

Preparing for the Test

Required Training Module 5

Learning Objectives

1. Checking Data
2. Completing the First Contact Survey
3. Utilize Practice Activities and Released Testlets
4. Planning and Scheduling for Assessment Administration Days
5. Considerations for Test Administration

CHECKING DATA



Educator Portal



Sign Out

Logged in as Ms. Flat Land , Test Administrator (QC Person) - Flatland ▾

Home

Test Management

Professional Development

Configuration




Site Map




MY PROFILE



QUICK LINKS

-  Add New Test
-  Rosters
-  Student

Educator Portal



SIGN IN TO EDUCATOR PORTAL

USERNAME:

PASSWORD:

[Forgot Password?](#)

If you wish to create an account, click [here](#).

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A red arrow points to the 'Sign In »' button, which is also circled in red.

Verify Student Participation

Configuration: Students - View Students

Rosters Students **Organization** Instructional Tools Support Users

Select Action*: View Students

SELECT ORGANIZATION
specify organization level and click on Search

STATE*: Flatland

DISTRICT: District #1

SCHOOL: School #1

Search

State ID	First Name	Last Name	Grade	School Name
11	Demo	11	5	School #1
4305	Demo	4305	5	School #1
2986	DLM	Demo	5	School #1
2987	DLM2	Demo	3	School #1
4121	Demo	4121	3	School #1
4122	Demo	4122	3	School #1
4123	Demo	4123	4	School #1
4124	Demo	4124	4	School #1
4125	Demo	4125	4	School #1
4115	Demo	4115	6	School #1

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View and Check Roster

Roster Name ▾	Educator Identifier ▾	First Name ▾	Last Name ▾	Content Area ▾
Grant - ELA	1001033	Fitz	Grant	English Language Arts
Grant - Math	1001033	Fitz	Grant	Mathematics
Shephard - ELA	1001034	Derek	Shephard	English Language Arts
Shephard - Math	1001034	Derek	Shephard	Mathematics
Bailey - ELA	1001035	Miranda	Bailey	English Language Arts
Bailey - Math	1001035	Miranda	Bailey	Mathematics
Webber - ELA	1001036	Richard	Webber	English Language Arts
Webber - Math	1001036	Richard	Webber	Mathematics
Montgomery - ELA	1001037	Addison	Montgomery	English Language Arts
Montgomery - Math	1001037	Addison	Montgomery	Mathematics

Page of 18

View 21 - 30 of 175

Additional Student Information

- Personal Needs and Preference Profile (details in Module 3)
- First Contact Survey

COMPLETING THE FIRST CONTACT SURVEY



DYNAMIC
LEARNING MAPS

First Contact

- Survey used to collect background information about students
- Goes beyond basic demographics
- Includes questions on topics such as:
 - Communication
 - Assistive technology devices
 - Motor and sensory impairments
 - Academic performance
- Used to determine entry point in the assessment

First Contact Scenarios

- If previous surveys were matched successfully
 - Review and verify the information is correct or modify it
- If student information is not available or previously uploaded
 - Complete the entire survey

Configuration: Students - View Students

[Upload Summative Report Data](#)
[Rosters](#)
[Students](#)
[Organization](#)
[Roles](#)
[Batch Registration](#)
« »

Select Action*:

SELECT ORGANIZATION

specify organization level and click on Search

STATE:*

REGION:

AREA:

DISTRICT:



BUILDING:

SCHOOL:

State ID	First Name	Last Name	Grade	School Name
	jack		Not Available	East Hawaii High School
	Hugo		Not Available	East Hawaii High School
	Meredith		Not Available	East Hawaii High School
	Cristina		Not Available	East Hawaii High School
	Alex		Not Available	East Hawaii High School
	Miranda		Not Available	East Hawaii High School
	Richard		Not Available	East Hawaii High School
	Derek		Not Available	East Hawaii High School
	Callie		Not Available	East Hawaii High School
	Mark		Not Available	East Hawaii High School

