

**DYNAMIC**<sup>®</sup>  
LEARNING MAPS

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# EDUCATOR PORTAL USER GUIDE

**Revision Date: 11/17/2017**

All screenshots, data dictionaries, and templates shown or referred to in this manual are accurate on the Revision Date noted above.

When this manual is updated, the Revision Date will also be updated. A summary of changes is included in the Appendix under Document History.

## FINDING HELP

When the information in this manual and resources from a state's DLM webpage do not lead to solutions, these contacts can provide additional support.

HINT: Print this page and keep it handy!

For these items:	Contact:
<ul style="list-style-type: none"><li>• KITE Client installation</li><li>• General computer support</li><li>• Internet availability</li><li>• Display resolution</li><li>• Issues with sound, headphones, speakers, etc.</li></ul>	Local technology representative
<ul style="list-style-type: none"><li>• How to use KITE Client and Educator Portal</li><li>• Training requirements</li><li>• Assessment questions</li><li>• Assessment scheduling</li></ul>	Local assessment coordinator
<ul style="list-style-type: none"><li>• Data issues (rosters, enrollment, etc.)</li></ul>	Local assessment coordinator or data manager
<ul style="list-style-type: none"><li>• Test invalidation requirements</li><li>• Student IEP requirements</li><li>• Assessment window dates, extensions, requirements, etc.</li><li>• Test resets (may take up to 72 hours)</li></ul>	Local assessment coordinator

### *IF CONTACTING THE DLM SERVICE DESK:*

- **Do not send any Personally Identifiable Information (PII)** for a student via email. This is a federal violation of the Family Education Rights and Privacy Act (FERPA). PII includes information such as a student's name or state identification number. Each state has unique PII requirements. Please check with your district assessment coordinator to find out what student information can be legally emailed in your state.
- Do send
  - your contact information (email address and name)
  - your school (include the district if contacting state-level personnel)
  - error messages, including the testlet number if applicable to the problem.

# EDUCATOR PORTAL USER GUIDE

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## AUDIENCE AND PURPOSE

The EDUCATOR PORTAL USER GUIDE for the Dynamic Learning Maps® (DLM®) alternate assessment provides users with step-by-step procedures for using Educator Portal (EP) for the assessment. EP users (e.g., teachers, assessment coordinators, and data managers) manage student information and access reports in EP.

## WHAT'S NEW IN THIS VERSION?

Information about these topics has been added or enhanced in this version.

<b>Topic</b>	<b>Starting Page</b>
Note added regarding users' inability to change linkage levels or select themes for writing testlets.	62

A more comprehensive list of changes to this manual prior to this release is included in the Appendix under Document History.

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## INTRODUCTION

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### ABOUT THE DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT SYSTEM

The Dynamic Learning Maps Alternate Assessment System assesses what students with the most significant cognitive disabilities know and can do in grades 3–8 and high school. State departments of education determine which subjects and grades are assessed in each state. The DLM system provides accessibility by design and is guided by the core beliefs that all students should have access to challenging, grade-level content, and that test administrators should adhere to the highest levels of integrity in providing instruction and in administering assessments based on this challenging content.

### ABOUT THE KITE SYSTEM AND EDUCATOR PORTAL

The KITE® system was designed to deliver the next generation of large-scale assessments and was tailored to meet the needs of students with the most significant cognitive disabilities. Educators and students use two of the four applications in the KITE system. Students and educators each see a different part.

Students have accounts in **KITE Client**.



KITE Client delivers assessments to students through the use of a customized secure interface. Once launched, KITE Client prevents students from accessing websites or other applications during testing. Practice activities and released testlets are also available using demo student accounts through KITE Client. Educators and staff do **not** have accounts in KITE Client.

Staff and educators have accounts in **Educator Portal (EP)**.



EP is the administrative application where staff and educators manage student data and retrieve reports. Users can access EP via <https://educator.cete.us>. For information on working within EP, see this manual and the DATA MANAGEMENT MANUAL on the DLM website.

## REQUIRED SOFTWARE

### *SUPPORTED BROWSERS*

See the [KITE® Suite Requirements webpage](#) to choose a supported browser that will work well with EP. Mozilla Firefox is preferred. For more information on browsers and technology in your district, check the TECHNOLOGY SPECIFICATIONS MANUAL or contact your district technology personnel.

HINT: Sometimes certain supported browsers provide inconsistent experiences depending on the edition of the browser and other factors. Browser problems include Testlet Information Pages not showing or students not appearing on rosters after being added. Troubleshoot the issue by clearing the browser cache and history and by closing and reopening EP in the browser. If these methods do not solve the issue, contact local technology personnel to troubleshoot.

### *PDF VIEWER*

To view PDFs in EP, educators will need Adobe Acrobat Reader DC or other software which allows users to view and print PDFs. Download Adobe Reader from <http://get.adobe.com/reader/>. Contact your district technology personnel for questions related to technology specifications.

### *EDUCATOR PORTAL STATUS*

Educator Portal status is available on the KITE Suite webpage: <http://dynamiclearningmaps.org/kite>.

## TROUBLESHOOT ACCESS IN EDUCATOR PORTAL



### **Avoid Common Pitfalls**

Save time and avoid errors by making sure you follow these steps before moving to the next section.

HINT: Reference the most current version of this guide and use a recommended browser to access EP.

### *NO TEST MANAGEMENT ACCESS*

Access to the Test Management screen in EP is restricted until the user does the following:

- Completes all Required Test Administrator Training modules with a passing score on each post-test.
- Reads, agrees to, and signs the Security Agreement in EP.

Users who have not completed each requirement will receive one of the following error messages:

- Access to Test Management is restricted due to incomplete Required Test Administrator Training. You must complete all Required Test Administrator Training before receiving access to Test Management.
- Access to Test Management is restricted because the user has not accepted and completed the annual Security Agreement. All previously accepted Security Agreements expired August 1. You must read, sign, and accept this year's Security Agreement in EP before receiving access to Test Management.
- Access to Test Management is restricted due to missing annual requirements. All previously accepted Security Agreements expired August 1. You must read, sign, and accept this year's Security Agreement in Educator Portal and complete all Required Test Administrator Training before receiving access to Test Management.

### *NO STUDENT TESTS*

Students are not assigned testlets until the following steps are completed correctly:

- The student is listed on the correct test administrator's roster.
- The First Contact (FC) survey is complete and has been submitted.
- The student is rostered to the correct subjects for the DLM alternate assessment.
- The test administrator has read, agreed to, and signed the Security Agreement.
- 

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NOTE: Ensure the student is assigned to the correct grade level in EP.

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If there are problems with any of the above, your data manager or assessment coordinator can correct grade or roster information.

### *COMMON VIEW ACCESS ISSUES*

A user's role in EP may limit their access to view tabs, features, or data. If a user cannot access needed information, they may need to be assigned a new or additional role in EP. See Assign a User Role or Multiple Roles in the DATA MANAGEMENT MANUAL.

# EDUCATOR PORTAL PROCEDURES

## MANAGE USER ACCOUNT

### *ACTIVATE EDUCATOR PORTAL ACCOUNT*

This procedure is required for all first time DLM alternate assessment users.

HINT: If you have already activated your EP account and received your username and password, go to the procedure titled Getting Started in Educator Portal on page 11.

1. Did you receive a KITE activation email message from [KITE-support@ku.edu](mailto:KITE-support@ku.edu)?

----- Original message -----  
 From: <[KITE-support@ku.edu](mailto:KITE-support@ku.edu)>  
 Date: Tue, Jan 21, 2014 at 3:00 PM  
 Subject: Activate your Account for KITE Assessment Administration  
 To: lastname, firstname

Your account has been approved for access to KITE.  
 Your username is your email address with all lowercase letters.  
 To activate your account and set up your password click on the following link.

<http://educator.cete.us/AART/activate.htm?an=14984efe-2085-4cf0-ab60-62654b38dbfc>

Please contact your local Assessment Coordinator or administrator if you did not request this account or are uncertain why you are receiving this email.  
 This link to activate your account will expire in 20 days.

If:	Then:						
Yes	Go to Step 2.						
No	<p><i>The activation email message is sent <b>only</b> after your state or district data manager has uploaded your information into EP.</i></p> <table border="1" style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 15%;">If:</th> <th>Then:</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>Ask your data manager to resend the KITE activation email message.</td> </tr> <tr> <td>No</td> <td>Wait until your data manager has uploaded your user information.</td> </tr> </tbody> </table>	If:	Then:	Yes	Ask your data manager to resend the KITE activation email message.	No	Wait until your data manager has uploaded your user information.
If:	Then:						
Yes	Ask your data manager to resend the KITE activation email message.						
No	Wait until your data manager has uploaded your user information.						

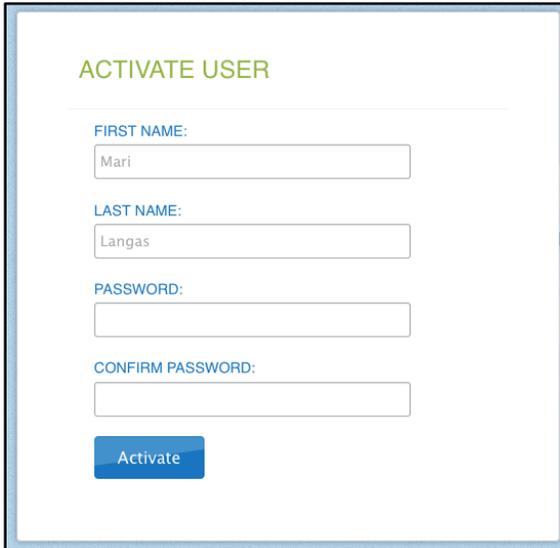
HINT: The email message may reference KITE Assessment Administration, but this is the path to EP.

2. Click the link in the message. The **Activate User** screen appears.

3. Complete these fields:

- ◆ First Name
- ◆ Last Name
- ◆ Password
- ◆ Confirm Password.

4. Click **Activate**.



**ACTIVATE USER**

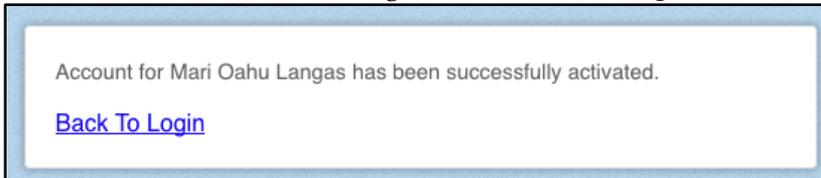
FIRST NAME:

LAST NAME:

PASSWORD:

CONFIRM PASSWORD:

5. Receive a confirmation message. Click **Back To Login**.



Account for Mari Oahu Langas has been successfully activated.

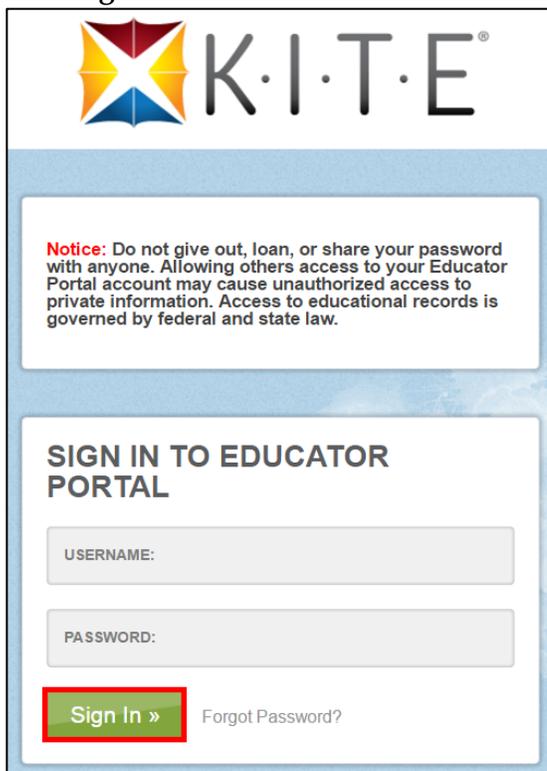
[Back To Login](#)

## GETTING STARTED IN EDUCATOR PORTAL

HINT: The first time you access EP, complete the procedure titled Activate Educator Portal Account on page 9.

To log in to EP, follow these steps:

1. Using a recommended browser, go to <https://educator.cete.us>.
2. Complete these fields on the **Sign In** screen:
  - ♦ Username (usually your email address; use lower case)
  - ♦ Password (case sensitive).
3. Click **Sign In**.



**K.I.T.E.**

**Notice:** Do not give out, loan, or share your password with anyone. Allowing others access to your Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

**SIGN IN TO EDUCATOR PORTAL**

USERNAME:

PASSWORD:

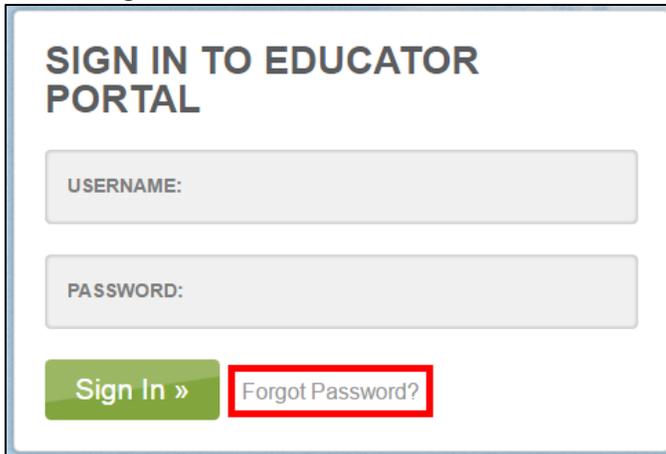
**Sign In »** [Forgot Password?](#)

## RESET EDUCATOR PORTAL PASSWORD

HINT: This procedure is only for forgotten passwords. To simply change a password, see the procedure titled Change Password on page 14.

To reset a password in EP, follow these steps:

1. Go to EP at <https://educator.cete.us>.
2. Click **Forgot Password?**



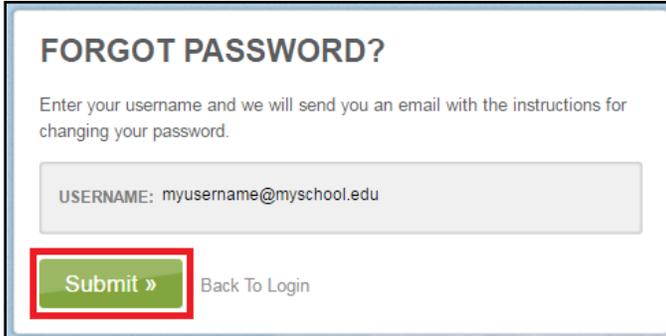
**SIGN IN TO EDUCATOR PORTAL**

USERNAME:

PASSWORD:

Sign In » Forgot Password?

3. Enter your **Username**.



**FORGOT PASSWORD?**

Enter your username and we will send you an email with the instructions for changing your password.

USERNAME: myusername@myschool.edu

Submit » Back To Login

4. Click **Submit**.

- A notification will appear stating that the password reset request has been received.

## FORGOT PASSWORD?

Enter your username and we will send you an email with the instructions for changing your password.

Thank you. Your password reset request has been received. Please contact technical support if you continue to experience problems.

USERNAME: myusername@myschool.edu

[Submit »](#) [Back To Login](#)

- [KITE-support@ku.edu](mailto:KITE-support@ku.edu) will send a password reset email within one hour. If this automated message does not arrive after an hour, check junk or spam folders.

From: <[KITE-support@ku.edu](mailto:KITE-support@ku.edu)>  
Date: Tue, Jan 21, 2014 at 12:07 PM  
Subject: KITE Account Password re-set  
To: user@schooldistrict.edu

Hi [user@schooldistrict.edu](mailto:user@schooldistrict.edu)

A password reset has been requested for your KITE account.

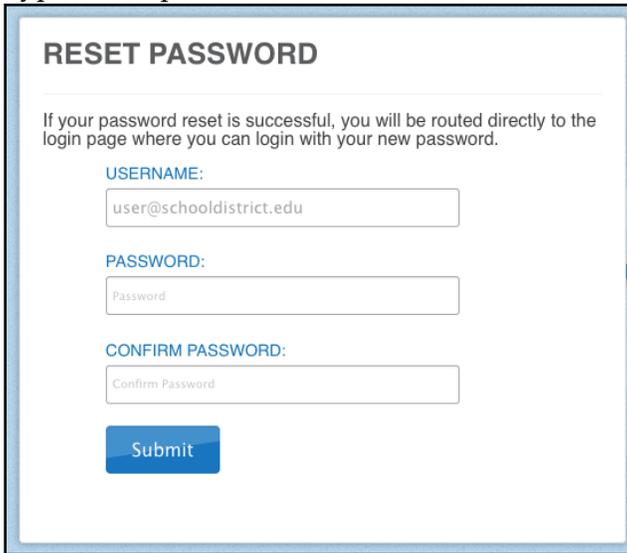
To reset your password, please click the following link:  
<http://educator.cete.us/forgotPassword/resetPassword.htm>

This link is available until date [2014-01-26] time [12:07:18] Time Zone (CST)

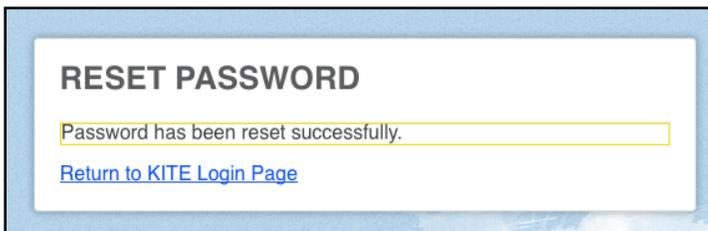
Thank you,  
KITE

- Click the link in the message.
- Enter your **Username**.

9. Type a new password in the **Password** and **Confirm Password** fields.



10. Click **Submit**.

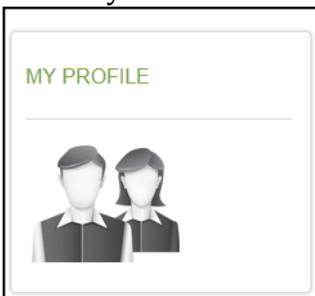


11. Click **Return to KITE Login Page**.

### ***CHANGE PASSWORD***

To change your password, follow these steps:

1. Click **My Profile**.



2. Click **Change Password** on the left menu.
3. Complete these fields:
  - ♦ Current Password
  - ♦ New Password
  - ♦ Confirm Password.

4. Click **Save**.
5. Click **X** to close the pop-up window.

HINT: Remember, never give out, loan, or share your password with anyone. Allowing others to access your EP account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

#### ***COMPLETE THE SECURITY AGREEMENT***

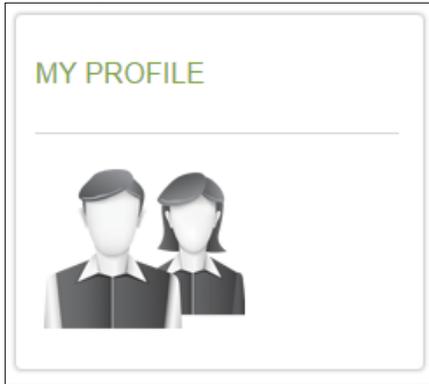
All educators with an account in EP must read, agree to, and sign the Security Agreement. The Security Agreement expires each year on August 1 and must be renewed through EP. Test administrators are expected to deliver the DLM assessments with integrity and maintain the security of testlets.

If test administrators do not agree to the Security Agreement (and complete the Required Test Administrator Training), they will not have access to information on the Test Management screen in EP and will not be able to deliver assessments.

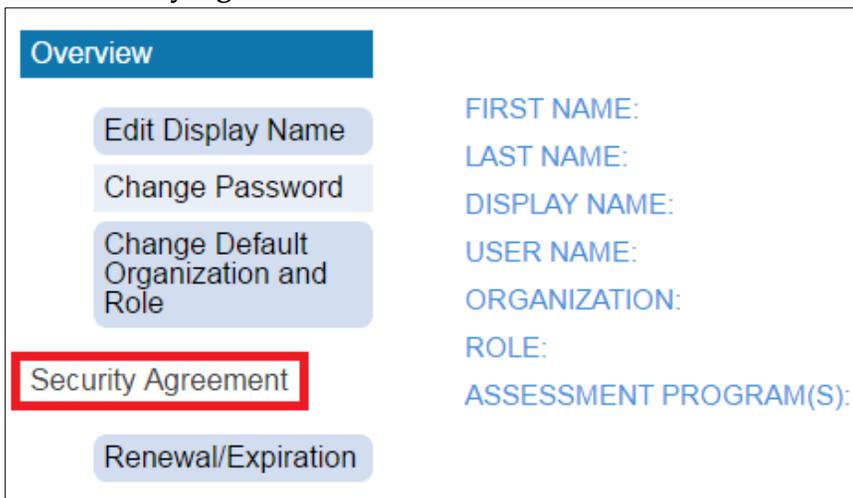
The steps to complete the Security Agreement are below.

HINT: See your district assessment coordinator for additional guidance on state and district test security policies and procedures for reporting testing irregularities.

1. To complete the Security Agreement, go to **My Profile**.



2. Click **Security Agreement**.



3. Choose the first option to agree to follow the standards.

I have read this security agreement and agree to follow the standards.

I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

4. Type your name.

Please type your full name and click Save

5. Click Save.

My Profile X

Overview

- Edit Display Name
- Change Password
- Change Default Role
- Security Agreement**
- Renewal/Expiration

The KITE Assessment provides opportunities for flexible assessment administration. However, all KITE assessments - including instructionally embedded assessments chosen by the teacher and delivered during the year 2016 are secure tests.

