

2016-17
AATN Additional Training Materials

English Language Arts (ELA)
Mathematics

Dynamic Learning Maps (DLM)

Important Dates to Remember

9/15/2016	Kite client 3.0 ready for installation
12/27/2016	Recommended deadline to complete enrollment/user/roster uploads for participation in spring assessment
01/13/2017	Recommended deadline to complete First Contact and access profile for participation in spring assessment
02/21/2017	Final date for Braille marked in First Contact Survey
03/20/2017	Spring assessment window opens
06/02/2017	Spring Assessment window closes

Blueprints

The following is an example of a New York specific blueprint for ELA. It shows the major claims and conceptual areas for ELA. You can use the blueprints to help you prioritize your instruction from year-to-year and to provide context on how the DLM system works. Additional information on the blueprints and Essential Elements can be found at http://dynamiclearningmaps.org/sites/default/files/Blueprint_ELA_NY.pdf



DLM English Language Arts Year-End Assessment Model Blueprint for New York State¹

In this document, the “blueprint” refers to the range of Essential Elements (EEs) that will be assessed during the spring 2016 assessment window. The English language arts EEs are organized into four claims and nine conceptual areas as summarized below.

Major Claims and Conceptual Areas in ELA

Major Claim	Conceptual Area	
1. Students can comprehend text in increasingly complex ways.	ELA.C1.1	Determine critical elements of text
	ELA.C1.2	Construct understandings of text
	ELA.C1.3	Integrate ideas and information from text
2. Students can produce writing for a range of purposes and audiences.	ELA.C2.1	Use writing to communicate
	ELA.C2.2	Integrate ideas and information in writing
3. Students can communicate for a range of purposes and audiences.	ELA.C3.1	Use language to communicate with others
	ELA.C3.2	Clarify and contribute in discussion
4. Students can investigate topics and present information.	ELA.C4.1	Use sources and information
	ELA.C4.2	Collaborate and present ideas

The DLM year-end model assesses EEs in five conceptual areas across two claims. Coverage of the conceptual areas is summarized for each grade in the table below.

¹ All blueprints for 2015-16 are identical to the blueprints used in 2014-15

New York
State
Alternate
Assessment
(NYSAA)

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DLM Professional Development

Please visit <http://dlmpd.com/> for additional resources to learn more about the Dynamic Learning Maps™ system and assessments.

The site was developed to provide professional development for educators. It focuses on teaching and learning in the areas of English language arts and mathematics, while also providing information regarding components of the Dynamic Learning Maps™ System.

The site contains training and informational modules in two formats: self-directed for individuals and facilitated materials to be presented to groups.

Age-Range Chart

All NYSAA-eligible students are required to be tested. Eligible high school students must be entered into Educator Portal in grade 9. Please refer the age range chart below or visit <http://www.p12.nysed.gov/assessment/nysaa/2016-17/agerange-nysaa17.pdf> to determine eligibility.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

DIRECTOR
Office of State Assessment

June 2016

TO: District Superintendents
Superintendents of Schools
Special Education Directors
Chairpersons of Committees on Special Education
Project Managers for the Level I Data Repositories

FROM: Steven E. Katz *Steven E. Katz*
Director

SUBJECT: Age Ranges for Students with Disabilities Participating in the 2016-17
New York State Alternate Assessment (NYSAA)

Students with disabilities participating in the NYSAA are assessed according to chronological ages aligned with grade levels. The chart below provides information on the age ranges for students with disabilities participating in the 2016-17 NYSAA. Students should be tested only once at each grade and in all the content areas indicated for each grade.

Please contact the Office of State Assessment at 518-474-5900 if you have any questions regarding the age ranges for students participating in the NYSAA.