« » Page of 3 » » ▼ View 1 - 10 of 30

State ID ↕	First Name ↕	Last Name ↕	First Contact ↕	Access Profile ↕
808025	Abby	Whelan	NOT_STARTED	CUSTOM
808016	Ace	Ricci	In Progress	CUSTOM
808020	Adele	Webber	In Progress	NO SETTINGS
808003	Alex	Karev	NOT_STARTED	CUSTOM
808011	Arizona	Robbins	NOT_STARTED	CUSTOM
808018	Ben	Warren	NOT_STARTED	CUSTOM
808007	Callie	Torres	In Progress	CUSTOM
808002	Cristina	Yang	NOT_STARTED	CUSTOM
808019	Denny	Duquette	In Progress	NO SETTINGS
808006	Derek	Shephard	NOT_STARTED	CUSTOM



Page of 3
10
View 1 - 10 of 30

You are able to choose columns to display and rearrange



Welcome to the First Contact Survey



DYNAMIC
LEARNING MAPS

Start Survey

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.

Note: Bubbles denote a page in a tab. Following legend is used to indicate level of completion of your responses.

- You have completed answering all questions on this page.
- **Incomplete Questions: Please answer all questions or else the student may not be assigned a test.**

Information Provided in First Contact

- Special Education services and primary disability
- Sensory capabilities
- Motor capabilities
- Computer access
- Communication abilities
- Academic skills
- Attention

Welcome	Special Education	Sensory Capabilities	Motor Capabilities	Computer Access	Communication	Academic	Attention	Complete
●	●	●●●	●	●●	●●●●●	●●●●	●●●	●

Complete



Thank you for taking the time out to fill out the survey. Your responses have been recorded successfully. Please press the Submit button to exit the survey.

First Contact Information

- Used to present initial testlet level based on:
 - Prior academic performance
 - Communication

First Contact Questions Impacting Testlet Delivery

Choose the highest statement that describes the student's expressive communication with speech *

- Ⓐ Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- Ⓑ Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- Ⓒ Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)

First Contact Questions Impacting Testlet Delivery

Math skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill *

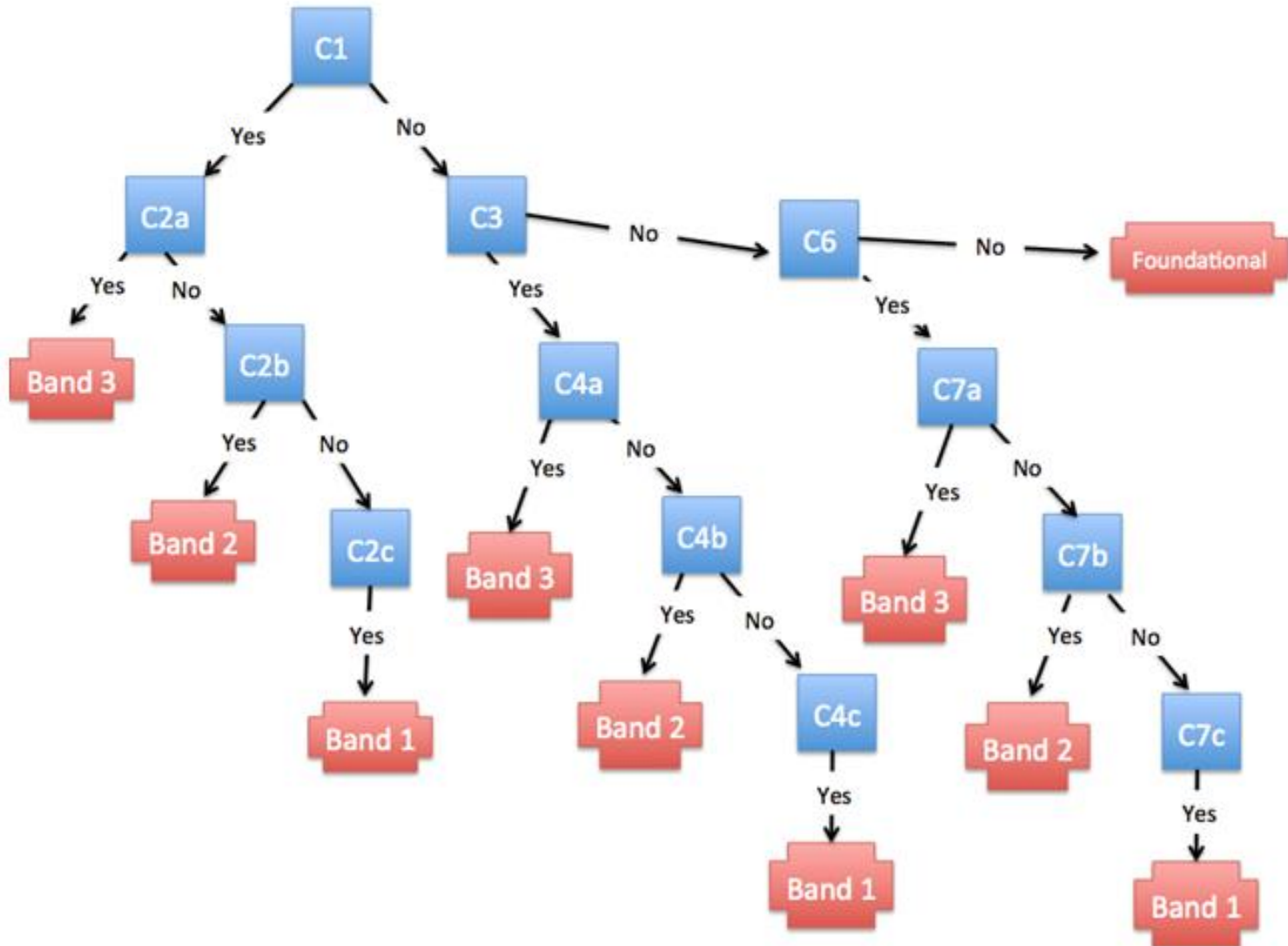
	0% (student does not exhibit this skill)	None to 20% of the time	21% to 50% of the time	51% to 80% of the time	More than 80% of the time
A) Creates or matches patterns of objects or images	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Identifies simple shapes in 2 or 3 dimensions (e.g., square, circle, triangle, cube, sphere)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Sorts objects by common properties (e.g., color, size, shape)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Counts more than two objects	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Adds or subtracts by joining or separating groups of objects	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Adds and/or subtracts using numerals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