Test administrators and other educational staff who support KITE implementation are responsible for following the KITE test security standards:

1. Assessments (testlets) are not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems, or reproduced by any means.
2. Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed.
3. Those who violate the KITE test security standards may be subject to their state's regulations or state education agency policy governing test security.
4. Educators are encouraged to use resources provided by KITE, including practice activities and released testlets, to prepare themselves and their students for the assessments.
5. Users will not give out, loan or share their password with anyone else. Allowing others access to an Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

Questions about security expectations should be directed to the local KITE Assessment Coordinator.

I have read this security agreement and agree to follow the standards.

I have read this security agreement and DO NOT agree to follow the standards.

Please type your full name and click Save

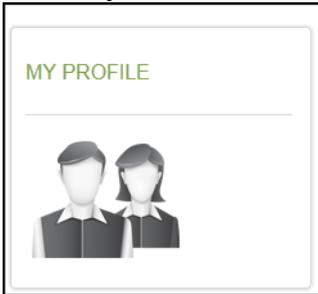
HINT: If you accidentally select "DO NOT agree" in the Security Agreement, go back to My Profile and agree to follow the standards.

## CHANGE DISPLAY NAME

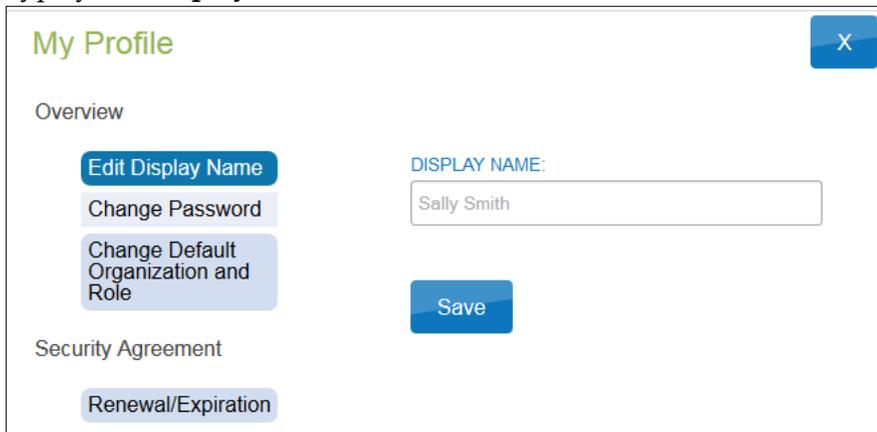
The display name is the name that shows when users log in to the application. The default display name is the first name and last name that were defined in the user upload by the data manager. Changing your display name is optional.

To edit your display name, follow these steps:

1. Click **My Profile**.



2. Click **Edit Display Name** on the left menu.
3. Type your **Display Name**.

A screenshot of the "My Profile" edit form. The title "My Profile" is at the top left in green, with a blue "X" button to close the window at the top right. Below the title is the section "Overview". On the left side of the Overview section, there are three buttons: "Edit Display Name" (highlighted in blue), "Change Password", and "Change Default Organization and Role". On the right side, there is a text input field labeled "DISPLAY NAME:" containing the text "Sally Smith". Below the input field is a blue "Save" button. At the bottom of the Overview section is the "Security Agreement" section, which contains a button labeled "Renewal/Expiration".

4. Click **Save**.
5. Click **X** to close the pop-up window.

## CHANGE USER ROLE VIEW

If users require multiple roles (because of responsibilities in different buildings or districts), the data manager can set up access with those roles, and users are able to switch roles to view the students in a particular building or district. The role name is followed by the organization and assessment program. Click the drop-down arrow to choose the desired role, organization, and assessment program. The role must be selected before the organization(s) and assessment program(s) matching that role become available.



The screenshot displays the K.I.T.E. Educator Portal interface. At the top left is the K.I.T.E. logo. In the top right corner, it shows the user is logged in as 'User Name', with a 'Sign Out' link. Below this are three dropdown menus for 'Role' (set to 'User Role'), 'Organization' (set to 'Organization'), and 'Assessment Program' (set to 'Assessment Program'). A navigation bar contains buttons for 'Home', 'SETTINGS', 'MANAGE TESTS', 'REPORTS', and 'HELP'. The main content area features a large image of a teacher interacting with students. To the right of the image are two panels: 'MY PROFILE' with a placeholder for a user profile picture, and 'QUICK LINKS' with icons and text for 'Students', 'Rosters', 'Monitor Session', and 'Extracts'.

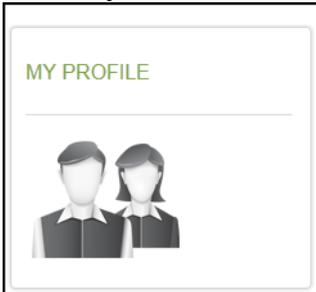
HINT: The Help button leads to frequently asked questions and answers for various EP tasks.

### ***CHANGE DEFAULT ROLE, ORGANIZATION, AND ASSESSMENT PROGRAM***

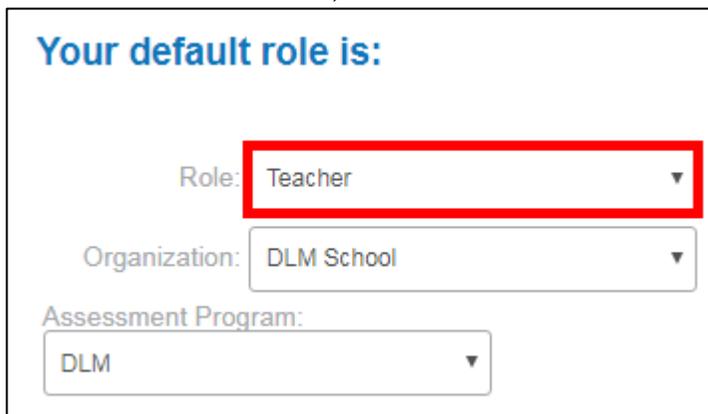
The default role, organization, and assessment program impact the view that appears when users log in to EP. Data managers define the default role, organization, and assessment program for each user when creating accounts. Changing these is optional.

To change the default role, organization, and assessment program, follow these steps:

1. Click **My Profile**.



2. Click **Change Default Role** on the left menu.
3. Choose a new default role, if desired.

A screenshot of a form titled "Your default role is:" in blue text. The form contains three dropdown menus. The first dropdown is labeled "Role:" and has "Teacher" selected; this dropdown is highlighted with a red rectangular border. The second dropdown is labeled "Organization:" and has "DLM School" selected. The third dropdown is labeled "Assessment Program:" and has "DLM" selected.

4. Click **Save**.

5. If the role spans across more than one organization or assessment program, the default for those roles can be set through the drop-down menus for each in Change Default Role in EP.

Overview

**Your default role is:**

Role: Test Administrator (QC Person) ▼

Organization: Missouri ▼

Assessment Program: Alaska  
Iowa  
Kansas  
Missouri  
Oklahoma

Security Agreement

Renewal/Expiration

NOTE: Kansas uses more than one assessment program in EP. Therefore, some Kansas users may have more than one program in the drop-down menu.

6. Click **X** to close the pop-up window.

## MANAGE STUDENT DATA

Procedures in this section are the primary responsibility of the test administrators (i.e., users with the teacher role in EP). Building- and district-level EP users may also use these procedures to manage student data, although their view of the screens in EP differ from a test administrator's view. Data managers should refer to the DATA MANAGEMENT MANUAL for recommended procedures.

All users are responsible for confirming that student data is accurate and taking steps to correct inaccurate data. Ensuring accurate data at the beginning of the school year helps guarantee accurate test administration and Individual Student Score Reports at the end of the school year. Actions such as validating the correct grade and checking the spelling of names are vital to this process.

### FIND A STUDENT

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NOTE: Test administrators will not have the option to use Find Student.

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To find a student in EP, follow these steps:

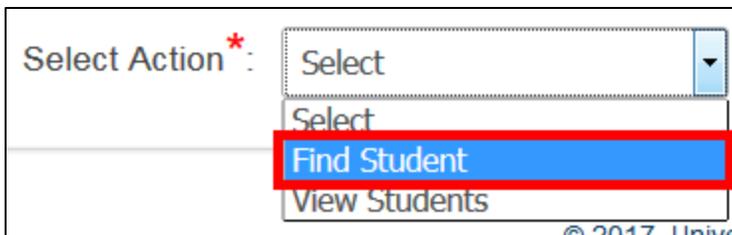
1. Click **Settings**.



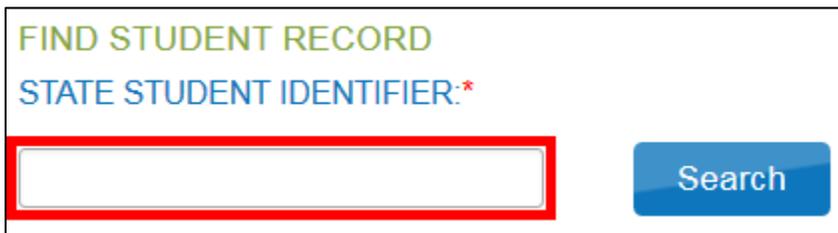
2. Click **Students**.



3. Select **Find Student**.



4. Enter the student's state student identifier.

A form titled 'FIND STUDENT RECORD' with a label 'STATE STUDENT IDENTIFIER:\*' and a text input field. The input field is highlighted with a red border. A blue 'Search' button is to the right of the input field.

5. Click **Search**.

FIND STUDENT RECORD  
STATE STUDENT IDENTIFIER: \*  
  
Search

#### VIEW AND CHECK STUDENT DATA

HINT: Test administrators may need to take action when a student leaves or joins their classroom after spring assessments have started. A district-level user or building test coordinator can add, exit, or transfer the student as needed so the student will receive testlets and have accurate records.

To view and check student records, follow these steps:

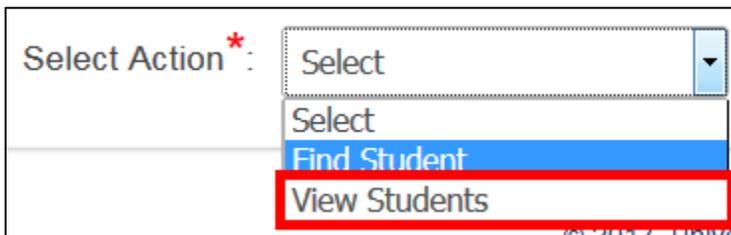
1. Click **Settings**.



2. Click **Students**.



3. Select **View Students**.



4. If applicable, apply filters in the **Select Organization** fields to choose the necessary level (e.g., if a test administrator is responsible for students from more than one district or building).

5. Click **Search**.

**SELECT ORGANIZATION**  
Specify organization level and click on search

**STATE:\***  
DLM QC State

**DISTRICT:\***  
DLM School District

**SCHOOL:\***  
DLM School

**Search**

6. Sort, filter, and search as needed.

Select Action\*: View Students

**SELECT ORGANIZATION**  
Specify organization level and click on search

**STATE:\***  
DLM QC State

**DISTRICT:\***  
DLM West District

**SCHOOL:**  
DLM West School

**Search**

State ID	First Name	Last Name	Current School Year	Local Id
55507000	Annie	Demo	2016	55507000
55507001	Annie 1	Demo	2016	55507001
55507002	Annie 2	Demo	2016	55507002
55507003	Annie 3	Demo	2016	55507003
55507004	Annie 4	Demo	2016	55507004
55507005	Annie 5	Demo	2016	55507005
55507006	Annie 6	Demo	2016	55507006
55507007	Annie 7	Demo	2016	55507007
55507008	Annie 8	Demo	2016	55507008
55507009	Annie 9	Demo	2016	55507009

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**HINT:** Columns can be organized by clicking on the choose columns icon at the bottom of the table window.

7. Review the following fields for accuracy. Data in these fields must be correct before proceeding to other activities:

- ◆ State ID
- ◆ First Name
- ◆ Last Name
- ◆ Grade

If:	Then:
All fields are accurate for all students,	Go to the next step.
One or more fields contain incorrect information for one or more students,	Stop! Do <b>not</b> proceed. Do <b>not</b> enter FC survey or Access Profile data for these students. Do <b>not</b> test these students. Contact your assessment coordinator or data manager to have the information corrected. Do not proceed until student data is correct.

8. Scroll to view the **Access Profile** survey field. Does the link read "Custom"?

If:	Then:
Yes	Go to the next step.
No	Go to Complete Access Profile, page 31

9. Scroll to view the **First Contact** survey field. Does the link read "Complete"?

If:	Then:
Yes	Go to the next step.
No	Go to Complete the First Contact Survey, page 42

10. To view an individual student record, click the student State ID number.

State ID	First Name	Last Name	Current School Year	Local Id
99z123456				

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11. The View Student Record overlay appears. Test administrators will not have the option to edit.

View Student Record - Close

**Student**

Student State ID: [redacted]      Date of Birth: [redacted]  
KITE Login Username: [redacted]      Password: [redacted]

**Demographic**

Gender: [redacted]      Comprehensive Race: [redacted]  
First Language: [redacted]      Hispanic Ethnicity: [redacted]

**Profile**

Primary Disability: [redacted]      Access Profile (PNP): [Custom](#)  
Assessment Program: DLM - Dynamic Learning Maps      First Contact Survey: [NOT STARTED](#)

**School Enrollment**

District: [redacted]      Student Local ID: [redacted]      AYP School ID: [redacted]      Gifted Student: [redacted]  
State Entry: [redacted]      School Entry: [redacted]      District Entry: [redacted]

Subject	Course	Educator	Roster
[redacted]	[redacted]	[redacted]	[redacted]

HINT: A user with the role of teacher will see the user name and password if the Required Test Administrator Training has been taken and passed and if the Security Agreement is signed. Other users do not see the credentials.

12. OPTIONAL: District-level users and building test coordinators can click **Edit** in the Student Record and change the student’s personal information.

**Edit Student Record - [redacted]**

**Student**

LEGAL FIRST NAME:\*  
[text box]

LEGAL MIDDLE NAME:  
[text box]

LEGAL LAST NAME:\*  
[text box]

GENERATION:  
[dropdown menu]

DATE OF BIRTH:\*  
[text box]

STATE STUDENT ID:\*  
[text box]

**Demographic**

GENDER:\*  
[dropdown menu]

COMPREHENSIVE RACE:\*  
[dropdown menu]

HISPANIC ETHNICITY:\*  
[dropdown menu]

FIRST LANGUAGE:  
[dropdown menu]

**Profile**

PRIMARY DISABILITY:\*  
[dropdown menu]

ASSESSMENT PROGRAM:\*  
DLM-Dynamic Learning Maps [dropdown menu]

GIFTED STUDENT:  
Select [dropdown menu]

**School Enrollment**

CURRENT GRADE :\*  
[dropdown menu]

Save

## VIEW AND CHECK ROSTER

The data manager uploads a roster file that links students to educators. Test administrators are responsible for confirming that students who appear on their roster are eligible to participate in the assessment and that they are rostered to each subject area in which they will be assessed.

HINT: Review the About Dynamic Learning Maps section of the TEST ADMINISTRATION MANUAL to learn more about eligibility for DLM alternate assessments.

To access the rosters, follow these steps:

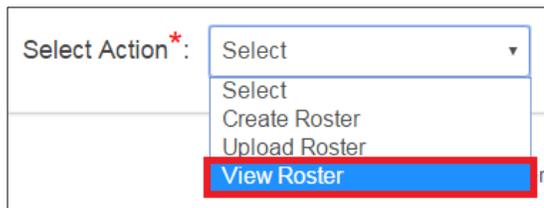
1. Click **Settings**.



2. Click **Rosters**.



3. Select **View Roster**.



---

NOTE: Test administrators will not have the option to create or upload rosters.

---

4. If applicable, apply filters in the **Select Organization** fields to choose the level you need.

5. Click **Search**.

**SELECT ORGANIZATION**  
Specify organization level and click on search

**STATE:\***  
DLM QC State

**DISTRICT:\***  
DLM School District

**SCHOOL:\***  
DLM School

**Search**

6. Sort, filter, or search as needed; click the roster you wish to view.

Roster Name	Educator Identifier	First Name	Last Name	Subject
Allman Nancy ELA Grade 5	NancyAllman	Nancy	Allman	English Language A
Allman Nancy Math Grade 5	NancyAllman	Nancy	Allman	Mathematics
Allman Nancy Science Grade 5	NancyAllman	Nancy	Allman	Science

7. For users with the role of teacher, the **View Roster** screen will appear.

**View Roster - Jones Nora ELA Grade 3**

**ROSTER NAME:\*** Jones Nora ELA Grade **SUBJECT:\*** English Language Arts **COURSE:** Select

**SELECT EDUCATOR**

	First Name	Last Name	Educator Identifier	Status	Em
<b>Assigned Educator</b>					
<input checked="" type="checkbox"/>	Nora	Jones	16578215	Active	norajones@

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For other users, the **View/Edit Roster** screen appears.

View/Edit Roster - Allman Nancy Math Grade 5

ROSTER NAME:  SUBJECT:  COURSE:

SELECT EDUCATOR

	First Name	Last Name	Educator Identifier	Status	Email
	<input type="text"/>				
<input type="checkbox"/> Assigned Educator					
<input checked="" type="checkbox"/>	Nancy	Allman	NancyAllman	Active	lisafweeks+1@ku.edu

NOTE: Rosters cannot be changed after the state’s spring assessment window closes.

8. Check the roster data.

If:	Then:
All expected students appear <b>and</b> they are eligible to participate in the DLM alternate assessment,	Go to the next step.
A student is not rostered to the right subject,	Work with the data manager to update the roster record for the student.
A student who is not eligible to participate appears,	Work with the data manager to remove the student from the roster.
An unknown student appears,	Work with the data manager to remove the student from the roster.
A student who should participate does not appear,	Work with the data manager to add the student to the correct roster. Make sure the student’s correct grade level is identified.
No students appear,	Work with the data manager to provide student and educator data for the roster files. The data manager will upload the roster files to EP.

9. Review the following fields for accuracy:

- ◆ First Name
- ◆ Last Name

If:	Then:
All fields are accurate for all students,	Go to the next step.
One or more fields contain incorrect information for one or more students,	a) Contact the data manager with the correct information. b) Go to the next step while the data manager works to correct the information.

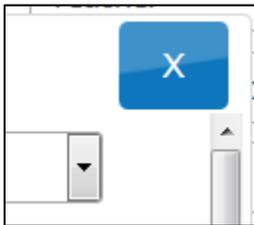
---

NOTE: Building- and district-level users may edit data as they complete this procedure. Teachers, however, will need to request help from a state- or district-level user if they find incorrect roster information.

---

10. If editing data, click **Save**.

11. Click **X**.



## COMPLETE ACCESS PROFILE

The Accessibility Manual contains additional information about best practices and policies regarding the Access Profile.

Test administrators enter each student's personal needs and preferences in the Access Profile so that students may receive customized access to their assessments. Not every user role can edit or submit the Access Profile. For more information about which user roles have permission to edit or submit the Access Profile, see the DATA MANAGEMENT MANUAL section called Roles and Permissions in EP.

HINT: Each student's Access Profile takes about 15-20 minutes for test administrators to complete. Test administrators should have the student's Individualized Education Program (IEP) at hand or know which supports the student currently receives.

To enter data in the Access Profile, follow these steps:

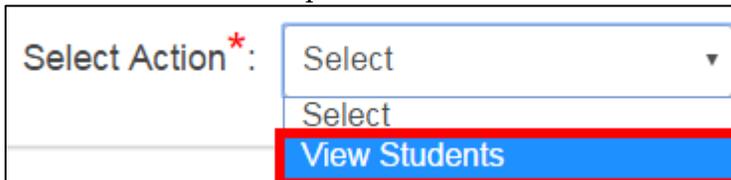
1. Click **Settings**.



2. Click **Students**.



3. In the Select Action drop-down menu, choose **View Students**.



4. If applicable, apply filters in the **Select Organization** fields to choose the level you need. Settings for teachers will autopopulate.

5. Click **Search**.

Select Action\*: View Students

**SELECT ORGANIZATION**  
Specify organization level and click on search

STATE\*: DLM QC State

DISTRICT\*: DLM School District

SCHOOL\*: DLM School

**Search**

State ID	First Name	Last Name	Current School Year	Local Id
No records to view				

6. In the list of students, click the State ID number for the student.

State ID	First Name	Last Name	Current School Year	Local Id
55507291				

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7. On the **View Student Record** window, click the link next to Access Profile.

