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Transition to the Updated Dynamic Learning Maps Alternate Assessment for 2019-2020

Kansans CAN
Purpose of Presentation

• To describe the DLM Instructionally Embedded alternate assessment
• To briefly review the currently used DLM alternate assessment
• To provide an overview of the transition to the updated DLM alternate assessment
• To compare the current and the updated versions
Instructionally Embedded Assessments

• Integrate instruction with assessment seamlessly
• Are based on the student’s academic goals
• Are an individual assessment - not a group assessment where the class takes the same test at the same time
• Are taken any time during the window when a student is prepared, based on the teacher-provided instruction
• Are not to be administered in a bunch at the end of a window, where all testlets are taken in a short time
Instruction and Assessment Cycle

- To best meet the intent of the Instructionally Embedded assessment, instruction and assessment follow a cycle.
Teacher Choice and Flexibility

• Instructionally Embedded alternate assessment allows teachers to choose
  – Essential Elements for instruction based on blueprint guidelines
  – Linkage level for each testlet based on student needs
  – Kite® system will suggest a linkage level, but the teacher can select a different level if desired
  – When to assess each student based on instruction and assessment window timeframes
DLM Blueprint

• Is a list of Essential Elements in each claim and conceptual area available for instruction and assessment
• Includes the criterion for Essential Element selection to meet assessment requirements
• Kansas will be using an updated blueprint/record sheet that communicates more clearly what the requirements are.
DLM ELA Blueprint Example

- The first ELA conceptual area is C1.1, “Determine critical elements of text.”

<table>
<thead>
<tr>
<th>Major Claim</th>
<th>Conceptual Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can comprehend text in increasingly complex ways</td>
<td>ELA.C1.1 Determine critical elements of text</td>
</tr>
<tr>
<td>Students can produce writing for a range of purposes and audiences</td>
<td>ELA.C2.1 Use writing to communicate</td>
</tr>
<tr>
<td>Students can communicate for a range of purposes and audiences</td>
<td>ELA.C3.1 Use language to communicate with others</td>
</tr>
<tr>
<td>Students can investigate topics and present information</td>
<td>ELA.C4.1 Use sources and information</td>
</tr>
<tr>
<td></td>
<td>ELA.C4.2 Collaborate and present ideas</td>
</tr>
</tbody>
</table>
• The first Essential Element for grade 3 in that conceptual area is EE.RL.3.1 “Answer who and what questions to demonstrate understanding of details in a text.”

<table>
<thead>
<tr>
<th>Conceptual Area</th>
<th>EE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EE.RL.3.1</td>
<td>Answer who and what questions to demonstrate understanding of details in a text.</td>
</tr>
<tr>
<td></td>
<td>EE.RL.3.2</td>
<td>Associate details with events in stories from diverse cultures.</td>
</tr>
<tr>
<td></td>
<td>EE.RL.3.3</td>
<td>Identify the feelings of characters in a story.</td>
</tr>
<tr>
<td></td>
<td>EE.RL.3.5</td>
<td>Determine the beginning, middle, and end of a familiar story with a logical order.</td>
</tr>
<tr>
<td>Choose 2</td>
<td>EE.RL.3.1</td>
<td>Answer who and what questions to demonstrate understanding of details in a text.</td>
</tr>
<tr>
<td></td>
<td>EE.RL.3.2</td>
<td>Identify details in a text.</td>
</tr>
<tr>
<td></td>
<td>EE.RL.3.3</td>
<td>Order two events from a text as “first” and “next”.</td>
</tr>
<tr>
<td></td>
<td>EE.RL.3.5</td>
<td>With guidance and support, use text features including headings and key words to locate information in a text.</td>
</tr>
</tbody>
</table>
Criterion

• The criterion lists the number and type of Essential Elements that are required to be selected for testing for each claim or conceptual area for a subject and grade to meet blueprint requirements.