Age Ranges for Testing on NYSAA in 2016-17		
Assessment	Birth Date	Student's Age Between September 1, 2016 and August 31, 2017
Grade 3 ELA & Math	September 1, 2007—August 31, 2008	9
Grade 4 ELA, Math, and Science	September 1, 2006—August 31, 2007	10
Grade 5 ELA and Math	September 1, 2005—August 31, 2006	11
Grade 6 ELA and Math	September 1, 2004—August 31, 2005	12
Grade 7 ELA and Math	September 1, 2003—August 31, 2004	13
Grade 8 ELA, Math, and Science	September 1, 2002—August 31, 2003	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1998—August 31, 1999	18*

*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1998 who have not been assessed at the secondary-level must be assessed in 2016-17 before they leave school.

Security Agreement

Each school year, test administrators must electronically agree to the DLM security agreement. This electronic agreement is accessed in Educator Portal where test administrators manage student data. Test administrators must read the security agreement and change the default setting from “not agree” to “I have read this security agreement and agree to follow the standards.” Then the test administrator must type in his/her name and click “save.” Each test administrator must follow each of the steps prior to administering an operational assessment. The security agreement needs must be completed in order to work in the Educator Portal (EP) system. This is what the security agreement looks like:

The screenshot shows the 'My Profile' page in the Educator Portal. The page is titled 'My Profile' and has a close button (X) in the top right corner. On the left side, there is a sidebar with the following options: Overview, Edit Display Name, Change Password, Change Default Role, Security Agreement (highlighted in blue), and Renewal/Expiration. The main content area displays the Security Agreement text, which includes a disclaimer and five numbered points. Below the text, there are two radio button options: 'I have read this security agreement and agree to follow the standards.' (selected and highlighted with a red box) and 'I have read this security agreement and DO NOT agree to follow the standards.' Below the radio buttons, there is a text input field for the user's full name, currently containing 'Jane A. Doe', and a 'Save' button (highlighted with a red box). The text 'Please type your full name and click Save' is positioned above the input field.

Accessibility Supports

Please refer to the New York specific guidance regarding accessibility supports and testing accommodations at: <http://www.p12.nysed.gov/assessment/nysaa/>.

Braille:

If a student requires braille, please select braille in the student's Access Profile and first contact survey located in Educator Portal. Braille should not be selected for emerging braille readers. Braille should only be selected if the student is proficient enough in braille to demonstrate his/her knowledge, skills, and understanding of the Essential Elements in the DLM alternate assessment by independently reading braille. Additionally, braille is only available at the upper linkage levels.

Where braille testlets are not provided, test administrators will use other approaches to deliver assessments to students who are blind or have visual impairments. For more information, see the Braille Fact Sheet available on the Educator Resource Page at: http://dynamiclearningmaps.org/content/erp_ye.

Contact NYSED at 518-474-5900 or send an email to EMSCASSESSINFO@nysed.gov if you need Braille assistance.

Please be advised that the final date to select braille and contact NYSED regarding braille is 02/21/17.

Language Translation:

Unless exceptions are noted on the Testlet Information Page (TIP) or at the beginning of a test section, the text can be translated and the students' answers accepted in English or their own native language. The school is responsible for the translation process and procedure for the DLM assessments.

Specific guidance about language translation can be found at: <http://www.p12.nysed.gov/assessment/nysaa/2016-17/dlm-translations.pdf>.

First Contact Survey

The First Contact survey is used to recommend the best linkage level for the first testlet each student receives when completing DLM alternate assessments.

Common First Contact Survey Responses About the Student	First Contact Complexity Band	Linkage Level
Does not use speech, sign, or AAC; does not read any words when presented in print (ELA); or does not sort objects (math)	Foundational	Initial Precursor
Uses one word, sign, or symbol to communicate; recognizes symbols (ELA) or sorts symbols (math)	Band 1	Distal Precursor
Uses two words, signs, or symbols to communicate; reads at the primer to second grade level (ELA); or adds/subtracts up to 80% of the time (math)	Band 2	Proximal Precursor
Regularly combines three or more spoken words to communicate for a variety of purposes; able to read print at the third grade level or above (ELA) or regularly add/subtract and form groups of objects (math)	Band 3	Target

The deadline to complete the First Contact and Access Profile for participation in the spring assessment is **01/13/2017**. For additional information and troubleshooting in regard to completing the first contact survey and access profile, please visit: http://dynamiclearningmaps.org/sites/default/files/Educator_Portal_User_Guide_2016-17_0.pdf.