**View Student Record** - [Close]

**Student**

Student State ID: [redacted] Date of Birth: [redacted]  
KITE Login Username: [redacted] Password: [redacted]

**Demographic**

Gender: [redacted] Comprehensive Race: [redacted]  
First Language: [redacted] Hispanic Ethnicity: [redacted]

**Profile**

Primary Disability: [redacted] Access Profile (PNP): **Custom**  
Assessment Program: DLM - Dynamic Learning Maps First Contact Survey: NOT STARTED

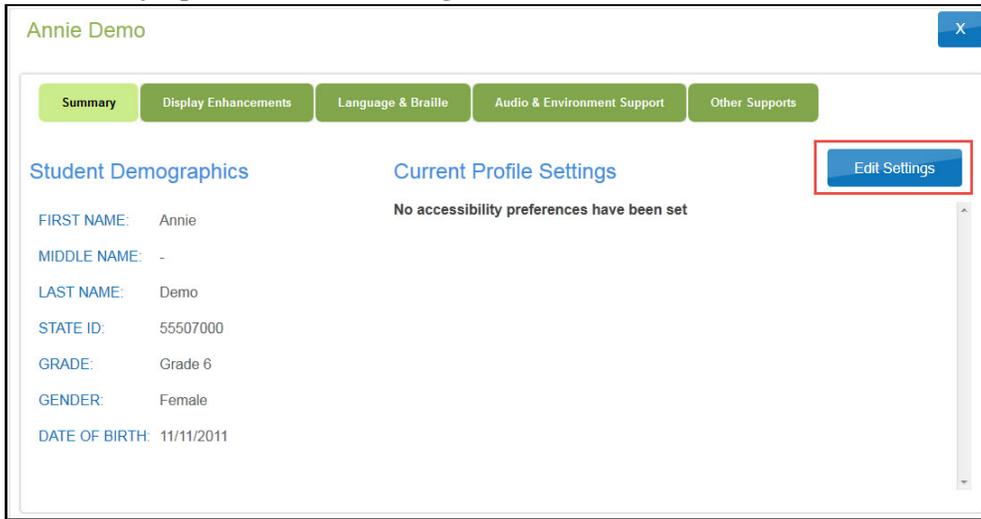
**School Enrollment**

District: [redacted] Student Local ID: [redacted] AYP School ID: [redacted] Gifted Student: [redacted]  
State Entry: [redacted] School Entry: [redacted] District Entry: [redacted]

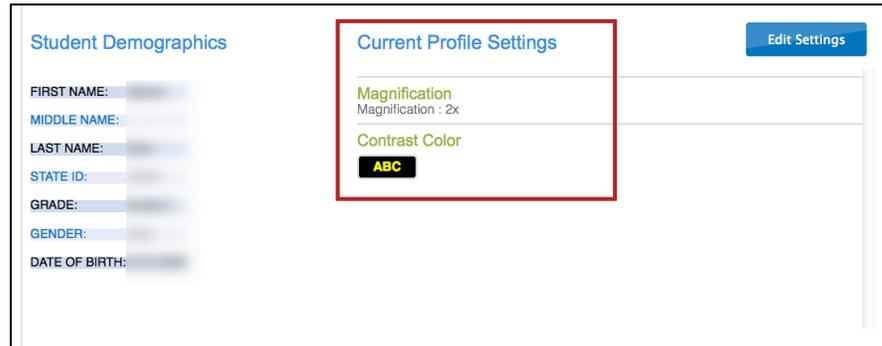
Subject	Course	Educator	Roster

HINT: The Access Profile link will say “No Settings” until the Access Profile has been edited and is complete. When the Access Profile is complete, the link will say “Custom” as shown above.

The Summary tab appears, showing Student Demographics on the left and the Current Profile Settings on the right. The tabs at the top of the page break down accessibility options into four categories.



HINT: The Access Profile window will display the currently selected supports in edit mode.



NOTE: While moving through the tabs, be sure to click **Save** on each tab. This action will display a message that the profile attributes have been successfully saved.

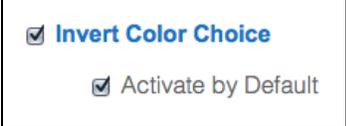
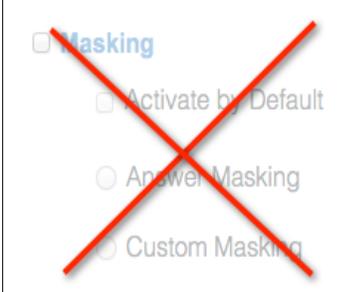
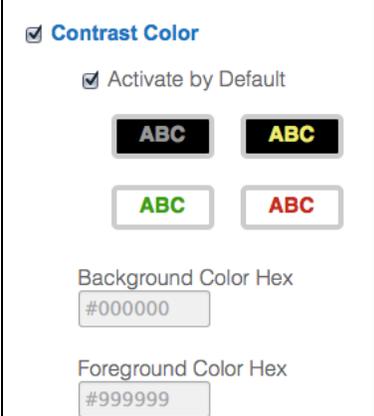
Some Access Profile options are automatically set to Activate by Default. Users may not deselect **Activate by Default**.

8. Click the **Display Enhancements** tab to review and select options.

NOTE: Access Profile options are DLM assessment-specific. If an option is grayed out or not displayed in EP, it is unavailable for the DLM alternate assessment.

The following table describes the Display Enhancement options.

Display Enhancements	Definition	Screen
Magnification	Magnification allows users to choose the amount of screen magnification during testing. Users can choose from a magnification of 2x, 3x, 4x, or 5x. Magnification can make the images on the student’s device so large that scrolling is needed to view the full image. Students using higher levels of magnification may need to have the testlet projected for ease of viewing.	

Display Enhancements	Definition	Screen
Overlay Color	The overlay color is the background color of the test. The default color is white. Users may choose a different color by clicking the small arrow in the bottom right corner of the color box.	
Invert Color Choice	The invert color choice will cause the test background to appear black with white lettering. Use Contrast Color to change the display to a different color scheme.	
Masking	Computerized masking in the KITE system is not available for students taking the DLM alternate assessment. The masking option is grayed out in EP.	
Contrast Color	The contrast color section allows users to choose from several background and text color schemes.	

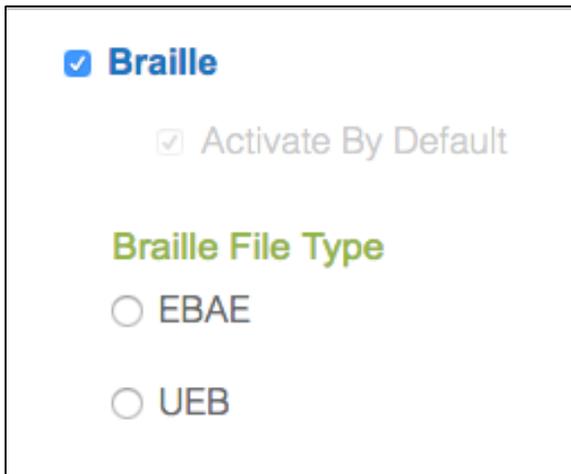
NOTE: When Spoken Audio is selected, words are highlighted in yellow as they are spoken. If yellow color overlay or yellow color contrast options are selected, the yellow highlighting used with Spoken Audio will make the words disappear.

If yellow overlay or yellow contrast optimize a student's access to the

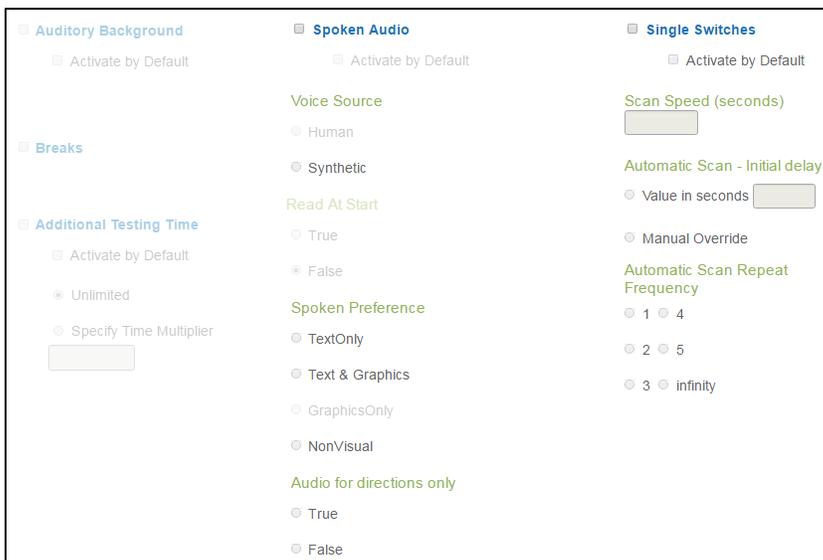
assessment, the test administrator should read aloud to the student instead of using Spoken Audio.

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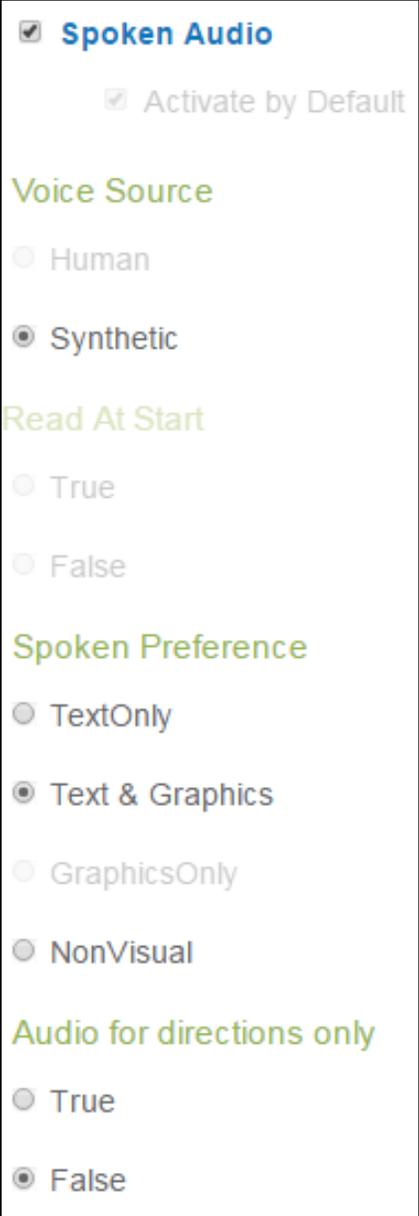
9. Click **Save** to save all information.
10. Click **Language & Braille** to review and select the support option related to language and braille. Braille testlets are available only during the spring assessment window.

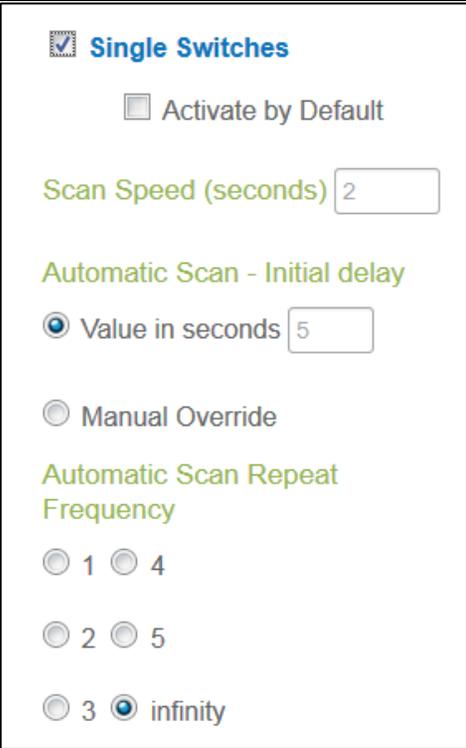


11. Click **Save**.
12. Click **Audio & Environment Support** to review and select support options related to read aloud and switch use.



The following table describes the Audio & Environment Support options.

Audio & Environment Support	Definition	Screen
Auditory Background	Auditory background is not currently available in the DLM alternate assessment. This option is grayed out in EP.	
Spoken Audio	<p>For <b>Voice Source</b>, specify <b>Synthetic</b> for Spoken Audio. (Human read aloud is always an available option.)</p> <p><b>Read at Start</b> is not active; no options are available.</p> <p>To use <b>Spoken Preference</b>, users need to indicate which elements of a question should be read to the student (Text Only or Text &amp; Graphics).</p> <p><b>Audio for directions only</b> is not available; please choose <b>False</b>. Educators can always read the directions to the student.</p>	

Audio & Environment Support	Definition	Screen
<p>Single Switches</p> <p>Single-switch system: scanning is activated using a switch set up to emulate Enter on the keyboard.</p> <p>Two-switch system: the system automatically supports two-switch step scanning.</p>	<p>NOTE: Single-switch access should be selected for students requiring one-switch automatic scanning.</p> <hr/> <p>Two-switch access does not require any activation in the Access Profile. However, two-switch system can be chosen under Other Supports for a record of the support that was used. Any student can use two switches set to Tab to move between choices and Enter to select.</p> <ul style="list-style-type: none"> <li>• <b>Scan Speed (seconds)</b> is the number of seconds that a particular item or row will be highlighted and available for selection before the system moves to the next item or row. The scan speed must be equal to or greater than the value entered under Automatic Scan-Initial Delay.</li> <li>• <b>Automatic Scan-Initial Delay</b> allows you to specify whether scanning will begin automatically when a page appears. <b>Value in seconds</b> determines how long the system waits to begin scanning items</li> </ul>	

Audio & Environment Support	Definition	Screen
	<p>after a page appears.</p> <p><b>Manual Override</b> allows you to specify that the system will wait for the user to select the switch to initiate the scanning on a page.</p> <ul style="list-style-type: none"> <li>• <b>Automatic Scan Repeat Frequency</b> determines how many times the system will repeat the scan cycle before stopping when a selection is not made.</li> </ul>	
Breaks	<p>Students may take as many breaks as necessary. However, if KITE Client is idle longer than 90 minutes, the student will be logged out.</p>	
Additional Testing Time	<p>Students may take as long as necessary for all DLM alternate assessments.</p>	

13. Click **Save** to save all information and move to the next tab.

14. Click **Other Supports** to review and select other support options.

Supports Provided By Alternate Form	Supports Requiring Additional Tools	Supports Provided Outside the System
<input type="checkbox"/> Alternate Form - Visual Impairment	<input type="checkbox"/> Two switch system <input type="checkbox"/> Individualized manipulatives <input type="checkbox"/> Calculator	<input type="checkbox"/> Human read aloud <input type="checkbox"/> Sign interpretation <input type="checkbox"/> Language translation <input type="checkbox"/> Test admin enters responses for student <input type="checkbox"/> Partner assisted scanning

The following table describes Other Supports options.

Other Support	Definition
<b>Supports Provided by Alternate Form</b>	
<b>Alternate Form – Visual Impairment</b>	<p>Most testlets are designed for all DLM students. For a limited number of Essential Elements (EEs) and linkage levels, alternate forms are provided for students with visual impairments. Alternate forms are teacher-administered, not braille. Selecting Alternate Form – Visual Impairment in the student’s Access Profile will direct the system to deliver that form when available. An Alternate Form – Visual Impairment will have the letters BVI in the title of the test session and will contain alternate text descriptions of pictures for the test administrator to read to the student. If neither a braille form nor an Alternate Form – Visual Impairment testlet are available for an EE or linkage level, a general form of the testlet will be delivered.</p>
<b>Supports Requiring Additional Tools</b>	
<b>Two-switch system</b>	<p>Two-switch scanning does not require any activation in the Access Profile. The system automatically supports two-switch step scanning, with one switch set up to emulate the Tab key to move between choices, and the other switch set up to emulate the Enter key to select the choice when highlighted.</p>
<b>Individualized manipulatives</b>	<p>Educators may use supports that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).</p>
<b>Calculator</b>	<p>Educators may use a calculator unless the Testlet Information Page (TIP) specifically indicates a calculator may not be used.</p>
<b>Supports Provided by the Test Administrator Outside the System</b>	
<b>Human read aloud</b>	<p>The test administrator may read the assessment to the student. Read aloud the text on the screen and, if needed, refer to the alternate text provided as part of most TIPs for standardized descriptions of pictures and graphics. Descriptions of pictures and graphics should only be read aloud to students who have visual impairments.</p>
<b>Sign interpretation</b>	<p>For students whose primary mode of receptive communication is sign, test administrators may sign the assessment to the student using American Sign Language, Exact English, or personalized sign systems. Sign language interpreters should use the alternate text provided in the TIP for picture descriptions.</p>

Other Support	Definition
<b>Language translation</b>	State policy determines whether translation can be used. Typically, test administrators may translate the assessment for students who are English learners and whose best receptive communication is a language other than English. Language translations are not provided via the computer.
<b>Masking</b>	Computerized masking in the KITE system is not available as part of the DLM alternate assessment. However, test administrators may use a piece of paper to cover portions of the screen to reduce visual clutter without decreasing the information or number of response options for students who have visual impairments.
<b>Test administrator enters responses for student</b>	If students are unable to select their response options themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators may key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
<b>Partner-Assisted scanning (PAS)</b>	PAS is a strategy in which test administrators assist students with scanning, or going through, students' response options. Students make indications when their desired choices are presented.

15. Click **Save**.

16. To see all of the selected Access Profile settings, go back to the **Summary** tab.

**NOTE:** If a student is currently testing and the test administrator discovers that an Access Profile setting should be changed, click Exit Does Not Save in the testlet. Log the student out of KITE Client and change the settings in Access Profile in EP. Wait 15 minutes for the changes to take place, then log the student back in to KITE Client and begin testing with the new changes. Depending on

the setting change in the Access Profile, the student may receive the same or a different testlet with the newly chosen settings.

---

17. Click **X** to close the pop-up window.

HINT: Use this same procedure to edit existing Access Profile settings.

### ***COMPLETE THE FIRST CONTACT SURVEY***

The First Contact (FC) survey is the first step in determining the initial placement of students in the DLM alternate assessment. The FC survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention.

Detailed information about the FC survey is available in the TEST ADMINISTRATION MANUAL along with an appendix that contains all FC survey questions. The FC survey settings follow the student from year to year. However, the FC survey must be submitted each year. If the FC survey is not submitted, the student will not receive any testlets.

Questions marked with a red asterisk must be completed because the system assigns each student to a specific level of testlet based on responses to these questions. All questions should be completed to support the ongoing development of improved instructional and assessment resources for educators and students with the most significant cognitive disabilities.

When completing the FC survey, test administrators will need to provide information about each student's primary disability, sensory capabilities, motor capabilities, computer access, communication abilities, and academic skills. Some screens in the FC survey have drop-down menus that expand, filter, or branch, requesting more information based on answers provided to the first part of the question.

HINT: EP presents the previous year's FC survey responses from the matching student record. The test administrator updates items based on changes in the student's data/learning capabilities. The survey must be submitted each year, even if no changes are made.

To enter data in the FC survey, follow these steps:

1. Click **Settings**.



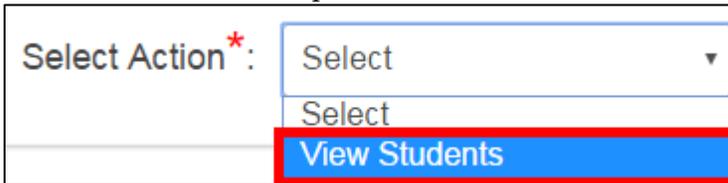
HINT: Set aside approximately 20-30 minutes to complete a new survey, or 10-20 minutes to update an existing survey. Preview the survey questions in the TEST ADMINISTRATION MANUAL appendix.

Only users with the role of District Test Coordinator, Building Test Coordinator, and Teacher have permission to complete, edit, and submit the FC survey. Other users may only view the FC survey.

2. Click **Students**.

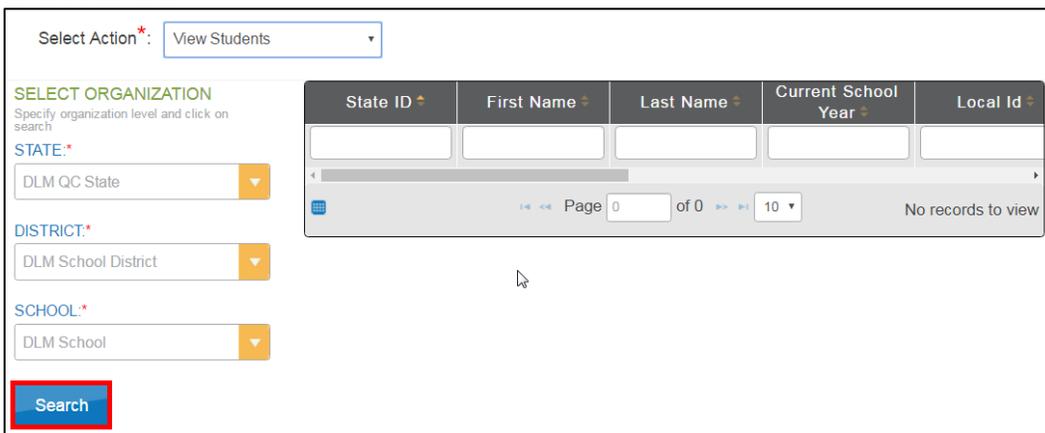


3. In the **Select Action** drop-down menu, choose **View Students**.



4. If applicable, apply filters in the **Select Organization** fields to choose the necessary level. For users with the teacher role, the organization information autopopulates.

5. Click **Search**.



The search interface includes a 'Select Action\*' dropdown set to 'View Students'. Below it is the 'SELECT ORGANIZATION' section with three dropdown menus: 'STATE:' (DLM QC State), 'DISTRICT:' (DLM School District), and 'SCHOOL:' (DLM School). A red-bordered 'Search' button is at the bottom left. To the right is a table with columns: State ID, First Name, Last Name, Current School Year, and Local Id. The table is empty, and the pagination shows 'Page 0 of 0' and 'No records to view'.

6. To view a student, click the student's State ID number.

State ID ↕	First Name ↕	Last Name ↕	Current School Year ↕	Local Id ↕
99z123456				

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7. The First Contact survey column will show one of four status options:

- ♦ Not Started: no fields have been completed.
- ♦ In Progress: some fields are completed and saved. Survey has **not** been submitted.
- ♦ Ready to Submit: all required fields are completed. Survey has not been submitted.
- ♦ Complete: all required fields are completed, and survey has been submitted.

Select Action\*: View Students

**SELECT ORGANIZATION**  
Specify organization level and click on search:

STATE\*:  
DLM QC State

DISTRICT\*:  
DLM West District

SCHOOL:  
DLM West School

Search

School Id ↕	School Name ↕	Grade ↕	Access Profile ↕	First Contact ↕
			All	All
DLM_WSCH	DLM West School	Grade 6	CUSTOM	In Progress
DLM_WSCH	DLM West School	Grade 6	NO SETTINGS	In Progress
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Completed
DLM_WSCH	DLM West School	Grade 6	CUSTOM	In Progress
DLM_WSCH	DLM West School	Grade 6	CUSTOM	In Progress
DLM_WSCH	DLM West School	Grade 6	NO SETTINGS	NOT STARTED
DLM_WSCH	DLM West School	Grade 6	NO SETTINGS	NOT STARTED
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Ready to Submit
DLM_WSCH	DLM West School	Grade 6	CUSTOM	NOT STARTED
DLM_WSCH	DLM West School	Grade 6	CUSTOM	Ready to Submit

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8. On the **View Student Record** screen, click the link next to **First Contact Survey**.