• The teacher has freedom to choose the Essential Elements that best align to each student’s academic goals as long as the criterion is met.
### Updated Kansas DLM Math Blueprint/Record Sheet Example

**High School: Available Essential Elements and minimum expectation for each student’s assessment**

<table>
<thead>
<tr>
<th>Conceptual Area</th>
<th>EE</th>
<th>Description</th>
<th>Fall Window</th>
<th>Spring Window</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose 1</strong></td>
<td>M.C1.3</td>
<td>S-CP.1-5 Identify when events are independent or dependent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.C2.1</td>
<td>G-CO.4-5 Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choose 2</strong></td>
<td>M.C3.1</td>
<td>N-Q.1-3 Express quantities to the appropriate precision of measurement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.C3.2</td>
<td>S-ID.1-2 Given data, construct a simple graph (table, line, pie, bar, or picture) and interpret the data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-ID.4</td>
<td>Calculate the mean of a given data set (limit the number of data points to fewer than five).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choose 3</strong></td>
<td>M.C4.1</td>
<td>A-CED.1 Create an equation involving one operation with one variable, and use it to solve a real-world problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-CED.2</td>
<td>Solve one-step inequalities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.C4.2</td>
<td>A-REI.10-12 Interpret the meaning of a point on the graph of a line.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F-BF.1</td>
<td>Select the appropriate graphical representation (first quadrant) given a situation involving constant rate of change.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After selecting an Essential Element, the linkage level is selected for instruction and assessment.

**ELA.EE.RL.3.1**
Answer who and what questions to demonstrate understanding of details in a text

**Linkage Levels**

**Initial Precursor:**
- Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it

**Distal Precursor:**
- Can recognize when he or she encounters familiar people, objects, places, and events

**Proximal Precursor:**
- Can answer questions posed by others asking who and what about the key details in a familiar narrative

**Target:**
- Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them

**Successor:**
- Can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative
CURRENT DLM ALTERNATE ASSESSMENT
Basics of the Current DLM Alternate Assessment

• Two unique assessment windows, each with unique requirements
  – One required Instructionally Embedded Assessment Window (Fall + Winter)
  – One required Spring Assessment Window

• All assessment responses from both windows contribute to summative scoring results
Current Instructionally Embedded Assessment Window

- During fall and winter months (mid-September until end of February)
- Test administrator
  - Creates instructional plans by selecting Essential Elements and linkage levels
  - Provides instruction
  - Schedules and administers assessments
- Scores contribute to the final Individual Student Score Reports
Current Spring Assessment Window

• From March 11 through April 26

• System selects the Essential Elements and assigns the linkage level - no teacher choice, except for scheduling when testlets are delivered.
  – Testlet linkage level adaptive between testlets based on student responses

• Five required testlets in English language arts and five in mathematics
Why is the Assessment Changing

• Consortium states that use the current testing model decided to transition to two instructionally embedded assessment windows to be consistent with original intent of the DLM system.
  – Practice of integrated student-centered instruction and assessment throughout the school year
  – Following instruction and assessment, teachers use assessment results to guide next steps in instruction.
• Transition will begin in the fall of 2019.
UPDATED DLM ALTERNATE ASSESSMENT
Basics of the Updated DLM Alternate Assessment

• Two equally long instructionally embedded assessment windows, spanning full academic year
  – Fall Window
  – Spring Window

• Both windows have requirements identical to the current Instructionally Embedded Assessment Window
Goals of Two Instructionally Embedded Assessment Windows

• Provide more accurate representation of what students with the most significant cognitive disabilities know and can do by measuring their learning as instruction occurs throughout the year.

• Support connections to instructional practices by spanning full academic year.

• Support teacher flexibility and decision-making within blueprint requirements for coverage.
Goals of Two Instructionally Embedded Assessment Windows (cont.)

- Integrate instruction and assessment to inform one another
- Provide instruction and assessment that align to academic goals for students with the most significant cognitive disabilities
Key Benefits of Two Instructionally Embedded Assessment Windows

- Instruction and assessment occur throughout both windows, spanning the full year.
- Assessment results can inform instructional decision-making rather than merely fulfilling legislative mandate.
Key Benefits (cont.)

• Precision of measurement is increased when students are assessed on the same Essential Elements in each window.

• Students are assessed on the full blueprint in each window, providing more opportunities for them to demonstrate what they know and can do.
COMPARISON OF CURRENT AND UPDATED DLM ALTERNATE ASSESSMENT
WHAT STAYS THE SAME?
What Must Be Done Prior to Assessment Stays the Same

• Before creating students’ instructional plans
  – Students must be rostered to the test administrator.
  – Test administrators must complete the Required Test Administrator Training.
  – Test administrators must complete and submit the First Contact survey for each student (this needs to be updated at least yearly).
  – Test administrators must select Personal Needs and Preferences (PNP) Profile settings for each student.
Blueprints Stay the Same

- Kansas has updated Blueprints/Record sheets for added clarity.
  - No Essential Elements change for any grade.
  - No criterion in the claims and conceptual areas change.
- Teachers continue to have a wide breadth of Essential Elements from which to choose in English language arts and mathematics.
Scoring Model Stays the Same

• All student responses from both windows are included in summative reporting.
• No changes will be made to performance level calculations or cut points.
• The structure of Individual Student Score Reports will be the same as in the current DLM alternate assessment.
What Else Stays the Same?