Student Usernames/Passwords

Educators view student usernames and passwords in Educator Portal. Students must have a username and password to access KITE Client and to take the DLM alternate assessment.

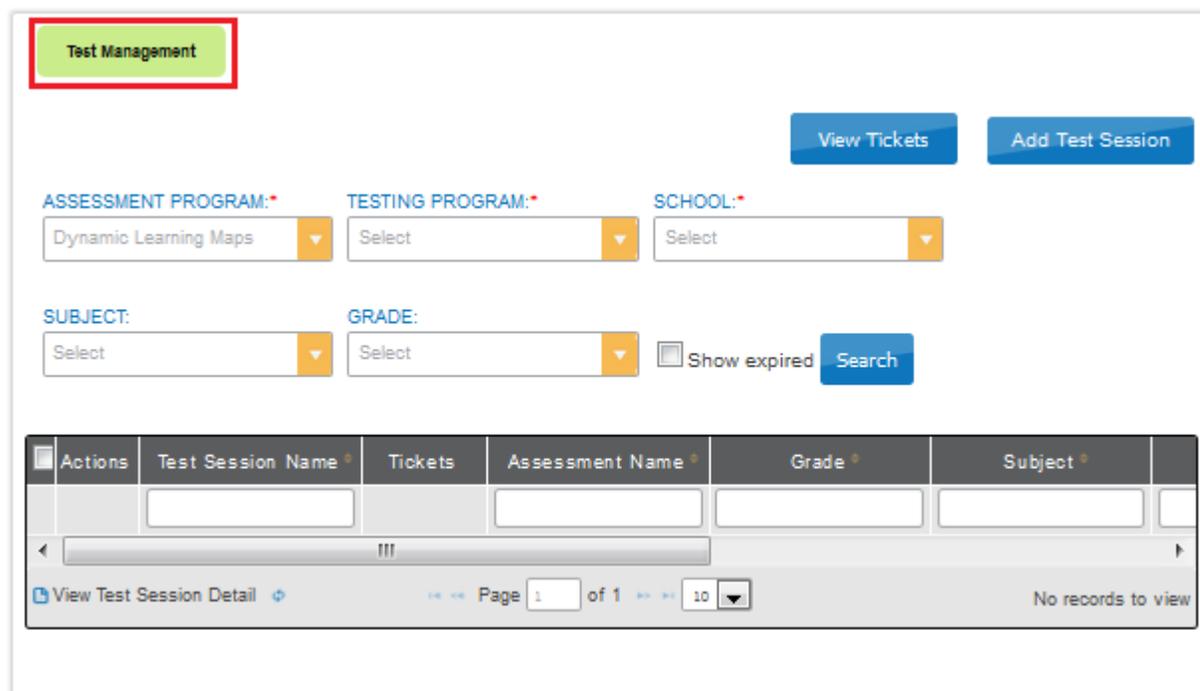
The student's user name and password are the same for all DLM alternate assessments for the current testing year. If the student participated in the instructionally embedded assessment, the student will use the same credentials for the spring assessments

To view student usernames and passwords, follow these steps:

1. Click Manage Tests.



2. Click Test Management.



The screenshot shows the 'Test Management' page. At the top left, the 'Test Management' tab is highlighted with a red box. To the right are 'View Tickets' and 'Add Test Session' buttons. Below are search filters: 'ASSESSMENT PROGRAM:' (Dynamic Learning Maps), 'TESTING PROGRAM:' (Select), 'SCHOOL:' (Select), 'SUBJECT:' (Select), and 'GRADE:' (Select). There is a 'Show expired' checkbox and a 'Search' button. Below the filters is a table with columns: Actions, Test Session Name, Tickets, Assessment Name, Grade, and Subject. The table is currently empty. At the bottom, there is a 'View Test Session Detail' link, a pagination control showing 'Page 1 of 1', and the text 'No records to view'.

