

# Test Administrator's Manual

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## Best Practices Timeline for MAP-A Teachers (8/17/23)

Missouri is a member of the Dynamic Learning Maps (DLM) consortium and participates in the instructionally embedded model of the DLM Alternate Assessment (MAP-A). The program includes instructionally embedded assessments in the fall and spring to provide the best possible learning opportunities for students who are severely cognitively disabled.

During the test windows, teachers instruct students, then test using the Essential Elements that are crosswalked to the Missouri Learning Standards as part of the district's curriculum. Best practice would be to fully instruct on the required Essential Elements in all three subjects and employ appropriate pacing when administering testlets. Never send personally identifiable information via email (student name, birthdate), except the MOSIS number: MOSIS numbers can be emailed. All information can be discussed in a phone call.

### August Plan for Teachers:

1. Register for the Regional Professional Development Center (RPDC) facilitated Training via Frontline (Mylearningplan.com) if your district allows **OR** complete required online training courses by logging on using your email address as your user name and the first part of your email as the temporary password.
2. Activate accounts and log into the Educator Portal. Sign your security agreement and (click the "I agree" circle)
3. Watch training videos
4. Review DLM Manuals, suggested for teachers (Guide to DLM Required Test Administrator Training, Educator Portal Guide and Test Administration Manual).
5. Review ELA Familiar Text, ELA Materials, ELA Selection Records
6. Review Math Materials, Math Glossary, Math Selection Record
7. Review Science Materials, Science Instructional Activities
8. View Additional information on the DLM page

### September Plan for Teachers:

1. Use the Blueprints (ELA, Math, \***Science**) to select the Essential Elements in the instruction and Assessment Planner for Instructionally Embedded states.
2. Make sure all students are on the roster.
3. Complete the First Contact Survey & Personal Needs and Preferences Profile
4. Review the Guide to Practice Activities & Released Testlets, as well as Released Testlets for ELA, Math, and Science.
5. Note that all required grade levels (3-12) **MAY** test in all 3 areas (at no cost to the district) to help prepare those are required to test (ELA grades 3-8, and 11, Science grades 5,8,11 and Math grades 3-8 and 11)
6. Review the required number of testlets chart to view the number of testlets required by grade and subject to cover each Blueprint. **\*Science is Optional in the Fall.**
7. Fall Test Window Opens: September 11, 2023\_
8. Instruct and Assess as needed through the Fall Window closing: December 22,
9. Destroy testing Materials (TIPs, scratch paper, login credentials, etc.)

# BREAK BETWEEN WINDOWS

## January Plan for Teachers:

1. Prepare for the second round of teaching/testing by printing the Blueprints (ELA, Math, Science) to be taught and tested during the Spring window. \*Teachers may choose to teach/test the same EE as the first semester or choose new ones.
2. Make sure all students are on the roster
3. Enter EE for each student (***Science is required in the Spring***)
4. Begin instruction and Assessment throughout the Spring Semester
5. Spring Test Window Opens: February 5, 2024
6. Finish teaching all EEs and testing but allow buffer before the window closes in case a student is unavailable to test.
7. Spring Window Closes: May 17, 2024
8. Destroy testing Materials (TIPs, scratch paper, login credentials, etc.)
9. Use Blueprints and Student Score reports to help set goals for next year.

Notes: Educator Portal and Student Portal prefers Google Chrome or Mozilla FireFox

&lt;District Name&gt;

