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

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?
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

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?

VS

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.

Improving Student Outcomes

Presuming Competence

High Expectations

Least Dangerous Assumption
Questions to Ponder

- How?
- Why?
- What?
- Who?
- When?
- Where?
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

Kansas leads the world in the success of each student.
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.
Dynamic Learning Maps
PARTICIPATION GUIDELINES FOR KANSAS

The criteria for participation in Kansas’ Alternate Assessment/Dynamic Learning Maps (DL-MAP) 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/ethnic/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. Students’ 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.

Kansas leads the world in the success of each student.

July 2015
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><strong>PARTICIPATION CRITERION DESCRIPTORS:</strong></td>
<td></td>
<td></td>
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</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>
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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><strong>PARTICIPATION CRITERION DESCRIPTORS:</strong></td>
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<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>
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<tr>
<td>3. The student is primarily being instructed (or taught) using the DLM Essential Elements as content standards.</td>
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<tr>
<td><strong>PARTICIPATION CRITERION DESCRIPTORS:</strong></td>
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<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. All goals must have at least 2 benchmarks/objectives.</td>
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<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><strong>PARTICIPATION CRITERION DESCRIPTORS:</strong></td>
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<tr>
<td>The student:</td>
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<td></td>
</tr>
<tr>
<td>a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas AND</td>
<td></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.</td>
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</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.
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.
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

*Slide Borrowed with permission from Arkansas Division of Elementary and Secondary Education*
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.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>SUPPORTING EVIDENCE</th>
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<tbody>
<tr>
<td>5. Parent/legal education decision-maker notification includes discussion of ALL of the following areas:</td>
<td></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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<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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<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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</table>

Please sign and date that all criteria have been discussed.

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

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

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

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, language, 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, or 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 ALTERNATE ASSESSMENT FLOW CHART

Does the student have a current individualized Education Plan (IEP)?

Yes

If the student’s inability to participate in the regular assessment primarily the result of a most significant cognitive disability and NOT excessive absences; visual or auditory disabilities expected poor performance on general assessment; need for accommodations; or social, cultural, language or economic differences?

No

Does cognitive assessment data support a most significant cognitive disability? Typically functioning 2% or more Standard Deviations (SD) below the mean?

Yes

Does adaptive assessment data support a most significant deficit in adaptive behavior? Typically functioning 2% or more SD below the mean?

Yes

Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level Essential Elements and address knowledge and skills that are appropriate and challenging for him/her?

Yes

Does the student require extensive, repeated, individualized instruction and support that birth of a temporary or transient nature?

Yes

Does the student use substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings?

Yes

Student may participate in the Kansas Alternate Assessment.

No

To the student’s inability to participate in the regular assessment primarily the result of a most significant cognitive disability and NOT excessive absences; visual or auditory disabilities expected poor performance on general assessment; need for accommodations; or social, cultural, language or economic differences?

No

Does cognitive assessment data support a most significant cognitive disability? Typically functioning 2% or more Standard Deviations (SD) below the mean?

No

Does adaptive assessment data support a most significant deficit in adaptive behavior? Typically functioning 2% or more SD below the mean?

No

Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level Essential Elements and address knowledge and skills that are appropriate and challenging for him/her?

No

Does the student require extensive, repeated, individualized instruction and support that birth of a temporary or transient nature?

No

Does the student use substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings?

Yes

Student may participate in the Kansas Alternate Assessment.
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
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

<table>
<thead>
<tr>
<th>DLM Dates</th>
<th>Date open</th>
<th>Date closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required training</td>
<td>August 3, 2023</td>
<td>none</td>
</tr>
<tr>
<td>Fall testing window</td>
<td>September 11, 2023</td>
<td>December 22, 2023</td>
</tr>
<tr>
<td>Spring testing window</td>
<td>February 5, 2024</td>
<td>April 26, 2024</td>
</tr>
</tbody>
</table>
## Who tests?

