



What do I need to do to get ready for the fall test window?

DLM webinar #1 – August 24, 2023



Kansas leads the world in the success of each student.

Objectives:

- To understand the concept of Least Dangerous Assumption and the role it plays in Assessment Decisions
- To understand who takes the Dynamic Learning Maps (DLM) Alternate Assessment
- To understand how to gain access to Educator Portal for the fall and spring DLM test windows.



Agenda:

- 3:00-3:30 Least Dangerous Assumption and Verifying DLM Eligibility
- 3:30-3:40 Dynamic Learning Maps Alternate Assessment
- 3:40-3:50 Educator Portal and Required Training
- 3:50-3:55 Resources
- 3:55-4:00 Questions



Least Dangerous Assumption

Theory of Presuming Competence



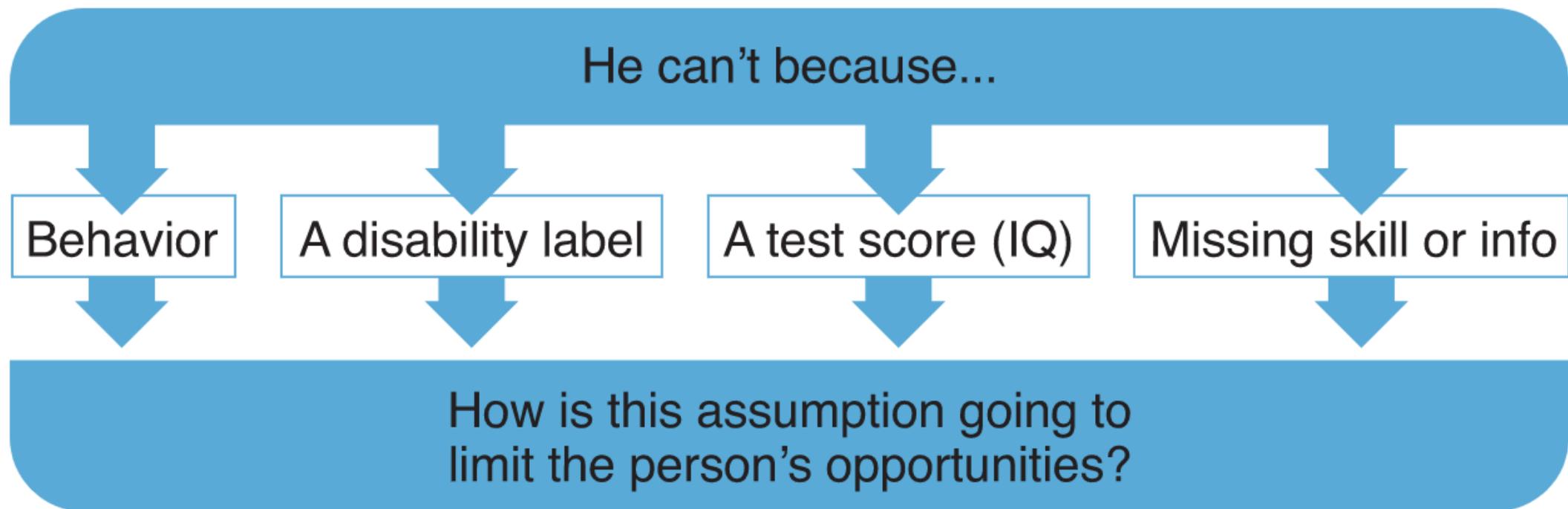
Theory of Presuming Competence

- Theory of Presuming Competence: Least Dangerous Assumption
- “...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.”
- – Anne Donnellan, 1984 as quoted by Cheryl Jorgensen, 2005



Least Dangerous Assumption – TIES Center Tip #6

TIES Center: Tip #6 Using the Least Dangerous Assumption in Educational Decisions



Least Dangerous Assumption- points to ponder

1. Do all people have different talents and skills?
2. Is intelligence measured accurately and reliably enough to base students' educational programs and future goals on test results?
3. Do children learn best when they feel valued, when people hold high expectations for them, and when they are taught and supported well?



3 Principles of the least dangerous assumption

**THE LEAST
DANGEROUS ASSUMPTION**

CHRIS BUGAJ
ASSISTIVE TECHNOLOGY TRAINER



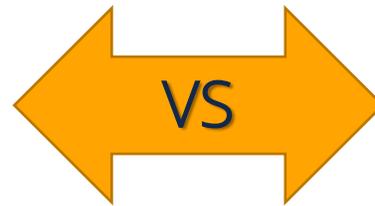
If you are going to fail, fail because you believed in the student not because you placed an artificial limit on the student.

[Chris Bugaj: The Least Dangerous Assumption](#)



The least dangerous assumption is to have high expectations for all students.

What if we assume students CAN learn, so we give them every opportunity, and it turns out they CAN'T?



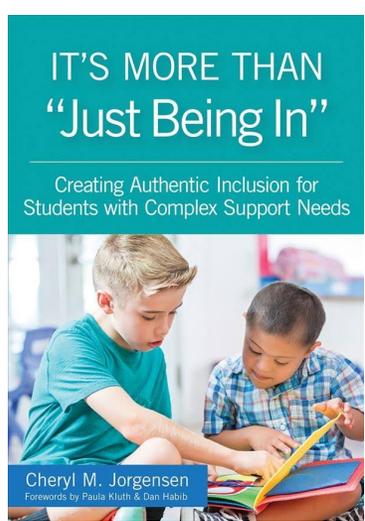
What if we assume students CAN'T learn, so we don't give them every opportunity, and it turns out they CAN?