3. Select the following options in these fields:

- Assessment Program: Dynamic Learning Maps
- Testing Program: Summative
- District: your district
- School: your school

4. Leave other fields blank.

5. Click Search. A list of test sessions will display.

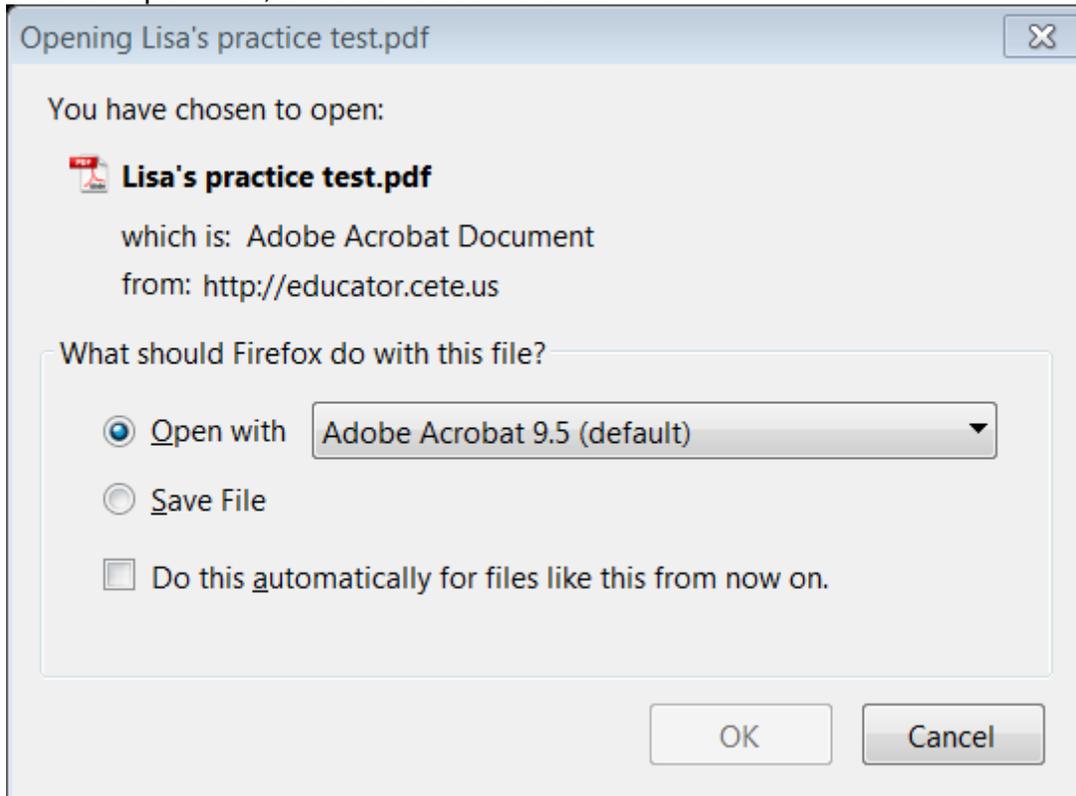
6. Click the PDF icon next to the name of the test for which you wish to view a student username and password

The screenshot shows the 'Test Management' interface. At the top, there are buttons for 'View Tickets' and 'Add Test Session'. Below these are search filters for 'ASSESSMENT PROGRAM' (Dynamic Learning Maps), 'TESTING PROGRAM' (Practice), and 'SCHOOL' (DLM West School). There are also filters for 'SUBJECT' (Selected) and 'GRADE' (Selected), along with a 'Show expired' checkbox and a 'Search' button.