First Contact Questions Impacting Testlet Delivery

Reading skills: MARK EACH ONE to show the approximate percent of time that the student uses each skill *

	0% (student does not exhibit this skill)	None to 20% of the time	21% to 50% of the time	51% to 80% of the time	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 checked="" type="radio"/>	<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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Matches sounds to symbols or signs to symbols (e.g., matches sounds to letters presented visually or tactually, matches spoken or signed words to written words)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Reads words, phrases, or sentences in print or Braille when symbols are provided with the words	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

One Decision Making Flowchart



How First Contact Impacts Initial Testlet Level

Student Characteristics

- Uses only 1 signed word at a time
- Does not read any words when presented in print
- Is able to sort objects by common properties (e.g. color) up to 20% of the time

→ Assignment of a Level

- Initial Precursor level testlet

How First Contact Impacts Initial Testlet Level

Student Characteristics

- Regularly combines 3 or more spoken words for a variety of purposes
- Is able to read print above the 3rd grade level
- Is able to add or subtract by joining or separating groups of objects 90% of the time

Assignment of a Level

- Target level testlet

Changing First Contact Information

- First Contact information may be changed at any time
- If First Contact is changed, testlets provided may also change

UTILIZE THE PRACTICE ACTIVITIES AND RELEASED TESTLETS



Practice Activities and Released Testlets

The screenshot shows the K.I.T.E. (Kansas Instructional Test Environment) interface. At the top left is the K.I.T.E. logo, and at the top right is a 'Sign Out' button. The main content area displays a personalized welcome message: 'Welcome back, Lillie!'. Below the message are two large, prominent buttons. The left button is green and features a yellow pencil icon above the text 'TAKE A TEST' with a right-pointing arrow icon. The right button is blue and features a silver handheld device icon above the text 'PRACTICE FIRST' with a right-pointing arrow icon. At the bottom center of the interface, there is a small copyright notice: '© 2013 University of Kansas. All Rights Reserved.'