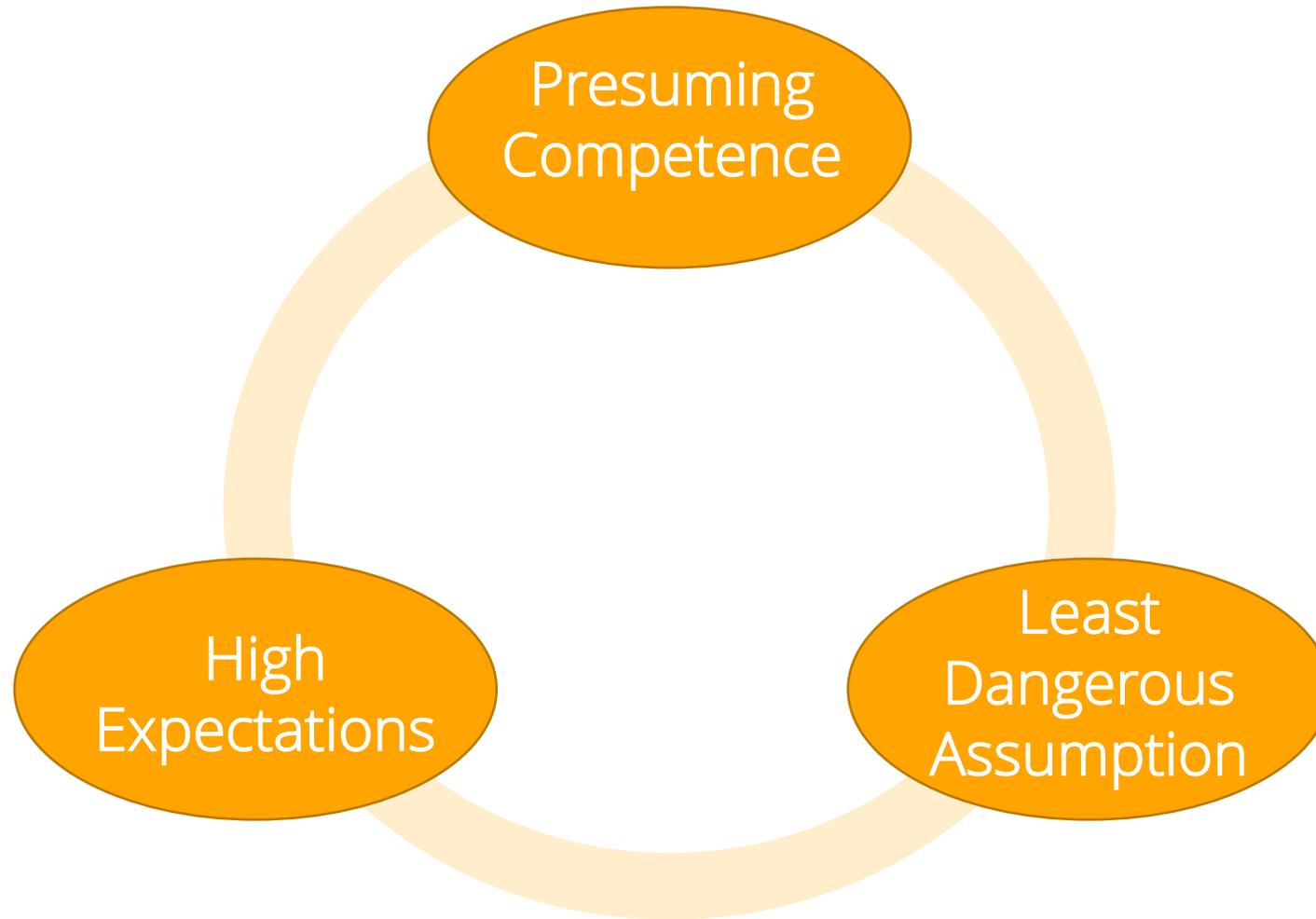
Flawed assumptions

- Intelligence is something that can be reliably measured.
- Students with intellectual disabilities cannot learn general education academic content.....so there's no benefit to being in general education classes.
- The choice between a student being in general education or getting their needs met is an either/or situation.

Jorgenson, C.M.(2018). "It's More Than 'Just Being In': Creating Authentic Inclusion for Students with Complex Support Needs."



Improving Student Outcomes



Questions to Ponder



Purpose of Alternate Assessments

IDEA Sec. 300.160 Participation in Assessment



IDEA

Sec. 300.160 Participation in assessments

(a) General. A State must ensure that all children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.



IEP Requirement for Alternate District-Wide and State Assessment

1. It needs to reflect that the student will take an alternate district assessment (and what the teacher is going to do or use for this) and/or state assessment.
2. Why the student isn't able to take the regular district/state assessment. Ex. The student has a most significant cognitive disability and would not be able to complete or access the district/state assessment with accommodations. The student is currently untestable using standardized test. Currently the student is working from the grade-level Essential Elements which are at a reduced depth, breadth, and complexity.
3. Why the alternate district assessment is appropriate. Ex. The student is working from the grade-level Essential Elements at the distal precursor level.
4. For students taking the alternate assessment, each goal must have at least 2 benchmarks/objectives.



Verifying DLM eligibility

DLM Participation Guidelines and resources



Steps for Verifying DLM eligibility

- Review each student's IEP.
- Does the IEP indicate the student takes an alternate state assessment?
- Does the student have at least 2 benchmarks/objectives for each goal?
- Complete the DLM participation guidelines to ensure student is still eligible for the DLM.
- Review the student's previous year-end individual reports. Does this student still need to be assessed on the DLM or can they be transitioned to the general assessment?
- The year end report will not be available until after your test coordinator rosters your students to you for the 2023-2024 school year.



KSDE DLM Participation Guidelines- updated

KANSAS STATE DEPARTMENT OF EDUCATION

GUIDELINES



Dynamic Learning Maps

PARTICIPATION GUIDELINES FOR KANSAS

The criteria for participation in Kansas' Alternate Assessment/Dynamic Learning Maps (DLM) reflect the pervasive nature of a student with a **most significant cognitive disability in the state**. Individualized Education Program (IEP) teams must select the alternate assessment as the only option for **ALL** subject content areas assessed.

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment.

1. A specific disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
4. Expected poor performance on the general [education](#) assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. English Language Learner (ELL) status.
9. Low reading level/achievement level.
10. Student's anticipated disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., text to speech, assistive technology/AAC) to participate in assessment process.



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July 2023



Name of Student: _____

Date: _____

The student is eligible to participate in the DLM if **ALL** responses below are marked YES.

KSDE DLM Participation Guidelines- pg 2

CRITERIA	YES	NO	SUPPORTING EVIDENCE
<p>1. Cognitive assessment data supports a most significant cognitive disability (<u>intellectual</u> disability).</p> <p>PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>2. Adaptive assessment data supports a most significant deficit in adaptive behavior.</p> <p>PARTICIPATION CRITERION DESCRIPTORS: Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ or more SD below the mean.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards.</p> <p>PARTICIPATION CRITERION DESCRIPTORS: Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student. All goals must have at least 2 benchmarks/objectives.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in ALL grade-and age-appropriate curriculum at a reduced depth, <u>breadth</u> and complexity.</p> <p>PARTICIPATION CRITERION DESCRIPTORS: The student:</p> <p>a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.</p> <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, <u>demonstrate</u> and transfer skills across multiple settings.</p>	<input type="checkbox"/>	<input type="checkbox"/>	



Review of the eligibility criteria #1

1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability).