The screenshot shows the 'View Student Record' interface. It is divided into several sections: 'Student' (with fields for Student State ID, KITE Login Username, Date of Birth, and Password), 'Demographic' (with fields for Gender, First Language, Comprehensive Race, and Hispanic Ethnicity), 'Profile' (with fields for Primary Disability, Assessment Program: DLM - Dynamic Learning Maps, Access Profile (PNP): Custom, and First Contact Survey: NOT STARTED), and 'School Enrollment' (with fields for District, State Entry, Subject, Course, Student Local ID, School Entry, Educator, AYP School ID, District Entry, Roster, and Gifted Student). The 'First Contact Survey' field is highlighted with a red box.

9. Click **First Contact** to be directed to the Welcome page.  
10. Read the information on the welcome screen. Verify the student's name. Click **Start Survey**.

The screenshot shows the 'Welcome to the First Contact Survey' page. At the top, there is a progress bar with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities And Health, Computer Instruction, Communication, Language, Academic, and Complete. The 'Welcome' tab is highlighted with a blue circle, while the others have orange circles. Below the progress bar, there is a 'Start Survey' button highlighted with a red box. The page features the 'DYNAMIC LEARNING MAPS' logo and text explaining the survey's purpose: 'This survey asks questions about the characteristics of this student who is participating in the DLM alternate assessment. Topics include sensory and motor capabilities, computer access, communication, academics, and attention. Your answers help determine how the DLM system should be customized to this student. Answers also help us determine plans for future development of the DLM system to better support all students.' A note states: 'Note: Each bubble indicates a page within a tab. Before submitting the survey, check each bubble to see if it is blue or yellow.' Below the note are two bullet points: a blue circle for 'You have answered all questions on this page' and an orange circle for 'You have not answered all questions on this page'.

**HINT:** The FC survey includes nine tabs, each containing a section of the survey. Each of the survey tabs will display either blue or orange circles. Blue circles indicate that all questions for that tab have been completed, while orange circles indicate that one or more questions have not been completed.

11. Click **Special Education**.

HINT: The FC survey does not have to be completed in one sitting. In-progress surveys will be saved so that users can complete in-progress FC surveys at a later time. When resuming a survey, click **Edit Survey** at the top of the screen and then complete and submit the survey. Users must complete the FC survey in order to access testlets at the opening of the assessment window.

12. Complete the survey on the student's primary disability. Click **Next**.

The screenshot shows a survey interface for 'Special Education Services'. At the top, there is a progress bar with nine tabs: 'Welcome' (blue circle), 'Special Education' (orange circle), 'Sensory Capabilities' (two orange circles), 'Motor Capabilities And Health' (orange circle), 'Computer Instruction' (orange circle), 'Communication' (four orange circles), 'Language' (orange circle), 'Academic' (four orange circles), and 'Complete' (orange circle). Below the progress bar is a blue header with the text 'Special Education Services' and two buttons: 'Previous' and 'Next'. The main content area is titled 'Select the student's Primary Disability\*' and contains a dropdown menu labeled 'Primary Disability' with the word 'Select' inside. Below this is a section titled 'Educational Placement: Choose the option that best describes the student's educational placement. "Regular Class" means a typical classroom, not a resource room or separate class.\*' with five radio button options: '80% or more of the day in Regular Class', '40% - 79% of the day in Regular Class', 'Less than 40% of the day in Regular Class', 'Separate School: Includes public or private separate day school for students with disabilities, at public school expense', and 'Residential Facility: Includes public or private separate residential school for students with disabilities, at public school expense'.

HINT: After clicking **Next**, a blue circle should be visible in the finished tab, indicating that all questions for that section have been completed. Tabs with multiple sections may have multiple circles. Ensure that all circles are blue. If any circles are orange, revisit the section and make sure that all information was submitted successfully.

13. On the **Sensory Capabilities** tab, complete the survey on the student's hearing and vision sensory capabilities. Click **Next**.

The screenshot shows a navigation bar with nine tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities And Health, Computer Instruction, Communication, Language, Academic, and Complete. The 'Sensory Capabilities' tab is active, indicated by two orange dots. Below the navigation bar is a blue header for the 'Hearing' section with 'Previous' and 'Next' buttons. The main content area is titled 'Hearing\*' and contains three radio button options: 'No hearing loss suspected/documented', 'Deaf or hard of hearing', and 'Questionable hearing but testing inconclusive'.

NOTE: If a student reads braille, selecting braille in Access Profile determines whether a braille form of the assessment will be delivered.

14. On the **Motor Capabilities** tab, complete the survey on the student's motor capabilities and health. Click **Next**.

The screenshot shows the same navigation bar as above, but the 'Motor Capabilities And Health' tab is active, indicated by one orange dot. Below the navigation bar is a blue header for the 'Arm/Hand Control and Health' section with 'Previous' and 'Next' buttons. The main content area is titled 'Arm and hand control: Mark all that apply\*' and contains four checkbox options: 'Uses two hands together to perform tasks', 'Uses only one hand to perform tasks', 'Requires physical assistance to perform tasks with hands', and 'Cannot use hands to complete tasks even with assistance'.

15. On the **Computer Instruction** tab, complete the survey on the student's primary use of a computer during instruction. Click **Next**.

The screenshot shows a navigation bar with tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities And Health, **Computer Instruction**, Communication, Language, Academic, and Complete. The 'Computer Instruction' tab is active, indicated by a blue dot. Below the navigation bar is a header for 'Computer Access and Attention During Instruction' with 'Previous' and 'Next' buttons. The main content area contains two sections of radio button questions:

**Computer Use: Select the student's primary use of a computer during instruction\***

- Accesses a computer independently
- Accesses a computer independently given assistive technology
- Uses a computer with human support (with or without assistive technology)
- This student has not had the opportunity to access a computer
- This student cannot access a computer with human or assistive technology support

**Level of attention to teacher-directed instruction\***

- Generally sustains attention to teacher-directed instruction
- Demonstrates fleeting attention to teacher-directed instructional activities and requires repeated bids or prompts for attention

16. On the **Communication** tab, complete the survey on the student's expressive and receptive communication abilities and needs. Click **Next**.

The screenshot shows a navigation bar with tabs: Welcome, Special Education, Sensory Capabilities, Motor Capabilities And Health, Computer Instruction, **Communication**, Language, Academic, and Complete. The 'Communication' tab is active, indicated by a blue dot. Below the navigation bar is a header for 'Expressive Communication' with 'Previous' and 'Next' buttons. The main content area contains a single radio button question:

**Does the student use speech to meet expressive communication needs?\***

- Yes
- No

17. On the **Language** tab, complete the survey on the student's language preferences. Click **Next**.

18. On the **Academic** tab, complete the survey on the student's skills in reading, mathematics, and writing. Click **Next**.

	Almost never (0% - 20% of the time)	Occasionally (21% - 50% of the time)	Frequently (51% - 80% of the time)	Consistently (More than 80% of the time)
A) Recognizes single symbols presented visually or tactually (e.g., letters, numerals, environmental signs such as restroom symbols, logos, trademarks, or business signs such as fast food restaurants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Understands purpose of print or Braille but not necessarily by manipulating a book (e.g., knows correct orientation, can find beginning of text, understands purpose of text in print or Braille, enjoys being read to)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. On the **Complete** tab, click **Submit Survey** to submit all answers and exit.

HINT: Ensure that all boxes are illuminated with blue circles. If any orange circles are still evident, revisit that tab and complete the necessary measures before attempting to submit the final survey. The survey cannot be submitted unless all blue circles in all boxes are illuminated.

20. On the **Student Record Report**, the **First Contact** link will read “Completed.”

School Id	School Name	Grade	Access Profile	First Contact
			All	All
DLMSCH	DLM School	Grade 6	NO SETTINGS	In Progress
DLMSCH	DLM School	Grade 6	CUSTOM	Completed
DLMSCH	DLM School	Grade 6	NO SETTINGS	Ready to Submit
DLMSCH	DLM School	Grade 6	NO SETTINGS	In Progress
DLMSCH	DLM School	Grade 6	NO SETTINGS	In Progress

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21. To make additional changes after completion, click the **Completed** link.

NOTE: For Kansas only: Rarely, the Not Applicable status will appear in the FC survey column. Kansas test administrators who encounter the Not Applicable status should ensure that they are logged in as a DLM user and that the student’s information has been loaded properly into the system.

HINT: If the FC survey is not completed for the current school year, then the system will not assign a testlet to the student. If the FC is complete before the assessment window opens, the student should have a testlet immediately when the assessment window opens. If the FC is completed after the assessment window opens, testlet assignment happens the day following the FC completion.

If editing a FC survey after completion and submission, the **Submit Survey** button on the **Complete** tab must be clicked again to save it again, even if no changes have been made.

## MANAGE SPRING ASSESSMENTS

Procedures in this section are the primary responsibility of the test administrator (users with the role of teacher). Screenshots will show what the test administrator sees.

Testlets in all DLM subject areas are administered during the spring assessment window. The number of testlets delivered varies by subject. One testlet for each subject is delivered one at a time. All students in a grade and subject receive the same number of testlets during the spring assessment window.

### VIEW STUDENT USERNAME AND PASSWORD

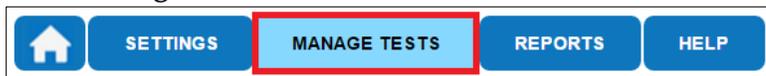
Educators view student usernames and passwords in EP. Students must have a username and password to access KITE Client and take the DLM alternate assessment.

HINT: Each student's username 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.

You will need a PDF reader to complete this procedure.

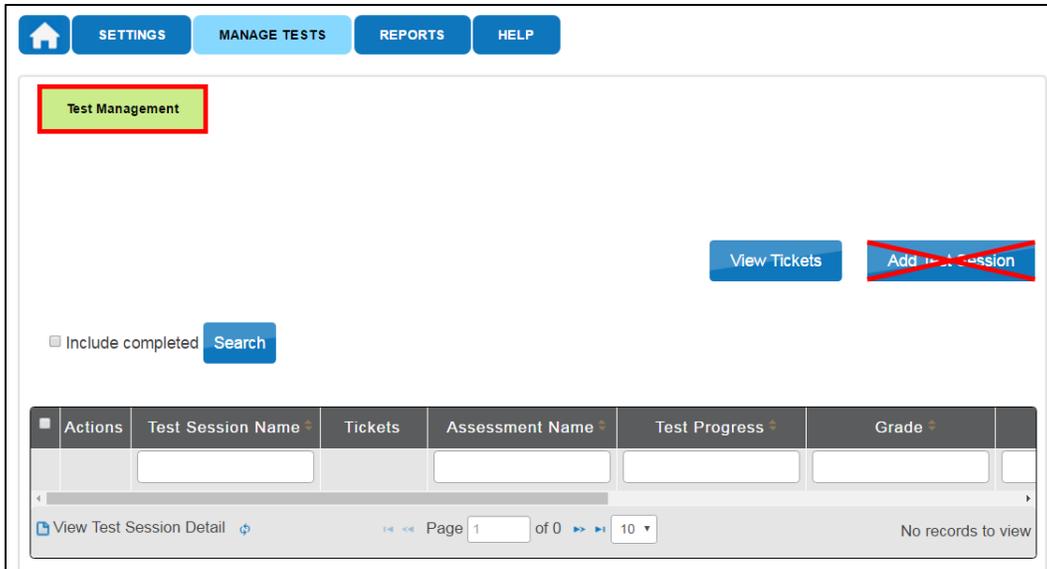
To view student usernames and passwords, follow these steps:

1. Click **Manage Tests**.



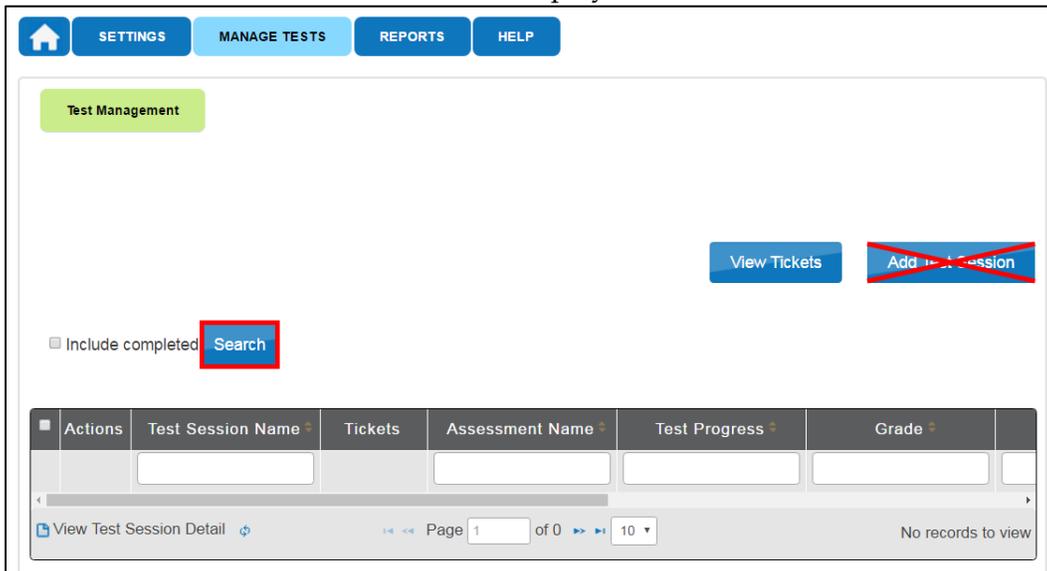
HINT: An error message will appear if the user has not passed all Required Test Administrator Training modules in Moodle and/or completed the Security Agreement in EP.

2. Users with the role of Teacher will see the Test Management screen as it appears in the screenshot below. District- and building-level users will see drop-down menus to filter results and will select options for each starred menu.



HINT: Do not use the Add Test Session button for this procedure.

3. Click **Search**. A list of test sessions will display.



HINT: If no students appear, work with the assessment coordinator or data manager to confirm that you have a roster with students connected to you.

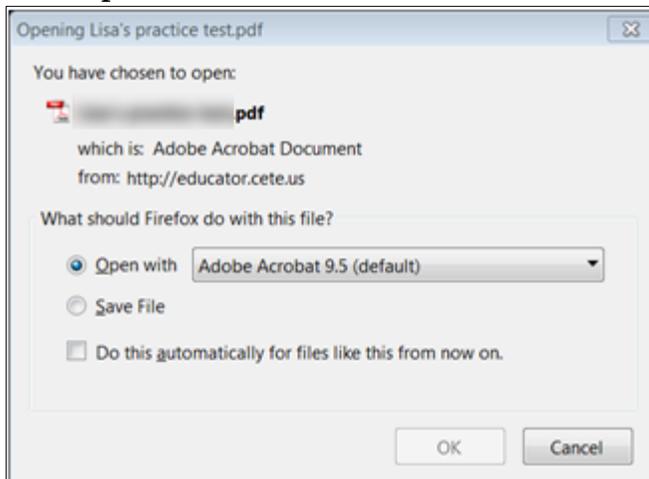
4. Click the PDF icon under Tickets next to the name of the desired test.

<input type="checkbox"/>	Test Session Name ▾	Tickets	Test Information	Roster ▾	Test Progress ▾	Scho
<input type="checkbox"/>	DLM-LangasMari-12345-SP ELA PP			Smith Mari ELA Grade 5	4 out of 5	001 De
<input type="checkbox"/>	DLM-SmithJohn-67890- SP SCI T			Smith Mari Science	3 out of 5	001 De

NOTE: The Test Progress column on the Test Management screen shows the number of testlets that have been completed out of the number of required testlets required per subject during the spring assessment window. For each test ticket, the Test Progress column will indicate a specific testlet (e.g., Testlet 1 of 5, Testlet 2 of 5). Field test testlets will not be included in the number of testlets required and will instead be indicated by an NA in the Test Progress column.

HINT: By default, Test Management only displays testlets that still need to be taken, one per subject. Completed testlets can be included by selecting the “Include completed” box above the chart.

5. Click **Open with**; choose Adobe Acrobat.



6. Click **OK**.

7. View the student username and password.

<b>Playground Demo 1 - Smith</b>
<p>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</p>

HINT: You may print student usernames and passwords. Treat these as secure documents and handle accordingly.

8. Compare the student names to the students expected.

If	Then
All students appear,	The test administrator may begin to administer assessments.
A student does not appear,	Check the following: <ul style="list-style-type: none"> <li>• Is FC survey complete?</li> <li>• Was FC survey submitted less than 24 hours ago?</li> </ul>

***RETRIEVE TESTLET INFORMATION PAGE***

During the spring assessment window, TIPs are located on the Test Management screen.

HINT: You may print the TIP, but remember that TIPs must be treated as secure documents and handled accordingly.

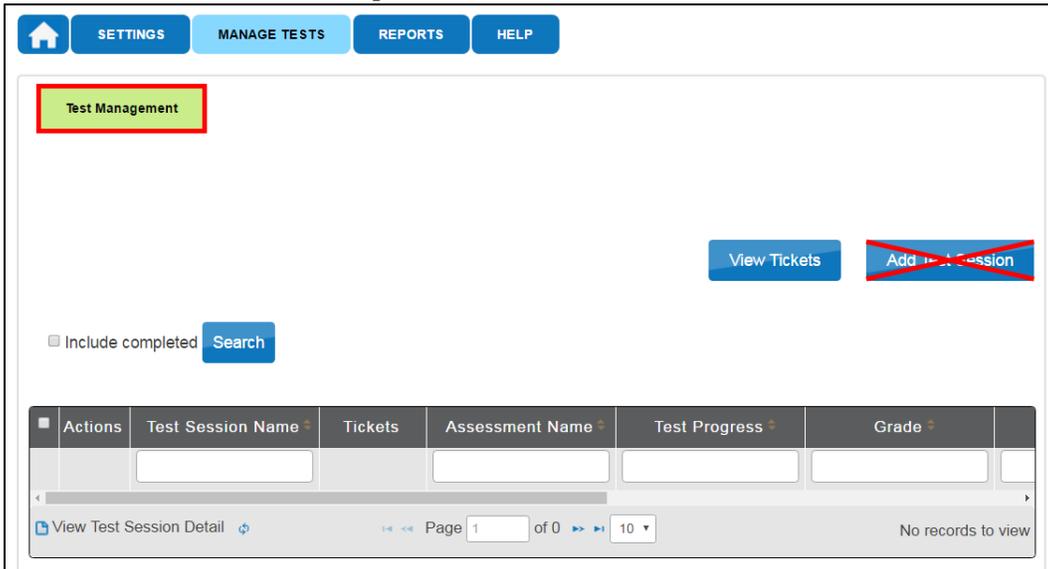
Most TIPs have multiple pages that include alternate text for human read aloud for students who are blind or visually impaired. Alternate text attachments may be lengthy and should only be printed when needed. TIPs are subject-specific. Science TIPs contain pictures for the student to view. Best practice is to print the pictures in color. Use the TIP to prepare for testlet administration.

1. Click **Manage Tests**.

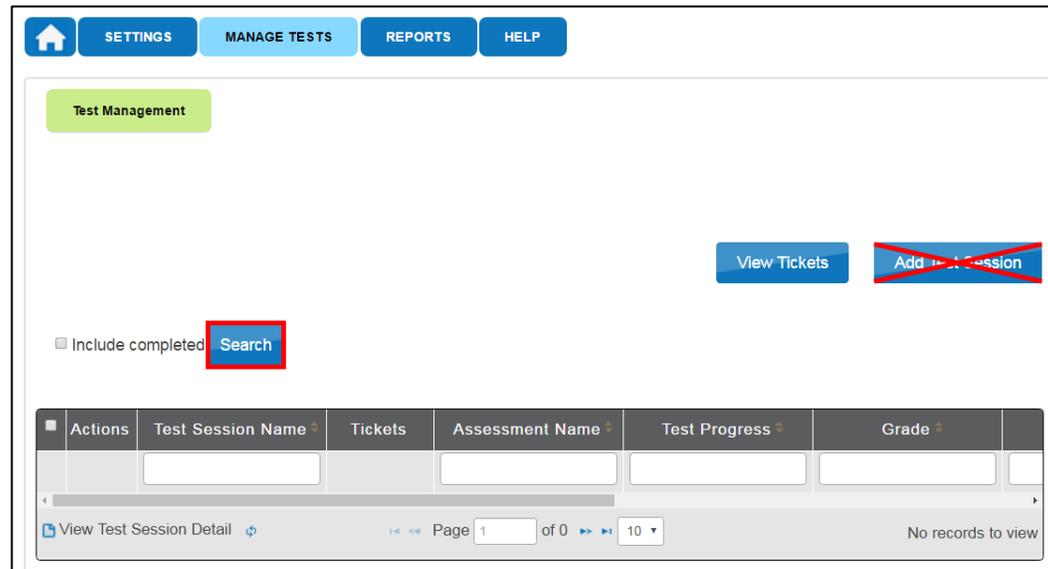


HINT: To view a list including completed or expired test sessions, click the boxes next to the search button.

2. Users with the role of Teacher will see the Test Management screen as it appears in the screenshot below. District- and building-level users will see drop-down menus to filter results and will select options for each starred menu.



3. Click **Search**.



- Click the PDF icon under Test Information next to the desired test.

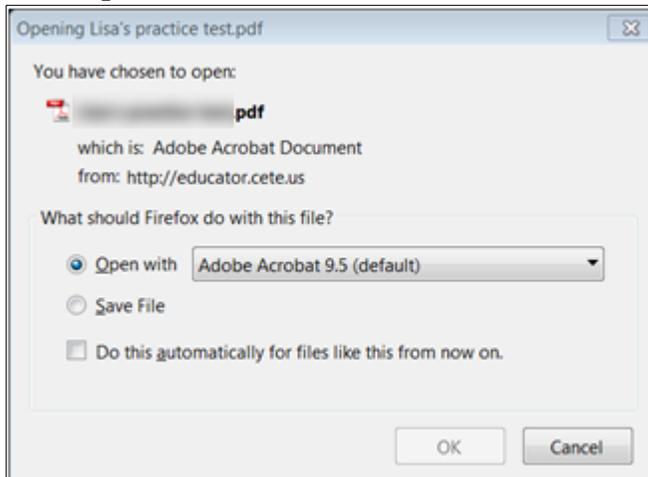
<input type="checkbox"/>	Test Session Name ▾	Tickets	Test Information	Roster ▾	Test Progress ▾	Scho
<input type="checkbox"/>	DLM-LangasMari-12345-SP ELA PP			Smith Mari ELA Grade 5	4 out of 5	001 De
<input type="checkbox"/>	DLM-SmithJohn-67890- SP SCI T			Smith Mari Science	3 out of 5	001 De

HINT: Test Session Names are long, but they will typically include the student's name, the system ID, and the collection name.

