Dynamic Learning Maps Webinar

The KSDE SETS team provides online communication to educators relating to the administration of the Dynamic Learning Maps.

August 27, 2020

Recording: https://vimeo.com/452593070

Questions and Answers

Question: Is there a way to see results from prior alternate assessments from other states if a student is new to KS?

KSDE Answer: If you send Cary Rogers crogers@ksde.org the student's state ID 10 digit number, she then can work with DLM and see if they can pull that.

Question: Where do I find the DLM essential elements to use for IEP goals?

KSDE Answer: The goals and objectives listed on the IEP should be linked to the DLM Essential Elements. The DLM essential elements are listed on the dynamic learning maps Kansas page under resources for educators and district staff. Then from there, you go into educator resources for ELA and math. There is an educator resource for science as well. Link to DLM Kansas page: https://dynamiclearningmaps.org/kansas

If you have any questions please reach out to me crogers@ksde.org or 785-296-0916.
What do I need to do to get ready for the fall test window?

DLM webinar #1 – August 27, 2020

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 winter 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
Least Dangerous Assumption

• 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
3 Principles of the least dangerous assumption

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

https://www.youtube.com/watch?v=1rlwA7C-vc8
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 the CAN’T?

VS

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

Presuming Competence

High Expectations

Least Dangerous Assumption
Verifying DLM Eligibility

DLM Participation Guidelines and resources
Verifying DLM eligibility

• Review each student’s IEP.
• Does the IEP indicate the student takes an alternate state assessment?
• 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? (2018-2019)
• The year end report will not be available until after your test coordinator rosters your students to you for the 2020-2021 school year.
The DLM is intended for students with the most significant cognitive disability in the state.
Dynamic Learning Maps
PARTICIPATION GUIDELINES FOR KANSAS

The Kansas State Department of Education's Dynamic Learning Maps (DLM) reflect the diverse nature of student learning within the state. Individualized Education Program (IEP) teams must select the alternate assessment as the only option for students with disabilities. The following guidelines are intended as reference points for determining participation in the DLM Alternate Assessment.

1. A disability category or label,
2. Poor attendance or high absences,
3. Native language/English cultural or economic differences,
4. Expected poor performance on the general education assessment,
5. Academic and other support service needs,
6. Educational environment or instructional setting,
7. Females not receiving special education.

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

- The student has a most significant cognitive disability (Intellectual disability)?
  - Yes: PARTICIPATION CRITERION Descriptor: Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning, typically functioning 2-4 Standard Deviations (SD) below the mean.
  - No:

- The student has significant deficits in adaptive behavior?
  - Yes: PARTICIPATION CRITERION Descriptor: Review of student records indicates a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to be independent and to function safely in daily life). Typically functioning 2-4 Standard Deviations (SD) below the mean.
  - No:

- The student is primarily being instructed (taught) using the DLM Essential Elements as content standards?
  - Yes: PARTICIPATION CRITERION Descriptor: Lesson plans and instruction are provided in the DLM for this student. The student is exposed to the essential skills (DLM Essential Elements and address knowledge and skills that are appropriate and emphasize for this student).
  - No:

- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in all grade and age appropriate curriculum?
  - Yes: PARTICIPATION CRITERION Descriptor: The student:
    - Requires extensive, repeated, individualized instruction and support that is not temporary or limited to specific content areas.
    - Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.
  - No:

*See page 2.

KANSAS STATE DEPARTMENT OF EDUCATION
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Dynamic Learning Maps
PARTICIPATION GUIDELINES FOR KANSAS

What is a most significant cognitive disability?

The term "most significant cognitive disability" is a secondary category of disability and is a designation given to a small number of students with disabilities for purposes of determining the most significant cognitive disability for the purposes of participation in the alternate student assessments. This designation applies to students referred to as "students with disabilities" (IDEA) or "students with an educational disability (SEBD)" having the "most significant cognitive disabilities" who are less than 1% of the student population. These students are:

1. Within one or more of the existing categories of disability (IDEA, SEBD, multiple disabilities, traumatic brain injury).
2. Whose cognitive impairments affect adaptive function and may prevent them from attaining grade level achievement standards, even with systematic instruction.