Actions	Test Session Name	Tickets	Assessment Name	Grade	Subject	
	Sci Prac 82015		Students with Significant Cognitive Disabilities	Science 3-5	Science	Sci
	Sci Prac 0925		Students with Significant Cognitive Disabilities	Science 3-5	Science	Sci
	Science 6 ESS1-2 P		Students with Significant Cognitive Disabilities	Science 3-5	Science	Sci
	Science HS P33-41		Students with Significant Cognitive Disabilities	Science 9-12	Science	Sci

At the bottom of the table, there is a 'View Test Session Detail' link, a pagination control showing 'Page 1 of 1' with a dropdown for '10' items per page, and a 'View 1 - 4 of 4' indicator.

7. Click Open with; choose Adobe Acrobat.



8. Click OK.

9. View the student username and password.

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Playground
Demo 1 - Smith

First Name: Jesse
Last Name: Callahan
UserName: 55557
Password: y4t95
Test Collection: Check Graph Labels
Test Form: Check Graph Labels
Test Section: Section 1
Ticket Number: N/A

For additional information and troubleshooting in regard to retrieving student usernames and passwords, please visit:

http://dynamiclearningmaps.org/sites/default/files/Educator_Portal_User_Guide_2016-17_0.pdf.

Accessing the TIP

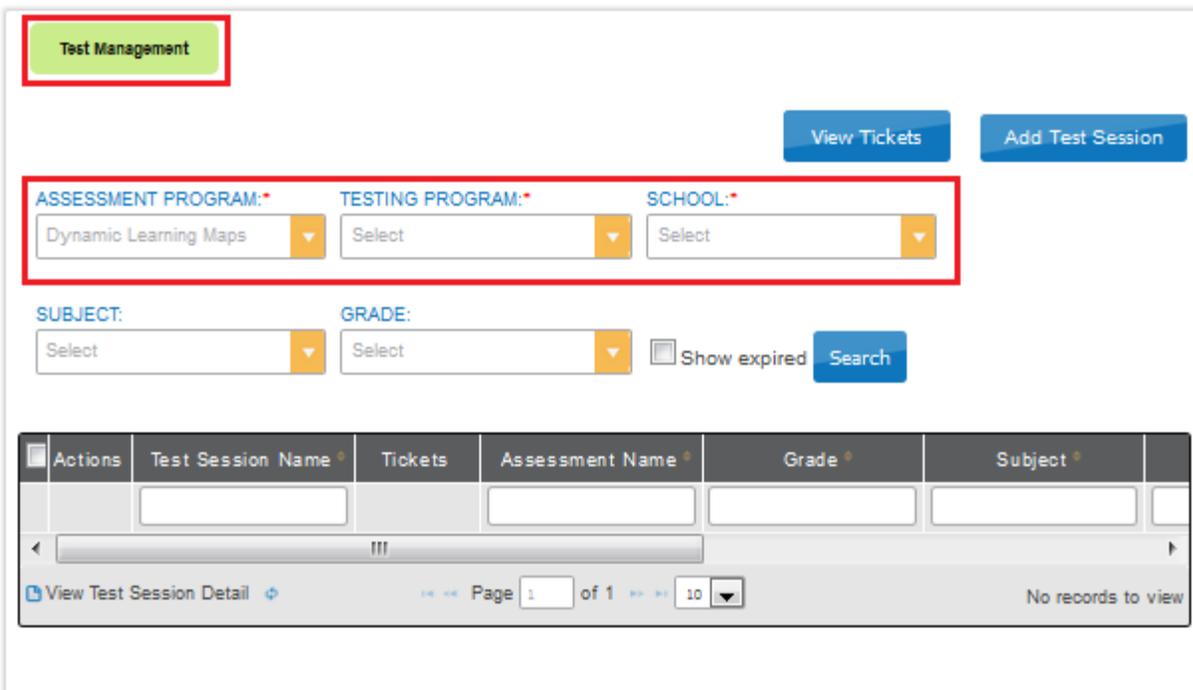
The Testlet Information Page (TIP) may be found in different locations depending on which testing phase the testlet is from.

