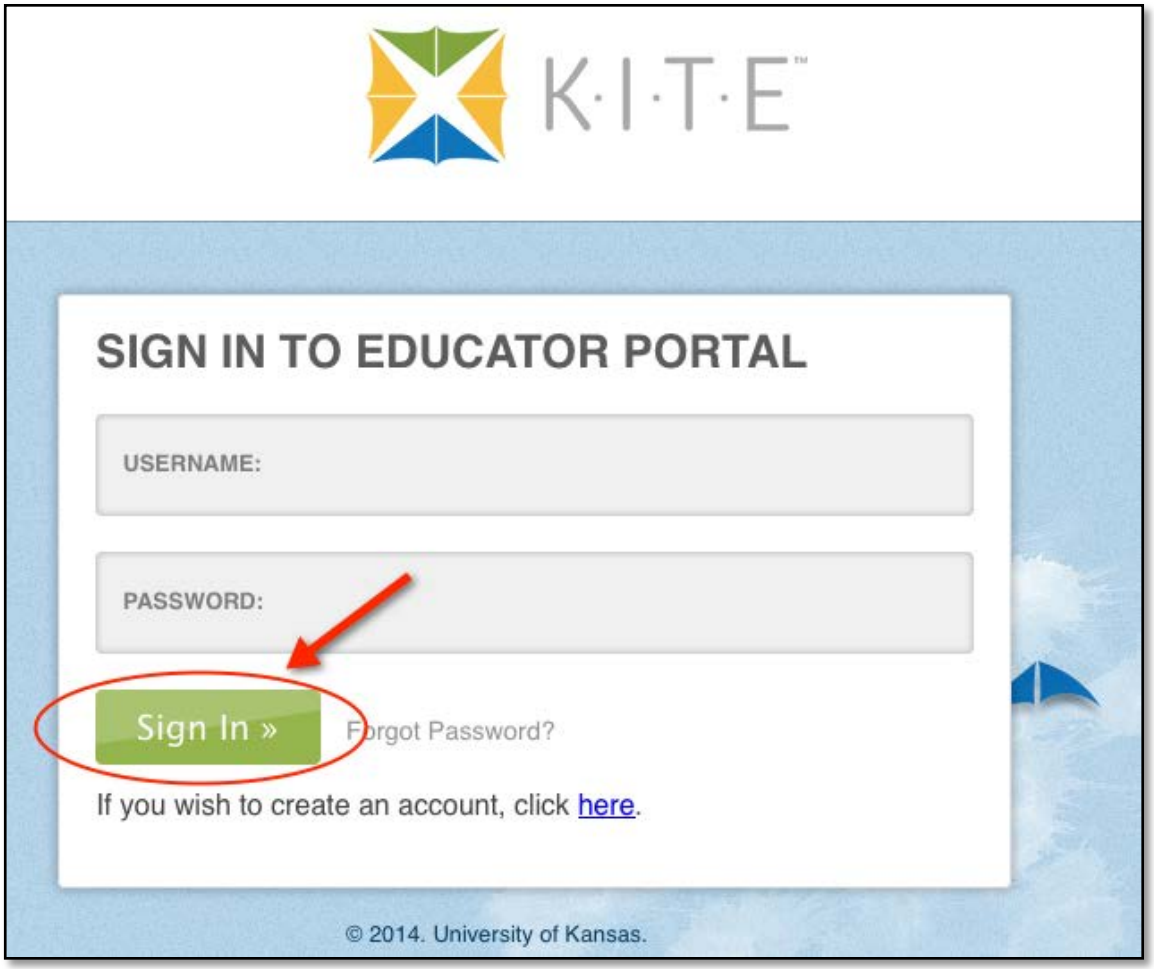
Testlet Recommendations & Assignments



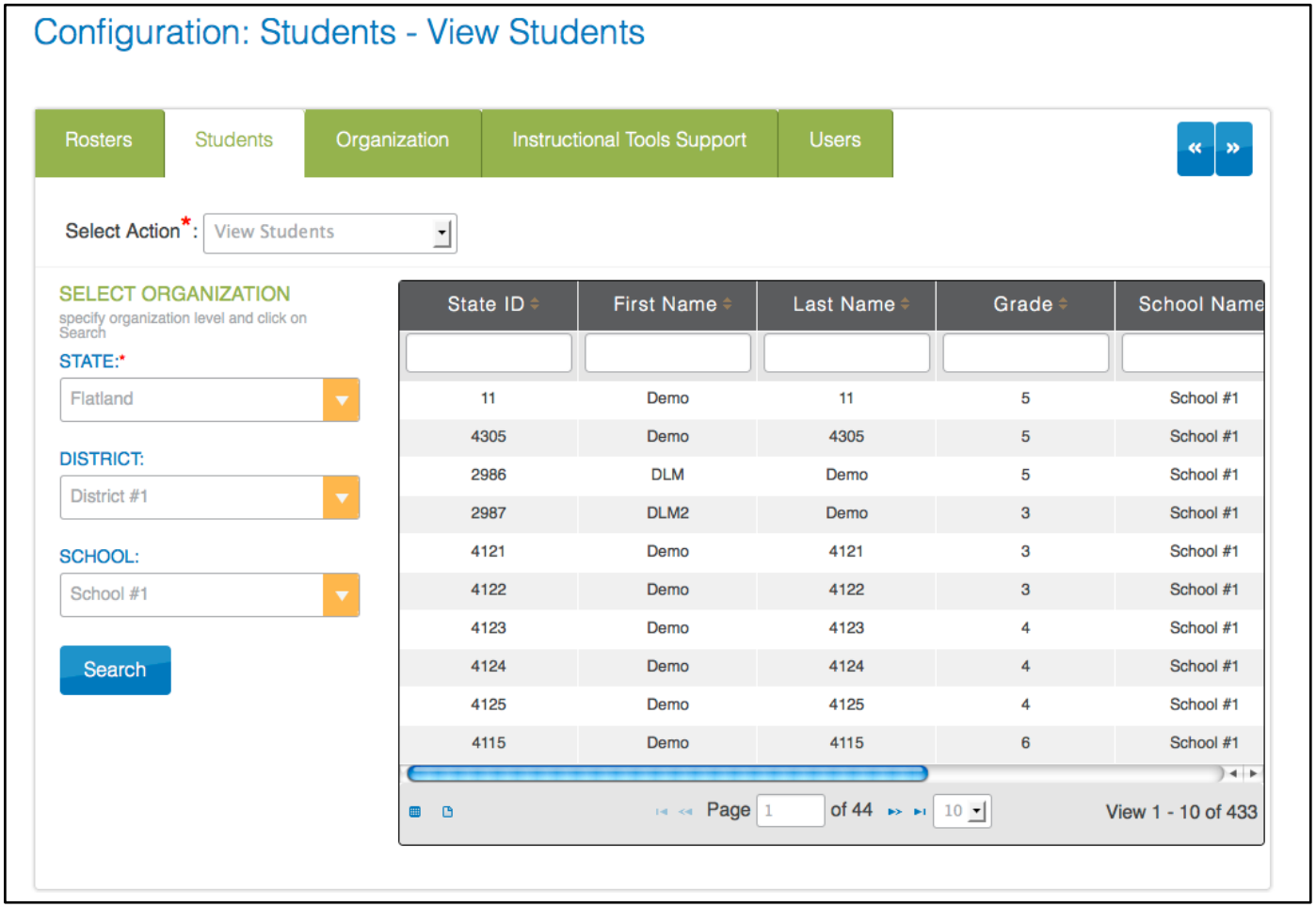
CHECKING DATA IN EDUCATOR PORTAL

Educator Portal

Educator Portal



Verify Student Participation



View and Check Roster

Roster Name	Educator Identifier	First Name	Last Name	Content Area
Grant - ELA	1001033	Fitz	Grant	English Language Arts
Grant - Math	1001033	Fitz	Grant	Mathematics
Shephard - ELA	1001034	Derek	Shephard	English Language Arts
Shephard - Math	1001034	Derek	Shephard	Mathematics
Bailey - ELA	1001035	Miranda	Bailey	English Language Arts
Bailey - Math	1001035	Miranda	Bailey	Mathematics
Webber - ELA	1001036	Richard	Webber	English Language Arts
Webber - Math	1001036	Richard	Webber	Mathematics
Montgomery - ELA	1001037	Addison	Montgomery	English Language Arts
Montgomery - Math	1001037	Addison	Montgomery	Mathematics