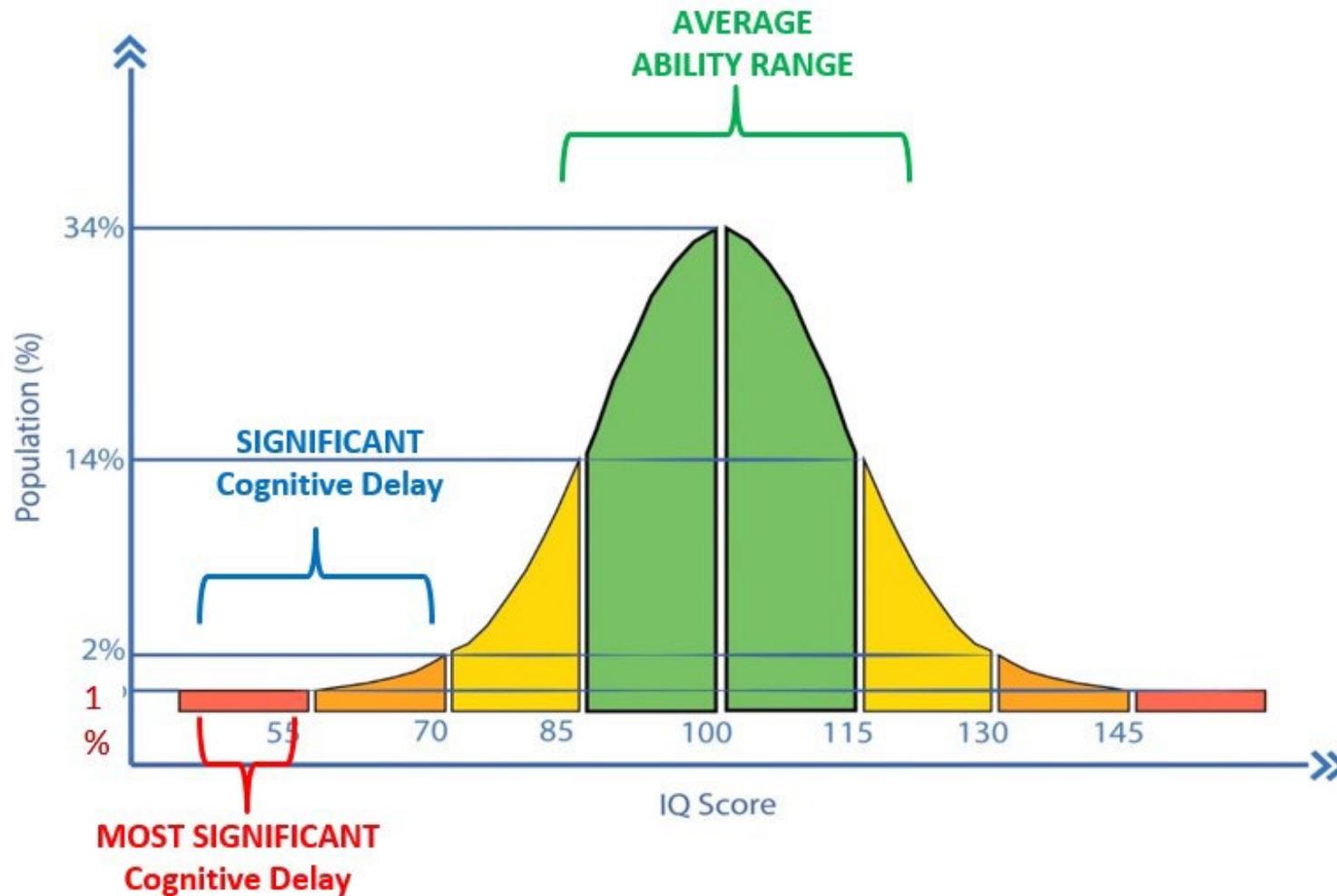
PARTICIPATION CRITERION DESCRIPTORS:

Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.

Student must have a deficit in the student's ability to plan, comprehend, and reason. While a student with only a specific learning disability, speech impairment, or emotional disturbance may have significant academic challenges, he or she has the intellectual potential to reach grade-level expectations. The description of specific learning disability, speech impairment, and emotional disturbance and the definition of significant cognitive disability present conflicting information.



Student Eligibility



Most Significant Cognitive Disability = typically 2 ½ SD or more below the mean



Tool B: Intellectual Functioning Tool

- The Kansas criteria to participate in the DLM is: the student has a most significant cognitive disability (defined as typically functioning 2 ½ or more standard deviations below the mean).
- It may be more helpful for the IEP team to consider a continuum of intellectual functioning as shown in the tool.
- No one characteristic should solely determine whether intellectual functioning is at a level that suggests the AA-AAAS is the appropriate assessment

Intellectual Functioning Tool

Student Name: _____ Date: _____

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Verbal Intelligence/Cognition (related to language skills)			
Verbal intelligence in average range or above (85 IQ or above)	Verbal Intelligence 1 to 2 SD below mean (84-71)	Verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Verbal Intelligence 2.5 SD or more below mean (63 or lower)
Nonverbal Intelligence/Cognition (related to visual-spatial skills)			
Non-verbal intelligence in average range or above (85 IQ or above)	Non-verbal Intelligence 1 to 2 SD below mean (84-71)	Non-verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Non-verbal Intelligence 2.5 SD or more below mean (63 or lower)
Thinking/Reasoning/Problem-Solving			
Reasoning and problem-solving skills at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving
Executive Function/Attention/Memory			
Cognitive planning and working memory at age-level or within average range on an assessment	Minimal assistance (e.g., general education interventions/supports) needed to support cognitive planning and working memory	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory
Learning			
Learning grade level academic skills	Learning grade level academics with general education supports	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports



Review of the eligibility criteria #2

2. Adaptive assessment data supports a most significant deficit in adaptive behavior.

PARTICIPATION CRITERION DESCRIPTORS:

Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ or more SD below the mean.

Limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains

It is unlikely to see these deficits in a student with a high incidence disability only, such as a specific learning disability, speech impairment, or emotional disturbance.



Behavior: What's the difference?



Adaptive Behaviors (Life Skills)

A collection of skills people use to function in everyday life.

Examples:
Personal care skills
Independent living skills
Social skills
Communication
Self-direction

Slide Borrowed with permission from Arkansas Division of Elementary and Secondary Education

Maladaptive Behaviors

Behaviors which inhibit a person's ability to adjust to different situations.

Examples:
Ritualistic behaviors
Self-injurious behaviors
Aggressive behaviors
Non-Attentive behaviors
Attention-seeking behaviors
Addictive behaviors

Tool C: Adaptive Functioning Tool

Adaptive Functioning Tool

Student Name: _____ Date: _____

Adaptive Behavior Scale

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Overall adaptive behavior score in average range or above (standard score 85 or above)	Adaptive behavior 1 to 2 SD below mean (ss 84 - ss 71)	Adaptive behavior 2 to 2.5 SD below mean (ss 70 - ss 64)	Adaptive behavior 2.5 SD or more below mean (ss 63 or lower)

Conceptual

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Age-level expressive and receptive communication skills	Communicates expressively and receptively with minimal prompting/assistance	Beginning to communicate wants/needs/preferences using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Learning grade level academics with general education supports	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports

Social

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
No instruction is needed on responsibility, following rules, interpersonal skills	General instruction addressed through MTSS and general education interventions for responsibility, following rules, and interpersonal skills	Systematic, direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills (Prescriptive is specifically designed for one particular student based on his or her needs.)
Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show student has adequate to excellent social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student would benefit from general classroom social skills instruction.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs systematic instruction to improve social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs individually planned instruction designed to match his/her skills and weaknesses.