Educational Considerations

- IEP teams are responsible for making the determination of a student's most significant cognitive disability for the purpose of participation in alternate student assessments.
- Requires that the IEP team complete the DLM Participation Guidelines for Kansas form.
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DLM was used as the assessment tool in all content areas during the statewide student assessments.

DLM Essential Elements are the content level content standards used in the DLM and instruction.

Address knowledge and skills that make the participation challenging for the student.

Reduced exposure to the full depth and breadth of the curriculum.

Students performing "at or above" (advanced) on both English language arts and mathematics on the DLM year-end test may need transitioned to the general assessment with appropriate accommodations in order to be appropriately challenged.

Students instructed on general education content standards are eligible for the DLM assessment.

Helpful Websites

Definition of "Most Significant Cognitive Disability":
https://www.doe.org/education/ideaparticipation/ideactools/definitions.html

Kansas Department of Education-DLM webpage:
https://www.doe.org/education/dlmparticipation/kansas

Dynamic Learning Maps:
https://www.doe.org/education/dlmparticipation/kansas

For more information contact:
Cidy Beggs
Education Program Consultant
Kendall County Special Education Department
785-228-1969
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MAY 2020

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Determination based on the student’s significant cognitive disability and not any of the following:

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
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student’s disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process
Review of the eligibility criteria

1. The student has a most significant cognitive disability – review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning (typically functioning 2 ½ - 3 standard deviations 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.
2. The student has significant deficits in adaptive behavior – those skills and behaviors essential for someone to live independently and to function safely in daily life (typically functioning $2 \frac{1}{2}-3$ standard deviations 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

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
3. The student is primarily being instructed or taught using the DLM Essential Elements as content standards – goals and instruction 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.

   Most likely requires 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. 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
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, 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.
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/Guardian(s): __________________________ Grade: __________________________

This rubric is provided as a companion document to the DLM Participation Guidance to assist individuals and educator programs in determining appropriate accommodations for students with the most significant cognitive disabilities.

1. Does the student have a current IEP (Individualized Education Program) that includes accommodations for the DLM assessment?
   - Yes, the student is eligible for accommodations.
   - No, the student is not eligible for accommodations.

2. Does the data collected provide evidence of a significant cognitive disability (e.g., IQ score of 70 or below) that meets the criteria established by the IEP team?
   - Yes, the student is eligible for accommodations.
   - No, the student is not eligible for accommodations.

3. Does the student have evidence of a significant cognitive disability (e.g., IQ score of 70 or below) that meets the criteria established by the IEP team?
   - Yes, the student is eligible for accommodations.
   - No, the student is not eligible for accommodations.

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

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Statewide 1%

All Students - 100 students

Students with Disabilities – 15 Students

Students with Significant Cognitive Disabilities - 3

Students with the Most Sig Cog Dis
1 student
Dynamic Learning Maps (DLM)

Testing Schedule: Fall Test Window and Spring Test Window
Fall Window: Sept. 14 - Dec. 18

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. 1 – May 7, 2021

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
Update to Read Aloud Text to Speech Voice

• The previous read aloud text to speech voice was very robotic.
• Upgrade: the voice is more lifelike.
• Hear the new voice through the Practice and Released testlets.
  • login information is available on the DLM website.
  • https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Practice_Activities_and_Released_Testlets.pdf
Kite Educator Portal
Educator Portal

• Login to Educator Portal https://educator.kiteaai.org

• 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.