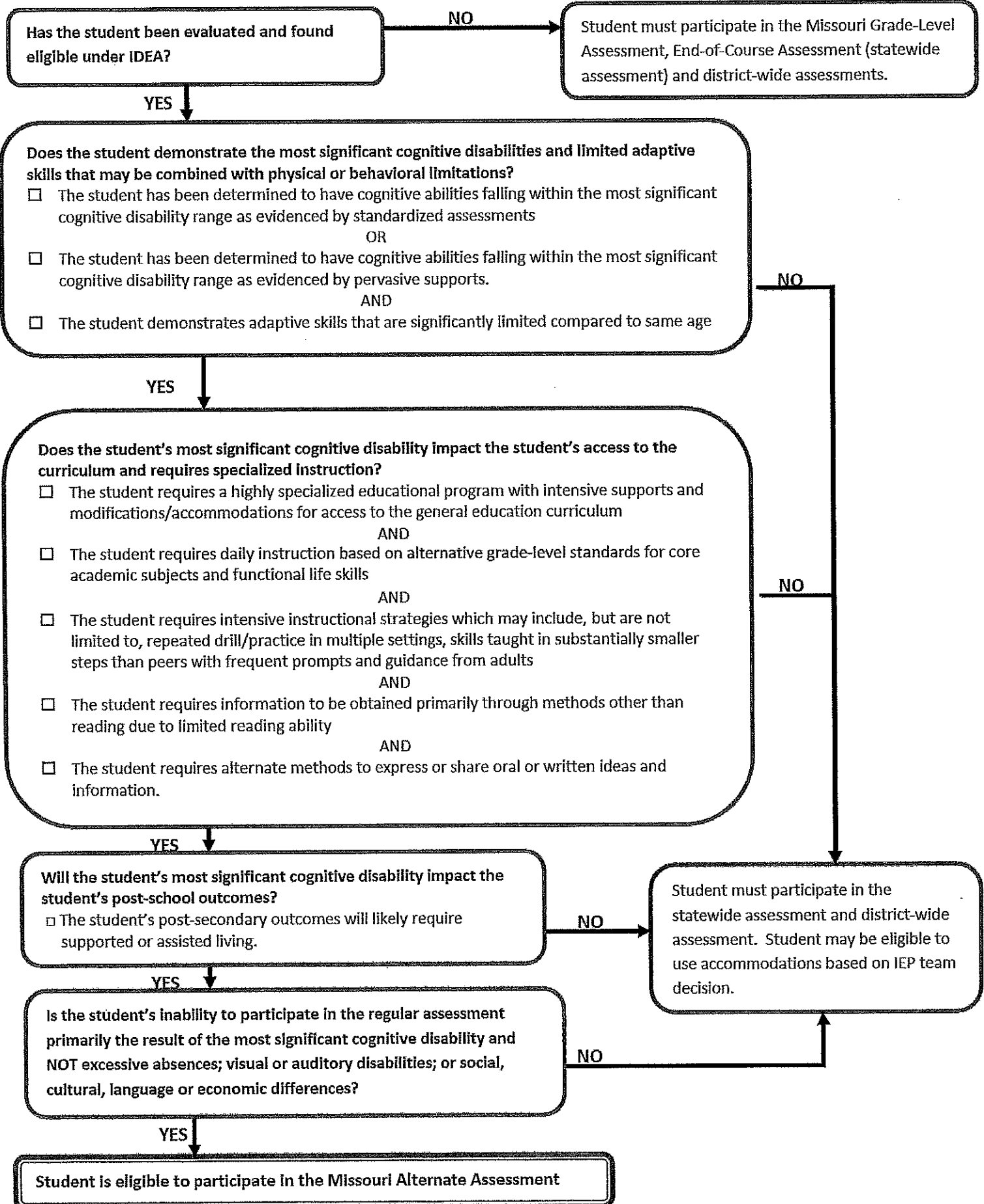
**Alternate Assessment Participation Determination**

Alternate assessment participation is determined by the student's IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP team for a student with a disability **MUST** answer "YES" to **ALL** of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternate Assessment. Please refer to the Missouri Alternate Assessment Decision Making Guidance Document for additional guidance in determining eligibility for the alternate assessment.

**Missouri Alternate Assessment Decision Making Checklist****ELIGIBILITY CRITERIA**

<b>1. Student has been evaluated and found eligible under IDEA.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student has an identified disability under IDEA.</li> <li>The student has an Individualized Education Program.</li> </ul>		
<b>2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The student demonstrates adaptive skills that are significantly limited compared to same age peers.</li> </ul>		
<b>3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The student requires daily instruction for core academic standards and functional life skills on a substantially different grade level from that of peers with disabilities.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The student requires intensive instructional strategies which may include, but are not limited to, repeated drill/practice in multiple settings, skills taught in substantially smaller steps than peers with frequent prompts and guidance from adults.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The student requires information to be obtained primarily through methods other than reading due to limited reading ability.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The student requires alternate methods to express or share oral or written ideas and information.</li> </ul>		
<b>4. The most significant cognitive disability impacts the student's post-school outcomes.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student's post-secondary outcomes likely require supported or assisted living.</li> </ul>		
<b>5. Additional factors considered for the student.</b>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> <li>The student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.</li> </ul>		

**Missouri Alternate Assessment Decision Making Flow Chart**



# Missouri Alternate Assessment Decision Making Guidance Document

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An IEP team may use the following guidance for each participation criterion to assist in the decision making process for determining eligibility for participation in alternate assessments. It is important to remember appropriate decisions should not be based upon one isolated factor, but based upon a more longitudinal and overall analysis of the student's educational performance as compared to each of the participation criterion.

## **1. The student has been evaluated and found eligible under IDEA.**

Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the alternate assessment. Students who only have a medical diagnosis or a 504 plan are NOT eligible to participate in the alternate assessment.