No curricular intervention needed	Social skills curriculum appropriate for whole classroom is sufficient.	Structured social skills curriculum designed for small groups, including direct instruction, is needed.	Individualized, step-by-step planned curriculum with extensive modeling and practice is essential.
At mastery prior to instruction	Large group instruction with differentiation is sufficient	Small group instruction with differentiation is needed	Individualized one-on-one instruction is needed

Practical

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
No instruction needed on daily living skills or community living skills	Minimal assistance/supports for daily living skills and community living skills; student will likely be successful living independently and holding a job	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult

- The Kansas criteria to participate in the DLM is: the student has significant deficits in adaptive behavior (defined as typically functioning 2 ½ or more standard deviations below the mean).
- It may be more helpful for the IEP team to consider a continuum of adaptive functioning rather than a yes or no response.
- No one characteristic or rating should solely determine whether adaptive functioning is at a level that suggests the AA-AAAS is the appropriate assessment.



Review of the eligibility criteria #3

3. The student is primarily being instructed or taught using the DLM Essential Elements as content.

PARTICIPATION CRITERION DESCRIPTORS:

Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.

Teaching that includes hands-on materials, demonstrating concepts along with verbal directions, new tasks broken into small steps, prompting or shaping accurate performance, multiple opportunities and examples, and repeated student practice beyond disabled peers. Usually perform significantly below grade-level proficiency (an elementary student may perform 3 or more grade levels below age appropriate peers, while a high school student may perform 7-9 grade levels below age appropriate peers).



Review of the eligibility criteria #4

4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in all grade-and age-appropriate curriculum.
 - a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.

 - b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

IEP goals are both functional and academic in nature.

Instruction appears very different from the instruction of their age-appropriate peers.

Requires daily individualized instruction in every academic area that is on a substantially different level of rigor than peers with disabilities.

Often requires an alternate curriculum, modified tasks, modified requirements, and frequent prompting that differs from his or her peers receiving special education services.



KSDE DLM Participation Guidelines- pg 3

CRITERIA	YES	NO	SUPPORTING EVIDENCE
<p>5. Parent/legal education decision-maker notification includes discussion of ALL of the following areas.</p> <ul style="list-style-type: none"> The differences between the alternate achievement standards and academic content standards for the grade in which the student is enrolled, including any effects of State and local policies on the student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards; <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> That the student's achievement will be measured based on alternate achievement standards; <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma; <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> That the student will not be prevented from attempting to complete the requirements for a regular high school diploma. <p>AND</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> The LEA provided the parent(s)/legal education decision-maker with ALL of the above information in an understandable and uniform format and in a written language or oral translation that the parent(s)/legal education decision-maker can understand. 	<input type="checkbox"/>	<input type="checkbox"/>	

Supporting evidence –
Shared/reviewed the
Alternate Assessment
Notification with
Parents/legal
Education
decision-maker

Please sign and date that all criteria have been discussed.

Parent/legal education decision-maker: _____ Date: _____

Parent/legal education decision-maker: _____ Date: _____



What is a most significant cognitive disability?

KSDE DLM Participation Guidelines- pg 4

The term “**most significant cognitive disability**” isn’t a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of participation in the statewide student assessment program. This subgroup of students referred to in the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) as having the “most significant cognitive disabilities” constitutes **less than 1%** of the student population. The students are:

1. Within one or more of the existing categories of disability under IDEA (e.g., Intellectual disability, autism, multiple disabilities), and
2. Whose cognitive impairments and adaptive behaviors may prevent them from attaining grade-level achievement standards even with extensive direct individualized instruction and substantial supports.

Learner Characteristics

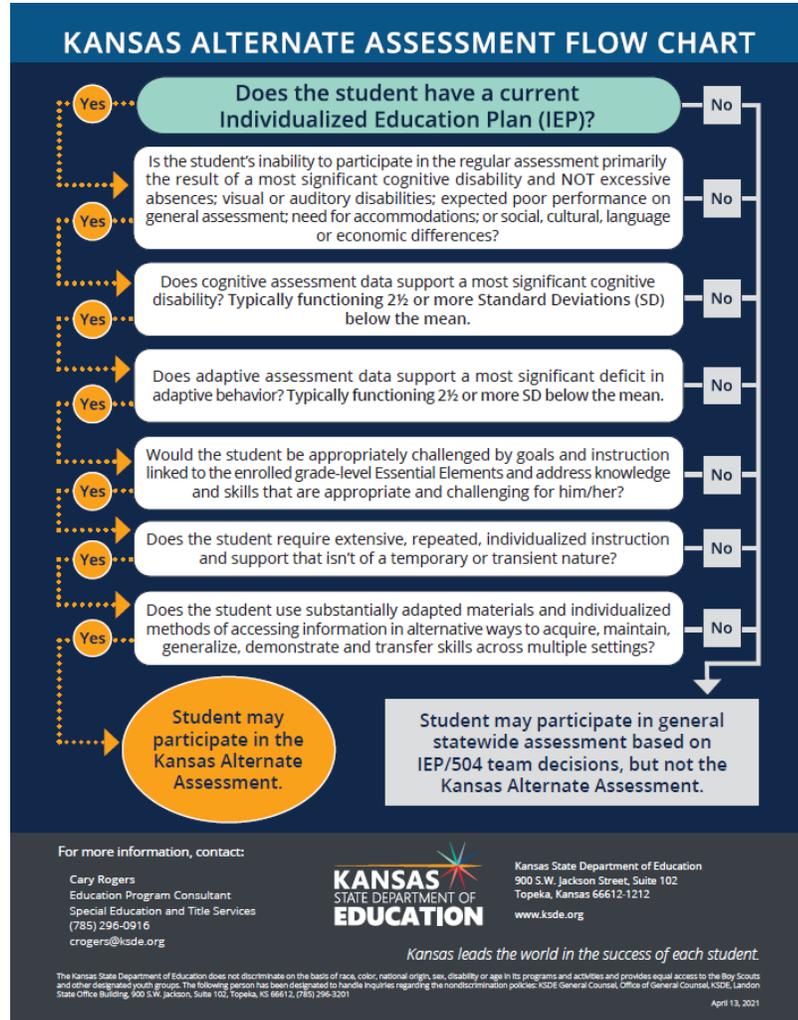
- A most significant cognitive disability with **co-existing deficits in both communication and adaptive behavior**. Typically functioning 2 1/2 or more SD below the mean.
- A most significant cognitive disability impacts learning, memory, judgment and processing which impacts learning acquisition.
- Perform substantially below grade level expectations on the academic content standards for the age-appropriate grade they are enrolled, even with the use of accommodations and modifications.
- Require extensive, specially designed individualized instruction, and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum (at a reduced depth, breadth and complexity).
- Requires more time for:
 - a. Processing
 - b. Opportunities to generalize language.
 - c. Time to learn and process language.
 - d. Alternate ways to communicate including augmentative.
 - e. Alternative communication to supplement or replace speech or writing.