The testlet is part of: Spring test	Retrieve the TIP by: Using the procedure described below to retrieve the TIP after each testlet is assigned and before you begin testing.
The Instructional Tools Interface (ITI)	Referring to the section Confirm an Instructional Plan on page 65.

1. Click Manage Tests.



2. Click Test Management.



3. Complete the following required fields:

- Assessment Program: Dynamic Learning Maps
- Testing Program: Summative
- School: your school

4. Complete these optional fields:

- Subject
- Grade

5. Click Search. A list of test sessions display.

6. Click the desired Test Session Name

Actions	Test Session Name	Tickets	Assessment Name	Grade	Subject
<input type="checkbox"/>	DLM-VanDonsola-SP M 3.MD.4 DP-DistalPrecursor-1234567		SP M 3.MD.4 DP	Grade 3	Mathematics
<input type="checkbox"/>	DLM-VanDonsola-SP ELA RL.4.4 IP-InitialPrecursor-1234567		SP ELA RL.4.4 IP	Grade 4	English Language Arts
<input type="checkbox"/>				Grade 10	Mathematics
<input type="checkbox"/>				Grade 10	Mathematics
<input type="checkbox"/>				Grade 9	Mathematics
<input type="checkbox"/>				Grade 11	Mathematics
<input type="checkbox"/>				Grade 9	Mathematics
<input type="checkbox"/>				Grade 10	Mathematics
<input type="checkbox"/>				Grade 9	Mathematics
<input type="checkbox"/>				Grade 9	Mathematics

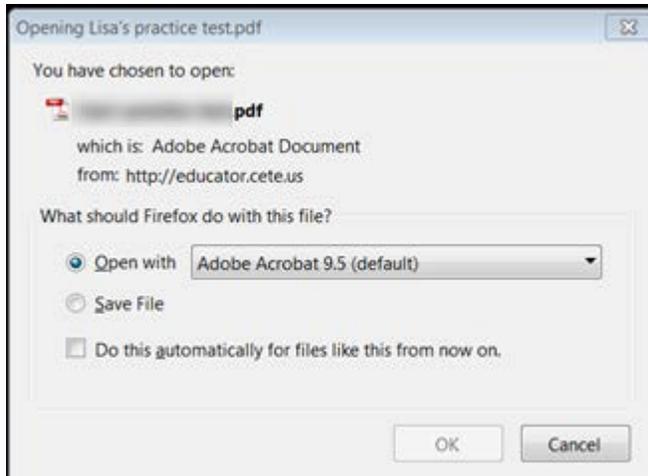
View Test Session Detail Page 1 of 9 View 1 - 10 of 87

7. Click the PDF in the Test Information column to view or open the TIP.

Current School Year	Educator ID	Educator First Name	Educator Last Name	DLM Student	Test Information
2015	Not Available	Aletra	Johnson	Yes	

Page 1 of 1 View 1 - 1 of 1

8. Click Open with; choose Adobe Acrobat.



9. Click OK.

10. View the TIP.

Test Completion

Please note that test administrators **will not** receive notification when all of the testlets for a subject have been completed. Test Administrators should keep a chart tallying the number of testlets students have completed and compare with expected number completed as found in TAM (see chart below). District Test Coordinators must run an Extract Report to determine that all testing for each subject has been completed. Please visit: CBTSupport@nysed.gov for additional information.

NUMBER OF TESTLETS FOR SPRING ASSESSMENT

Grade	Math Testlets	ELA Testlets
3	6	7
4	7	7
5	6	7
6	6	6
7	6	6
8	6	6
9	6	6

Field Testing

Once all required spring assessments are complete, a single field testlet in ELA and mathematics becomes available. The field testlets are delivered in one complete batch rather than one testlet at a time like the required spring assessments and are coded with the letter "R." The number of field tests varies from one to zero in ELA and math. The field testlets are assigned at the same or lower linkage level as the final operational testlet that the student completed during the spring assessment. Test administrators can expect each field testlet to take the same approximate length of time to administer as an operational testlet. Test administrators are strongly encouraged to deliver the field testlets, which help build a larger operational bank of available testlets. Please see the chart below for the amount of testlets delivered per grade level. After you have completed the required testlets, please go back in to educator portal to see if a field testlet has become available just as you would for an operational assessment.