DLM-<Student Last Name><Student First Name>-<Student System ID>-<Test Collection Name>

Example: DLM-DoeJane-1234567-SP ELA RI.3.2.T

- Click **Open with**; choose Adobe Acrobat.



- Click **OK**.
- View the TIP.
- When the student has finished with the test, shred the TIP. Also shred the TIPs for any testlets the student was assigned but did not complete. Do not save TIPs to your computer.

### ***RETRIEVE BRAILLE READY FILE***

Some alternate assessments include Braille Ready Files (BRF) of testlets to support student needs. A student's Access Profile must be marked for braille in order for the system to deliver a braille form, if available.

The KITE system assigns the braille testlets the same way that non-braille testlets are assigned; they are adaptive and are delivered one at a time. The BRF will appear when the testlet is assigned and is accessible in the Test Information column. As each testlet is assigned to the student, the educator embosses the testlet locally. After the student completes the testlet and the test administrator inputs responses into KITE Client, the link to the BRF will no longer be available. Therefore, test administrators should plan in advance to emboss testlets as they are received. BRFs are only available for the spring assessment. See the ACCESSIBILITY MANUAL for more information regarding braille, such as which braille forms are offered, which linkage levels have braille, and what the system does when a braille file is not available for a particular EE or linkage level.

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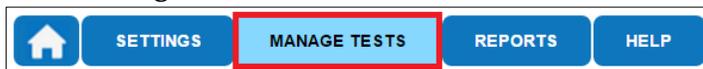
NOTE: Braille testlets are only available at the upper linkage levels. The DLM alternate assessments should never be considered as an assessment of the student's braille language skills, but rather an assessment where the student can demonstrate his/her knowledge, skills, and understanding of the DLM EEs.

Not all testlets are available in BRF.

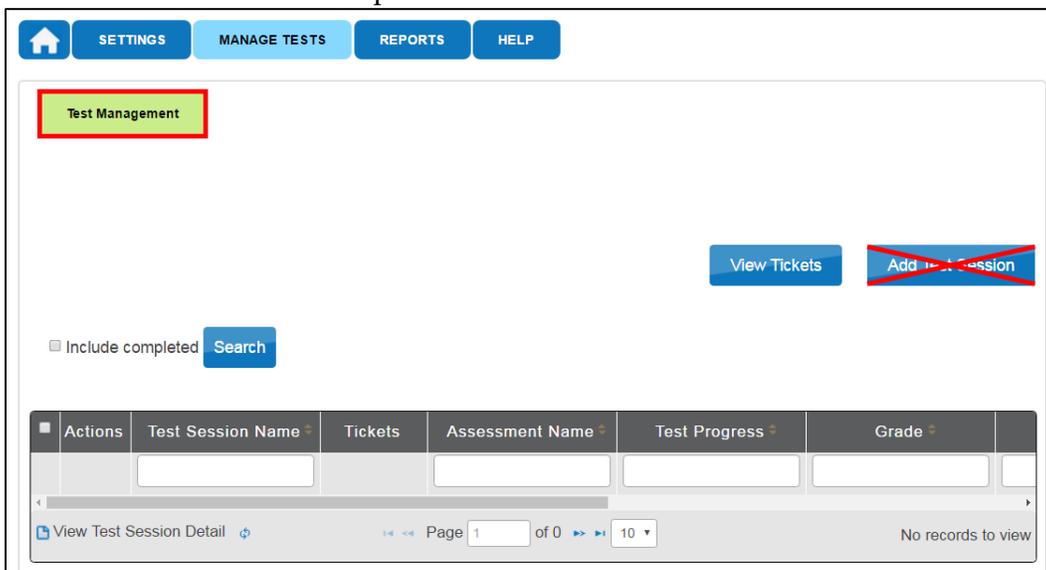
---

To print braille ready test forms, follow these steps:

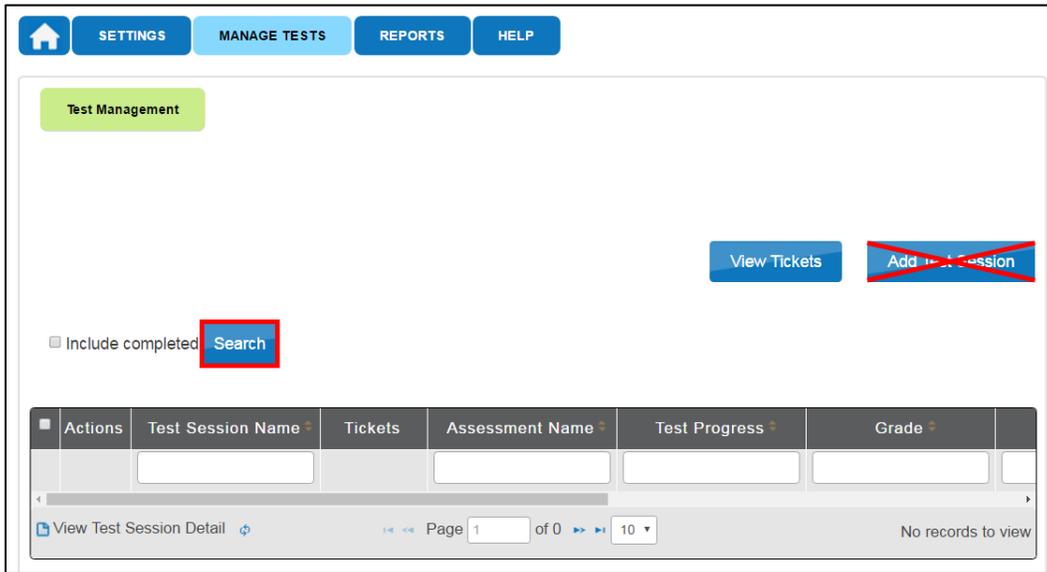
1. Click **Manage Tests**.



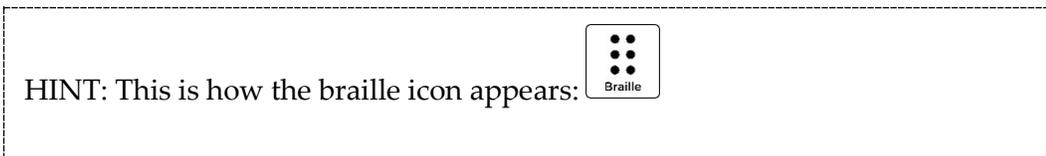
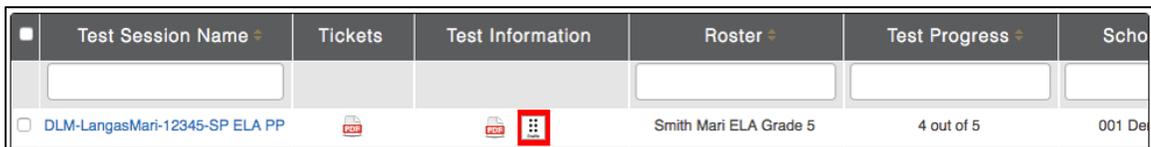
2. Users with the role of Teacher will see the Test Management screen as it appears in the screenshot below. District- and building-level users will see drop-down menus to filter results and will select options for each starred menu.



3. Click **Search**.



4. Click the braille icon in the Test Information column.



5. Save the BRF to an external drive by using special software for BRFs.
6. Open and emboss the BRF.
7. When the student has finished with the testlet and the test administrator has transferred the student's responses into KITE Client, shred the embossed testlet. Also shred any embossed testlets the student was assigned but did not complete. Do not save BRFs to a computer. Instead, save them to an external drive and delete them when they are no longer needed.

## USE THE INSTRUCTIONAL TOOLS INTERFACE

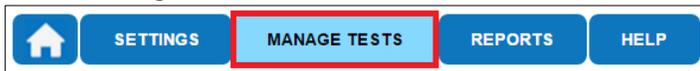
Procedures in this section are the primary responsibility of the test administrator. These procedures are required for Integrated model states, but optional for Year-End model states. This procedure is also available for science states during the instructionally embedded assessment window.

HINT: This interface closes for the 2017–2018 school year after February 28, 2018.

### CREATE AN INSTRUCTIONAL PLAN

To choose an EE for instruction, follow these steps:

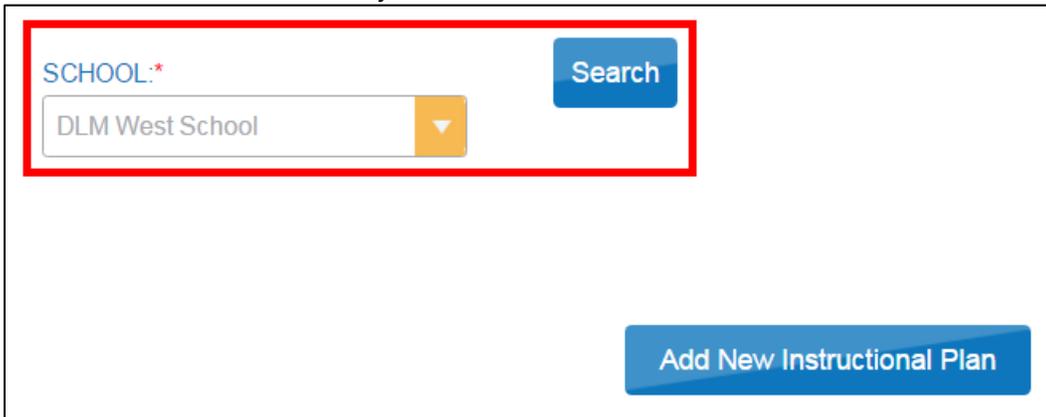
1. Click **Manage Tests**.



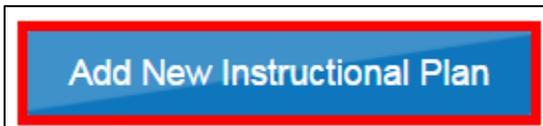
2. Click **Instructional Tools**.



3. District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click **Search**. Teachers will not see the drop-down menu(s) because their school is already known.

A search interface with a label 'SCHOOL: \*' above a text input field containing 'DLM West School' and a dropdown arrow. To the right is a blue 'Search' button. Below the search area is a blue button labeled 'Add New Instructional Plan'.

4. Click **Add New Instructional Plan**.



- On the **Student Roster** tab, click the radio button for a student.

Next

State ID	Last Name	First Name	Subject	Grade	Access Profile	First Name
			Math	Grade 7	Custom	In f
			English Language Arts	Grade 6	Custom	In f
			English Language Arts	Grade 6	Custom	Co

Page 1 of 1 | 10 | View 1 - 10 of 1

- Click **Next**.

Next

State ID	Last Name	First Name	Subject	Grade	Access Profile	First Name
			Math	Grade 7	Custom	In f
			English Language Arts	Grade 6	Custom	In f
			English Language Arts	Grade 6	Custom	Co

Page 1 of 1 | 10 | View 1 - 10 of 1

- On the **Select Content** tab, specify the Essential Element.

Back Selected Student: | Grade: | Roster: | Subject: Next

Select Essential Element

Level section will be available once Essential Element Chosen.

Available	Level	Level Description
<input type="radio"/>	Initial Precursor	
<input type="radio"/>	Distal Precursor	
<input type="radio"/>	Proximal Precursor	
<input type="radio"/>	Target	
<input type="radio"/>	Successor	

**HINT:** The EEs in the drop-down menu are from the blueprint for the Integrated model states. Integrated Model states will be able to choose EEs with asterisks to improve blueprint coverage. Year-End states will not see asterisks because they do not have blueprint coverage requirements during the instructionally embedded assessment window.

In Integrated model states, the EE will no longer have an asterisk and cannot be selected again after an EE has been selected and the Instructional Plan has been submitted. Once the blueprint requirements have been met for a portion of the blueprint, all EEs in the conceptual area will not have an asterisk and cannot be selected.

8. Select the appropriate linkage level for the student.

The screenshot shows a web interface for selecting a student and their linkage level. At the top, there are fields for 'Selected Student', 'Grade', 'Roster', and 'Subject', each with a blue button to its right. Below these is a dropdown menu for 'Essential Element' with the selected value 'ELA.EE.L.5.4.a Use sentence level conte'. To the right of the dropdown, the text 'Essential Element: ELA.EE.L.5.4.a' is displayed. Below that, 'Claim: ELA.C1' and 'Conceptual Area: ELA.C1.2' are shown. A table below lists linkage levels with columns for 'Available', 'Level', and 'Level Description'. A red box highlights the 'Available' column, and a red arrow points to the first row. A red asterisk is next to the 'Target' level.

	Available	Level	Level Description
<input type="radio"/>	Yes	Initial Precursor	
<input type="radio"/>	Yes	Distal Precursor	
<input type="radio"/>	No	Proximal Precursor	
<input type="radio"/>	No	Target*	
<input type="radio"/>	No	Successor	

\*Recommended level for

HINT: “Yes” in the Available column means that testlets are available at the specified linkage level. “No” means that there are no testlets available at that linkage level.

NOTE: In states fulfilling blueprint requirements, the system will recommend one linkage level for the student, which will display a red asterisk. The test administrator may accept the recommended linkage level or choose another.

9. Click **Next**.

10. The Theme field allows test administrators to choose one or more sensitive topics to allow on a student’s reading testlets. This is an optional step for English language arts plans.

NOTE: Test administrators are not able to change linkage levels or select themes for writing testlets.

[Back](#)
 Selected Student: \_\_\_\_\_ | Grade: \_\_\_\_\_ | Roster: \_\_\_\_\_ | Subject: \_\_\_\_\_

The instructional plan is \_\_\_\_\_

**Essential Element:** ELA.EE.L.5.4.a - \_\_\_\_\_

\_\_\_\_\_

Some English Language Arts texts contain themes that may be sensitive for certain students. Choose the themes that are acceptable for this student. These selections do not mean that you are choosing this content for specific testlets, only that testlets with these themes are acceptable for this student.

Theme:  ▼

- Accidents
- Body Image/Obesity
- Death
- Disability

[Save Plan](#)
[Continue](#)

Choose Save Plan to save this plan and instruct your student. Choose Continue if you have completed instruction and are ready to assign an assessment to your student.

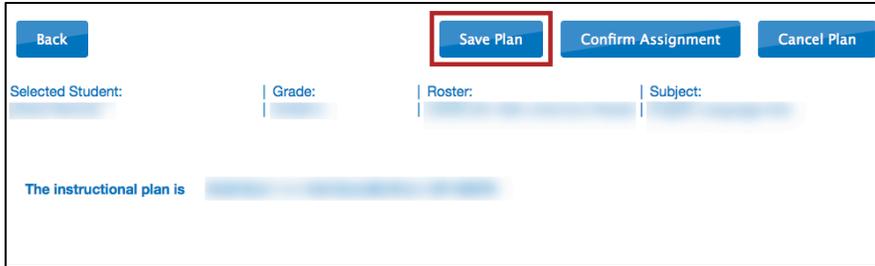
HINT: The selections made in the Themes field indicate acceptable themes for a particular student. For guidance on acceptable themes, contact an assessment coordinator or IEP team.

11. Click the PDF icon to view or save Instructional Information.



HINT: More about Instructional Information is included in the TEST ADMINISTRATION MANUAL section called Retrieve Instructional Information.

12. When finished setting up the plan, click **Save Plan**. The plan will save, and the window will close, allowing the test administrator to provide instruction to the student.



- Once student instruction is complete, go to the procedure titled Confirm an Instructional Plan on page 64.

**HINT:** To begin testing immediately, click **Continue** to go directly to the Confirmation tab and click **Confirm Assignment**.

Once a testlet is assigned, the student must complete it before another instructional plan can be created for the same EE and linkage level.

The **Cancel Plan** button will close the plan without saving the new information.

### *CONFIRM AN INSTRUCTIONAL PLAN*

When instruction is complete and the student is ready to test, confirm the Instructional Plan in EP through Instructional Tools Interface (ITI) by following these steps:

- Click **Manage Tests**.



- Click **Instructional Tools**.




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**NOTE:** If a list of students does not appear, click Search.

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- District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click **Search**. Teachers will not see the drop-down menu(s) because their district and school are already known.

SCHOOL:\*  
DLM West School

Search

Add New Instructional Plan

4. Locate the student on the list.
5. In the History column, click **History**.

SCHOOL:\*

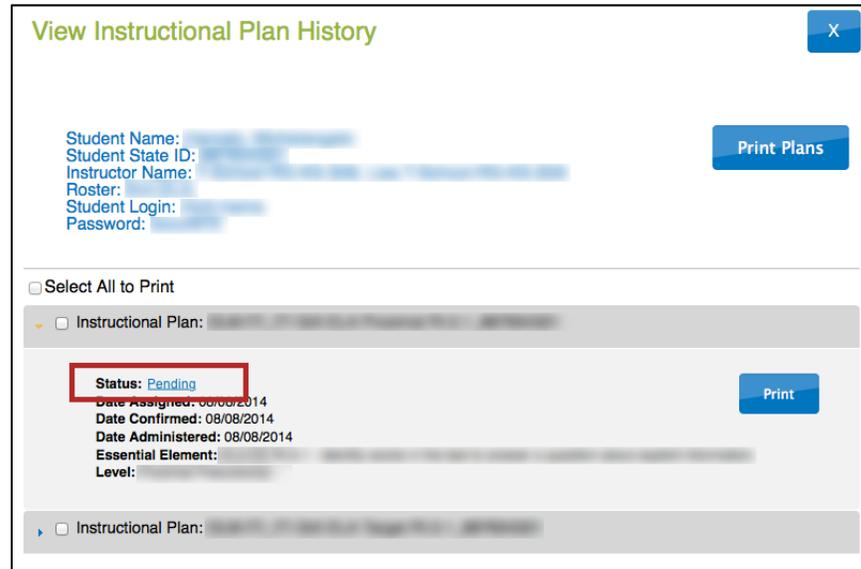
Search

Add New Instructional Plan

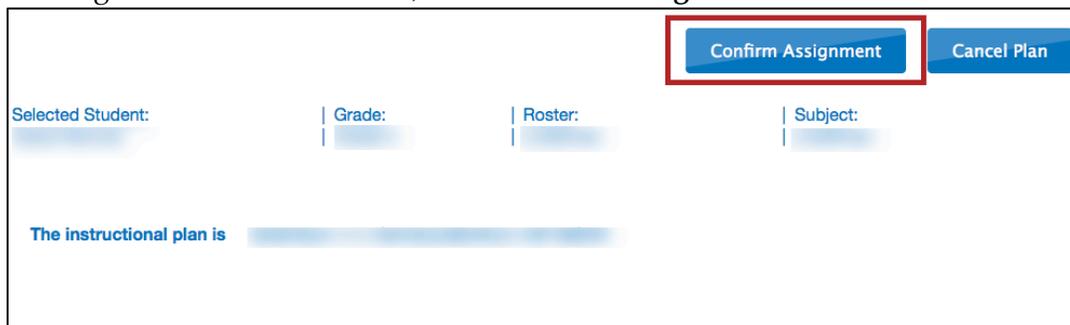
State ID	Last Name	Middle Name	First Name	Access Profile	First Contact	History	Roster Name
				No Settings	Complete	History	

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

HINT: To see the History column, scroll to the right. In the View Instructional Plan History window, locate the plan for the EE being tested. It will be in **Pending** status.



6. Click **Pending**. The Confirmation tab appears.
7. To assign the test to the student, click **Confirm Assignment**.



NOTE: To return to the Instructional Plan list, click the **Cancel Plan** button. The unconfirmed plan will remain in Pending status.

8. On the Confirm window, click **Yes**.

9. Download or print the TIP.

Selected Student: | Grade: | Roster: | Subject:

The instructional plan is

Download or print the Testlet Information Page.  
Testlet Information Page

Done

HINT: The TIP is also available through the View Instructional Plan History.

10. Click **Done**.

### *VIEW INSTRUCTIONAL PLAN HISTORY*

The Instructional Plan History summarizes all EEs and linkage levels assigned to a student as instructional plans. It also provides the student's KITE login and password. To view the Instructional Plan History for a student, follow these steps:

1. Click **Manage Tests**.

Home | SETTINGS | **MANAGE TESTS** | REPORTS | HELP

2. Click **Instructional Tools**.

Test Management | **Instructional Tools**

3. District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click **Search**. Teachers will not see the drop-down menu(s) because their district and school are already known.

SCHOOL:\* | Search

DLM West School

Add New Instructional Plan

4. Locate the student in the list.

NOTE: If a list of students does not appear, click **Search**.