• Test delivery remains in Student Portal.
• The average time to complete each testlet remains the same - about 5-15 minutes, depending on subject and the student.
• Teachers can choose to exceed requirements or retest Essential Elements or linkage levels based on individual student goals.
WHAT IS DIFFERENT?
What Are the Main Differences?

• Both assessment windows will involve instructionally embedded assessments.

• Fall Window: Sept. 9, 2019 to Dec. 20, 2019.
  – A bit shorter
  – Opens and closes earlier

  – A bit longer
  – Testlets now instructionally embedded
What’s the Impact of the Spring Window also being Instructionally Embedded?

In the updated DLM alternate assessment during the spring window:

• A few additional testlets are needed in each grade for ELA and mathematics.
  – The longer spring window provides more time to cover all blueprint requirements.
• Teachers must create instructional plans.
• Teachers can choose to cover the same or different Essential Elements to meet blueprint coverage requirements in each window.
Advantages of Choosing the Same Essential Elements in both windows

• Instruction on each particular Essential Element can be more developed and expanded.
  – More depth of instruction

• Student changes and growth will be more evident.
  – Precision of measurement when students are assessed on the same Essential Element in each window

• The Student Learning Profile will have more data to inform it.
Number of Testlets Comparison

• When comparing the current Spring Assessment Window with the updated Spring Window, a few additional testlets are to be delivered, which will take very little additional time.

• The following slide compares the number of testlets delivered in these two windows.
<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Total increase in testlets from Current to Updated DLM AA</th>
<th>Total increase in minutes testing for both subjects during Updated Spring Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>12</td>
<td>11</td>
<td>+2</td>
<td>+3 ≈15 min</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>13</td>
<td>+2</td>
<td>+5 ≈25 min</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>12</td>
<td>+2</td>
<td>+4 ≈20 min</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>11</td>
<td>+2</td>
<td>+3 ≈15 min</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>12</td>
<td>+2</td>
<td>+4 ≈20 min</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>12</td>
<td>+2</td>
<td>+4 ≈20 min</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>11</td>
<td>0</td>
<td>+1 ≈5 min</td>
</tr>
</tbody>
</table>
## Window Comparison

<table>
<thead>
<tr>
<th>Current (Fall + Winter) Instructionally Embedded Assessment Window</th>
<th>Updated Fall Assessment Window</th>
<th>Current Spring Assessment Window</th>
<th>Updated Spring Assessment Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>System closed for maintenance 12/19/18 – 01/02/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>106 Weekdays</td>
<td>75 Weekdays</td>
<td>40 Weekdays</td>
<td>76 Weekdays</td>
</tr>
</tbody>
</table>

- The number of days available for assessment in each window are weekdays only and do not exclude any potential holidays.
What Else is Different?

- Braille testlets will be available in both instructionally embedded assessment windows.
  - Both UEB and EBAE
  - In current DLM alternate assessment, braille available only in Spring Assessment Window
RECAP
Recap What Does Not Change with the Updated DLM Assessment

• Completion of Required Test Administrator Training, First Contact survey and Personal Needs and Preferences (PNP) Profile remains the same.

• Scoring model remains the same.
  – All responses from entire academic year are included in the Individual Student Score Report for ELA and mathematics.

• Test delivery in Student Portal remains the same.
  – Testlets typically take 5-15 minutes depending on subject and student.
Recap What Does Change with the Updated DLM Assessment

• Both assessment windows are about the same length.
  – Each window covers about half a year.

• In BOTH windows, teachers create instructional plans, choosing Essential Elements and linkage levels, and following instruction, administer assessments.

• Requirements for blueprint coverage in both windows.
  – Meeting blueprint requirements twice means a few more total testlets.
  – Students complete approximately 6-9 testlets per subject in both the Fall Window and the Spring Window.

• An At-A-Glance summary PDF is available.
THANK YOU!

For more information:  www.dynamiclearningmaps.org

For Professional Development:  www.dlmpd.com
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