The IEP team for eligible students must make an individualized decision regarding the student's participation in either the regular assessment or alternate assessment using the Missouri Alternate Assessment Decision Making Checklist or Flowchart. This decision must be documented in the IEP.

## **2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.**

While there is no one method of determining if a student demonstrates the most significant cognitive disability, it is clear this decision must be made by comparing the student to the entire population of other students of the same age – not just other students within the district or school building.

The most significant cognitive disability range can be evidenced by standardized assessments or pervasive supports. In addition to demonstrating the most significant cognitive disabilities, the student must also demonstrate adaptive skills that are significantly limited as compared to same age peers.

While IDEA does not provide any guidance on determining the most significant cognitive disabilities, it does state, under Section 300.304(3)(c)(1) "Assessments and other evaluation materials used to assess a child under this part— (i) are selected and administered so as not to be discriminatory on a racial or cultural basis; (ii) are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer; (iii) are used for the purposes for which the assessments or measures are valid and reliable; (iv) are administered by trained and knowledgeable personnel; and, (v) are administered in accordance with any instructions provided by the producer of the assessments."

Intelligence tests including, but not limited to, the Wechsler Scales, the Leiter International Performance Scale, and the Stanford-Binet Intelligence Scales all yield standard scores and provide a system of classification to assist trained personnel in determining a level of cognitive functioning.

The following ranges, based on standard scores of standardized intelligence tests, reflect the categories of the American Association on Intellectual and Developmental Disabilities, the Diagnostic and Statistical Manual of Mental Disorders, and the International Classification of Diseases.

These ranges include four (4) levels of support:

- IQ 50–55 to 70; children require mild support;
- IQ 35–40 to 50–55; children require moderate supervision and assistance;
- IQ 20–25 to 35–40; can be taught basic life skills and simple tasks with supervision;
- IQ below 20–25; usually caused by a neurological condition; require constant care.

While an IQ score is not the sole criterion to determine if a student should participate in the Missouri Alternate Assessment, it would be expected that students taking the alternate assessment would score significantly lower than their peers with or without disabilities on standardized tests of knowledge and cognition, or that these students may not achieve a valid score on the standardized test. IEP teams will need to refer to the standardized test manual for guidance on what would be considered the most significant cognitive disability for that particular test.

If a standardized cognitive assessment instrument cannot be utilized with the student, information must be provided to show the pervasive level of support required by the student. This information must come from multiple sources of information (not just an adaptive behavior assessment) and include both skills the student is capable of performing as well as those areas in which he/she has difficulty. A comprehensive review would be expected to include each of the following areas: communication; self-care; daily living; social skills; access to community; self-direction; health and safety; functional academics; leisure; and, work.

In addition to the above, adaptive skills as measured by tests of adaptive functioning **MUST** be commensurate with the scores from the cognitive evaluation and must also indicate that the student is functioning in the most significant classification ranges.

### **3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.**

The student's daily instruction on the chronologically age appropriate academic content standards and the grade level benchmarks is substantively different from that of peers with or without disabilities. The student requires intensive instructional strategies which may include, but are not limited to, repeated drill/practice in multiple settings, skills taught in substantially smaller steps than peers with frequent prompts, and guidance from adults. The student also requires intensive supports in the school setting as evidenced by individualized instruction, adult supervision, and assistance throughout the school day. The student's modified curriculum may consist of functional life skills such as: pre-academics, communication, self-care, daily-living, and social skills.

The student requires information to be obtained primarily through methods other than reading due to limited reading ability and also utilizes alternate methods to express or share oral or written ideas and information with others.

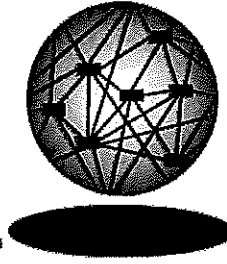
**4. The most significant cognitive disability impacts the student's post-school outcomes.**

The student's post-secondary outcomes for independent living will likely require supported or assisted living. The student may have a guardian when he/she turns age 18. The student would require moderate to significant supervision in order to access the community for recreation, employment, training, and daily living. The student's post-secondary outcomes for education/training will likely include on-the-job training for sheltered or supported employment, as well as, skill acquisition for social, communication, and/or behavior. The student's post-secondary outcomes for employment will likely result in sheltered or supported employment, part-time employment, participation in day activity centers, or home.

**5. Additional factors that must be considered for the student.**

The student's difficulty in the general education curriculum is NOT primarily the result of excessive absences; visual or auditory disabilities; or, social, cultural, language, or economic differences. The student's difficulty in the general education curriculum is due primarily to the impact of the student's most significant cognitive disability and limited adaptive skills.