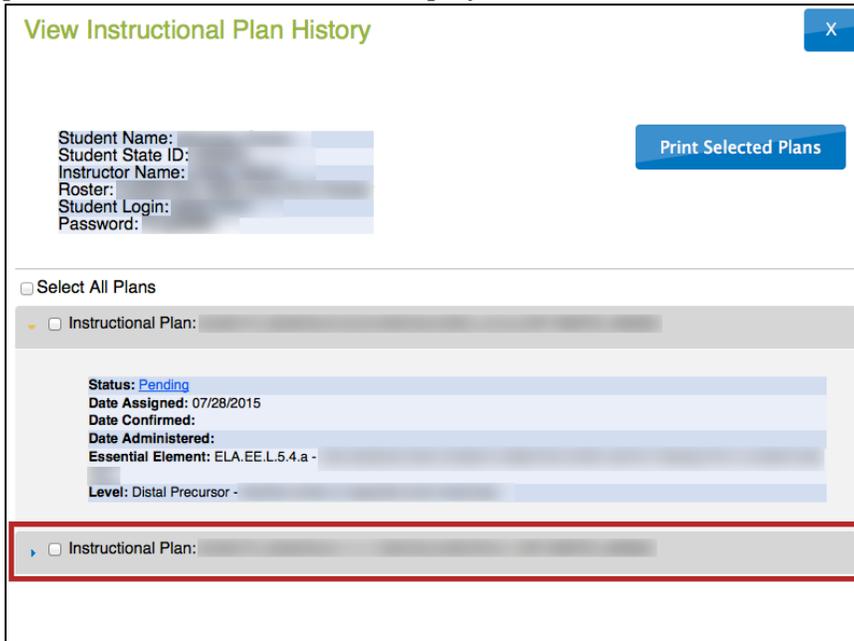
5. To see the History column, scroll to the right; in the History column, click **History**.

The screenshot shows a table with columns: State ID, Last Name, Middle Name, First Name, Access Profile, First Contact, History, and Roster Name. A red arrow points to the 'History' column header. Below the header, the 'History' link is highlighted with a red box. Other elements include a 'SCHOOL:' dropdown, a 'Search' button, an 'Add New Instructional Plan' button, and a pagination bar showing 'Page 1 of 1'.

6. On the View Instructional Plan History window, review the information.

The screenshot shows a window titled 'View Instructional Plan History'. It contains student information: Student Name, Student State ID, Instructor Name, Roster, Student Login, and Password. A 'Print Selected Plans' button is visible. Below this is a section for 'Select All Plans' with a dropdown for 'Instructional Plan'. The details for the selected plan include: Status: Pending, Date Assigned: 07/28/2015, Date Confirmed, Date Administered, Essential Element: ELA.EE.L.5.4.a, and Level: Distal Precursor.

- To review a different instructional plan, click the bar that describes the plan. The first plan closes, and the second is displayed.



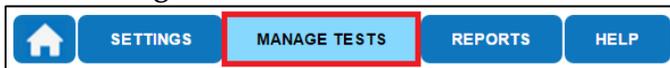
### *PRINT INSTRUCTIONAL PLAN HISTORY*

Users can print a summary of each instructional plan associated with a student from the View Instructional Plan History window. These reports include the following fields:

- Student name
- Student State ID
- Instructor Name
- Roster
- Student Login
- Password

To print an instructional plan history, follow these steps:

- Click **Manage Tests**.



- Click **Instructional Tools**.



- District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click **Search**. Teachers will not see the drop-down menu(s) because their school is already known.

The screenshot shows a search interface. At the top left, there is a label 'SCHOOL:\*' in blue. Below it is a dropdown menu with a white background and a yellow arrow pointing down, containing the text 'DLM West School'. To the right of the dropdown is a blue button with the text 'Search'. Below these elements is a larger blue button with the text 'Add New Instructional Plan'. A red rectangular box highlights the 'SCHOOL:\*' label, the dropdown menu, and the 'Search' button.

- Locate the student in the list.

---

NOTE: If a list of students does not appear, click **Search**.

---

- In the History column, click **History**.

The screenshot shows a student list interface. At the top left, there is a label 'SCHOOL:\*' in blue. Below it is a dropdown menu with a white background and a yellow arrow pointing down. To the right of the dropdown is a blue button with the text 'Search'. Below these elements is a larger blue button with the text 'Add New Instructional Plan'. Below the button is a table with the following columns: State ID, Last Name, Middle Name, First Name, Access Profile, First Contact, History, and Roster Name. The 'History' column contains a button with the text 'History', which is highlighted with a red box. A red arrow points from the 'Add New Instructional Plan' button to the 'History' button. Below the table is a footer with the text 'View Test Session Detail', 'Page 1 of 1', and 'View 1 - 1 of 1'.

State ID	Last Name	Middle Name	First Name	Access Profile	First Contact	History	Roster Name
				No Settings	Complete	History	

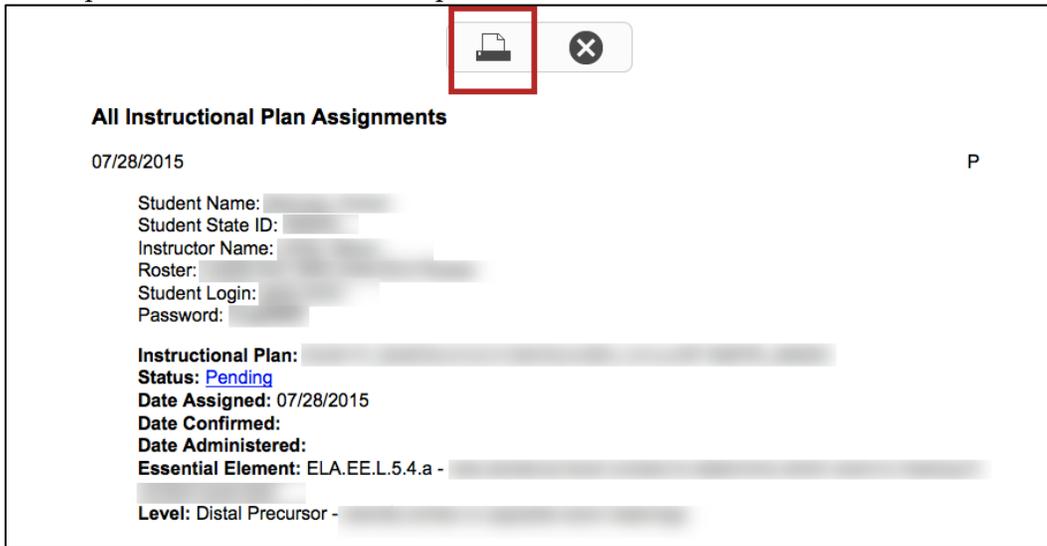
6. To print a plan, click the checkbox next to that plan. To print all of the plans, click **Select All Plans**.

The screenshot shows a window titled "View Instructional Plan History" with a close button (X) in the top right corner. On the left, there are fields for Student Name, Student State ID, Instructor Name, Roster, Student Login, and Password. On the right, there is a blue button labeled "Print Selected Plans". Below these fields, there is a checkbox labeled "Select All Plans" which is checked and highlighted with a red rectangular box. Underneath, there are two expandable sections for "Instructional Plan", each with a checked checkbox. The first expanded section shows details for a plan: Status: Pending, Date Assigned: 07/28/2015, Date Confirmed, Date Administered, Essential Element: ELA.EE.L.5.4.a, and Level: Distal Precursor.

7. Click **Print Selected Plans**.

The screenshot shows the same "View Instructional Plan History" window. In this view, the "Print Selected Plans" button on the right is highlighted with a red rectangular box. The "Select All Plans" checkbox is now unchecked. The first "Instructional Plan" section is expanded and shows the same details as in the previous screenshot: Status: Pending, Date Assigned: 07/28/2015, Date Confirmed, Date Administered, Essential Element: ELA.EE.L.5.4.a, and Level: Distal Precursor.

8. In the preview window, click the printer icon.



**All Instructional Plan Assignments**

07/28/2015 P

Student Name: [REDACTED]  
Student State ID: [REDACTED]  
Instructor Name: [REDACTED]  
Roster: [REDACTED]  
Student Login: [REDACTED]  
Password: [REDACTED]

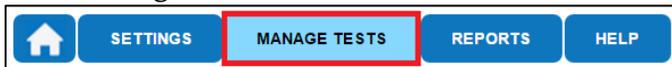
**Instructional Plan:** [REDACTED]  
**Status:** Pending  
**Date Assigned:** 07/28/2015  
**Date Confirmed:**  
**Date Administered:**  
**Essential Element:** ELA.EE.L.5.4.a - [REDACTED]  
**Level:** Distal Precursor - [REDACTED]

### *CANCEL AN INSTRUCTIONAL PLAN*

HINT: If the instructional plan has been confirmed, then only users with the role of State Assessment Administrator (SAA) or District Test Coordinator (DTC) in EP may cancel it.

To remove an EE from a student's instructional plan, follow these steps:

1. Click **Manage Tests**.



2. Click **Instructional Tools**.



- District- and building-level users will need to select a district and/or school from the drop-down menu(s) and click **Search**. Teachers will not see the drop-down menu(s) because their district and school are already known.

- Locate the student in the list.
- To see the History column, scroll to the right. In the History column, click **History**.

State ID	Last Name	Middle Name	First Name	Access Profile	First Contact	History	Roster Name
				No Settings	Complete	History	

- In the View Instructional Plan History window, locate the plan for the EE to cancel. It will show **Pending** status.

7. Click **Pending**.

View Instructional Plan History

Student Name:  
Student State ID:  
Instructor Name:  
Roster:  
Student Login:  
Password:

Print Selected Plans

Select All Plans

Instructional Plan:

Status: **Pending**  
Date Assigned: 07/28/2015  
Date Confirmed:  
Date Administered:  
Essential Element: ELA.EE.L.5.4.a -  
Level: Distal Precursor -

Instructional Plan:

8. Click **Cancel Assignment**.

Back SELECTED STUDENT: KFIRST1 KLAST1, GRADE: 5 Cancel Assignment Accept

The instructional plan is IT1 Gr5 ELA Proximal RI.5.1

You have finished instructions on this content. Choose Accept to assign a test for the student. Choose Cancel Assignment to remove this plan for the student.

9. On the confirmation window, click **Yes**.

---

NOTE: A confirmed plan cannot be canceled if the student has started or completed the test.

---

## ACCESS REPORTS AND DATA EXTRACTS

This section summarizes the reports and data extracts available through EP.

Not all users have access to all reports and extracts. The table below lists the types of extracts and reports and shows which user roles can access them.

File Type	SAA	DTC	DU	BTC	BU	T
<b>Reports</b>						
Aggregate Reports	Each state will determine which roles have access to Aggregate reports.					
Monitoring Summary	X	X	X	X	X	
Blueprint Coverage	X	X	X	X	X	X
Student Progress	X	X	X	X	X	X
Class Roster	X	X	X	X	X	X
Year-End Student Score Reports – Individual and Bundled	Each state will determine which roles have access to Individual and Bundled Year-End Student Score Reports.					
<b>Extracts</b>						
Accessibility Profile	X	X	X	X	X	X
Accessibility Profile Counts	X	X	X	X	X	X
Current Enrollment	X	X	X	X	X	X
DLM Blueprint Coverage Summary	X	X	X	X	X	X
DLM Test Administration Monitoring	X	X	X	X	X	X
First Contact Survey	X	X	X	X	X	X
Roster	X	X	X	X	X	X
Security Agreement Completion	X	X	X	X	X	
Training Status	X	X	X	X	X	
Users	X	X	X	X	X	

Table Key: SAA=State Assessment Administrator, DTC=District Test Coordinator, DU=District User, BTC=Building Test Coordinator, BU=Building User, T=Teacher

### ***VIEW AN AGGREGATE REPORT***

The Aggregate report summarizes the testing results across the state, district, school, or class in PDF format. The report provides the number of students tested by grade, subject, and performance level.

Reports are released based on user role. Therefore, state-level users have access to state-level reports, district-level users have access to district-level reports, and so on. Teachers have access to class reports.

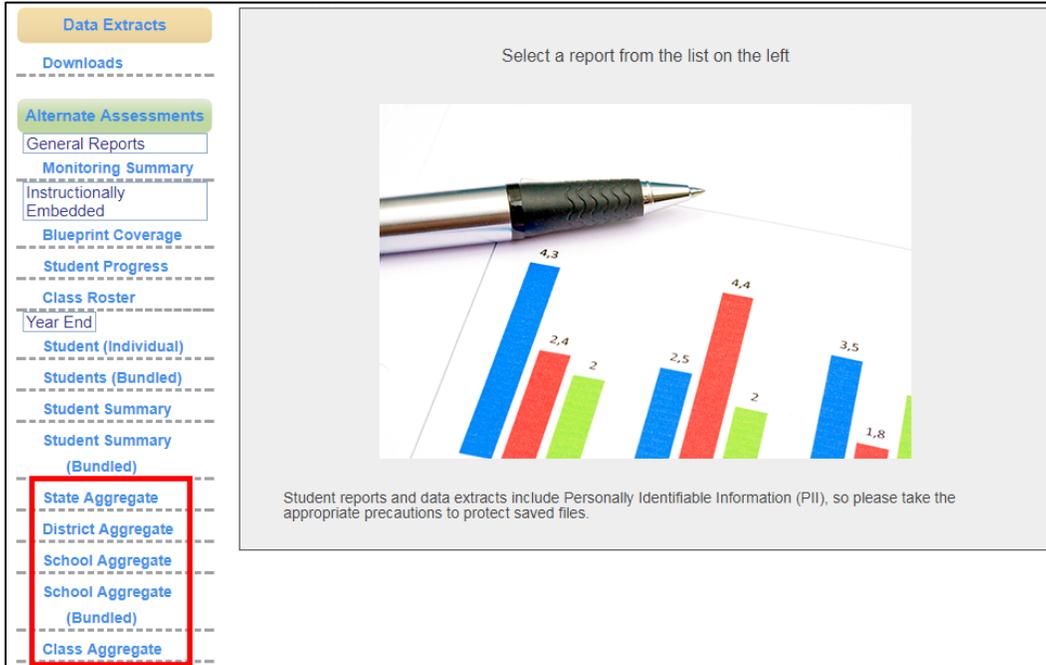
Users may filter their reports to receive more specific data (e.g., a district user may generate a report for just one school within their district).

To access an Aggregate report, do the following:

1. Click Reports.



2. Choose the applicable Aggregate report. Depending on the user role and permissions, only the Aggregate reports that are applicable will display.



The screenshot shows a web interface for selecting reports. On the left is a vertical menu with categories: Data Extracts, Downloads, Alternate Assessments (with sub-items: General Reports, Monitoring Summary, Instructionally Embedded), Blueprint Coverage, Student Progress, Class Roster (with sub-item: Year End), Student (Individual), Students (Bundled), Student Summary, Student Summary (Bundled), State Aggregate (highlighted with a red border), District Aggregate, School Aggregate, School Aggregate (Bundled), and Class Aggregate. On the right is a selection area with the text "Select a report from the list on the left" and a bar chart showing data points: 4.3, 2.4, 2, 2.5, 4.4, 2, 3.5, 1.8. Below the chart is a warning: "Student reports and data extracts include Personally Identifiable Information (PII), so please take the appropriate precautions to protect saved files."

3. Depending on user role, you may need to filter results.
4. Click the report file to view a PDF.

## VIEW A MONITORING SUMMARY REPORT

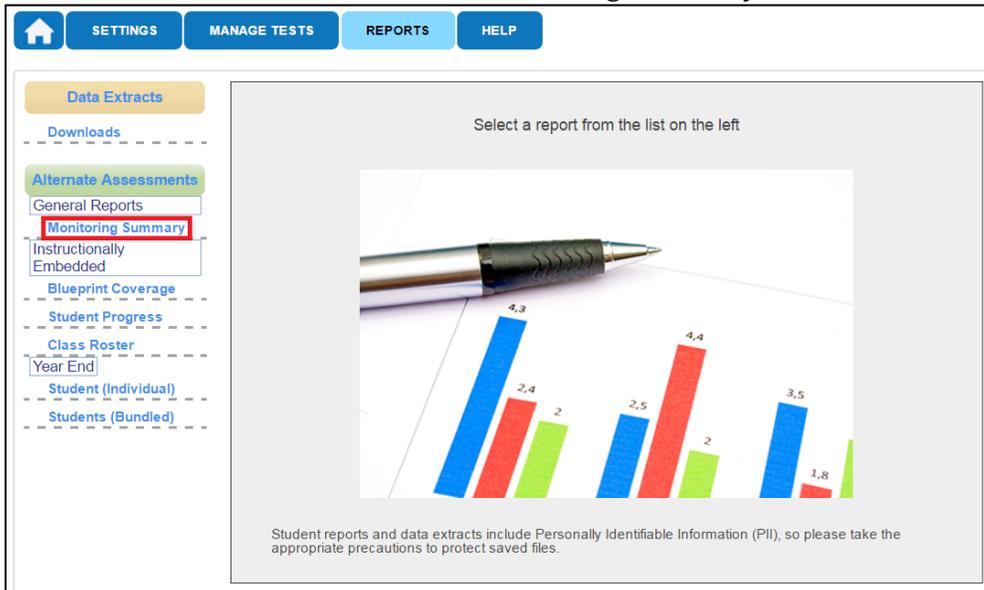
This report summarizes student testing completion information at school, district, or state levels. The report can be viewed in EP or saved as a PDF.

To view the Monitoring Summary report, follow these steps:

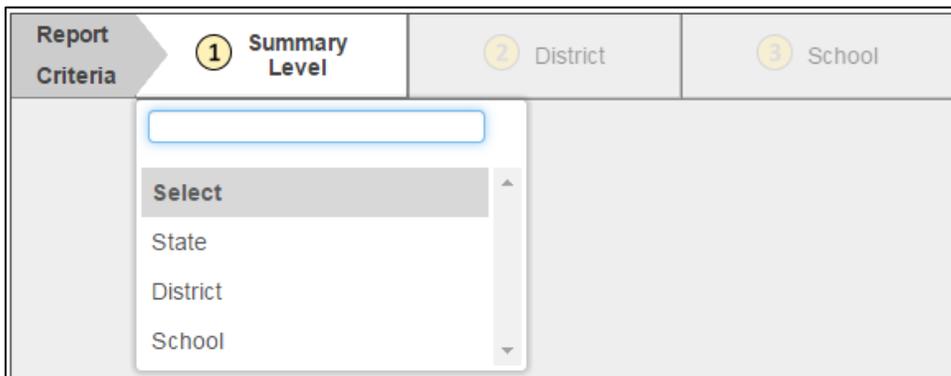
1. Click **Reports**.



2. Under Alternate Assessments, click **Monitoring Summary**.



3. Higher level users will use the menus to select the report criteria. Choose the state, district, or school summary level. The report will appear in the space below.



For some users, the report will automatically appear in the space below.

- Click **Save** to download a PDF of the report to your computer.

Report Criteria: Summary Level (checked), District (checked), School (3)

Reset District: 001 Demo District

Date: 10/31/2016 Save

### DLM Test Administration Monitoring Summary

District ID	District Name	Grade	Subject	Instructionally Embedded Number of Rostered Students				Ye Number of R
				No Plans Created	Plans Created; No Testlets Taken	Only One Testlet Completed	More Than One Testlet Completed	

#### [VIEW A BLUEPRINT COVERAGE REPORT](#)

The Blueprint Coverage report allows Integrated model state users to monitor how well a student’s testing covers the blueprint for his or her subject and grade. All currently rostered students are listed, even if the student had no ITI activity. This report does not apply to Year-End model states, which do not have blueprint requirements for the instructionally embedded assessment window.

The report indicates whether a student has fully or partially met each blueprint criterion and displays the student’s testlet activity for each of the EEs. Students may be grouped by teacher or by grade and subject.

To view the Blueprint Coverage report, follow these steps:

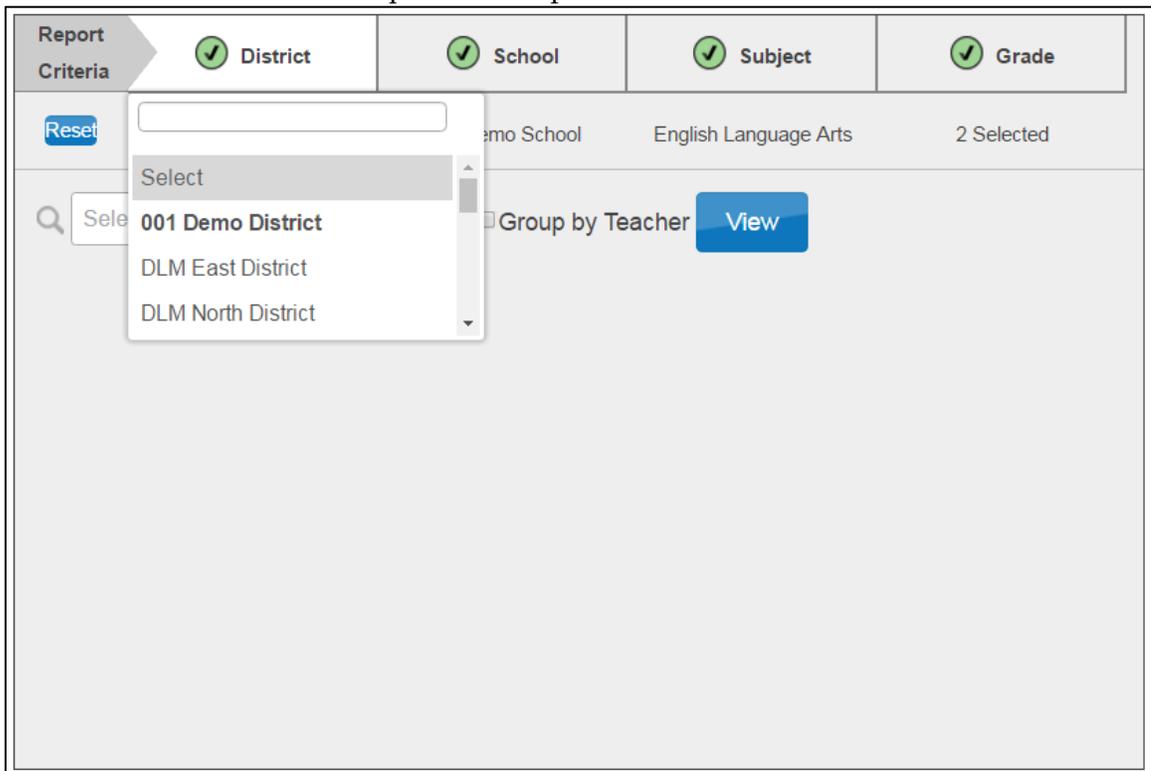
- Click **Reports**.