Educational Considerations

- IEP teams are responsible for making the determination of a **most significant cognitive disability** for the purpose of participation in statewide student assessments.
- Requires the IEP team to complete the DLM Participation Guidelines for Kansas form.
- Requires a “yes” answer to **ALL** participation criterion on the DLM Participation Guidelines for Kansas.
- DLM is used as the assessment tool in **ALL** content areas during the statewide student assessments.
- The IEP goals and benchmarks/objectives are aligned to the enrolled grade-level DLM Essential Elements. All goals must have at least 2 benchmarks/objectives.
- The IEP addresses knowledge and skills that are appropriate and challenging for the student.
- Instruction using the Essential Elements reduces exposure to the full depth, breadth, and complexity of the **GENERAL** curriculum.
- Students performing “at target” or “advanced” on both English language arts and mathematics on the DLM year-end report may need transitioned to the general assessment with appropriate accommodations in order to be appropriately challenged.
- Students instructed on general education content standards aren’t eligible for the DLM assessment.
- Parents/legal education decision maker are notified of the potential implications for participating in the alternate assessment.



Kansas Alternate Assessment Flow Chart and Rubric for Determining Eligibility for the DLM



KANSAS STATE DEPARTMENT OF EDUCATION Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) for Students with the Most Significant Cognitive Disabilities

Student Name: _____ Date: _____
 School: _____ Date of Birth: _____
 Parent(s)/Guardian(s): _____ Grade: _____

This rubric is provided as a companion document to the *DLM Participation Guidelines* to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in Kansas's Alternate Assessment for Students with the most significant cognitive disabilities.

IEP Teams must use various data sets in review of a student's eligibility to take the Alternate Assessment which could include but is not limited to:

- Evaluation Team Reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive Technology evaluation
- Speech and Language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence for the decision to participate in the Alternate Assessment is NOT BASED on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

Note: Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility, as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

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My student qualifies for the DLM

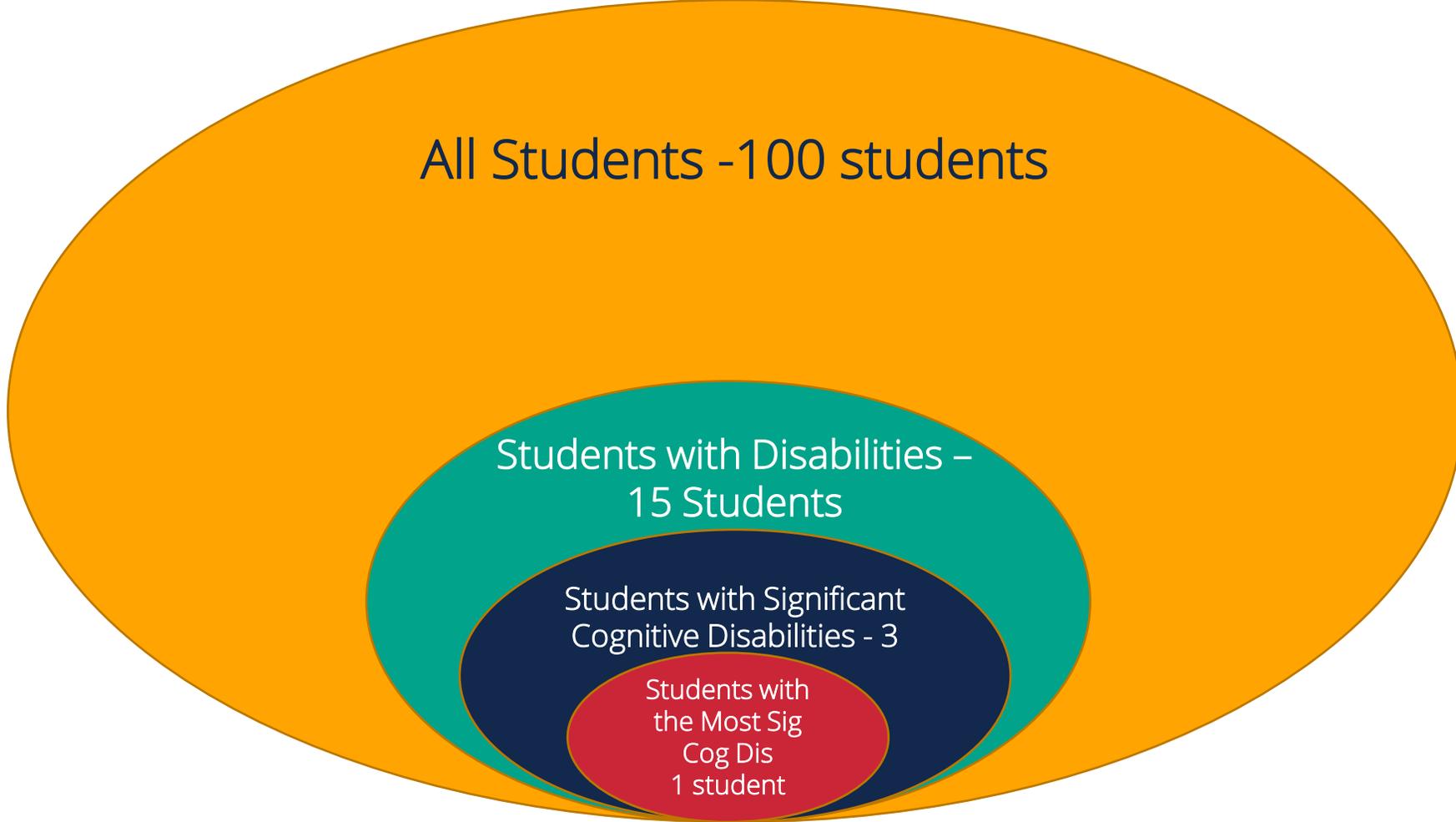
- Find out who your district test coordinator is.
- Provide your district test coordinator with the name(s) of students who qualify for the DLM, the student(s) grade level, primary exceptionality from the IEP, and the subjects your student will be taking in the DLM. (Note: students who take the DLM take it in all subject areas for that grade level. A student can not take a DLM in ELA and general assessment in math.
- Let your district test coordinator know if you do not have an Kite Educator Portal account or if you are new to the DLM. You will not be able to complete the required training until this is done.
- Your district test coordinator can get you access to Kite Educator Portal as a teacher for the DLM assessment. They will also be the individual to upload your students and roster files that link your students to you in each subject area.



My student no longer meets eligibility requirements for the DLM

- IEP or IEP amendment must be done to remove the alternate assessment
- Contact your district test coordinator to remove the student from the DLM and add the student to the KAP
- We ask teams to take care of this in the fall before administering any DLM testlets if possible.
- If a student has to be exited after beginning the DLM, that is fine. We want the right students taking the right test.
- Discuss what accommodation the student needs in order to access grade level academic content.