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IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC LEARNING MAPS

Additional Student Information

- Personal Needs and Preference Profile
- First Contact Survey

COMPLETING THE FIRST CONTACT SURVEY

First Contact

- Survey used to collect background information about students
- Goes beyond basic demographics
- Includes questions on topics such as:
  - Communication
  - Assistive technology devices
  - Motor and sensory impairments
  - Academic performance
- Used to determine entry point in the assessment

First Contact Scenarios

- If previous surveys were matched successfully
  - Review and verify the information is correct or modify it
- If student information is not available or previously uploaded
  - Complete the entire survey

Configuration: Students - View Students

Upload Summative Report Data | Rosters | Students | Organization | Roles | Batch Registration | « »

Select Action*: View Students

SELECT ORGANIZATION
specify organization level and click on Search

STATE:* Hawaii

REGION: Select

AREA: Select

DISTRICT: Select

BUILDING: Select

SCHOOL: Select

Search

State ID	First Name	Last Name	Grade	School Name
[redacted]	jack\	[redacted]	Not Available	East Hawaii High School
[redacted]	Hugo	[redacted]	Not Available	East Hawaii High School
[redacted]	Meredith	[redacted]	Not Available	East Hawaii High School
[redacted]	Cristina	[redacted]	Not Available	East Hawaii High School
[redacted]	Alex	[redacted]	Not Available	East Hawaii High School
[redacted]	Miranda	[redacted]	Not Available	East Hawaii High School
[redacted]	Richard	[redacted]	Not Available	East Hawaii High School
[redacted]	Derek	[redacted]	Not Available	East Hawaii High School
[redacted]	Callie	[redacted]	Not Available	East Hawaii High School
[redacted]	Mark	[redacted]	Not Available	East Hawaii High School

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State ID	First Name	Last Name	First Contact	Access Profile
808025	Abby	Whelan	NOT_STARTED	CUSTOM
808016	Ace	Ricci	In Progress	CUSTOM
808020	Adele	Webber	In Progress	NO SETTINGS
808003	Alex	Karev	NOT_STARTED	CUSTOM
808011	Arizona	Robbins	NOT_STARTED	CUSTOM
808018	Ben	Warren	NOT_STARTED	CUSTOM
808007	Callie	Torres	In Progress	CUSTOM
808002	Cristina	Yang	NOT_STARTED	CUSTOM
808019	Denny	Duquette	In Progress	NO SETTINGS
808006	Derek	Shephard	NOT_STARTED	CUSTOM