2. Under Alternate Assessments, click **Blueprint Coverage**.



3. Higher-level users will use the drop-down menus to select the report criteria. Teachers will not need to complete this step.



4. Click **View**.

Report Criteria:  District |  School |  Subject |  Grade

Reset | 001 Demo District | 001 Demo School | English Language Arts | 2 Selected

Search: Select Teachers [v] |  Group by Teacher | **View**

5. Use the key to interpret results.

Report Criteria:  District |  School |  Subject |  Grade

Reset | English Language Arts | Grade 4

Search: 1 selected [v] |  Group by Teacher | View

12/12/2016 [Save]

**Blueprint Coverage Report**

English Language Arts Grade 4

met criterion     student has completed a testlet  
 partially met     plan created, student not tested

Conceptual Area	EE	EE Description	
Choose at least three EEs in C1.1, including at least one RL and one RI.			
ELA.C1.1	ELA.EE.RI.4.1	Identify explicit details in an informational text.	<input type="radio"/> 10/26
ELA.C1.1	ELA.EE.RI.4.2	Identify the main idea of a text when it is explicitly stated.	
		Identify an explicit detail that is	

- To save as a PDF, click **Save** and the file will automatically download.

Report Criteria:  District  School  Subject  Grade

Reset 001 Demo District 001 Demo School English Language Arts 2 Selected

Select Teachers  Group by Teacher View

12/15/2016  
001 Demo School

**Blueprint Coverage Report**

English Language Arts Grade 4

- met criterion
- student has completed a testlet
- partially met
- plan created, student not tested

Conceptual Area	EE	EE Description	Test Date	Assessment Stage
Choose at least three EEs in C1.1, including at least one RL and one RI.				
ELA.C.1.1	ELA.EE.RI.4.1	Identify explicit details in an informational text.		
ELA.C.1.1	ELA.EE.RI.4.2	Identify the main idea of a text when it is explicitly stated.		

Save

### ***VIEW A STUDENT PROGRESS REPORT***

The Student Progress report summarizes a student’s progress in instructionally embedded assessments. The Student Progress report can be used in all states. The report will not display any testlet delivered during the spring assessment window.

Test administrators may find the report useful when planning or reviewing instruction for a student. The report displays the conceptual area(s) tested, the grade-level expectation (EE), the linkage level tested, and whether the student has been assessed at that level.

---

NOTE: The Student Progress report contains sensitive information, including the student’s name, school, grade, and ID number, among other data. Treat this as a secure document and handle it accordingly.

---

To view the Student Progress report, follow these steps:

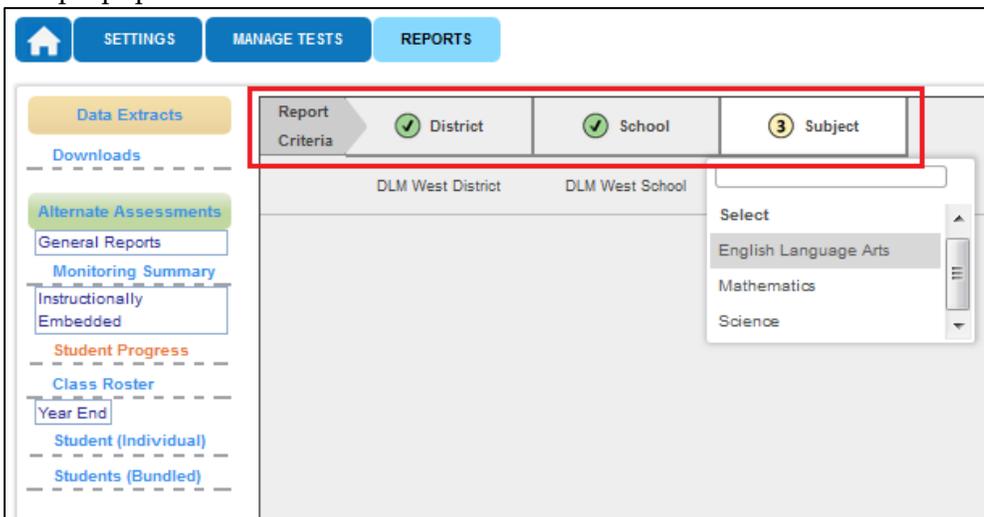
- Click **Reports**.



- Under Alternate Assessments, click **Student Progress**.

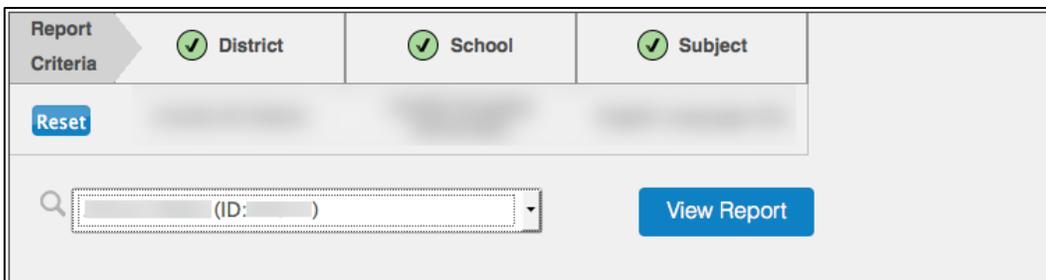


- Use prepopulated information or select filters as needed.



NOTE: When a criterion has been selected, the number next to it will change to a green checkmark.

- Choose a student.



5. Click **View Report**.

Report Criteria:  District  School  Subject

Reset DLM West District DLM West School English Language Arts

Annie 1 Demo (ID:55507001)

07-19-2016 Save

**Individual Student Progress Report for Annie 1 Demo**  
DLM West School, DLM West District, DLM QC State  
Grade 6, English Language Arts

No instructional plans exist in Educator Portal for this student and subject

= Target = Mastered = Attempted = Assessed, results not available = Planned

This report provides student results so far for this school year. These results do not guarantee the student's overall performance at the end of the year.

HINT: A key is included at the bottom of the report. The report terms are defined in the table below.

= Target = Mastered = Attempted = Assessed, results not available = Planned

Label	Test Status	Details
Target 	n/a	This symbol indicates the grade-level expectation for the student for the subject area.
Mastered	Complete	Correct responses on 80% or more of the items.
Attempted	Complete	Correct responses on less than 80% of the items.
Assessed, results not available	Complete	EE is identified as writing. Since writing is scored outside of EP, the results will not be available until after spring assessments. The results of writing testlets will be in the Individual Student Score Report.
Planned	Pending Unused In Progress	Plan saved, no test assigned. Test assigned, but not started. Test in progress.

- Optionally, choose **Save** to save and/or print the report.



### ***VIEW A CLASS ROSTER REPORT***

The Class Roster report displays the most recent assessment and current instructional goals for one or more students on a roster. The information is only valid for instructionally embedded testlets assigned through ITI.

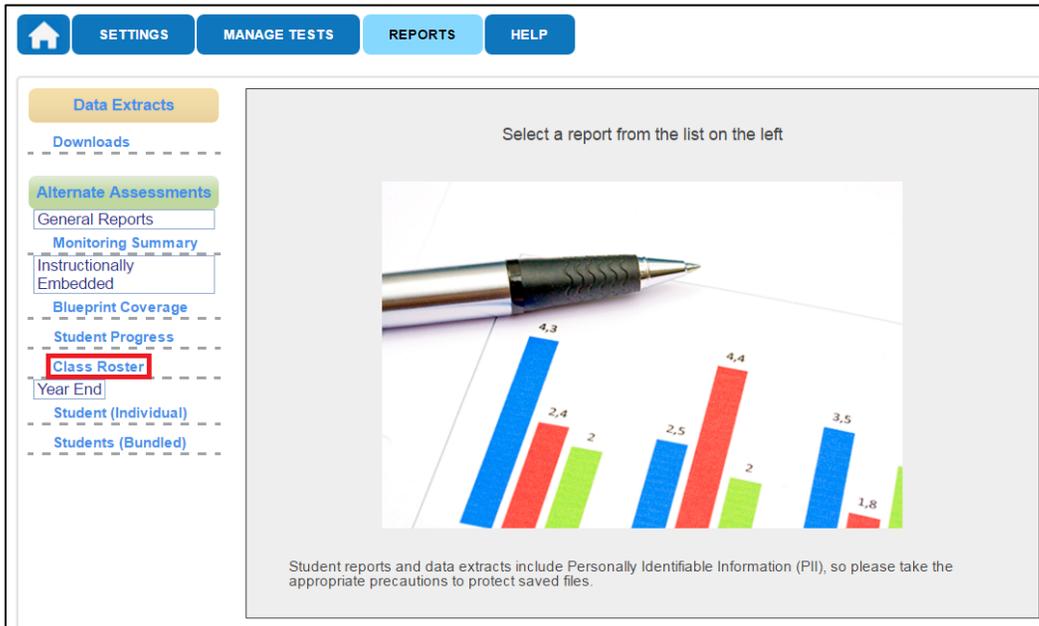
The report uses a series of numbered filters at the top of the screen to select what data to display. When data has been selected, a green checkmark displays. Data that needs to be selected displays a yellow, circled number.

To view the Class Roster report, follow these steps:

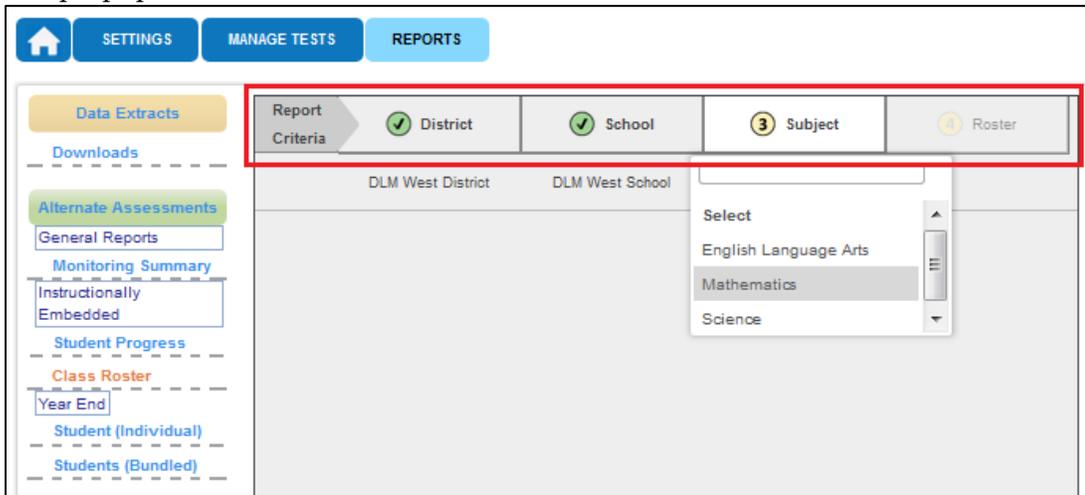
- Click **Reports**.



2. Under Alternate Assessments, click **Class Roster**.

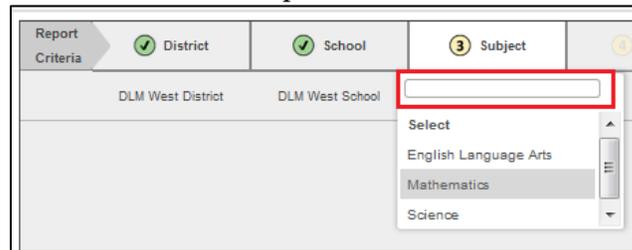


3. Use prepopulated information or select filters as needed.

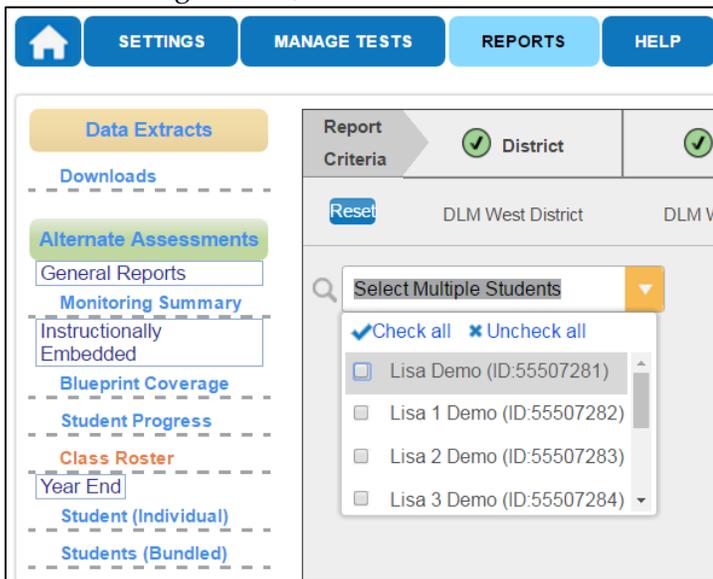


NOTE: When a criterion has been selected, the number next to it will change to a green checkmark.

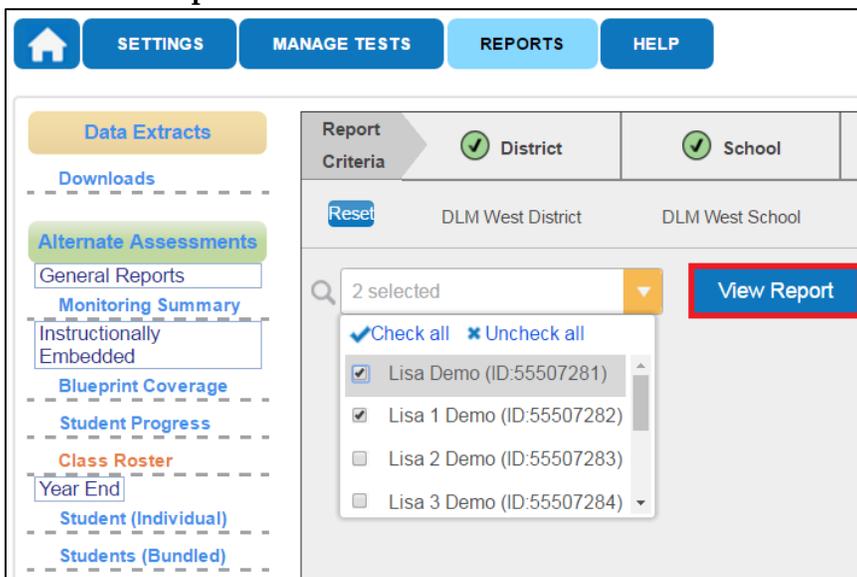
HINT: Use the field at the top of each menu to search for information.



4. After selecting a roster, choose one or more students.



5. Click **View Report**.



6. Optionally, click **Save** to save and/or print the report.

## VIEW STUDENT SCORE REPORTS

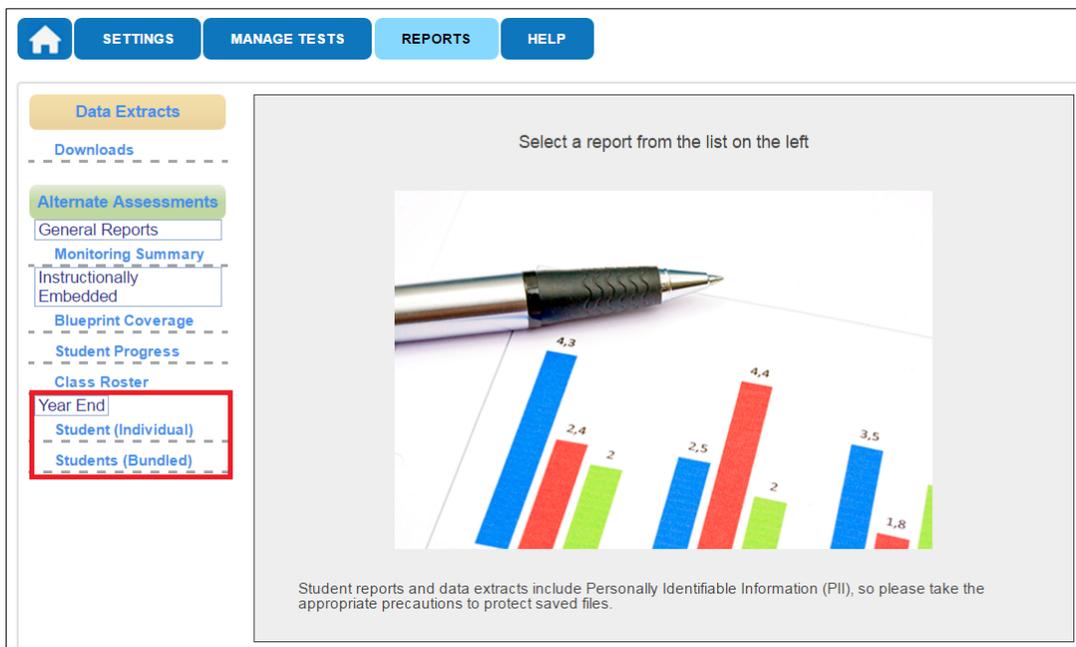
Student Score reports do not become available until after the spring assessment window has closed. Each state determines which user roles have permission to view the reports.

These summative reports present student results from the year's DLM assessments.

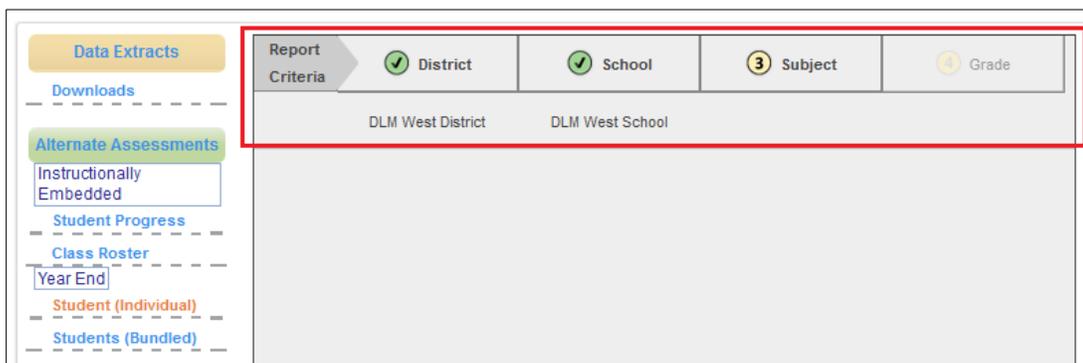
1. Click **Reports**.



2. Under Alternate Assessments and Year-End, select either **Student (Individual)** or **Students (Bundled)**. These selections will only be visible to those who have access. Year-End in this instance refers to the end of the school year and not to the Year-End model.



3. From the drop-down menus, select the District, School, Subject, and Grade, if applicable.



- For Individual Student Score Reports, choose the student's name and click **View Report**.

The screenshot shows a search interface for Individual Student Score Reports. At the top, there are three filter criteria: 'District', 'School', and 'Subject', each with a green checkmark. Below these is a 'Reset' button. A search input field contains '(ID: )' and is preceded by a magnifying glass icon. To the right of the search field is a blue 'View Report' button.

- For Bundled Student Score Reports, open PDF files for individual grades, which can then be saved locally.

### **REPORT ARCHIVE**

Depending on state permissions, users may have the ability to access Individual Student Score Reports from previous years (beginning with 2015-2016). Test administrators will only have access to archived reports for students to which they are currently rostered. If a test administrator wants to view a report for a student to which they were previously rostered, but are not currently, they must contact their assessment coordinator.

These reports are available by using the search function at the top of the reports page, shown below.

The screenshot shows the top navigation bar of the Reports page with buttons for 'SETTINGS', 'MANAGE TESTS', 'SCORING', 'REPORTS', 'TOOLS', and 'HELP'. Below the navigation bar is a search function highlighted with a red box. It includes a magnifying glass icon, two input fields labeled 'Student Last Name' and 'Student State ID', an 'or' separator, and a blue 'Search' button. Below the search function, there are several menu items: 'Data Extracts', 'Downloads', 'Alternate Assessments', 'General Reports', and 'Monitoring Summary'. To the right of these items, there is a grey area with the text 'Select a report from the list on the left'.

By using this feature, authorized users will access a table with PDF links to the Individual Student Score Reports for previous years by grade and subject.

Individual Student Score Reports are the only reports that are archived in EP. Check with your assessment coordinator to find out if other extracts and other reports have been archived by your district or state.

### ***VIEW A DATA EXTRACT***

The following data extracts are available for select users. If the user does not have permission to view the extract, it will not appear in the list of extracts in EP.

<b>Name of Data Extract</b>	<b>Summary</b>
Accessibility Profile	Access Profile settings by student. The Access Profile is where a student's personal needs and preferences are recorded in EP.
Accessibility Profile Counts	Student accessibility profile counts by organization.
Current Enrollment	Current enrollment information for active students.
DLM Test Administration Monitoring	Testlets assigned, in progress, and completed by subject and student.
DLM Blueprint Coverage Summary	Percent of students meeting blueprint criteria, per organization.
First Contact Survey	Current First Contact survey settings by student.
Roster	Student assignment by educator and subject.
Security Agreement Completion	Completion of Security Agreement by user.
Training Status	Training status by user.
Users	Educator Portal users and their associated role(s).