• 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.
Sign your security agreement in Kite Educator Portal

1. Click on My Profile on the right hand side of the screen.

2. Click on Security Agreement
3. Select “I have read the security agreement and agree…”
4. Type your name in the box
5. Click “Save”

Getting started in educator portal/signing security agreement video (4 min)
https://dynamiclearningmaps.org/district_staff-training-resources-im#GettingStartedInEP

There is up to a 3 hour wait time before you are able to log into Moodle for required training

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Required training

• Link to training on the DLM Kansas page
• Training is located at https://training.dynamiclearningmaps.org/login/index.php
• New test administrator training will take approximately 2 hours – 4 modules and quizzes
• Returning test administrator training will take approximately 1 hour and 15 min. – 4 quizzes to take
• Refer to the guide to required training on the DLM website https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Required_Training_IE.pdf
• Must pass quizzes with 80% accuracy
• Login: Username will be your school email; Password is everything before the @ sign on your email
• Make sure to print your certificate – this is how moodle communicates with Educator Portal that the training is completed
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).
New Student Roster and First Contact Survey Status Extract

• To be eligible for test assignment, a student must:
  • be enrolled
  • rostered
  • First Contact Survey completed

• New 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
User Interface Updates

View Rosters: Select Criteria

STATE:
- DLM QC IE State
- Select

DISTRICT:
- DLM QC IE District
- Select

SCHOOL:
- IE District
- IE School

Search

<table>
<thead>
<tr>
<th>Roster Name</th>
<th>Educator Last Name</th>
<th>Educator First Name</th>
<th>Subject</th>
<th>Course</th>
<th>Educator Identification</th>
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<tr>
<td>Barnett ELA</td>
<td>Barnett</td>
<td>Landen</td>
<td>English Language Arts</td>
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<tr>
<td>Barnett Math</td>
<td>Barnett</td>
<td>Landen</td>
<td>Mathematics</td>
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User Interface Updates Continued

- User interface of the tables has been updated

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- Each column has additional features
  - sort ascending
  - sort descending
  - show or hide columns
  - filter options
**DLM Test Administrator Checklist**

<table>
<thead>
<tr>
<th>Task</th>
<th>Resource</th>
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</thead>
<tbody>
<tr>
<td>Verify DLM participation guidelines for each student</td>
<td>[EMD participation guidelines](<a href="https://www.ksde.org/education/dlm/dlm">https://www.ksde.org/education/dlm/dlm</a> participación guidelines)</td>
</tr>
<tr>
<td>Sign up for DLM test updates</td>
<td><a href="https://www.ksde.org/education/dlm/sign-up">Sign up for DLM test updates</a></td>
</tr>
<tr>
<td>Sign up for DLM Recovery</td>
<td><a href="https://www.ksde.org/education/dlm/sign-up">Sign up for DLM Recovery</a></td>
</tr>
<tr>
<td>Notify district test coordinator</td>
<td><a href="https://www.ksde.org/education/dlm">Contact district test coordinator</a></td>
</tr>
<tr>
<td>Login to Educator Portal (new teacher: assessment program - DLM)</td>
<td><a href="https://www.ksde.org/education/dlm">Login to Educator Portal</a></td>
</tr>
<tr>
<td>Sign onto Agreement in Educator account</td>
<td><a href="https://www.ksde.org/education/dlm">Sign onto Agreement in Educator account</a></td>
</tr>
<tr>
<td>Complete required Test Administrator Training (2-2.5 hours; new teachers; 1.5 hour for returning teachers)</td>
<td><a href="https://www.ksde.org/education/dlm">Complete required Test Administrator Training</a></td>
</tr>
<tr>
<td>Complete Update Log Profile for each student</td>
<td><a href="https://www.ksde.org/education/dlm">Complete Update Log Profile for each student</a></td>
</tr>
<tr>
<td>Complete Update first contact for each student to make sure the primary examiner matches the EFI</td>
<td><a href="https://www.ksde.org/education/dlm">Complete Update first contact for each student</a></td>
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<tr>
<td>Have File Student Portal loaded on all testing devices</td>
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**February 7 – April 30, 2021**