Statewide 1%



Additional Guidance Documents

- [Participation Guidelines \(PDF\)](#)
- [Kansas Alternate Assessment Flow Chart \(PDF\)](#)
- [Rubric for Determining Student Eligibility for the Kansas Alternate Assessment \(DLM\) \(PDF\)](#) (Companion document to the DLM Participation Guidelines)
- [IEP Team Resource Making Decisions about Participation in the Alternate Assessment \(PDF\)](#)



Dynamic Learning Maps (DLM)



Testing Schedule: Fall Test Window and Spring Test Window

DLM Dates



DLM Dates	Date open	Date closed
Required training	August 3, 2023	none
Fall testing window	September 11, 2023	December 22, 2023
Spring testing window	February 5, 2024	April 26, 2024

Who tests?



Test Window	ELA	Math	Science	HGSS
Fall Test Window	Grades 3-8, 10	Grades 3-8, 10	Optional Grades 5, 8, 11	Only required 1 time per year
Spring Test Window	Grades 3-8, 10	Grades 3-8, 10	Grades 5, 8, 11	Grades 4, 7, once in HS

What needs to be done before September 11th?

- DLM Test Coordinator Checklist
 - Make sure all teachers administering the DLM have access to Educator Portal as a teacher for the DLM (monitor using the Training Status extract)
 - Make sure students are enrolled and rostered in Educator Portal (use the Student Roster and First Contact Survey Status extract to monitor)
 - Use Manage Special Enrollments for students who are accountable to another district.
- DLM Test Administrator Checklist
 - Complete DLM required training
 - Use the updated DLM participation guidelines to verify that students are eligible for the DLM alternate assessment
 - Communicate with test coordinators – make sure they have the name, SSID, grade, primary exceptionality, and subjects the student will need to be enrolled in
 - Complete the First Contact Survey



DLM Test Administrator Checklist

August-September 10, 2023

✓	Task	Resource
	Verify DLM participation guidelines for each student	Participation Guidelines (PDF)
	Sign up for DLM test updates	Subscribe to DLM Test Updates
	Sign up for KAA listserv	To sign up, send this information: Subject line: KAA Listserv Body of message: Email address, First Name, Last Name, USD Number, USD Name, Send to this address: crogers@ksde.org
	Notify district test coordinator of student, primary exceptionality, grade, and subjects for DLM	--
	Login to Educator Portal (role- teacher; assessment program- DLM)	Educator Portal Contact district test coordinator if you do not have access
	Sign security agreement in Educator portal	Educator Portal
	Complete required Test Administrator Training (2 1/2 hours - new teachers; 1 1/4 hour - returning teachers) Must pass with 80% and print certificate	Training Course username: school email; password: everything in front of the @ from school email
	View and check student data and rosters	Educator Portal
	Complete/Update PNP Profile for each student	Educator Portal Accessibility Manual (pdf) , Educator Portal User Guide (pdf)
	Complete/update first contact for each student (make sure the primary exceptionality matches the IEP)	Educator Portal Educator Portal User Guide (pdf)
	Have Kite Student Portal loaded on all testing devices	--

September 11-December 22, 2023

✓	Task	Resource
	Print Kansas Essential Elements Blueprint/Record for each student according to grade level	Kansas Essential Elements Blueprint/Selection Record Math and English Language Arts by Grade (PDF)
	Choose EE's by linkage level to meet the blueprint requirements for that grade and subject.	Educator Portal Educator Portal User Guide (pdf)
	Teachers may use the EE by linkage level data for planning and monitoring instruction	Kansas Essential Elements by Linkage Level Data: Grade 3-Grade 11 (PDF)
	Begin instruction on individual EE's	Refer to DLM Professional Development Modules
	Access practice activities and release testlets to familiarize the students with the format	Guide to Practice Activities and Released Testlets (pdf)
	Assign testlet when student is ready Read or print teacher information page	Educator Portal Educator Portal User Guide (pdf)
	Administer the required number of testlets per grade and subject to meet the blueprint requirements	Kansas Essential Elements Blueprint/Selection Record Math and English Language Arts by Grade (PDF) Kite Student Portal
	Check to ensure blueprint requirements are met on the student activity table on Educator Portal. (essential element status report)	Educator Portal Educator Portal User Guide (pdf)

February 5-April 26, 2024

✓	Task	Resource
	Choose EE's by linkage level to meet the blueprint requirements for that grade and subject.	Educator Portal Educator Portal User Guide (pdf)
	Teachers may use the EE by linkage level data for planning monitoring instruction	Kansas Essential Elements by Linkage Level Data: Grade 3-Grade 11 (PDF)
	Begin instruction on individual EE's	Refer to DLM Professional Development Modules
	Assign testlet when the student is ready to test. Read or print teacher information page	Educator Portal Educator Portal User Guide (pdf)
	Administer the required number of testlets per grade/subject to meet the blueprint requirements. Science administer all 9 testlets.	Kansas Essential Elements Blueprint/Selection Record Math and English Language Arts by Grade (PDF) Kite Student Portal
	Check to ensure blueprint requirements are met on the student activity table on Educator Portal. (essential element status report)	Educator Portal Educator Portal User Guide (pdf)



Fall Window: Sept. 11 - Dec. 22



Essential Elements for ELA and Mathematics

- are selected in the Instruction and Assessment Planner
- are required to be assessed
- have blueprint requirements
- contribute to a student's final, end-of-year Individual Student Score Report

Essential Elements for Science

- are selected in the Instruction and Assessment Planner
- are not *required* to be assessed
- do not have blueprint requirements
- do not contribute to the student's final, end-of-year Individual Student Score Report

Spring Window: Feb. 5 – April 26, 2024



Essential Elements for ELA and Mathematics

- are selected in the Instruction and Assessment Planner
- are required to be assessed
- involve the same blueprint requirements as were used for the fall window
- contribute to a student's final, end-of-year Individual Student Score Report

Essential Elements for Science

- are not selected in the Instruction and Assessment Planner
- are required to be assessed
- are all assessed for a student's grade band; therefore, no need for blueprint options
- contribute to a student's final, end-of-year Individual Student Score Report

Kite Educator Portal



Educator Portal



- Login to [Educator Portal](#) If this is your first-time using Kite Educator Portal you will receive an email invitation from Kite-support@ku.edu after your assessment coordinator has added you. Click on the link in your email. You will be directed to set up a password. Usernames are now case insensitive.
- Ensure that you can access “DLM” for Assessment Program and “teacher” for Role.
- If you can’t access these, you need to contact your district test coordinator and request access to Educator Portal as a DLM teacher. You will not be able to complete your required training until this is done.

Logged in as Nancy Keating , [Sign Out](#)

Role:

Organization:

Assessment Program:



Security Agreement Update

Requires the user to accept the security agreement in order to access Educator Portal

- Users who do not accept the security agreement will not be allowed to access the application.
- The user can accept the terms to move on or stay stuck on the screen.
- After the user accepts the security agreement, they will no longer receive the pop-up message after they log in.