Practice Activities

- Separate practice activities for teachers and students
- Familiarize students with:
 - Question types
 - Navigation process
 - Procedures to end a testlet
- Check device compatibility

Released Testlets

- Similar to testlets used in operational test in look, feel and academic content
- New released testlets are added periodically

Released Testlets

In KITE, released testlets are labeled by their subject, Essential Element, and linkage level.

Math 3.G.1 DP

Take Test →

ELA RI.4.8.IP

Take Test →

Initial Precursor – IP
Distal Precursor – DP
Proximal Precursor – PP

Target – T
Successor – S

Prior to the Assessment Window

- Read the Test Administration Manual - bookmark state page
- Refresh security agreement and make sure training is complete
- Verify the Technical Liaison has installed KITE on testing devices

PLANNING AND SCHEDULING FOR ASSESSMENT ADMINISTRATION DAYS



DYNAMIC
LEARNING MAPS

Planning and Scheduling

- Technology preparations
- Obtaining Braille forms (if needed)
- Printing of usernames/passwords

Planning and Scheduling

- Length of test session
- Advance preparation per testlet
- Retrieve testlet information page
- Consider schedules
 - Testing window
 - Support staff schedules

Planning and Scheduling

- Designate testing location
 - Quiet area
 - Clear from distractions
 - Arrange the testing display device so that it is only accessible to the student being assessed
 - Set up accessibility devices as needed
 - Stage manipulatives as needed
- Evaluate student behavior



DYNAMIC
LEARNING MAPS

<http://dynamiclearningmaps.org>

Computer-Delivered Testlets

Required Training Module 6

Learning Objectives

- Testlet structure
- Item types
- Completing testlets
 - Responding to items
 - Navigation
- Test day preparations
- Standard test administration process
- Allowable practices
- Practices to be avoided

Computer-Delivered Testlets

- Student is able to interact independently with the computer
 - May use special devices
- Some technology may or may not work

TESTLET STRUCTURE

Testlet Structure

- Begins with engagement activity
 - Motivate students
 - Activate prior knowledge
 - Prepare for the cognitive process required in the items

Testlet Structure

- ELA: Text presented twice; questions embedded and at conclusion on 2nd read
- Math: series of questions or problems related to single topic

Testlet Structure

Choose BEGIN to start.

← GO BACK

BEGIN →

ELA Testlet Structure

Read the text. Think about the details in the text while you read it. After you read the text, you will read the text again and answer some questions.

BACK 



READ

NEXT 

ELA Testlet Structure

Finding a Lost Dog



BACK ↩



READ

NEXT →

Mathematics Testlet Structure

Jen has 2 cats. Tom has 2 cats. They have 4 cats altogether.



BACK ↩



NEXT ➡

ITEM TYPES

Item Types

- Single-select multiple choice
- Multi-select multiple choice
- Matching items
- Sorting objects into categories
- Select text

Single-select multiple choice

The first cake pan Jenny uses has a length of 9 inches. The pan has a width of 10 inches. The pan has a height of 2 inches.

What is the volume of the pan, in cubic inches? [volume = length x width x height]

21 cubic inches

90 cubic inches

180 cubic inches

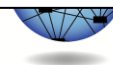
BACK ↩



NEXT ➡

Single-select multiple choice

Which is a circle?



Multi-select multiple choice

Select all of the coins.



Matching items

Match the character to their story.

Mad Hatter

Long John Silver

Tin Woodman

The Wonderful Wizard of Oz

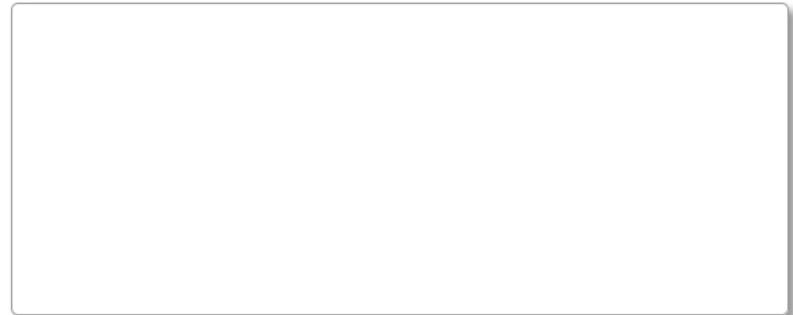
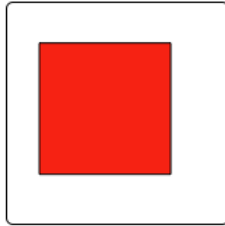
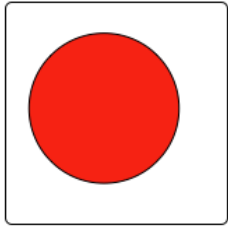
Treasure Island

Alice's Adventures in Wonderland

The Jungle Book

Sorting - Drag and Drop

Put one shape into each box.