## Number of Required Testlets

Updated 8/2/23

Missouri uses the instructionally embedded testing model with two testing windows. Math and ELA Blueprints must be covered twice. Science Blueprints must be covered in the spring. It is best practice to cover the Blueprints twice for all subjects and all grades 3-11.

**Minimum Number of MAPA DLM Testlets Required to Complete Blueprints**

\*recommended but not required

NOTE: Writing shows up as one testlet for several EEs

GRADE	ELA	MATH	SCIENCE	TOTAL
3	7	6	9*	22
4	7	8	9*	24
5	7	7	9	23
6	7	6	9*	22
7	7	7	9*	23
8	7	7	9	23
9	5*	6*	9*	20
10	5*	6*	9*	20
11	5	6	9	20

**Form D: Part 3  
Alternate Assessment (MAP-A)**

Only for students with the most significant cognitive disabilities

**Participation**

The student will participate in the MAP-A Assessment. This alternate assessment is for students with the most significant cognitive disabilities who meet the multiple criteria\* for eligibility which is based upon an educational curriculum focusing on essential skills and alternative learning standards in the following areas:

- English Language Arts** in Grades 3 through 8 and 11
- Mathematics** in Grades 3 through 8 and 11
- Science** in Grades 5, 8, and 11

\*Information from the alternate assessment decision making resources including the guidance document, flowchart, and/or checklist should be used to justify participation in the alternate assessment. These resources can be found on DESE's [MAP-A](#) webpage.

Student will participate in Dynamic Learning Maps (DLM) for local assessment in the following areas:

- English Language Arts** in Grades 9, 10, and 12
- Mathematics** in Grades 9, 10, and 12
- Science** in Grades 3, 4, 6, 7, 9, 10, and 12

Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 3, 4, 6, and 7.

Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 9, 10, and 12. The student still meets MAP-A eligibility and is not required to participate in EOCs.

**MAP-A Justification**

The IEP team **must complete** the alternative assessment justification section in the Present Level of Academic Achievement and Functional Performance to explain why the child cannot participate in the general education assessment. Resources to assist in answering are located on DESE's [MAP-A Supporting Documents](#) webpage.

## **Navigating the DLM Website**

1. DLM Website: <https://dynamiclearningmaps.org/>

OR

Click in middle of the MAP-A page in the DLM Paragraph - Live link

OR

Click on DLM Landing page in Quick Links

2. Click on For States (blue band at the top of the page)
3. Click on Missouri (on the right side under instructionally embedded)
4. In the top section you will find Testing Windows
5. Link to Caryn Girratano (DESE MAP-A Person)
6. On the left side Filter: Start with teacher
7. Click on teacher, assessment resources and all
  - DLM Performance Level Descriptors,
  - DLM Score Report Videos,
  - Educator Resources Videos for Instructionally Embedded States: Completing First Contact Survey, Dynamic Learning Maps Writing Testlets Getting Started in Educator Portal,
  - Guide to Practice Activities and Released Items,
  - Materials Collections
8. Click on Reset Filters
9. Click on teacher, instructional resources and all
  - DLM Familiar Texts for ELA,
  - Mathematics Glossary
  - Sample Testlet Information Pages and Released Testlets

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9. Click on teacher, instructional resources and all
  - DLM Familiar Texts for ELA,
  - Mathematics Glossary
  - Sample Testlet Information Pages and Released Testlets

## Navigating DLM Professional Development Page

1. Click on DLM PD Site: <https://dlmpd.com>

OR

Click on Professional Development on the DLM Landing Page

2. Click on large blue tab marked Professional Development

3. Click on any module

4. At the top Click on Instructional Resources

5. Click on DLM Essential Elements Unpack

6. Click on Texts Resources

- DLM Essential Elements Unpacking
- Text Resources: Anchor-Read-Apply Lesson Supports Linked to DLM Essential Elements, Shared Reading Vignette
- Communication Supports: More about DLM Core Vocabulary
- Writing Resources
- Lesson Supports

7. Scroll Up and Click on Exemplar Text Supports

- Click on [tarheelreader.org](http://tarheelreader.org) (end of 2nd paragraph)

OR

Blue Visit Tar Heal Reader button near the bottom: Click on Find a Book and New Accessible Games

- Click on a grade band to find books OR Need to access DLM Familiar Texts? Instructionally Embedded

8. Scroll up and Click on Blog Page

- Click on New Videos of Instruction Tafeting the DLM Essential Elements
- Click on Pinterest Boards