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

DLM webinar #1 – August 26, 2021

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
What needs to be done before September 13th?

• 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
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
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?
Least Dangerous Assumption

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

He can’t because...

- Behavior
- A disability label
- A test score (IQ)
- Missing skill or info

How is this assumption going to limit the person’s opportunities?
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.
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.

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?

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
Questions to Ponder


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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?
• The year end report will not be available until after your test coordinator rosters your students to you for the 2021-2022 school year.
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 are not 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.
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 distress.
14. Need for accommodations (e.g., text to speech, assistive technology/AAC) to participate in assessment process.

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MAR 31, 2021

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>SUPPORTING EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cognitive assessment data supports a most significant cognitive disability (intellectual disability)</td>
<td></td>
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<tr>
<td>PARTICIPATION CRITERION DESCRIPTORS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 1/2 or more Standard Deviations (SD) below the mean.</td>
<td></td>
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<tr>
<td>2. Adaptive assessment data supports a most significant deficit in adaptive behavior:</td>
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<tr>
<td>PARTICIPATION CRITERION DESCRIPTORS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 1/2 or more SD below the mean.</td>
<td></td>
<td></td>
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<tr>
<td>3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards.</td>
<td></td>
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<tr>
<td>PARTICIPATION CRITERION DESCRIPTORS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in <strong>ALL</strong> grade-and age-appropriate curriculum at a reduced depth, breadth and complexity.</td>
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<tr>
<td>PARTICIPATION CRITERION DESCRIP TORS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas.</td>
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<td></td>
<td></td>
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<tr>
<td>AND</td>
<td></td>
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<tr>
<td>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.</td>
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</tr>
</tbody>
</table>
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.
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

**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
### Intellectual Functioning Tool

#### Intellectual Functioning and Adaptive Functioning Tools - new

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Not Limited</th>
<th>Mild Cognitive Limitations</th>
<th>Moderate to Significant Cognitive Limitations</th>
<th>Most Significant Cognitive Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Intelligence/Cognition (related to language skills)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Intelligence in average range or above (85 IQ or above)</td>
<td>Verbal Intelligence 1 to 2 SD below mean (84-71)</td>
<td>Verbal Intelligence 2 to 2.5 SD below mean (70-64)</td>
<td>Verbal Intelligence 2.5 SD or more below mean (69 or lower)</td>
</tr>
<tr>
<td><strong>Nonverbal Intelligence/Cognition (related to visual/spatial skills)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonverbal intelligence in average range or above (85 IQ or above)</td>
<td>Nonverbal Intelligence 1 to 2 SD below mean (84-71)</td>
<td>Nonverbal Intelligence 2 to 2.5 SD below mean (70-64)</td>
<td>Nonverbal Intelligence 2.5 SD or more below mean (69 or lower)</td>
</tr>
<tr>
<td><strong>Thinking, Reasoning, and Problem-Solving</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reasoning and problem-solving skills at age level or within average range on an assessment</td>
<td>Requires special education services, including modifications and levels of assistance from special education services and supports</td>
<td>Requires special education services, including modifications and levels of assistance from special education services and supports</td>
<td>Requires special education services, including modifications and levels of assistance from special education services and supports</td>
</tr>
<tr>
<td><strong>Executive Functioning/Attention/Memory</strong></td>
<td></td>
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<tr>
<td>Executive function/attention/memory at age level or within average range on an assessment</td>
<td>Requires special education services, including modifications and levels of assistance from special education services and supports</td>
<td>Requires special education services, including modifications and levels of assistance from special education services and supports</td>
<td>Requires special education services, including modifications and levels of assistance from special education services and supports</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td></td>
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<tr>
<td>Learning grade level academic skills</td>
<td>Learning grade level academic skills with general education supports</td>
<td>Learning grade level academic skills with general education supports</td>
<td>Learning grade level academic skills with general education supports</td>
</tr>
<tr>
<td></td>
<td>Making progress on the Essential Elements (EEs) with moderate/minimum levels of support</td>
<td>Making progress on the Essential Elements (EEs) with moderate/minimum levels of support</td>
<td>Making progress on the Essential Elements (EEs) with moderate/minimum levels of support</td>
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### Adaptive Functioning Tool