Questions about security expectations should be directed to the local assessment coordinator.

I have read this security agreement and agree to follow the standards.

Save

Once the security agreement is accepted, the system will send the required training to the training site. There is up to a 3 hour wait time before you are able to log into Moodle for required training.



Required training



New Test Administrators

- Four modules – 3 hours
 - Video
 - PDF PPT slides and transcript (optional)
 - Key points guide (optional)
 - Process activity (optional)
 - Post-test
 - Helpful reminders (optional)
- Optional videos Score Report, First Contact Survey, and DLM instructionally Embedded Assessments
- Facilitated and self-directed options

Returning Test Administrators

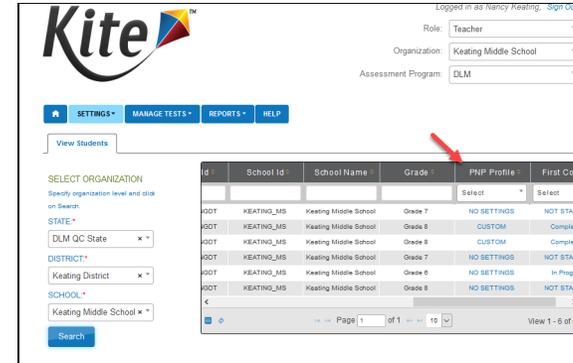
- One module – 1 hour
 - Video
 - PDF PPT slides and transcript (optional)
 - Four-part post-test
 - Helpful reminders (optional)
- Optional videos Score Report and First Contact Survey
- Self-directed option only

Required training (2)

- Required training is now accessed via Educator Portal (single login)
- Refer to the [Guide to Required Training](#) on the DLM website. Must pass quizzes with 80% accuracy
- Make sure to click the link that says *2023-24 DLM Test Administrator Certificate* for the successful completion to register. That link will only appear if all required quizzes are completed with a passing grade.



Kite Educator Portal: view students and rosters



- [Educator Portal Users Guide](#)
- View and check student data and rosters (all students rostered to the correct grade and subjects)
- Complete/update each student's PNP Profile in Educator Portal.
- Complete/update each student's First Contact in Educator Portal (EEs can not be chosen until the first contact is completed).
- Install Kite Student Portal on assessment devices (you must delete KITE client and install Kite Student Portal).

Search by Student Name in Find Student

- Add student first and last name search fields to Find Student for states that opt-in
- Both student first and last name fields are required
- Search by student name only applies to currently enrolled students
- No changes made to search by State Student Identifier

The screenshot shows a web application interface for finding students. At the top, there are navigation buttons: HOME, SETTINGS, MANAGE TESTS, REPORTS, DASHBOARD, and HELP. Below these are action buttons: View Students, Find Student (highlighted), Add Student, Transfer Students, Exit Student, Upload Enrollment, and Upload TEC. The main section is titled "Find Student: Enter State Student Identifier". It has three input fields: "STATE STUDENT IDENTIFIER:*" (empty), "STUDENT FIRST NAME:*" (containing "OLLIE"), and "STUDENT LAST NAME:*" (containing "ATWOOD"). Below the fields is a "Search" button. A note states: "Please note that, when searching by name, only enrolled students within your organization will be presented. In addition, there may only be one search criteria entered: State Student Identifier OR first and last name." Below the note is a table with the following data:

Last Name	First Name	Middle Name	State Student Identifier	Current Grade	School
ATWOOD	OLLIE		123456789	11	DLM High School
ATWOOD	OLLIE		1122334455	10	ATLAS High School

Below the table is a "View" button and a pagination control showing "Page 1 of 1", "10 per page", and "1-2 of 2 items".



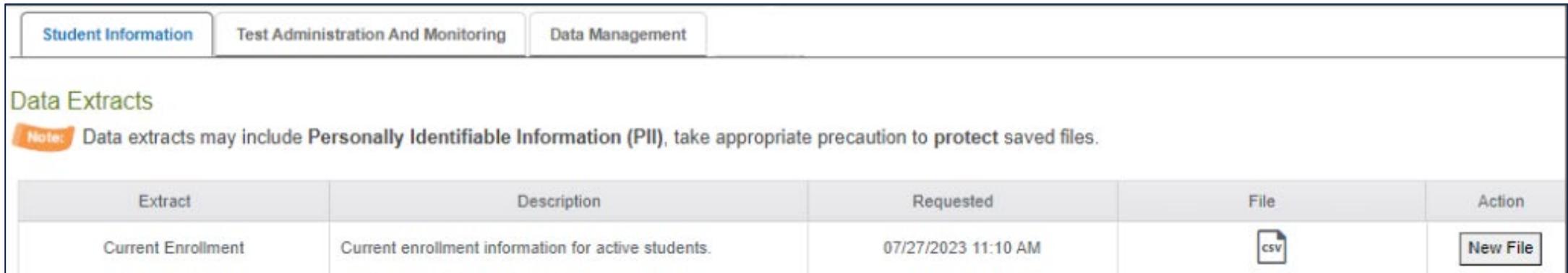
First Contact Survey Changes for 2023-2024

- All students will need new First Contact Surveys completed in the fall due to changes in the First Contact Survey questions.
- First Contact Survey Question 2023-24



Data Extract Tabs

- Tabs have been added in Data Extracts to help you find relevant documents



The screenshot shows a web interface with three tabs: "Student Information", "Test Administration And Monitoring", and "Data Management". Below the tabs is a section titled "Data Extracts" with a note: "Note: Data extracts may include Personally Identifiable Information (PII), take appropriate precaution to protect saved files." Below the note is a table with the following data:

Extract	Description	Requested	File	Action
Current Enrollment	Current enrollment information for active students.	07/27/2023 11:10 AM		New File



DLM Data Extracts Reorganization

Extracts and reports organized into tabbed categories

Student Information	Test Administration and Monitoring	Data Management
Current Enrollment	DLM Instructionally Embedded Monitoring	Security Agreement Completion
First Contact Survey File	DLM Blueprint Coverage Summary	Training Status
PNP Setting Counts	TIP Access	Users
PNP Settings	-	-
Roster	-	-
Student Roster and First Contact Survey Status	-	-
Parent Portal Registration	-	-
Parents	-	-



Student Roster and First Contact Survey Status Extract

- To be eligible for test assignment, a student must:
 - be enrolled
 - rostered
 - First Contact Survey completed
- Student Roster and First Contact Survey Status extract will provide testing readiness information in one place
 - grade student is enrolled
 - all subjects the student is rostered
 - First Contact Survey status and completion date



Resources



IEP Team Resource: Making Decisions about Participation in the Alternate Assessment

Section 1: Informing All IEP Team Members about the Kansas AA-AAAS

Tool A: Assessment Information for IEP Team Members

Section 2: Preparing for the Decision about Whether the Student Should Participate in the Kansas AA-AAAS