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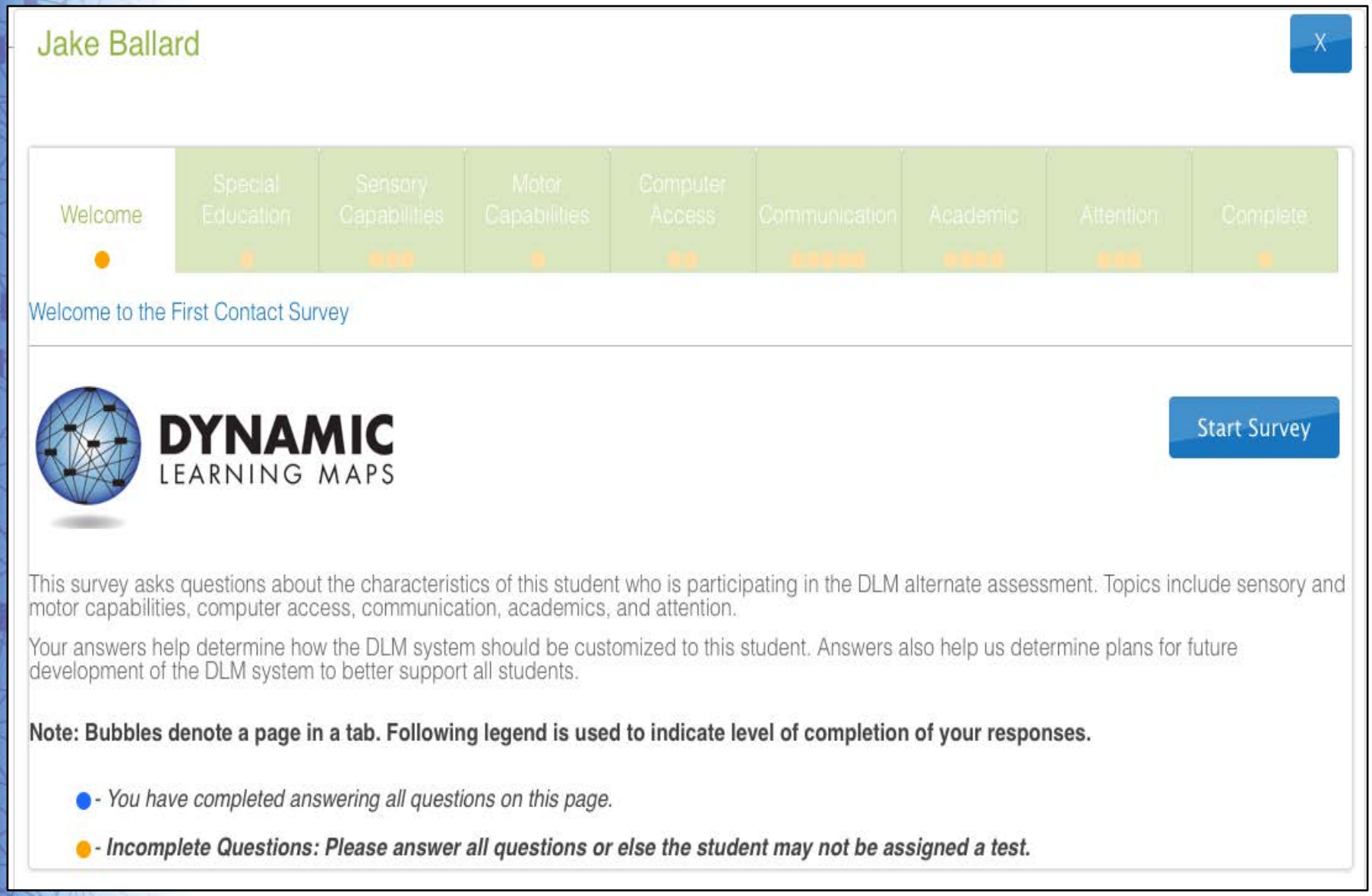
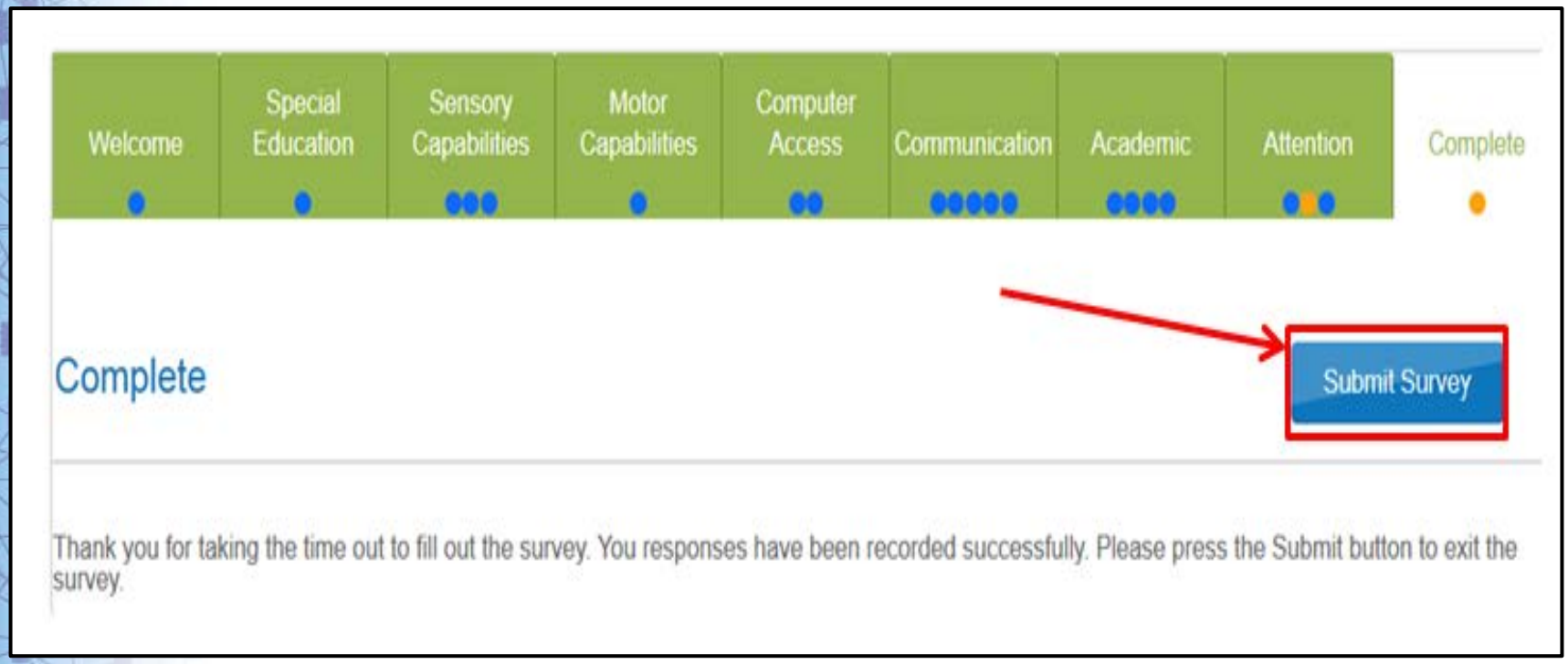
You are able to choose columns to display and rearrange