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<tr>
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<td><a href="https://www.ksde.org/education/dlm">Choose EEs by using EQUIP</a></td>
</tr>
<tr>
<td>Teachers may use the CBM by using level data for planning monitoring instruction</td>
<td><a href="https://www.ksde.org/education/dlm">Teachers may use the CBM</a></td>
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<td>Begin instruction on individual EEs</td>
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<td>Assess and analyze student needs and refer students to Special Education</td>
<td><a href="https://www.ksde.org/education/dlm">Assess and analyze student needs</a></td>
</tr>
<tr>
<td>Assign tests when students are ready</td>
<td><a href="https://www.ksde.org/education/dlm">Assign tests when students are ready</a></td>
</tr>
<tr>
<td>Administer the required number of EEs per grade and subject to meet the blueprint requirements</td>
<td><a href="https://www.ksde.org/education/dlm">Administer the required number of EEs</a></td>
</tr>
<tr>
<td>Check to ensure blueprint requirements are met on the student activity data in Educator Portal</td>
<td><a href="https://www.ksde.org/education/dlm">Check to ensure blueprint requirements are met on the student activity data</a></td>
</tr>
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**April 30, 2021 – May 13, 2021**

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**For more information, contact:**

- **Cory Rogers**  
  Education Program Coordinator  
  Social Education and Title VI Services Team  
  (785) 296-2816  
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Colette C. Sweeting, Office of General Counsel, KSDS, Larned State Office Building, 505 S. 14th Street, Suite 102, Topeka, KS 66604, (785) 296-2819.
Dynamic learning maps - Resources

- DLM Participation Guidelines for Kansas
- Kansas Alternate Assessment Flow Chart
- Rubric for determining participation on the KAA (DLM)
- DLM fact sheet
- Kansas DLM blueprint/record sheet
- Essential Elements by Linkage Level Data

https://dynamiclearningmaps.org/kansas

Navigating Change 2020 – Essential Elements Assessment Rubrics by grade band
Sign up for DLM test updates
Subscribe to KAA listserv

https://jfe.qualtrics.com/form/SV_6Qcq2o2oGgPCO3P
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
Future DLM Webinars

Join Zoom Meeting
https://us02web.zoom.us/j/84035857112?pwd=bU9XaGYzMFMyTkoxeGYraTBkc2sxUT09
Meeting ID: 840 3585 7112
Passcode: Hvq6R8
One tap mobile: +13462487799,,84035857112#,,,,,,0#,,181519# US (Houston)

ALL WEBINARS BEGIN 3:00 P.M.

**Content is subject to change at any time due to current

- **September 17, 2020** How do I write instructional plans?
- **October 15, 2020** DLM resources – How do I prepare my students for the DLM?
- **December 3, 2020** DLM fall test window wrap-up – What needs to be finished by Dec 18?
- **February 4, 2021** DLM spring window
- **April 15, 2021** DLM wrap-up – What needs to be finished by April 30
Questions
What do I do if my district is starting the school year in remote learning?

- Even though the district is starting the year in remote learning, the teacher should still prepare for the DLM assessment by completing the first contact survey, PNP, and creating instructional plans once the test window opens. Teachers will need to provide instruction on the chosen Essential Elements and linkage levels so that the student will be ready to assess once the district is able to return to in-person instruction.
Should I hurry to finish the blueprint just in case we have to move to remote learning?

- No, it is important to follow the instructionally embedded model. Provide instruction and assess the student when they are ready. If the district has to move remote learning at some point, continue providing instruction on Essential Elements so that they can be assessed if and when the student returns to in-person instruction.
What do I do if I have a student who’s parents have choose remote learning?

- Teachers will still need to complete the first contact survey and PNP. Once the test window opens, instructional plans should be created for the student. Teachers should still provide instruction on the Essential Elements. Teachers can assess progress remotely by using the released or practice testlets available. If the teacher is able to work in-person with the student in an alternate environment, testlets should be assigned using the instruction and assessment planner and administered with the teacher present. Testlets assigned through the instruction and assessment planner can not be administered remotely without the teacher present.
Will there be a special circumstance code available for those students who are remote?

• Information will be shared with district test coordinators toward the end of the fall test window on what special circumstance code should be used when there is no in-person instruction or when the blueprint is not met due to interruptions in in-person instruction due to COVID-19.
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