<table>
<thead>
<tr>
<th>Test Window</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>HGSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Test Window</td>
<td>Grades 3-8, 10</td>
<td>Grades 3-8, 10</td>
<td>Optional Grades 5, 8, 11</td>
<td>Only required 1 time per year</td>
</tr>
<tr>
<td>Spring Test Window</td>
<td>Grades 3-8, 10</td>
<td>Grades 3-8, 10</td>
<td>Grades 5, 8, 11</td>
<td>Grades 4, 7, once in HS</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Task</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify DLM participation guidelines for each student</td>
<td>Participation Guidelines (PDF)</td>
</tr>
<tr>
<td>Sign up for DLM test updates</td>
<td>Subscribe to DLM Test Updates</td>
</tr>
<tr>
<td>Sign up for KAA listserv</td>
<td>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: <a href="mailto:pmrogers@ksde.org">pmrogers@ksde.org</a></td>
</tr>
<tr>
<td>Notify district test coordinator of student, primary exceptionality, grade, and subjects for DLM</td>
<td></td>
</tr>
<tr>
<td>Login to Educator Portal (role – teacher; assessment program: DLM)</td>
<td>Educator Portal, Contact district test coordinator if you do not have access</td>
</tr>
<tr>
<td>Sign security agreement in Educator portal</td>
<td>Educator Portal</td>
</tr>
<tr>
<td>Complete required test Administrator Training (2.5 hours - new teachers; 1 1/4 hour - returning teachers) Must pass with 80% and print certificate</td>
<td>Endurance Security, username: school email, password: everything in front of the @ from school email</td>
</tr>
<tr>
<td>View and check student data and rosters</td>
<td>Educator Portal</td>
</tr>
<tr>
<td>Complete/Update first contact for each student (make sure the primary exceptionality matches the IEP)</td>
<td>Educator Portal, Educator Portal User Guide (pdf)</td>
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<tr>
<td>Have Kite Student Portal loaded on all testing devices</td>
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</tr>
</tbody>
</table>

**September 11-December 22, 2023**

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

**February 5-April 26, 2024**

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

Extracts and reports organized into tabbed categories

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Test Administration and Monitoring</th>
<th>Data Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Enrollment</td>
<td>DLM Instructionally Embedded Monitoring</td>
<td>Security Agreement Completion</td>
</tr>
<tr>
<td>First Contact Survey File</td>
<td>DLM Blueprint Coverage Summary</td>
<td>Training Status</td>
</tr>
<tr>
<td>PNP Setting Counts</td>
<td>TIP Access</td>
<td>Users</td>
</tr>
<tr>
<td>PNP Settings</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Roster</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Roster and First</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contact Survey Status</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Parent Portal Registration</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Parents</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
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)
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
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 Alternative Assessment System will be a district with significant cognitive disabilities as well as those that have a significant multiple disabilities can. The DLM instruction designed to manage students who have extensive disabilities are also provided. The Department of Education has identified and tailored for use in classrooms that are remediated in daily life to instruction. In this way, teaching happens as part of instruction, which benefits those struggling students below achieving.

Dynamic Learning Maps for Kansas: http://www.ksde.org/maps/ksde/university

Essential Elements are platform-specific expectations for what students with the most significant cognitive disabilities aloud or 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.

- Common Core Essential Elements for ELA: Internal (PDF)
- Common Core Essential Elements for math: Internal (PDF)
- Common Core Essential Elements for Science: Internal (PDF)
- Kansas Essential Elements Spanish/English Language Arts Grade 3 (PDF)
- Kansas Essential Elements by Grade Level: Grades 3-11 (PDF)
- K-2 Essential Elements: Data (PDF)
- Kansas Essential Elements: Spanish (PDF)
- Sensory Impaired: Language Arts (PDF)
- History, Government, and Social Studies Field Test Alternate Standards and Information (PDF)

Tools and Resources for IT Items

- Dynamic Learning Maps (DLM): Test Score (PDF)
- ITT: Test Score (PDF)
- ITT Test Scoring: Field Test (PDF)

For information about Kansas and Dynamic Learning Maps please contact Cary Hoppe at cary.hoppe@ksde.org
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
Cary Rogers
Education Program Consultant
Special Education and Title
Services Team
(785) 296-0916
crogers@ksde.org