Jake Ballard
X
Welcome
Special Education
Sensory Capabilities
Motor Capabilities
Computer Access
Communication
Academic
Attention
Complete
Welcome to the First Contact Survey
DYNAMIC LEARNING MAPS
Start Survey
This survey asks questions about the characteristics of this student who is participating in the DLM alternate assessment. Topics include sensory and motor capabilities, computer access, communication, academics, and attention.
Your answers help determine how the DLM system should be customized to this student. Answers also help us determine plans for future development of the DLM system to better support all students.
Note: Bubbles denote a page in a tab. Following legend is used to indicate level of completion of your responses.
- You have completed answering all questions on this page.
- Incomplete Questions: Please answer all questions or else the student may not be assigned a test.

Information Provided in First Contact

- Special Education services and primary disability
- Sensory capabilities
- Motor capabilities
- Computer access
- Communication abilities
- Academic skills
- Attention


Welcome
Special Education
Sensory Capabilities
Motor Capabilities
Computer Access
Communication
Academic
Attention
Complete
Complete
Submit Survey
Thank you for taking the time out to fill out the survey. You responses have been recorded successfully. Please press the Submit button to exit the survey.

First Contact Information

- Used to present initial testlet level based on:
  - Prior academic performance
  - Communication

First Contact Questions Impacting Testlet Delivery

Choose the highest statement that describes the student's expressive communication with speech *

- Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

First Contact Questions Impacting Testlet Delivery

Math skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill *

	0% (student does not exhibit this skill)	None to 20% of the time	21% to 50% of the time	51% to 80% of the time	More than 80% of the time
A) Creates or matches patterns of objects or images	◉	○	○	○	○
B) Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)	◉	○	○	○	○
C) Sorts objects by common properties (e.g., color, size, shape)	◉	○	○	○	○
D) Counts more than two objects	◉	○	○	○	○
E) Adds or subtracts by joining or separating groups of objects	◉	○	○	○	○
F) Adds and/or subtracts using numerals	◉	○	○	○	○

IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC LEARNING MAPS

First Contact Questions Impacting Testlet Delivery

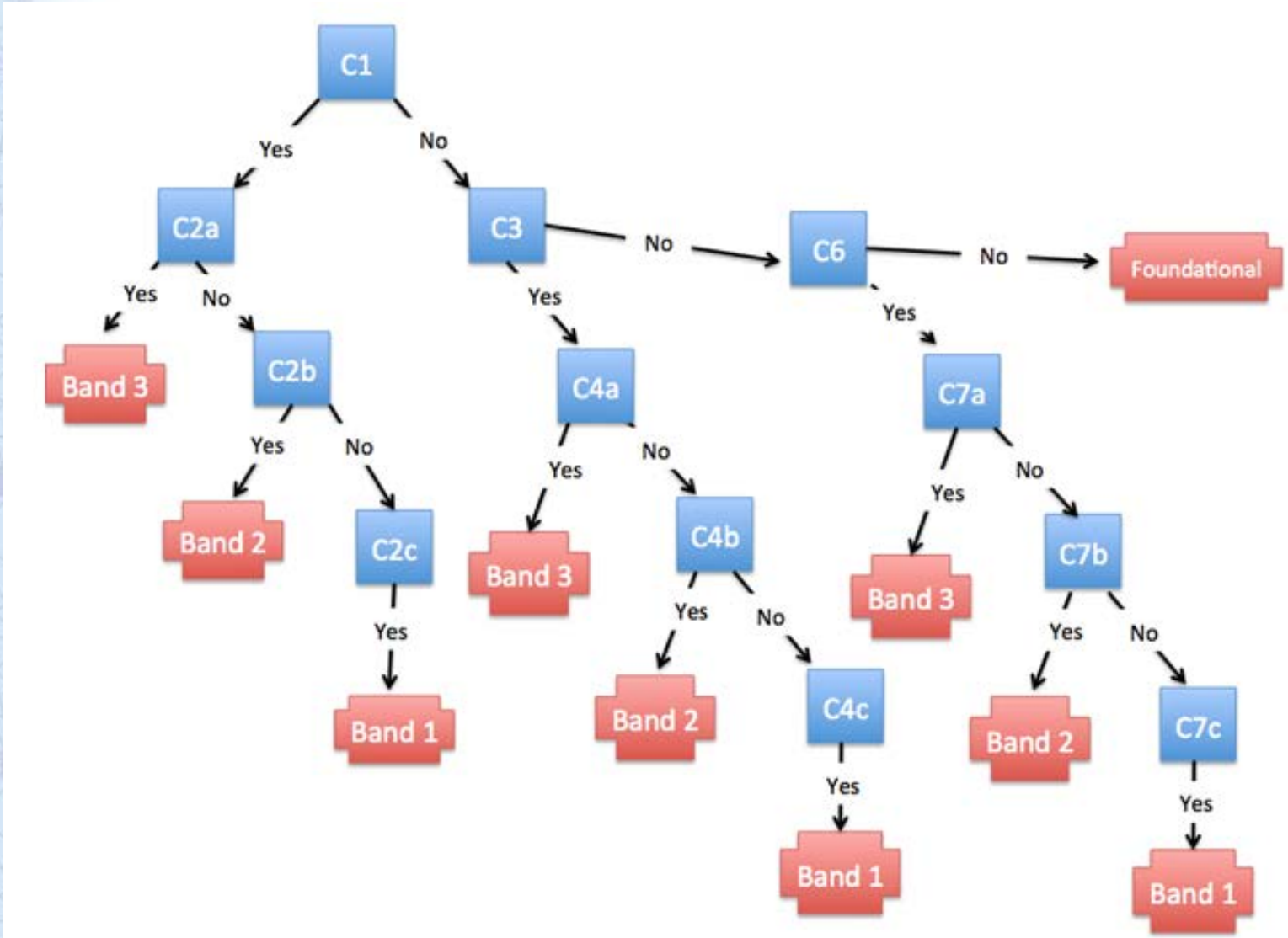
Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill *

	0% (student does not exhibit this skill)	None to 20% of the time	21% to 50% of the time	51% to 80% of the time	More than 80% of the time
A) Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)	◉	○	○	○	○
B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)	◉	○	○	○	○
C) Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to to written words)	◉	○	○	○	○
D) Reads words, phrases, or sentences in print or Braille when symbols are provided with the words	◉	○	○	○	○

IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC LEARNING MAPS

One Decision Making Flowchart



How First Contact Impacts Initial Testlet Level

Student Characteristics → **Assignment of a Level**

- Uses only 1 signed word at a time
- Does not read any words when presented in print
- Is able to sorts objects by common properties (e.g. color) up to 20% of the time

- Initial Precursor level testlet

How First Contact Impacts Initial Testlet Level

Student Characteristics → **Assignment of a Level**

- Regularly combines 3 or more spoken words for a variety of purposes
- Is able to read print above the 3rd grade level
- Is able to add or subtract by joining or separating groups of objects 90% of the time

- Target level testlet

Changing First Contact Information

- First Contact information may be changed at any time
- If First Contact is changed, testlets provided may also change

REQUIRED TRAINING VS. PROFESSIONAL DEVELOPMENT

Required Training vs. Professional Development

Training

- Multiple modules
- Available in self-directed and facilitated formats (states decide which to use)
- Covers critical content for managing and delivering the assessment
- Required for all test administrators
  - No tests delivered without it

PD

- Multiple modules
- Available in self-directed and facilitated formats (states decide which to use)
- Covers a variety of topics to support instruction in academics
- States determine what is required/optional

IDEAs that Work
U.S. Office of Special Education Programs

DYNAMIC LEARNING MAPS

Required Training - Delivery

- 7 modules for 2014-15
- Self-directed or facilitated format
- Successful completion of post-test quizzes
- ~4 hours to complete

Required Training Topics

1. Overview of the DLM System
2. Test Security
3. Accessibility for All Students
4. How the Assessment Works
5. Preparing for the Test
6. Procedures for Computer-Delivered Testlets
7. Procedures for Teacher-Administered Testlets

Required Training in Educator Portal

- Can get to Educator Portal through the DLM website
- http://dynamiclearningmaps.org/

PD for Instruction

- Foundational, ELA, and math
- Separate options for self-directed and facilitated
- Self-directed modules transitioning to Educator Portal this fall
- Facilitated materials still available on DLM PD site

Professional Development

- DLM Professional Development

Website Resources

Operational Testing

States will begin using Dynamic Learning Maps™ (DLM) Alternate Assessment System scores for accountability purposes in 2014–2015. Educators will have the opportunity to use DLM instructionally embedded assessments in the fall and early spring, and a fully operational assessment window in late spring of 2015. DLM offers two assessment models: year-end and integrated. Each state chooses a model and all DLM students in the state are assessed using that model.

- In the year-end model, educators have the option to use instructionally embedded assessments during the year. In late spring, all students in each grade are assessed on the same Essential Elements (EE). Scores used for accountability are only based on the late spring assessment administration.
- In the integrated model, educators have some choice of which EEs are taught and assessed. Instructionally embedded assessment is required, but the timing and frequency of assessment varies by state. In late spring, all students are retested on a small number of EEs, for which they were taught and assessed earlier in the year. Scores used for accountability are based on a student's cumulative assessment results throughout the year.

To learn more about your state's additional resources and guidance, select your state below.

Select State

Website Resources

- Educator Resource Page
  - http://dynamiclearningmaps.org/

DLM Help Desk

1-855-277-9751 (toll-free) or

DLM-support@ku.edu

- Testing environment issues
- Test administration and user account issues
- Student information issues

Help Desk

- Usually open Monday through Friday from 8:00 a.m. to 7:00 p.m. Central Time.
- During your state's spring testing window, open from 7:00 a.m. to 7:00 p.m. Central Time.

THANK YOU!

For more information, please go to:
www.dynamiclearningmaps.org

For Professional Development, contact:
dlmpd@unc.edu

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