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Not Limited</th>
<th>Mild to Moderate Deficits</th>
<th>Moderate to Significant Deficits</th>
<th>Most Significant Deficits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adaptive Behavior Skills</strong></td>
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<tr>
<td>Overall adaptive behavior skills in average range or within moderate levels of supports</td>
<td>Overall adaptive behavior skills in average range or within moderate levels of supports</td>
<td>Overall adaptive behavior skills in average range or within moderate levels of supports</td>
<td>Overall adaptive behavior skills in average range or within moderate levels of supports</td>
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<tr>
<td><strong>Social</strong></td>
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<tr>
<td>Learning grade level social skills</td>
<td>Learning grade level social skills with general education supports</td>
<td>Learning grade level social skills with general education supports</td>
<td>Learning grade level social skills with general education supports</td>
</tr>
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<td></td>
<td>Making progress on the Essential Elements (EEs) with moderate/minimum levels of support</td>
<td>Making progress on the Essential Elements (EEs) with moderate/minimum levels of support</td>
<td>Making progress on the Essential Elements (EEs) with moderate/minimum levels of support</td>
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<tr>
<td><strong>Practical</strong></td>
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<tr>
<td>Essential assistance related to daily living skills and community living skills</td>
<td>Essential assistance related to daily living skills and community living skills</td>
<td>Essential assistance related to daily living skills and community living skills</td>
<td>Essential assistance related to daily living skills and community living skills</td>
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<td></td>
<td>Requires moderate assistance to complete daily living skills and community living skills (e.g., meal prep, phone use, household tasks)</td>
<td>Requires moderate assistance to complete daily living skills and community living skills (e.g., meal prep, phone use, household tasks)</td>
<td>Requires moderate assistance to complete daily living skills and community living skills (e.g., meal prep, phone use, household tasks)</td>
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</tbody>
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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.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>SUPPORTING EVIDENCE</th>
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</thead>
<tbody>
<tr>
<td>5. Parent/legal education decision-maker notification includes discussion of ALL of the following areas.</td>
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<tr>
<td>• 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;</td>
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<td>AND</td>
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<td>• That the student’s achievement will be measured based on alternate achievement standards;</td>
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<td>AND</td>
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<td>• 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;</td>
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<tr>
<td>AND</td>
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<tr>
<td>• That the student will not be prevented from attempting to complete the requirements for a regular high school diploma;</td>
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<tr>
<td>AND</td>
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<tr>
<td>• 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.</td>
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</tbody>
</table>

Supporting evidence – Shared/reviewed the Alternate Assessment Notification with Parents/legal Education decision-maker
What is a most significant cognitive disability?

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 2.5 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.
- 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/legally 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
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%

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. 13 - Dec. 17

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. 7 – April 29, 2022

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

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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.
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.

Once the security agreement is accepted, the system will sent 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.**

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Required training

- Link to training on the DLM Kansas page (top of page and bottom of page

- **Training Course**

- 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. 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

• 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
# DLM Test Administrator Checklist

**August 14 – September 13, 2021**

<table>
<thead>
<tr>
<th>Task</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify DLM participation guidelines for each student</td>
<td>DLM participation guidelines</td>
</tr>
<tr>
<td>Sign-up for DLM testREKQ</td>
<td><a href="http://www.kde.org/assessment/dlm%3ELogin">http://www.kde.org/assessment/dlm&gt;Login</a> to testREKQ</td>
</tr>
<tr>
<td>Sign-up for DLM Paper</td>
<td>Test login and sign in information</td>
</tr>
<tr>
<td>Notify parent of ODE’s test administration policy</td>
<td>DLM participation guidelines</td>
</tr>
<tr>
<td>Login to Educator Portal (for teacher, assessment program staff)</td>
<td><a href="https://kde.ksde.org/assessment/Log">https://kde.ksde.org/assessment/Log</a> on to Educator Portal</td>
</tr>
<tr>
<td>Sign security agreement in Educator Portal</td>
<td><a href="https://kde.ksde.org/assessment/Log">https://kde.ksde.org/assessment/Log</a> on to Educator Portal</td>
</tr>
<tr>
<td>Complete required test administrator training (2 hours)</td>
<td>Guide to DLM required test administrator training (for administrators who are not already trained)</td>
</tr>
<tr>
<td>Meet with 50% and print certificates</td>
<td>Edit <a href="https://kde.ksde.org/assessment/Log">https://kde.ksde.org/assessment/Log</a> on to Educator Portal</td>
</tr>
<tr>
<td>Verify and check student data and rosters</td>
<td></td>
</tr>
<tr>
<td>Computer access and profile for each student</td>
<td>Computer access and profile for each student</td>
</tr>
</tbody>
</table>