Sorting - Click to Place

Put all of the foods in the box.



Burger



plate



Cookie

Group 1

Select Text

Choose the word that tells what a jayhawk is.

The University of Kansas is called KU. KU is in Lawrence, **Kansas** Many people go to KU to learn new things. KU is a great college. The **mascot** for KU is the jayhawk. The jayhawk is red and blue. All the fans yell, "**Rock** Chalk Jayhawk!"

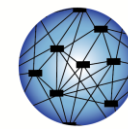
BACK ↶



READ

NEXT ↷

COMPLETING TESTLETS



DYNAMIC
LEARNING MAPS

Responding to Items

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ↩



READ

NEXT ➡

Responding to Items

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ↩



READ

NEXT →

Responding to Items

What does this text tell about?

how to pet a nice dog

how to feed a hungry dog

how to find a lost dog

BACK ↩



READ

NEXT →

Basic Navigation

Read this sentence.

If this plan fails, we will have to go back to the drawing board.

In this sentence, what is the meaning of the underlined phrase?

start all over

support the
decision

work faster

avoid mistakes

BACK 



READ

NEXT 

TEST DAY PREPARATIONS



DYNAMIC
LEARNING MAPS

Test Day Preparations

- Gather test materials
 - testing device with KITE client loaded
 - Student username and password
 - Assistive devices appropriate to student (if needed)
 - Headphones (if needed)
 - Any materials needed (see testlet information page)

Test Day Preparations

- Secure testing location
 - Quiet
 - Clear from distractions
 - Where other students cannot see testlet

STANDARD TEST ADMINISTRATION PROCESS



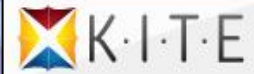
DYNAMIC
LEARNING MAPS

Testing Arrangement

Testing arrangements should:

- Maximize student interaction with computer or testing device based on student needs
- Maximizing student independence while minimizing test administrator involvement

Log In to KITE



 Sign Out

Welcome back, Lillie!



TAKE A TEST 





PRACTICE FIRST 


© 2013 University of Kansas. All Rights Reserved.

Select the Test



 Take a test

 Practice First

 Sign Out

Please select a test to take.

Dynamic Learning Maps

Summative

ELA Grade 7 Pilot

Take Test 

Math Grade 7 Pilot

Take Test 

Teacher Survey A

Take Test 

Begin the Testlet

ELA.RI.3.2.S

Choose BEGIN to start.

 GO BACK

BEGIN 

End of Testlet

Review: The Outstanding Ostrich

Are you done?

Red boxes mean you are not done. Ask your teacher for help.

Green checks mean you are done. You can choose end.

1	2	3	4	5	6	7	8	9
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	11	12						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Answered Not answered

 GO BACK

END 

ALLOWABLE PRACTICES



Key Points

- Most students in DLM can interact independently
- Effective use of PNP options allows for appropriate access
- When possible, choose additional supports consistent with IEP

Allowable Practices

General Principles

1. The student should be expected to respond independently

Allowable Practices

General Principles

2. Supports should be familiar to the student because they have been used during routine instruction

Allowable Practices

- Navigation across screens
- Enter responses for students
- Use of an interactive whiteboard
- Represent the answer options in an alternate format

Allowable Practices

- Use of special equipment for positioning
 - Slant board
 - Velcro objects on a board
- Use of graphic organizers, manipulatives or other tools
- Generic definitions

PRACTICES TO BE AVOIDED

Practices to be Avoided

- Repeating the question again after student has selected a response
- Using physical prompts or hand-over-hand guidance
- Removing answer options or giving hints



DYNAMIC
LEARNING MAPS

<http://dynamiclearningmaps.org>