The following table defines common abbreviations used in extract file names:

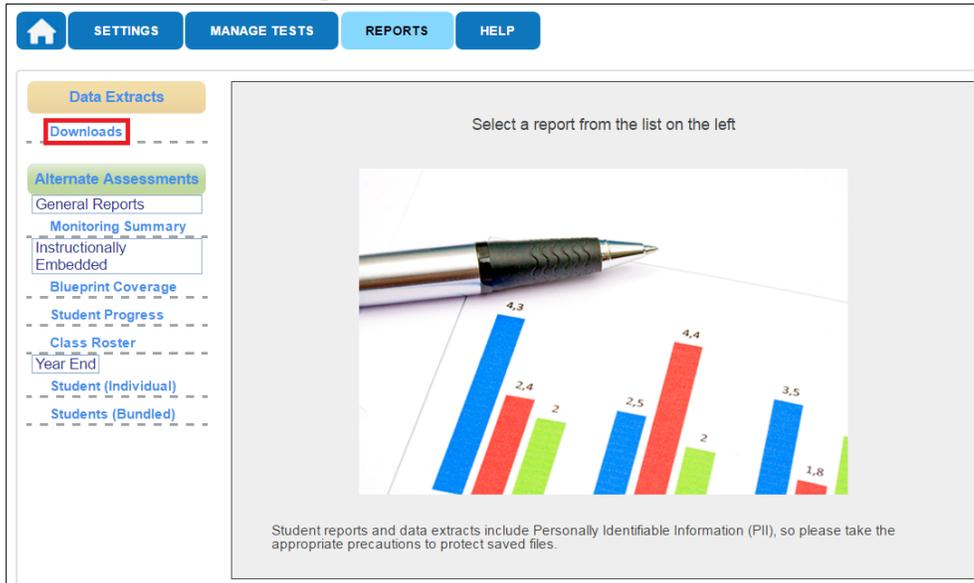
<b>Abbreviation</b>	<b>Meaning</b>
OrgID	The organization identifier for the district or school.
UserID	User identification number assigned by EP.
MM-DD-YY	The month, day, and year the file was created.
HH-MM-SS	The hour, minute, and second the file was created.

To view a data extract, follow these steps:

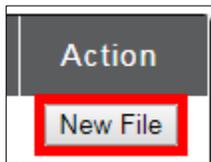
1. Click **Reports**.



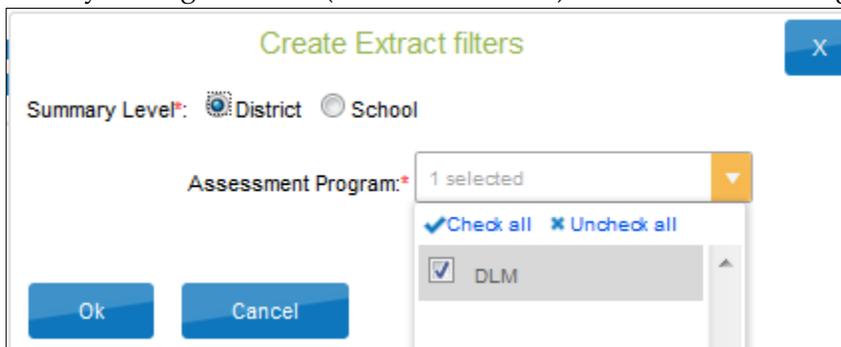
2. On the left side of the Reports screen under Data Extracts, click **Downloads**.



3. Click the **New File** button for the extract you wish to view.



4. Select your organization (District or School) and Assessment Program.



5. Some extracts have dates. Leaving the default dates is highly recommended. When an extract is downloaded, it includes the date when the extract was pulled. Click **Ok**.

**Create Extract filters**

Assessment Program:\* 1 selected

District: Select

School: Select

**Instructional Dates\***      **End of Year Dates\***

Begin: 09/21/2016      Begin: 03/15/2017

End: 02/28/2017      End: 06/09/2017

Ok      Cancel

6. Some users may have extract filters to select. Select filters and click **OK**.

**Create Extract filters**

Summary Level\*:  State  District  School

Assessment Program:\* 1 selected

District: DLM School District

School: DLM School

Ok      Cancel

7. If you accessed the report previously, you will receive the message below. Click **Yes** to proceed.

**Create Extract confirmation**

The existing report request and file will be deleted. Do you want to proceed?

Yes      No

HINT: Each request for an extract replaces the previous extract. Users may save extracts and archive them.

8. The File field transitions from “In Queue” to “In Progress” to “CSV.”

STANDARD DATA EXTRACTS (CSV FILE)				
Extract	Description	Requested	File	Action
Accessibility Profile	Personal Needs and Preferences (PNP) settings by student.	07/19/2016 09:47:42 AM	CSV	New File
Accessibility Profile Counts	Student accessibility profile counts by organization.	10/27/2016 10:28:03 AM	CSV	New File
Current Enrollment	Current enrollment information for active students.	01/12/2016 01:02:16 PM	CSV	New File

9. Click CSV to access the extract file.

HINT: Think of a CSV file as a completely unformatted Excel file. The inability to apply formatting mostly impacts fields with leading zeroes.

10. Follow the browser’s procedure for viewing or saving the CSV file to your computer.

### UNDERSTANDING THE ACCESSIBILITY PROFILE EXTRACT

The Accessibility Profile extract creates a CSV file that lists the accessibility (Access Profile) settings for the students enrolled in a particular district or school. Only students who have Access Profile settings are included in the file. The file contains a column for every possible Access Profile setting and indicates if that setting has been chosen for a student.

#### Name of the Extract

When you save the Accessibility Profile download, the file will have the following name:

Educator\_Portal\_PNP\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

#### Fields in the Extract

The file includes information about a student’s Access Profile settings. Each of the possible Access Profile settings are included in the file. See the example below.

	D	E	O	P	Q	R
1	Student Last Name	Student First Name	Display - Overlay Color	Display - Overlay Color Activate by Default	Display - Overlay Color Code	Display - Overlay Color Desc
2			Selected	Selected	#87cffd	Light Sky Blue
3			Selected	Not Selected	#f5f2a4	Pale Goldenrod
4			Not Selected	N/A	N/A	N/A
5			Not Selected	N/A	N/A	N/A
6						

The file indicates whether or not a support has been selected for a student, and, if a support has multiple settings, the details of those settings are listed. For example, the overlay color can be set to one of several predetermined colors. The file lists the hexadecimal value of the color selected (e.g., #87cffd) as well as the description of the color (e.g., Light Sky Blue). You may also see the following results in columns:

- N/A—indicates that the support has not been selected, either because the selection depends upon another item being checked or because the support is not available for your organization.
- Not Selected—appears when a support has been selected, but “Activate by Default” has not been selected.

- Selected—indicates that the support has been selected on the student’s Access Profile.

Some columns on the file that may be of particular interest are described in the table below.

Column Name	Description
Last Modified Time	The date and time that the Access Profile settings were last modified. The format used is MM/DD/YYYY HH:MM AM/PM and time zone.
Last Modified By	The name of the person who made the last change to the Access Profile settings.

***UNDERSTANDING THE ACCESSIBILITY PROFILE COUNTS EXTRACT***

The Accessibility Profile Counts extract creates a CSV file that lists the total number of students who have a particular setting on their Access Profile. Depending on the level of access, you can retrieve summary data in several configurations. If you have district-level or state-level access, select filters for the report.

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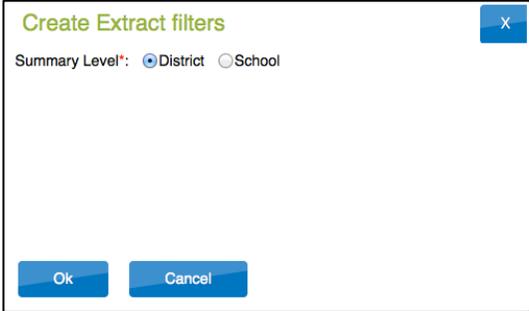
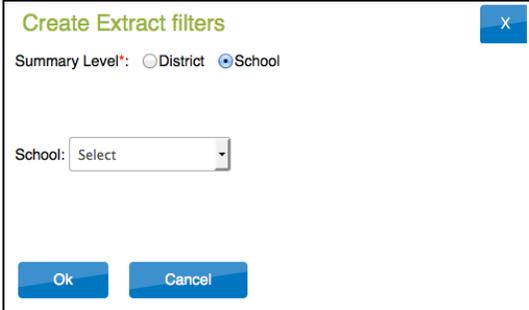
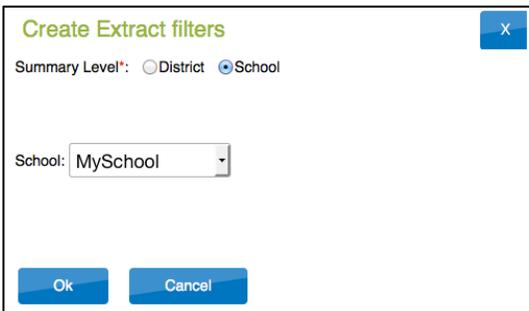
NOTE: If the user has school level access to EP (i.e., access to the data for only one school), there is no need to select any filters. The CSV file will have two lines of data, summarizing the Access Profile settings for the user’s school.

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**State, District, and Building-Level Users**

The state- and district-level filter window displays a choice of two summary levels: District or School and three possible combinations for selecting the data to be included in the CSV file. A building-level user never has filter choices and always sees only their school data. Some states will also have data for their general assessment included in this extract. When the extract contents include two rows of data, one marked as General Assessment and one marked as DLM, use only the DLM rows.

State	District	School	Student Counts	Display - Magnification	Display - Overlay Color	Display - Invert Color Choice	Display - Masking
Oklahoma	Achille	Achille ES	DLM	0	0	0	0
Oklahoma	Achille	Achille ES	General Assessment	0	0	0	0
Oklahoma	Achille	Achille HS	DLM	0	0	0	0
Oklahoma	Achille	Achille HS	General Assessment	0	0	0	0

Settings	Filter	CSV Contents
District Summary Level		CSV file contains two lines of data: Access Profile counts summarized for the district.
School Summary Level		CSV file contains multiple lines of data: two lines for each of the schools in the district.
School Summary Level School selected		CSV file contains two lines of data: Access Profile counts summarized for a single school.

### Name of the Extract

When you save the Accessibility Profile Counts download, the file will have the following name:

Summary\_Accessibility\_Profile\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

### Fields in the Extract

The report includes columns of information about the Access Profile settings in use. Unlike the Accessibility Profile extract, Access Profile settings are summarized by category. The extract provides a count of the total number of students who have the support selected in their Access Profile.

E	F	G	H
Display - Magnification	Display - Overlay Color	Display - Invert Color Choice	Display - Masking
1	2	2	1
0	0	0	0

### ***UNDERSTANDING THE CURRENT ENROLLMENT EXTRACT***

The Current Enrollment extract includes all records for students who are enrolled in the user's organization.

HINT: A student that is enrolled in more than one school will have more than one record.

#### **Name of the Extract**

When saving the Current Enrollment extract, the file will have the following name:

KITE\_Enrollment\_Extract\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

#### **Fields in the Extract**

The extract includes information about each student.

### ***UNDERSTANDING THE DLM BLUEPRINT COVERAGE SUMMARY EXTRACT***

The DLM Blueprint Coverage Summary extract is for Integrated model states during the instructionally embedded window. Year-End model states do not have a blueprint coverage requirement during the instructionally embedded window and will not have this extract. This extract displays the percentage of students who have fully met requirements for each grade, subject, and criterion. Depending on role, users are able to pull a summary at the state, district, or school level.

#### **Name of the Extract**

When saving the DLM Blueprint Coverage extract, the file will have the following name:

DLM\_Blueprint\_Summary\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

#### **Fields in the Extract**

The extract is sorted by district and school information, teacher, subject, and grade.

Some columns on the file that may be of particular interest are described in the table below.

<b>Column Heading</b>	<b>Definition</b>
Criterion	Conceptual Area
# Students Testing	Number of students currently rostered
% Students Met	Percentage of those rostered students who have met full requirements for the conceptual area

### ***UNDERSTANDING THE DLM TEST ADMINISTRATION MONITORING EXTRACT***

The DLM Test Administration Monitoring extract allows users to track when a student is finished with spring assessments. This extract includes the number of testlets confirmed, in progress, and completed by a student. Testlet counts are included for each

subject, so a student may appear on more than one line in the extract. If a student is in more than one school, separate lines will appear for the student.

- A student will not appear on this extract until enrolled and rostered to at least one subject in the current school year.
- Data is available for the current testing year.
- The extract will be reset to show the dates for the current academic year, beginning August 3, 2017.

HINT: The extract has two subsections: Instructional and End of Year. The Instructional dates apply to the four columns of Instructional testlets administered during the instructionally embedded assessment window. The End of Year dates apply to the four columns of End of Year testlets delivered during the spring assessment window. A column for field test testlets is also included in this report.

Create Extract filters

Assessment Program:\* 1 selected

District: Select

School: Select

Instructional Dates\*      End of Year Dates\*

Begin: 09/21/2016      Begin: 03/15/2017

End: 02/28/2017      End: 06/09/2017

Warning: Extract will not count testlets that were assigned or completed before or after the start and end dates. We recommend you not change the start and end dates from the default.

Ok      Cancel

HINT: Use the system default dates for accurate results. Do **not** change the dates that appear.

### Name of the Extract

When saving the DLM Test Administration Monitoring extract, the file will have the following name:

KITE\_DLM\_Test\_Administration\_Status\_Extract\_MM-DD-YY\_HH-MM-SS.csv

### Fields in the Extract

The four columns in the table below include data from ITI in EP.

Column Heading	Definition
Instructional # Testlets Not Started	The number of instructional plans that were created and confirmed for a student, but the testlets have not yet been administered.
Instructional # Testlets In Progress	The number of instructionally embedded testlets that are in progress. Any number in this field means a testlet is in progress or KITE Client was closed without using the EXIT DOES NOT SAVE button.
Instructional # Testlets Completed	The number of instructionally embedded testlets completed by the student.
Instructional # Testlets Required	The number of instructionally embedded assessments varies. This column will always show an asterisk.

HINT: The instructional begin and end dates impact the data in these columns. The default begin and end dates cover the entire consortium instructionally embedded assessment window and will count all testlets administered during that time. Retaining the default dates is highly recommended.

The four columns in the table below include data from spring assessments.

Column Heading	Definition
End of Year # Testlets Not Started	The number of testlets assigned by the system for the spring assessment, but which the student has not yet started.  <div style="border: 1px dashed black; padding: 5px; margin: 10px auto; width: 80%;"> <p>HINT: The system assigns testlets one at a time, not all at the beginning of spring assessment.</p> </div>
End of Year # Testlets In Progress	The number of spring assessment testlets that were in progress at the time the extract was pulled.
End of Year # Testlets Completed	The number of testlets from spring assessments that have been completed by the student. By the end of the state's spring assessment, the numbers in this column should equal the number in the "End of Year # Testlets Required" column.

<b>Column Heading</b>	<b>Definition</b>
End of Year # Testlets Required	The number of spring testlets for each student will vary depending on grade and subject.
Field Test # Testlets Completed	The number of field test testlets that were administered for a student.

### ***UNDERSTANDING THE FIRST CONTACT SURVEY EXTRACT***

The First Contact Survey extract creates a CSV file that lists learner characteristic settings for the students enrolled in a particular district or school. Only students who have FC survey settings are included in the file. The file contains a column for every possible FC survey setting and indicates if that setting has been chosen for a student.

#### **Fields in the Extract**

The file includes information about a student’s FC survey settings. Each of the possible Frist Contact survey settings are included in the file. See the example below.

The file indicates whether or not a learner characteristic has been selected for a student, and, if a characteristic has multiple settings, the details of those settings are listed. For example, Hearing can be set to one of several classifications. The file lists the classification of the hearing loss and at what decibel levels. You may also see the following results in columns:

- N/A—indicates that the characteristic has not been selected, either because the selection depends upon another item being checked or because the characteristic is not applicable for the student.
- Not Selected—appears when a characteristic has not been selected, e.g., Uses Sign Language.
- Selected—indicates that the characteristic has been selected on the student’s FC survey.

Some columns on the file that may be of particular interest are described in the table below.

<b>Column Name</b>	<b>Description</b>
Last Modified Time	The date and time that the FC survey settings were last modified. The format used is MM/DD/YYYY HH:MM AM/PM and time zone.
Last Modified By	The name of the person who made the last change to the FC survey settings.

### ***UNDERSTANDING THE ROSTER EXTRACT***

The Roster extract creates a CSV file that lists the students and teachers on every roster in a particular school. When creating the extract, you must select the school.

### **Name of the Extract**

When saving the Roster extract, the file will have the following name:

KITE\_Roster\_Extract\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

### ***UNDERSTANDING THE SECURITY AGREEMENT COMPLETION EXTRACT***

The Security Agreement Completion extract creates a CSV file that shows all records of Security Agreement status by organization.

### **Name of the Extract**

When saving the Security Agreement Completion extract, the file will have the following name:

Security\_Agreement\_Extract\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

### **Fields in the Extract**

The fields in the Security Agreement Completion extract show each user's locations (state, district, and building), name, and Security Agreement status. If the Security Agreement has been completed, the extract will display the user's signature and date.

The Security Agreement status column will show as accepted, rejected, or blank. A blank field means the Security Agreement has not been started.

### ***UNDERSTANDING THE TRAINING STATUS EXTRACT***

The Training Status extract creates a CSV file that shows a list of DLM users by organization and their training completion status.

### **Name of the Extract**

When saving the Training Status extract, the file will have the following name:

DLM\_PD\_Training\_Status\_Details\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

### **Fields in the Extract**

The fields in the Training Status extract show each user's district, school, username, first and last name, email, user role, and training status. Training completion status will show in the extract as Yes or No under the heading called "RTComplete" (RT stands for Required Training).

### ***UNDERSTANDING THE USERS EXTRACT***

The Users extract includes all records for EP users in the user's organization. This includes those uploaded by a data manager via web service, user file, or the manual user interface.

HINT: A single user will have multiple records if the user is assigned to multiple organizations.

### **Name of the Extract**

When you save the Users extract, the file has the following name:

KITE\_User\_Extract\_OrgID\_UserID\_MM-DD-YY\_HH-MM-SS.csv

### **Fields on the Extract**

The extract includes information about the roles assigned to a user. If assigned to more than one organization, the user will appear on multiple lines in the CSV. For example, if an educator works in more than one school, that user will appear on a line for each school in the CSV.

All of the user's assigned roles for a particular organization appear on a single line of the CSV. For example, if the user is a Building Test Coordinator and a Teacher, an X will be in each column.

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## STATE APPENDIX

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### DOCUMENT HISTORY

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NOTE: Page numbers are valid **only** for the date and version noted.  
They may change in future versions.

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<b>Date</b>	<b>Section Name/ Summary of Changes</b>	<b>Starting Page</b>
11/17/2018	Note added - user abilities for writing testlets in ITI	62
08/01/2017	Find Student feature added	22
	New Aggregate Reports	75
	New First Contact Survey Extract	98
	Screenshots updated	Throughout
	Braille content updated	Throughout

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## GLOSSARY

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This glossary compiles definitions and acronyms relevant to assessment for the Dynamic Learning Maps® (DLM®) alternate assessment.

Term	Definition
<b>Access Profile (AP)</b>	Student-specific information that informs KITE® Client about individual student’s personal needs and preferences. The AP includes information the system needs to make the student’s user interface compatible with his or her accessibility needs. In Educator Portal, the AP includes information about display enhancements, language and braille, and audio and environment supports. Educators who know the student provide the information in the profile.
<b>display enhancements</b>	Options to change the testlet appearance on the student’s device screen, including magnification, overlay color, inverted color choice, and contrast color.
<b>Educator Portal</b>	Educator Portal (EP) is the administrative application where staff and educators manage student data and retrieve reports. Users can access EP via <a href="https://educator.cete.us">https://educator.cete.us</a> . For information on working within EP, see the DATA MANAGEMENT MANUAL on the DLM website.
<b>engagement activity</b>	An activity at the beginning of a testlet that describes a scenario, taps prior knowledge or experience, and/or introduces the concept to be addressed. In English language arts (ELA) reading testlets, the first reading of the text often serves as the engagement activity. In mathematics and science, the engagement activity provides context for the items.
<b>Essential Elements (EEs)</b>	Specific statements of knowledge and skills linked to the grade-level expectations identified in college and career readiness standards for English language arts and mathematics. Essential Elements in science are linked to the National Research Council’s Framework for K-12 and the Next Generation Science Standards (NGSS). Essential Elements build a bridge from the content in the grade-level standards to academic expectations for students with the most significant cognitive disabilities.

Term	Definition
<b>First Contact (FC) survey</b>	A survey used to collect background information about students who are eligible for the DLM alternate assessments. The survey goes beyond basic demographic information and includes questions on communication, assistive technology devices, motor and sensory impairments, and academic performance. Core questions from the FC are used to determine a student’s entry point, or initialization, into the assessment.
<b>instructional plan</b>	A plan, created through the Educator Portal Instructional Tools Interface, which includes the selected Essential Element and linkage level and leads to assignment of an instructionally embedded assessment during the instructionally embedded assessment window.
<b>instructionally embedded assessment</b>	Assessment that occurs throughout instruction in the instructionally embedded assessment window during the fall and winter months.
<b>Instructional Tools Interface (ITI)</b>	A tool in Educator Portal that allows a test administrator to create an instructional plan. The test administrator selects an Essential Element and accepts the system recommended linkage level or chooses a different linkage level for a student. An instructionally embedded assessment is generated based on those choices.
<b>KITE Client</b>	A secure customized interface platform used to deliver assessments to students. All students taking the DLM alternate assessment will have unique accounts in KITE Client. See the TEST ADMINISTRATION MANUAL for more information about KITE Client.
<b>linkage level</b>	A small section of the DLM map containing one or more nodes that represent critical concepts or skills needed to learn the EE. See the TEST ADMINISTRATION MANUAL for more information about the number and names of linkage levels for each DLM subject.
<b>Personal Learning Profile</b>	Information about a student’s personal needs and preferences entered in Access Profile in addition to information about the student entered in the First Contact survey.
<b>Testlet Information Page (TIP)</b>	A PDF that is unique to each testlet and provides specific information to guide the test administrator in delivering the assessment.

Term	Definition
<b>testlet</b>	Short for instructionally relevant testlet. Beginning with an engagement activity and combining multiple items increases the instructional relevance of the assessment, and provides a better estimate of the students' knowledge, skills, and understandings than can be achieved by a single assessment item. See the TEST ADMINISTRATION MANUAL for more information about the number of items for each DLM subject.