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**September 13 – December 17, 2021**

<table>
<thead>
<tr>
<th>Task</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Kansas Essential Elements Based Assessments for each student</td>
<td><a href="https://www.kde.org/assessment/KESB-ESI/ESI.pdf">https://www.kde.org/assessment/KESB-ESI/ESI.pdf</a></td>
</tr>
<tr>
<td>Choose DLM by selecting level to meet the blueprint requirements for each grade and subject</td>
<td><a href="https://kde.ksde.org/assessment/Log">https://kde.ksde.org/assessment/Log</a> on to Educator Portal User Guide</td>
</tr>
<tr>
<td>Teachers may use the DLM by selecting level data for planning and monitoring instruction</td>
<td><a href="https://www.kde.org/assessment/DLM/DLM2021/DLM2021-ESI.html">https://www.kde.org/assessment/DLM/DLM2021/DLM2021-ESI.html</a></td>
</tr>
<tr>
<td>Access practice activities and release test results to familiarize the students with the format</td>
<td><a href="https://www.kde.org/assessment/KESB-ESI/ESI.pdf">https://www.kde.org/assessment/KESB-ESI/ESI.pdf</a></td>
</tr>
<tr>
<td>Assign practice activities and release test results to familiarize the students with the format</td>
<td><a href="https://www.kde.org/assessment/KESB-ESI/ESI.pdf">https://www.kde.org/assessment/KESB-ESI/ESI.pdf</a></td>
</tr>
<tr>
<td>Administer the required number of districts per grade and subject to meet the blueprint requirements</td>
<td><a href="https://www.kde.org/assessment/KESB-ESI/ESI.pdf">https://www.kde.org/assessment/KESB-ESI/ESI.pdf</a></td>
</tr>
<tr>
<td>Check to ensure blueprint requirements are met on the student activity tab on Educator Portal, essential element data report</td>
<td><a href="https://www.kde.org/assessment/KESB-ESI/ESI.pdf">https://www.kde.org/assessment/KESB-ESI/ESI.pdf</a></td>
</tr>
</tbody>
</table>

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**February 7 – April 20, 2022**

<table>
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<tr>
<th>Task</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose DLM by selecting level to meet the blueprint requirements for each grade and subject</td>
<td><a href="https://kde.ksde.org/assessment/Log">https://kde.ksde.org/assessment/Log</a> on to Educator Portal User Guide</td>
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<td><a href="https://www.kde.org/assessment/KESB-ESI/ESI.pdf">https://www.kde.org/assessment/KESB-ESI/ESI.pdf</a></td>
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For more information, contact

- Key Person: Education Program Coordinator
  - Special Education and Title I Services Team
  - 785-296-9294
  - sped@ksde.org

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August 2021
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)
Resources

- KSDE DLM webpage
- KSDE Assessment webpage (Assessment page)
- DLM webpage
- TASN website
- Navigating Change 2020
  Essential Elements Assessment Rubrics by grade band
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
Future DLM Webinars

Join Zoom Meeting
Meeting ID: 897 7927 3623
Passcode: 947213
One tap mobile: +13462487799,,89779273623#,,,,,,0#,,947213# US (Houston)

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

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

September 16, 2021  How do I write instructional plans?
October 14, 2021  DLM resources – How do I prepare my students for the DLM?
December 2, 2021  DLM fall test window wrap-up – What needs to be finished by Dec 17?
February 10, 2022  DLM spring window
April 14, 2022  DLM wrap-up – What needs to be finished by April 29?
Questions
Cary Rogers
Education Program Consultant
Special Education and Title
Services Team
(785) 296-0916
crogers@ksde.org