Tool B: Intellectual Functioning Tool

Tool C: Adaptive Functioning Tool

Tool D: Instruction and Supports Documentation

Tool E: Previous Test Participation and Performance Documentation

Tool F: Communication Skills Documentation

Section 3: Discussing Information Relevant to the Assessment Decision During the IEP Meeting

Tool G: Expectations for the Student's Future

Tool H: Implications of Participation in General and Alternate Assessment

Tool I: Intellectual Functioning, Adaptive Functioning, and Previous Participation and Performance Summary

Tool J: Alternate Assessment Notification

Section 4: Reviewing Decisions about Instruction and Assessment

Tool K: Aggregation of Assessment Decisions by School and District

Tool L: Review of Aggregate Decisions by School and District

Appendix – 2 case studies (1 student who would be eligible for the DLM/ 1 student who would not be eligible for the DLM)



KS Alternate Early Literacy Screener

KDG – 3rd grade

- The Kansas Alternate Early Literacy Screener is a simple rubric that assesses students' early literacy skills as they relate to skill domains within English Language Arts (print concepts, phonological awareness, phonics and word recognition, fluency and comprehension). The rubric is meant to be completed for each student with a Significant Cognitive Disability (grades K-3) by their teacher, based on the student's performance on Individualized Education Program (IEP) goals and every day early literacy instruction within the classroom.



Who takes the Alternate Screener?

- Student is in grades Kindergarten, 1st, 2nd, or 3rd grade; and
- Student has a most significant cognitive disability that significantly impacts intellectual functioning and adaptive behavior; and
- Student is learning content linked to the DLM Essential Elements; and
- Student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum, and
- Determined by the IEP team.



HGSS Alternate Assessment Rubric

- Grades 4, 7, and HS (Grade 10, 11, or 12)
- Classroom based assessment
- The rubric has been updated to include a column at the end to put the students score
- Only needs to be completed 1 time per year, but can be completed more and the best score reported

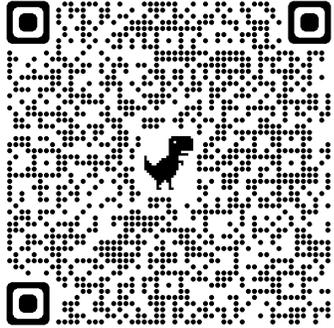


Resource Links

- [KSDE DLM webpage](#)
- [KSDE Assessment webpage](#) (Assessment page)
- [DLM webpage](#)
- [TASN website](#)
- [Navigating Change 2020](#)
Essential Elements Assessment Rubrics by
grade band



KSDE DLM website



Dynamic Learning Maps (DLM) & Essential Elements

The DLM project is guided by the core belief that all students should have access to challenging grade-level content. The DLM Alternate Assessment System will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, learning happens as part of instruction, which both informs teaching and benefits students.

Dynamic Learning Maps for Kansas: <http://dynamiclearningmaps.org/kansas> (external link)
Resources on Materials and Blueprints, Videos, Training, and Educator Resources, Templates, Scoring & Reporting, and more.

Essential Elements are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Essential Elements are related to college- and career-readiness standards for students in the general population at a reduced depth, breadth, and complexity.

- Currently tested Essential Elements for ELA (External PDF)
- Currently tested Essential Elements for Math (External PDF)
- Currently tested Essential Elements for Science (External PDF)
- Kansas Essential Elements Blueprint/Selection Record Math and English Language Arts by Grade (PDF)
- Kansas Essential Elements by Linkage Level Data: Grade 3-Grade 11 (PDF)
- K-2 Essential Element Data (PDF)
- Kansas Alternate Early Literacy Screener (PDF)
- History, Government and Social Studies Field Test Alternate Rubric and Information (PDF)

Tools and Resources for IEP teams

- Dynamic Learning Maps (DLM) Fact Sheet (PDF)
- 1% Threshold Fact Sheet (PDF)
- IEP Team Resource Making Decisions about Participation in the Alternate Assessment (PDF)
- AA-AAAS 1% Threshold FAQ (PDF)
- DLM Test Administrator Checklist (PDF)
- How to Create Instructional Plans for the DLM Alternate Assessment (PDF)
- Kansas Alternate Assessment Flow Chart (PDF)
- Kansas Alternate Assessment Notification (PDF) / Spanish (PDF)
- Parent Information Brochure about DLM (PDF) / Spanish (PDF)
- Participation Guidelines (PDF)
- Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) (PDF) (Companion document to the DLM Participation Guidelines)
- Submitting Student Writing Samples in Educator Portal (PDF)
- Teacher Experience for the Teacher Survey (PDF)

Tools and Resources for Test Coordinators

- DLM Test Coordinator Checklist (PDF)
- DLM Test Administration Monitoring Snapshot (PDF)
- Add a Student Record Manually (PDF)
- Creating a Roster Manually (PDF)
- Data Management Manual (External PDF)
support data managers with managing user, student, and roster data in Educator Portal
- Manage Special Enrollments (PDF)
- Special Circumstance Codes for Kansas Districts (PDF)

For information about Kansas and Dynamic Learning Maps please contact Cary Rogers at crogers@ksde.org

DLM Tiered Technical Assistance Resources

[DLM Training Webinar \(Video link\) / Slides \(PDF\)](#)
[Kansas Student Information Sheet \(Word\)](#)
[Alternate Assessment Participation Monitoring \(PDF\)](#)
[DLM Red Flags Fact Sheet \(PDF\)](#)



Sign up for DLM test updates

Subscribe to KAA listserv

- DLM test updates

Enter first name, last name, and email into form, then submit.

- To sign up for KAA listserv, send this information:

Subject line: KAA Listserv

Body of message: Email address, First Name, Last Name, USD Number, USD Name,

Send to this address: crogers@ksde.org



DLM webinars for 2023-2024

ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME

August 24, 2023: What do I need to do to get ready for the fall test window?

September 14, 2023: How do I write instructional plans?

October 12, 2023: DLM resources – How do I prepare my students for the DLM?

December 7, 2023: DLM fall test window wrap-up – What needs to be finished by Dec 22?

February 8, 2024: DLM spring window

April 11, 2024: DLM wrap-up – What needs to be finished by April 26?

Join Zoom Meeting

Meeting ID: 897 7927 3623

Passcode: 947213

One tap mobile: +13462487799,,89779273623#,,,,,0#,,947213# US (Houston)



Early Literacy Instruction for Students Taking the DLM Webinars

ALL WEBINARS BEGIN 3:00 P.M. CENTRAL STANDARD TIME

August 31, 2023: Assessment of Early Literacy Skills

September 7, 2023: Alphabet Knowledge

September 21, 2023: Phonological Awareness

September 28, 2023: Shared and Independent Reading

October 5, 2023: Independent Writing

October 19, 2023: Predictable Chart Writing

Join Zoom Meeting

Meeting ID: 897 7927 3623

Passcode: 947213

One tap mobile: +13462487799,,89779273623#,,,,,0#,,947213# US (Houston)



Questions





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