***Remember- after you have completed the required testlets, please go back in to educator portal to see if a field testlet has become available just as you would for an operational assessment.**

Please NOTE: If a field testlet has been delivered, the Extract Report that the Test Coordinators runs will show that testing is not completed and that there is additional testlet required.

Writing Testlets

There are two types of writing testlets:

- Emergent writing testlets are used for students who do not yet have or are working on early symbolic understanding.
- Conventional writing testlets are used for students who have symbolic understanding and can use writing tools to communicate.

The DLM system uses prior information about the student, including the First Contact survey responses, to determine which type of writing testlet the student should receive.

The DLM alternate assessment writing testlets are designed to measure student ability between two and six EEs. The Initial and Distal Precursor levels are combined in an emergent writing testlet. The Proximal Precursor, Target, and Successor levels are combined in a conventional writing testlet. Emergent and conventional writing testlets are available for every grade.

In both types of writing testlets, students use the orthography-based tools that they use for writing in everyday instruction. Many students taking DLM alternate assessments will need the support of a test administrator to assist them in accessing a writing tool. The tools must offer students access to all 26 letters of the alphabet. The following writing tools are always allowable for use in writing testlets:

- pens or pencils
- white boards
- traditional keyboards using word processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word processing software
- any keyboard using word-prediction software
- alternate pencils, including alphabet flip charts, talking word processors, eye-gaze displays of letters, and letter-by-letter dictation of any sort
- a test administrator acting as a scribe, provided that the student is dictating letters in order to construct words.

The DLM writing testlets assess a student's ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters, words, and the expression of ideas through words, picture or word selection is not an appropriate method of composing text for the DLM alternate assessment writing testlets. When the testlet response options refer to "writing" or "the student wrote," this can include any method the student uses for writing.

During both types of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic about which to write. In emergent writing testlets, students often choose from a list of topics that they have been exposed to during instruction. Students taking conventional writing testlets also write about familiar topics. The KITE system does not pre-select topics for writing assessments. If able, the student should independently select a subject on which to write. The subject should focus on an informational topic that is relevant to instruction and familiar to the student.

In writing testlets, the test administrator delivers a structured writing activity to the student. The test administrator follows a series of onscreen instructions that guide the activity. The activity assesses the student's abilities to use writing to communicate about information at an appropriate level given the student's symbolic understanding.

Educator Directions:

SAY: "You are going to write about a person, place, or object today. What would you like to write about?"

Give the student time to make a choice about a topic used in shared reading and during instruction. If the student is unable to select a topic, select a topic for the student to write about. When the student is ready to begin, select "NEXT."

The test administrator is given prompts to ask the student to engage in writing tasks. The test administrator answers questions in KITE Client to evaluate the student's response after each prompt.

After the student has finished writing, choose the highest level that describes your evaluation of the final product. Spelling is not evaluated in this item.

- Wrote facts, details, or other information related to the topic
- Communicated about facts, details, or other information related to the topic, but did not write
- Wrote at least one word related to the topic
- Wrote a word or words that were not related to the topic
- Wrote letters
- Wrote marks or selected symbols other than letters
- Did not communicate or write about the topic

***The student's writing product must be kept on file at the district for a period of one year following test administration.**

For more information on administering writing testlets, please visit:
<http://dynamiclearningmaps.org/content/erp/videos#WritingTestletVideo>

For additional professional development on emergent and conventional writing instruction please visit the modules associated with writing found at:
<http://dlmpd.com/>.